

Name _____ Date _____

Read the passages “The Bicycle Revolution” and “How TV Changed America” and then answer Numbers 1 through 13.

Passage 1: The Bicycle Revolution



- 1 One of the earliest bicycles was called “the bone shaker.” It was invented in 1855. With a wooden frame and iron tires, it literally shook its rider, sometimes violently. By 1890, changes in bicycle design resulted in “the safety bicycle.” This model, which looked much like today’s modern bike, began to change America.
- 2 The safety bicycle had wheels of equal size and pedals mounted on a chain. It had light steel parts and inflatable tires. These improvements resulted in a lightweight bike that was comfortable to ride. Unlike the horse, it needed little care. Now for a modest price, people could afford to go almost anywhere.
- 3 Manufacturers working to satisfy popular demand for bicycles developed new ideas for producing them. The most important of these was mass production. Instead of making each bike individually, different parts of the factories produced separate parts of the bicycles. The parts were then put together in an assembly line.

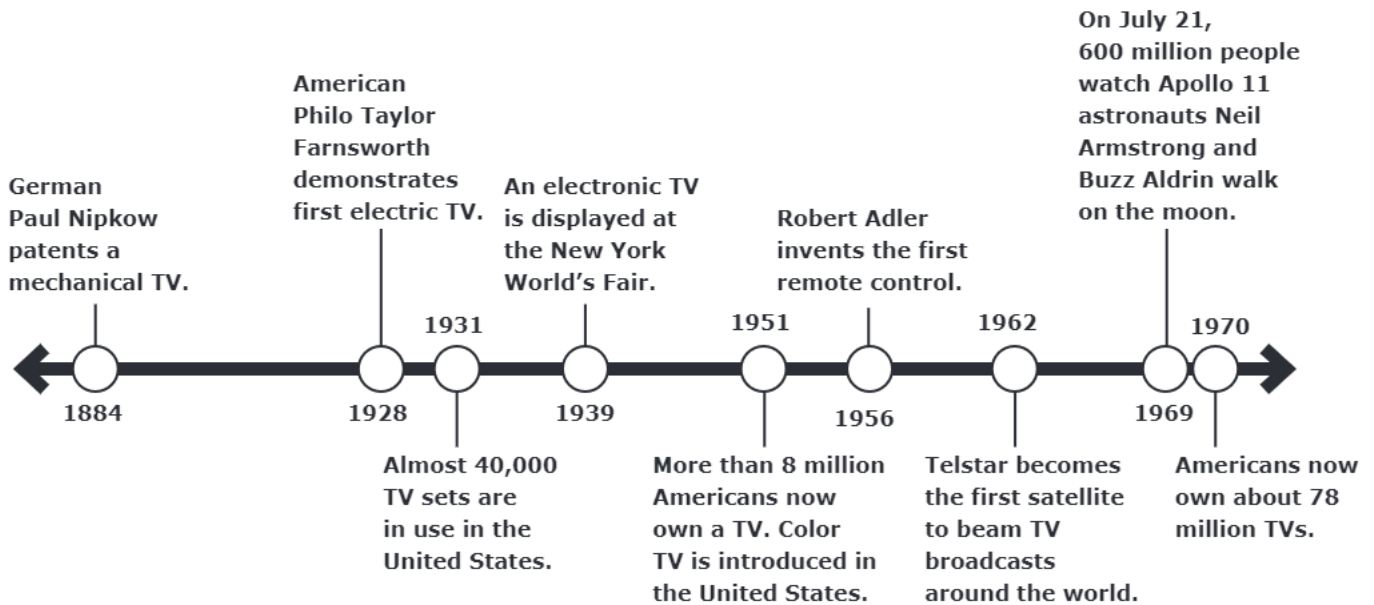
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- 4 Besides revolutionizing the production process, manufacturers also developed new ideas for marketing and selling bikes to the public. These included advertising different models to different types of people and setting nationwide prices.
- 5 Bikes held great importance for the people of the time. Many professions began using bicycles to improve their businesses. Bikes were more efficient for mail delivery than horses or walking. Using bicycles saved time and effort. A stretcher strapped between two bikes became a makeshift ambulance. In 1894, a California rail strike stopped mail delivery. So a bike shop owner started a messenger service with six riders delivering mail.
- 6 The bicycle also caused social change. Mass production lowered prices, which made bikes affordable not just to the middle class but to factory workers, too. People who had only dreamed of more mobility could now travel. They could meet with others and seek new opportunities. They founded bike clubs, choirs, and book groups.
- 7 Bicycles were especially important to women. In the nineteenth century, women who did not have to work in factories were largely confined to the home. The bicycle made women more independent. This contributed to a growing women's movement that included the fight for women's right to vote. As women's rights leader Susan B. Anthony said in 1896 about the bicycle, "I think it has done more to emancipate women than anything else in the world."
- 8 Women's use of the bicycle also affected fashion. Riding a bike in layers of petticoats and heavy skirts was almost impossible. Women cyclists began wearing bloomers—baggy pants with elastic at the knees. The "bloomer craze" led to new thinking about restrictive women's clothing. Designers began creating styles that allowed freedom of movement. This offended some people who did not like the new fashions. Like many of the changes prompted by the bicycle, however, they were here to stay.

