

Test Booklet

Subject: LA, Grade: 06
Grade 6 English Language Arts

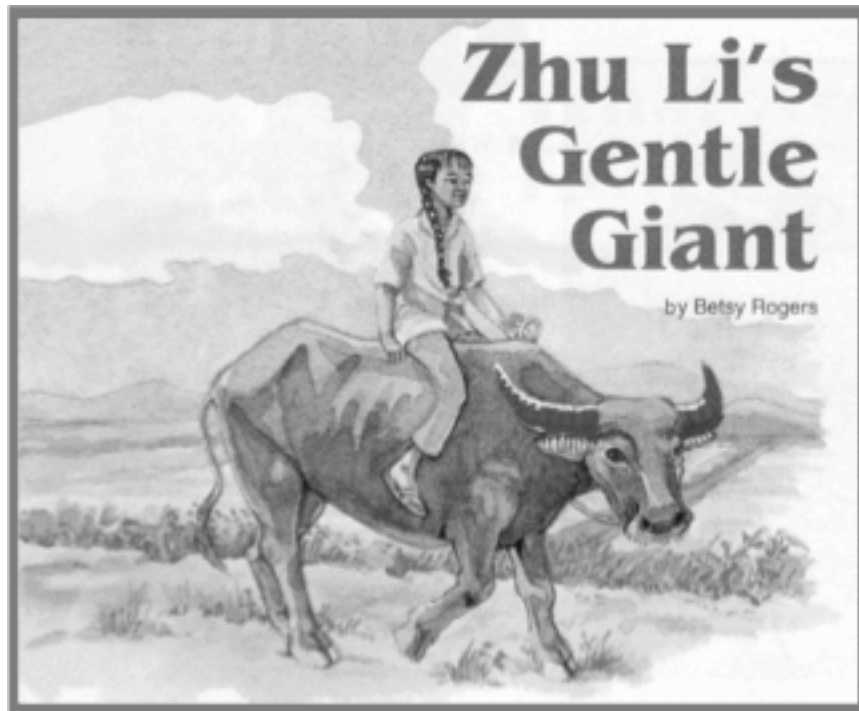
Student name: _____

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Instructions for Test Administrator

Question : A Winning Heart: This listening selection is to be used for four questions of the English Language Arts Test. The entire selection is to be read aloud twice to the students.

Read this passage. Then answer five questions.



by Betsy Rogers

Zhu Li hurries toward home as soon as school is out. Signs of spring are all around her. The warm sun feels good on her bare arms. Swallows swoop in the air, catching insects, and there are flowers blooming beside the path.

Zhu Li lives on a farm in Sichuan Province, China. She is excited because starting this afternoon she will be taking care of the family's water buffalo every day after school.

* * *

Zhu Li's father, Mr. Ching, is preparing the fields for the planting of tiny new rice shoots, just as his father and grandfather have done before him. The work is hard, but it is made easier with the help of a water buffalo.

Zhu Li's family calls the buffalo Qiang Dade Shan, which means Strong Mountain. Strong Mountain is the most valuable animal on the farm because he is so useful. He does many chores besides pull the plow. He draws cartloads of produce and homemade bricks to the village on market day. When Mr. Ching gathers firewood or bamboo in the hills, Strong Mountain patiently carries the heavy bundles home on his broad back.

Strong Mountain is much taller than Zhu Li is. He has massive horns that are curved like crescent moons,¹ and he weighs nearly a ton. In spite of his size and strength, Strong Mountain is a gentle giant. Everyone in Zhu Li's family loves him because he is so good-natured and easy to handle. Zhu Li has never been afraid of him. In fact, she has ridden Strong Mountain many times.

* * *

Mr. Ching has removed his sandals and rolled up his pant legs to wade in the flooded paddy.² He guides the plow through the mud behind Strong Mountain, who steps slowly with his head held low.

Whenever Mr. Ching wants Strong Mountain to stop or change direction, all he has to do is whistle or gently tug on a rope attached to the buffalo's nose ring. If Strong Mountain stops too long in one place, Mr. Ching lightly taps the buffalo's rump with a bamboo stick, and off he will go again.

When Mr. Ching finishes plowing, he removes Strong Mountain's yoke and turns the buffalo over to his daughter. Proudly, Zhu Li climbs onto the gentle giant's back, using one horn as a handle. Zhu Li will now watch over Strong Mountain as he eats and rests after his day's work.