Passage 2: How TV Changed America

- 9 By the early twentieth century, sound could be sent via telegraph, telephone, and radio. Inventors were confident they could discover a way to send pictures, too. Some of the first inventions were mechanical. These required people to turn a cardboard wheel to view a sequence of pictures. In 1939, a fully electronic television was introduced at the World's Fair in New York. Soon, television became one of the most powerful forces in American society.
- 10 The first TV sets cost around \$500. Because the average household income was only about \$1,300 a year, TVs remained a luxury. Most programs were special broadcasts of sports or political events. As America entered the 1940s, television began sweeping across the nation. As the decade began, however, so did World War II. To prepare for war, American factories stopped manufacturing TVs so they could produce radios, weapons, airplanes, and radar systems instead. People could not buy new TV sets in those years, but television still flourished as a communications medium. When the United States entered the war in 1941, so did television.
- 11 Newsreels brought war reports into people's living rooms. Television did more than spread the news; it also rallied public opinion. The government used TV to promote campaigns like buying war bonds to support the war effort. Advertisers also created the format for the modern TV commercial. After World War II ended, television manufacturing boomed.
- 12 The 1950s is known as television's Golden Age. During this decade, almost two-thirds of American households owned a TV. People no longer gathered around their radios. Instead, they sat together in their living rooms to watch TV. Broadcasters produced comedies such as *I Love Lucy*. They developed variety programs like *The Ed Sullivan Show* and westerns like *Bonanza*. Television also began to revolutionize American politics. Candidates running for office had to change the way they campaigned on TV, which meant fewer long, informative speeches. When Dwight Eisenhower ran for president in 1952, his staff began the practice of writing catchy "sound bites" for their candidate.

- 13 In the 1960s, television allowed an entire nation to witness the social changes and conflicts of a new era. Millions became excited about space travel as spectators watched astronauts land on the moon and space capsules splash down in the ocean. Americans also watched the Vietnam War, the first war to be televised, bringing images of conflict into people's homes. Many people reacted by protesting U.S. participation in the war. Those protests were televised, too.
- 14 Since the 1960s, many things about television have changed, from video games to movies on demand to watching shows on a cell phone. Television's influence on society is well established, and it will certainly affect generations to come.



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Now answer Numbers 1 through 13. Base your answers on the passages “The Bicycle Revolution” and “How TV Changed America.”

1. The following item has two parts. Answer Part A and then answer Part B.

Part A

In Passage 1, what is the central idea of paragraphs 3–4?

- Ⓐ Manufacturers worked hard to meet the demand for bicycles.
- Ⓑ The bicycle sparked new ideas in production and marketing.
- Ⓒ Bicycles were mass-produced in factory assembly lines.
- Ⓓ Bicycle manufacturers decided to set nationwide prices.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ “With a wooden frame and iron tires, it literally shook its rider, sometimes violently.” (paragraph 1)
- Ⓑ “These included advertising different models to different types of people and setting nationwide prices. (paragraph 4)
- Ⓒ “In the nineteenth century, women who did not have to work in factories were largely confined to the home.” (paragraph 7)
- Ⓓ “This contributed to a growing women’s movement that included the fight for women’s right to vote.” (paragraph 7)

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2. The following item has two parts. Answer Part A and then answer Part B.

Part A

In Passage 1, what text structure does the author use in paragraphs 5 through 8?

- Ⓐ Chronological
- Ⓑ Cause and effect
- Ⓒ Problem and solution
- Ⓓ Comparison

Part B

How does the text structure add meaning to the passage?

- Ⓐ It contrasts other forms of transportation with the bicycle.
- Ⓑ It focuses on how bicycle assembly problems were solved.
- Ⓒ It emphasizes that wider availability of bicycles led to changes in society.
- Ⓓ It makes the time order of the events in bicycle manufacturing clear.

3. What is the meaning of the word efficient as it is used in paragraph 5?

- Ⓐ popular in certain social groups
- Ⓑ easy for many people to afford
- Ⓒ using the least time and effort
- Ⓓ designed for use by women

4. How do the details presented in paragraph 6 support the central idea of Passage 1?

- Ⓐ They show that workers who owned bicycles found them easier to care for.
- Ⓑ They show that factory workers now had to make each bicycle individually.
- Ⓒ They show that factory workers could afford to own more than one bicycle.
- Ⓓ They show that workers could travel more and seek out new opportunities.

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5. What does the word restrictive mean as it is used in paragraph 8?
- Ⓐ limiting of movement
 - Ⓑ forbidden and offensive
 - Ⓒ light in weight and color
 - Ⓓ difficult to locate
6. How does the author support his or her perspective about the importance of bicycles in Passage 1? Select **two** answers.
- Ⓐ by describing what factory work was like in the 1890s
 - Ⓑ by showing how bicycles allowed people to become more involved in society
 - Ⓒ by sharing information about how bicycle safety equipment changed over time
 - Ⓓ by giving directions about how to buy and how to ride different kinds of bicycles
 - Ⓔ by explaining the different roles bicycles played in American history
7. Which of the following describes the central idea **best** supported by the details in Passage 2.
- Ⓐ In the 1950s, Dwight Eisenhower appeared on television as a candidate and used “sound bites.”
 - Ⓑ By the 1950s, TV introduced a variety of programs that changed how most people got their information and entertainment.
 - Ⓒ In the 1960s, people watched images from the Vietnam War on their televisions.
 - Ⓓ In the 1940s, television became the most affordable American invention since the radio.

8. The following item has two parts. Answer Part A and then answer Part B.

Part A

What text structure does the author use to organize information in Passage 2?

- Ⓐ Chronological
- Ⓑ Cause and effect
- Ⓒ Problem and solution
- Ⓓ Comparison

Part B

How does the text structure add meaning to the passage?

- Ⓐ It compares and contrasts printed forms of communication with television.
- Ⓑ It focuses on how manufacturers solved the problem of televisions being too expensive.
- Ⓒ It emphasizes how the availability of television over several decades changed the way people lived.
- Ⓓ It analyzes the effect of war on television and other forms of communication.

9. In Passage 2, what is the meaning of the word flourished as it is used in paragraph 10?

- Ⓐ grew rapidly
- Ⓑ announced clearly
- Ⓒ came to a rapid stop
- Ⓓ prepared to enter a war

- 10.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Select one idea or event that the time line adds to Passage 2.

- Ⓐ Between 1951 and 1970, the number of TVs owned by Americans rose from 8 million to 78 million.
- Ⓑ The 1950s were known as television’s Golden Age.
- Ⓒ During World War II, television helped rally public support for the war.
- Ⓓ Popular programming formats like situation comedies and westerns were developed during the 1950s.

Part B

How does the answer to Part A add meaning to the passage?