Strong Mountain knows the way. He plods along the dikes,³ pausing often to tear up grass with his raspy tongue. Zhu Li can feel his powerful backbone moving beneath her. Now and then, his hide quivers as he shakes off flies.

When Strong Mountain arrives at a pond, Zhu Li slides off his back and sits on the bank. The buffalo wades into the pond, then sinks into the refreshing water. Soon only his eyes and black nose are showing. Strong Mountain grunts with contentment.

The only thing that Strong Mountain likes better than taking a bath is wallowing in the mud on a hot summer day. A coating of mud keeps him cool and protects him from annoying insects.

That evening, after putting Strong Mountain in his pen, Zhu Li joins her family for dinner. Her father praises her for her good work with Strong Mountain.

Then the family eats bowls of rice that Mr. Ching has grown the year before—with Strong Mountain's help, of course. Everybody agrees that the gentle giant is a very important member of the family.



¹ **crescent moon:** the moon's curved shape when only one-quarter of it is visible

² **paddy:** a flooded field where rice is grown

³ **dikes:** banks or mounds of dirt and rock used to control water

- 1 Why is the water buffalo referred to as a “gentle giant”?
- A He has huge horns.
 - B He works hard on the farm.
 - C He is very strong but looks small.
 - D He is very large but good-natured.
- 2 How does Zhu Li care for the water buffalo each day?
- A She sits on his back as he plows the fields.
 - B She watches over him as he eats and rests.
 - C She washes him when he slides into the mud.
 - D She makes sure that he is safe from other animals.
- 3 Zhu Li can **best** be described as
- A wise
 - B strong
 - C cautious
 - D responsible
- 4 Read this sentence from the passage.
He has massive horns that are curved like crescent moons, and he weighs nearly a ton.
In this sentence, the water buffalo’s horns are compared to crescent moons because of their
- A color
 - B shape
 - C size
 - D weight
- 5 How is Zhu Li’s life probably **different** from most children in the United States?
- A She goes to school most weekdays.
 - B She likes to play with her animals at home.
 - C She does chores after finishing her studies.
 - D She cares for a large animal that works for her family.

Read this passage and answer six questions.

In this passage, an American girl named Martine has traveled to Australia to visit her cousin, Stephen. In Australia, it is summertime in December.

The Pool Visitor

by Marilyn Naito

Illustrated by Helen Kunze

“All done!” Stephen placed a bowl by the sink. “Let’s swim.”

Martine watched the dishwater swirl down the drain. “Swimming! I just can’t get used to it in December.”

All Stephen had heard since his American cousin, Martine, arrived were stories about snow and fireplaces. Stephen had only seen snow in pictures.

SPLASH! The sound came from the backyard.

“Mr. Baker’s spaniel, Max, must be taking a dip again.” Stephen rolled his eyes upward.

Martine tagged behind Stephen as he went to the pool and stopped, dumbfounded. In the water was a round, furry ball that looked like a soggy Teddy bear.

“A koala bear!” Martine sounded happy as the animal splashed water over his ears.

“He isn’t a bear,” Stephen told her. “He’s a marsupial, like a kangaroo.”

Martine and Stephen sat on the edge of the pool and watched. The koala swam, then floated on his back until he headed for the opposite side of the pool across from Stephen and Martine. The koala tried to pull himself out, but the tiles were too slippery.

“He can’t get out,” Martine said. “We’ve got to help him.”



Stephen kicked off his thong sandals and stepped quietly into the pool.

By the time Stephen reached the frightened animal, the koala was paddling to the metal ladder. Stephen put his arms under the koala and gave him a boost up. Martine lifted the animal onto solid ground. The koala gave one shake, spraying Martine with water, before waddling across the lawn and up the nearest tree.

“We’ve never had a koala in the pool before,” Stephen said, “but koalas love to swim. My teacher said that backyard pools are a big cause of accidents to koalas in Australia.”

“What if he falls in when no one’s home?” Martine asked.

“All the koala needs is something rough to hang onto,” Stephen replied, “and he can haul himself right out.”

After hearing what happened, Stephen’s mom said, “There is some leftover carpeting in the basement. You can use that.”

Stephen and Martine found the carpet rolled up in a corner and carried it to the pool. Then they found some sturdy rope in the garage and stitched the rope to one side of the carpet. They tied the rope to two poolside grab rails. They cut the carpet section so that it extended into the pool. After it was hosed down, the carpet lay against the inside pool wall.

“I hope it works,” said Stephen.