- Ⓐ It shows that the population of the United States had increased.
- Ⓑ It shows that the golden age of television was definitely over.
- Ⓒ It shows the growth of television usage in the span of 20 years.
- Ⓓ It shows that people were no longer concerned about war.

- 11.** What is the meaning of the word spectators in paragraph 13 of Passage 2?

- Ⓐ builders
- Ⓑ viewers
- Ⓒ protesters
- Ⓓ astronauts

12. What is the meaning of the word broadcasts in paragraph 10 of Passage 2?
- Ⓐ programs that are never sent out
 - Ⓑ programs sent out a little at a time
 - Ⓒ programs sent out to everyone
 - Ⓓ programs sent out only to a few people
13. What central idea is explored in **both** passages?
- Ⓐ Changes in women's clothing led to important changes in American politics and culture.
 - Ⓑ In the past century, television has recorded some of America's most important events.
 - Ⓒ The United States has invented the most important machines in world history.
 - Ⓓ Changes in technology have improved American life in several important ways.

Read the passages “The Horseless Carriage” and “If I Only Had a Bike” and then answer Numbers 14 through 26.

Passage 1: The Horseless Carriage



- 1 Shirley and her family lived in a white wooden house on Beal Street in Hyde Park, Michigan. They bought the house two years earlier, in 1913. Behind their house was a red barn where their horse, Mason, lived. On Sundays, the whole family crowded into a buggy that hitched to Mason’s harness. Mason and the buggy carried them to church and afterward, if the weather was sunny and warm, to the nearby park for a picnic. Shirley loved these Sunday outings almost as much as she loved Mason, who had been part of their family for as long as she could recall. She fed him apples and carrots every morning before school and kissed his nose every afternoon when she got home.
- 2 Shirley was barely awake one Saturday morning when she heard a sound like a sick horse coughing and sneezing. When she jumped out of bed and looked out the window, she blinked twice to be sure that what she saw was real. A black metal box with four big rubber tires sat in the dirt driveway spewing steam and smoke. Shirley had seen these horseless carriages at the park, but she had never been this close to one. She ran downstairs and out the back door, where her brother, James, was already outside, quite out of breath.

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- 3 "Is it ours?" James asked hopefully as their father stood beside the noisy thing with his boot on one of the wheels.
- 4 "Yes, it is, son," answered their father proudly. He worked on the assembly line at the factory that made these cars.
- 5 Their father explained that Mr. Ford wanted every person who worked in his factory to be able to own a Model T, so he offered his workers a special low price and several years to pay it off, interest-free. Shirley could see her reflection in the shiny black metal as she reached out to touch the word "Ford" written in silver on the front of the car.
- 6 "Let's go for a ride," exclaimed James, already scrambling into the seat, still in his pajamas.
- 7 "Let's all go," said their father, reaching for his daughter's hand. But Shirley hesitated. The Model T frightened her, and she didn't like the noise it made. It smelled bad, and the front of it steamed like a dragon catching its breath. Mama had come out of the house and didn't look at all surprised to see the new car.
- 8 "What's wrong, honey?" Mama asked, noticing Shirley's frown as she dried her hands on her apron. "There's nothing to be afraid of. I think the car will make our lives easier and much more fun."
- 9 "But what about Mason?" Shirley asked.
- 10 "Don't worry," her mother said softly, giving her a hug, "we'll use both."
- 11 But Shirley could see the future, and what she saw were machines that would guzzle gasoline instead of hay.

Passage 2: If I Only Had a Bike

If I only had a bike, I would cruise all over town.
I would pump my way up all the hills and then I would glide down.
I could have a paper route and deliver all the news,
And earn some spending cash to buy whatever stuff I choose.

- 5 If I only had a bike, you know, I could *really* shine.
I could ride it to the store and back in only half the time.
I could ride it to the pool to get the cooling off I'm needing.
I could ride it to the library and spend all summer reading.

- But bikes cost lots of money, and I don't have a lot.
10 A wishful imagination is the only bike I've got.
So I cross my fingers that a bike will magically appear
In our garage or driveway in some future day and year.