They waited and waited, but the koala didn’t appear, and the koala ramp was almost forgotten.

SPLASH!

Stephen and Martine looked at each other with the same thought. It could be Mr. Baker’s spaniel or—

Martine dashed outside with Stephen at her heels.

The water glistened on the koala’s furry head. He paddled around, then swam toward the carpet ramp.

Gripping it with his claws, he slowly pulled his chubby body up and out of the water. With four paws planted firmly on the pool deck, he shook himself and scampered off.

Martine giggled. “I’ll always remember my trip to Australia and the swimming koala!”

- 6 What is the setting for most of the events in the passage?
- A near a lake
 - B in a backyard
 - C at a fitness center
 - D at a community pool
-
- 7 Which **best** describes the koala's problem in the passage?
- A He cannot get out of the pool.
 - B He is afraid to jump into the pool.
 - C He cannot find his way home from the pool.
 - D He becomes cold while swimming in the pool.
- 8 Stephen can **best** be described as
- A funny
 - B helpful
 - C lazy
 - D sad
- 9 After Martine first sees the koala, her emotions quickly change from
- A confused to angry
 - B amused to concerned
 - C frightened to frustrated
 - D hopeful to disappointed
- 10 How is the koala's problem solved in the passage?
- A The cousins build a ramp for the pool.
 - B The cousins place a ladder in the pool.
 - C The cousins take turns watching the pool.
 - D The cousins build a fence around the pool.
- 11 How can the reader tell this passage is realistic fiction?
- A The events take place in the past.
 - B The events take place in a different country.
 - C The events in the passage could really happen.
 - D The passage is about actual events in the author's life.

Read this article. Then answer five questions.

Olykoeks

by Sue Larson Pascoe



Most people have eaten doughnuts. Have you ever wondered where the first doughnuts were made? Who thought up the idea of a fried pastry with a hole in the center?

No one knows for sure who made the first doughnuts. Some people think that doughnuts probably began in the 1800s as Dutch “olykoeks” or “oily cakes.” In those days, a cook would not want to waste any scraps of food. Leftover pieces of bread dough were put into hot oil and fried. Olykoeks were tasty on the outside, but soggy and uncooked in the center.

Some people say that the mother of a New England sea captain invented the first real doughnut. Her name was Elizabeth Gregory. She replaced the soggy center with spices and nuts. But, Elizabeth’s son, Captain Gregory, did not like nuts. He punched out the center, and the outcome was the first hole in a doughnut.

Others say the real story is that Captain Gregory had difficulty steering his ship while trying to eat doughnuts. He asked the ship's cook to make his doughnuts with holes so he could hang them on the pegs of the steering wheel! Others think that Captain Gregory saw holed pastries in Europe and brought the idea back to America with him.



Salvation Army workers serve fresh doughnuts to soldiers in France in 1918.

During World War I, homesick American soldiers in Europe were served doughnuts by the Salvation Army. These brave women volunteering for the job were called “Doughnut Girls.” They often worked in dangerous conditions near the soldiers, so the Doughnut Girls wore helmets and uniforms. The women made doughnut cutters out of a large can with a smaller can inside it to cut out the hole. They could set up a kettle of hot oil to fry the dough almost anywhere.

In the 1920s, doughnut machines were invented. Doughnuts were produced faster and easier than ever before. Still, many people preferred to make their favorite doughnut recipes at home.

Today, doughnuts are available at markets, bakeries, and coffee shops. Most people have a favorite type. You might like sugar-glazed doughnuts, doughnuts dipped in chocolate, or doughnuts covered in sprinkles. Perhaps you prefer doughnuts that don't even have holes, like maple bars, twisted cinnamon, or jelly-filled doughnuts. Then again, when you go to the bakery, you might just like to eat the doughnut holes. Yum!

- 12** According to the article, the first Dutch “olykoek” may have been invented because
- A** people did not like to eat fried foods
 - B** cooks did not like to waste leftover food
 - C** sea captains needed a way to eat while steering a ship
 - D** soldiers needed food that could be eaten in dangerous conditions
- 13** Which statement from the article expresses an **opinion**?
- A** “During World War I, homesick American soldiers in Europe were served doughnuts by the Salvation Army.”
 - B** “In the 1920s, doughnut machines were invented.”
 - C** “Today, doughnuts are available at markets, bakeries, and coffee shops.”
 - D** “You might like sugar-glazed doughnuts, doughnuts dipped in chocolate, or doughnuts covered in sprinkles.”
- 14** According to the article, Elizabeth Gregory improved doughnuts in the 1800s when she replaced the uncooked center section with
- A** sugar glaze
 - B** jelly filling
 - C** spices and nuts
 - D** leftover bread dough
- 15** According to the article, what was **most** dangerous about the conditions under which the Doughnut Girls worked?
- A** They worked aboard a ship.
 - B** They worked near battlefields.
 - C** They used untested machines.
 - D** They used kettles of hot oil.
- 16** Read this sentence from the article.
He punched out the center, and the outcome was the first hole in a doughnut.
- In this sentence, the word “outcome” means
- A** action
 - B** damage
 - C** problem
 - D** result

Read this story. Then answer five questions.

The Owl and the Painted Bird

Retold by Angel Vigil

A long time ago, during the time when the world was new, animals across the Earth were busy developing their natures and appearances. The birds of the world were especially active at this time.

Each bird was learning the songs that would be its own and that would identify that particular bird to the other animals. They were also trying on feathers that would mark each type of bird as distinct and beautiful.

One bird, Pi-coo, was having an especially difficult time. She could not make up her mind about which feathers she should wear. The more she tried on, the more confused she became. Soon, almost all of the feathers were spoken for, and she was left with almost nothing to cover her naked body. Because she had no feathers, she was very ashamed and refused to come out of her nest.

The other birds felt sorry for her. They gathered together and talked about a way they could help Pi-coo.

The eagle, who spoke first, said, “Why don’t we each give her one feather? We all have so many. It wouldn’t be missed and would really help her.”

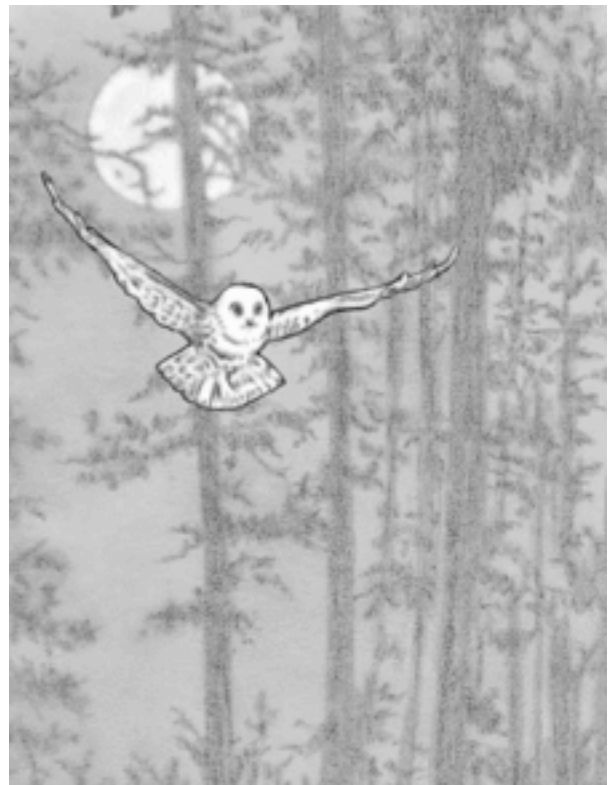
The other birds were not so sure about the idea, but not one bird could come up with another plan. The birds worried that if they each gave a feather to Pi-coo, she might become the most beautiful of all the birds.

Finally, the wise old owl spoke up. He said, “Why don’t we each just loan her a feather? Then she will be covered. As soon as her own feathers grow in, then she will return our feathers. I myself will be responsible for the return of the feathers.”

The other birds agreed to this plan only because of the guarantee by the wise old owl to return their feathers.

Soon all the birds had given Pi-coo a feather. She gathered all of the feathers and carefully arranged them on her naked body. As soon as she saw her reflection in the still waters of the river, she realized that she was the most beautiful of all the birds. She looked like a painted bird, with all the colors of the rainbow shining on her magnificent body. Realizing that the other birds would be jealous and would never allow her to keep their feathers, she immediately flew high into the sky, never to return.

It was not long before the birds realized that Pi-coo was not returning. Incensed,¹ they searched for the wise old owl, but he was nowhere to be found. They could not stand the idea that Pi-coo was now the most beautiful of the birds and demanded that the wise old owl keep his word and return the donated feathers.