- And then, we see a yard sale as we are driving through,
I spot a bike my own size, my favorite color, too.
15 I beg my mom to stop, so she parks along the street,
And I run over to that bike and climb onto its seat.

- "How much?" I asked the man, and he begins to grin.
"For you, it costs a dollar." My mom is smiling then.
"Your birthday's coming up," she says, reaching into her purse.
20 It was the greatest gift in the entire universe.

If I only had a bike, I thought, and now, I *really* do.
It's got scratches and a little rust, but to me it is brand new.
A summer full of happiness to ride instead of hike:
Wheels instead of feet . . . thanks to my new bike.

Now Answer Numbers 14 through 27. Base your answers on the passages “The Horseless Carriage” and “If I Only Had a Bike.”

- 14.** In Passage 1, how does Shirley’s perspective change over the course of the story?
- Ⓐ At first Shirley thinks the new car is beautiful, but later she is afraid of it and compares it to a dragon.
 - Ⓑ At first Shirley is concerned about the family horse Mason, but later she seems to accept that cars are the future.
 - Ⓒ At first Shirley is excited about the new car, but later she becomes scared of the loud noise it makes.
 - Ⓓ At first Shirley thinks the car is scary, but later she is excited about it and even wants to drive the car.
- 15.** In Passage 1, how does paragraph 1 help develop the plot of the story?
- Ⓐ It explains the history of the Model T Ford which looked like a dragon.
 - Ⓑ It introduces the relationship between the characters of James and his horse, Mason.
 - Ⓒ It sets up a conflict between the children and their parents.
 - Ⓓ It gives background information about the family and their horse.
- 16.** Which sentence states a theme of Passage 1?
- Ⓐ Machines are always better than animals.
 - Ⓑ Parents should always consult with their children.
 - Ⓒ Working in a factory can be harmful and dangerous.
 - Ⓓ New inventions sometimes replace things people love.
- 17.** Which **two** sentences belong in a summary of Passage 1?
- Ⓐ A family in Michigan buys a new Model T Ford in 1915.
 - Ⓑ Some people can see the future even if it is not a good one.
 - Ⓒ The children’s mother must have known the car was arriving.
 - Ⓓ A girl is afraid that the car will mean the end of the family horse.
 - Ⓔ Their father stood beside the car with his boot on one of its wheels.

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- 18.** Read this sentence from paragraph 7 of Passage 1.

"It smelled bad, and the front of it steamed like a dragon catching its breath."

What is the meaning of the phrase like a dragon catching its breath?

- Ⓐ It was very hot.
 - Ⓑ It would replace the horse.
 - Ⓒ It roared loudly.
 - Ⓓ It was as large as a dragon.
- 19.** What is the meaning of the word guzzle as it is used in paragraph 11?
- Ⓐ produce a lot of smoke and steam
 - Ⓑ consume quickly in large amounts
 - Ⓒ produce a bad smell because of burning
 - Ⓓ introduce a new invention that will make life easier
- 20.** What is the meaning of the word assembly as it is used in paragraph 4?
- Ⓐ the deconstruction of a machine
 - Ⓑ the fitting together of parts
 - Ⓒ a gathering of people
 - Ⓓ a group of lawmakers
- 21.** What is the meaning of the word cruise as it is used in line 1 of the poem?
- Ⓐ a long trip by boat
 - Ⓑ a driving control on a car
 - Ⓒ sail to different places
 - Ⓓ move smoothly from place to place

22. How does the metaphor “I could *really* shine” in stanza 2 add to the meaning of the poem?
- Ⓐ It shows the speaker feels she could buy herself a bike.
 - Ⓑ It shows the speaker feels she could glow like a light bulb.
 - Ⓒ It shows the speaker feels she could go more places and do more activities.
 - Ⓓ It shows the speaker feels she could enjoy her summer reading in the sunshine.

23. The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence expresses a theme of the poem?

- Ⓐ If you want a new bike, just ask one of your parents.
- Ⓑ If you hope for something long enough, you might get it.
- Ⓒ If you wish to make money, a yard sale is a good thing to do.
- Ⓓ If you’d like to spend the summer reading, you must own a bike.

Part B

What line from the poem supports the answer to Part A?

- Ⓐ “And earn some spending cash to buy whatever stuff I choose.” (line 4)
- Ⓑ “I could ride it to the library and spend all summer reading.” (line 8)
- Ⓒ “But bikes cost a lot of money, and I don’t have a lot.” (line 9)
- Ⓓ “So I cross my fingers that a bike will magically appear” (line 11)

24. How does the theme of the poem develop from the first three stanzas to the last three stanzas?
- Ⓐ The first three stanzas are about wanting something; the last three stanzas are about getting what you hoped for.
 - Ⓑ The first three stanzas are told by a child; the last three stanzas are told by a mother.
 - Ⓒ The first three stanzas are about a paper route; the last three stanzas are about a yard sale.
 - Ⓓ The first three stanzas happen in the past; the last three stanzas happen in the future.

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25. How does the speaker's perspective change over the course of the poem?
- Ⓐ It changes from wanting a bike to being disappointed with the bike.
 - Ⓑ It changes from wanting a bike to wanting something besides a bike.
 - Ⓒ It changes from wanting a bike to wanting a brand new bike.
 - Ⓓ It changes from wanting a bike to being grateful and happy to get a bike.
26. Read each phrase in the chart. Decide whether the phrase describes plot or theme details from "The Horseless Carriage," "If I Only Had a Bike," or both passages. Fill in the bubble in the correct box beside each phrase.

Details	"The Horseless Carriage"	"If I Only Had a Bike"	Both Passages
Explains how a family affords a new car	Ⓐ	Ⓑ	Ⓒ
Happens more than a hundred years ago	Ⓓ	Ⓔ	Ⓕ
Shows how a person feels about an object	Ⓖ	Ⓗ	Ⓘ
Tells a story with a happy ending	Ⓙ	Ⓚ	Ⓛ
Is told from a child's first-person point of view	Ⓜ	Ⓝ	Ⓞ

Read the passage and then answer Numbers 27 through 32. There are six underlined words or phrases in the passage to show which word or phrase may be incorrect.

The day my family got a dog can be been the best day of my life, but a week later, we got our first computer. Although getting the dog was wonderful, the day the computer arrived was definitely the best day of my life. It was in 1998, I think, when I was in fifth grade. Our dad brought home a big cardboard box wrapped in a dark green bag. He set it in the living room. Gathered us all around. Then we got to draw straws to see who would have the opportunity to open the bag. When I got the long straw, I yelled, "Hooray!"

When I opened the box, everyone let out a yell. We set it up right away. By dinnertime, she was searching the Internet and using email.

Having a computer changed their lives. It opened up a whole new world to us and we could do homework faster. It very exciting for my family.

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Now answer Numbers 27 through 32. Choose the correct word or phrase for each of the following.

- 27.** The day my family got a dog can be been the best day of my life, but a week later, we got our first computer.
- Ⓐ have been
 - Ⓑ had been
 - Ⓒ is going to be
 - Ⓓ correct as is
- 28.** Although getting the dog was wonderful, the day the computer arrived was definitely the best day of my life.
- Ⓐ because the dog was wonderful
 - Ⓑ dogs was wonderful
 - Ⓒ getting the dog is wonderful
 - Ⓓ correct as is
- 29.** He set it in the living room. Gathered us all around.
- Ⓐ room, gathered us all around.
 - Ⓑ room. We gathered us all around.
 - Ⓒ room and gathered us all around.
 - Ⓓ correct as is
- 30.** By dinnertime, she was searching the Internet and using email.
- Ⓐ they were
 - Ⓑ we were
 - Ⓒ it was
 - Ⓓ correct as is
- 31.** Having a computer changed their lives.
- Ⓐ his lives
 - Ⓑ our lives
 - Ⓒ its lives
 - Ⓓ correct as is
- 32.** It very exciting for my family.
- Ⓐ It were very
 - Ⓑ It was very
 - Ⓒ It is very
 - Ⓓ correct as is



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