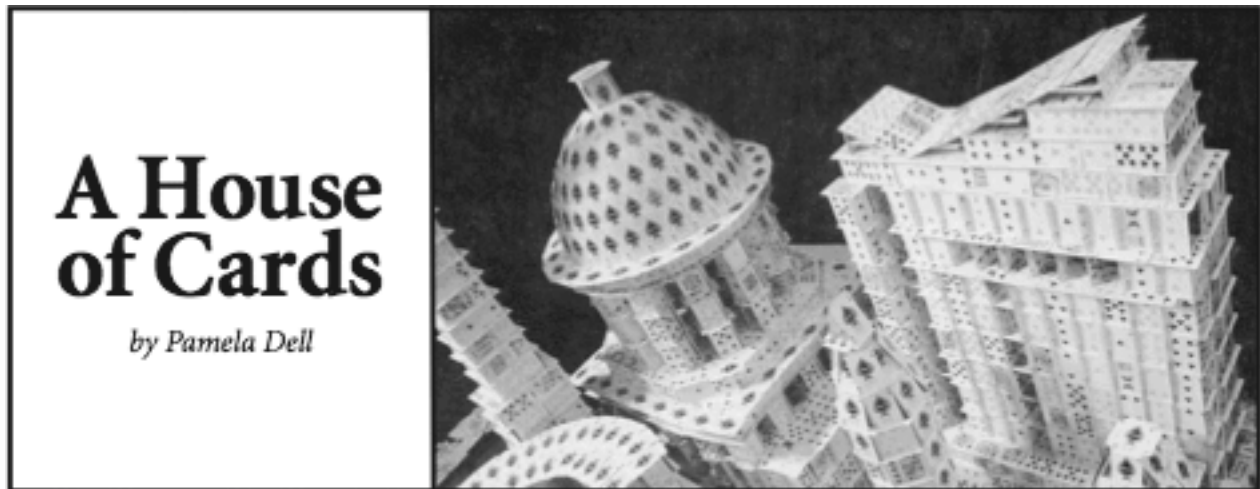
The wise old owl knew how angry the other birds were. So he hid in the trees during the day and came out only at night when he knew that the other birds were sleeping. During the night, he would quietly fly around and call out for Pi-coo, “Pi-coo. Pi-coo.”

And that is why, to this day, the owl is a nocturnal bird, only coming out at night to fly through the air with its plaintive,² searching cry of “Pi-coo. Pi-coo.”

¹ **incensed**: angry ² **plaintive**: sorrowful

- 17 At the beginning of the story, the birds have no feathers because
- A they have not chosen their feathers yet
 - B they believe that feathers are unnecessary
 - C they do not like any of the available feathers
 - D they have given their feathers away to other animals
-
- 18 Which statement **best** describes why the birds are unsure about giving Pi-coo a feather?
- A She is already the most beautiful bird.
 - B The owl advises them not to give away their feathers.
 - C They do not trust her because she never comes out of her nest.
 - D They are concerned that she will become more beautiful than they are.
- 19 Which statement **best** describes how Pi-coo feels about herself at the end of the story?
- A She thinks she is wise.
 - B She thinks she is popular.
 - C She is proud of her appearance.
 - D She is embarrassed by her actions.
- 20 This story is an example of a **folktale** because it
- A uses animals to represent real people in history
 - B tells a fictional story to explain an animal's behavior
 - C uses exact descriptions of animals' appearances
 - D tells an animal story to teach an important life lesson
- 21 "The Owl and the Painted Bird" was **most likely** written to explain why
- A owls come out at night
 - B owls are considered wise
 - C every bird has a different song
 - D birds have feathers of many colors

Read this article. Then answer five questions.



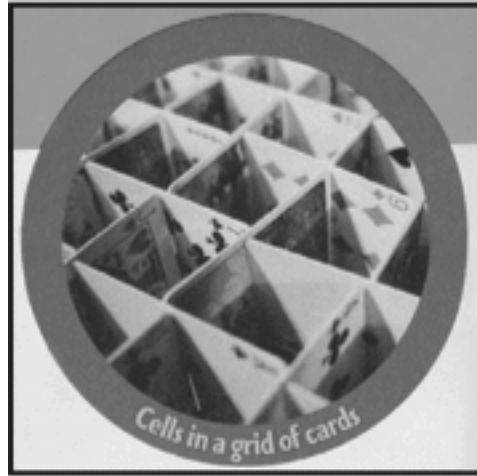
A house of cards? Sounds flimsy, doesn't it? Not if the architect is 31-year-old Bryan Berg. He's made a career out of building spectacular card houses, stadiums, capitols, castles—and the world's tallest card tower. How does he do it?

Bryan's structures are amazing because they are made entirely of perfectly balanced, freestanding playing cards. He never uses glue, tape, or anything else to hold the cards together. Nor does he fold the cards. He's discovered another way to make a sturdy house of cards, using a trick from nature.

To make plants strong, nature builds them with cells that have tough walls. Rows and rows of these cells form a grid that helps leaves and stems keep their shape. Bees use the same kind of repeating pattern to create sturdy honeycombs, where they live and store honey. Bryan designs similar grids, using cards to create a repeating pattern of cells.

He begins with a single cell made by balancing four cards against one another to form a box. Then he repeats the cell over and over, expanding outward to form the grid, which makes a good foundation for a sturdy card structure. The larger the grid, the more weight it can carry. Sometimes Bryan uses several cards, instead of just one, to construct the cell walls, making the grid even stronger. The trick, he tells kids when he speaks in classrooms, is to place your cards as tightly together as possible when laying out your grid, making sure the cards are not leaning at all.

After building this solid base, Bryan lays cards across the top to make the floor for the next “story” of the building. He may add towers, columns, steeples, or domes. Using the principle of repeating cells, Bryan builds structures of amazing strength.



In the Cards

Not surprisingly, Bryan has always been interested in building things. Growing up on a “big, old farm” in rural Iowa, he had plenty of room to play. “We were in the middle of nowhere,” Bryan remembers, “with lots of space to do whatever we wanted. I was always making something, using things like sticks or bales of hay.”

Bryan’s grandfather taught him how to stack cards. Bryan’s two interests—building and card stacking—soon combined. But stacking in his family’s farmhouse was challenging. “Our old house had wood floors that weren’t all level,” he reports. “And they weren’t very firm. When people walked around, it was like ‘earthquake action.’ It was a challenge to build something that wouldn’t fall down immediately.”

Bryan constructed tower after tower; he went through a lot of trial and error before he built anything taller than himself. “One day,” he says, “I stumbled on the grid pattern.” When he placed a few decks of cards on top of his grid, he discovered how strong it was. Bryan’s towers began to grow taller.

How Tall Is Too Tall?

Bryan’s first Guinness World Record for the world’s tallest card tower came in the spring of 1992, when he was in high school. Learning that the world record was 12 feet 10 inches, Bryan built a slim tower that topped out at 14 feet 6 inches. Done as a project for his geometry class, it took him 40 hours and 208 decks of cards. Since then he’s gone on to win world records for even taller buildings. His latest winner measured 25 feet 3.5 inches and used about 2,400 decks of cards. The building, which tapered to a high, narrow point, had 131 stories.

Why don’t these towers fall down? The key is in a good solid base, a repeating pattern of stories, and a tapering top. Bryan likes to point out how card buildings resemble real ones. They are built cell by cell, story by story. The separate parts make one sturdy whole. The heavier the building, the stronger and more stable it is. But the weight can’t all be at the top.

* * *

Demolition Derby

What goes up must come down—even Bryan’s magnificent card buildings. But it isn’t easy demolishing them.

* * *

Bryan learns more about card stacking from tearing down his works—he likes to blow them apart with a leaf blower—than from creating them. That’s because the demolitions show him where the weak points are. The strongest parts of his buildings always take longer to collapse.

* * *

After spending so much time building something so cool, Bryan admits it’s sometimes painful to see his structures destroyed. But he likens his work to the building of a sandcastle or an ice sculpture.

“They wouldn’t be as special if they were permanent,” he points out. “My buildings are like snowdrifts, or clouds in the sky. They can’t last forever.”

22 According to the article, which natural structure is a model for Bryan’s card structures?

- A** a thundercloud
- B** a honeycomb
- C** a sand dune
- D** a snowdrift

23 What was Bryan’s first world record?

- A** tallest card tower
- B** widest card dome
- C** heaviest card house
- D** sturdiest card structure

24 Bryan’s hobby is the result of combining which two boyhood interests?

- A** plant cells and honeycombs
- B** world records and geometry
- C** building things and stacking cards
- D** playing cards and designing houses

25 Why was it a challenge for Bryan to build card structures in his family’s farmhouse?

- A** The floors of the house were uneven.
- B** The ceilings in the house were too low.
- C** The floors of the house were slippery.
- D** The windows in the house were drafty.

26 Read this sentence from the article.

The building, which tapered to a high, narrow point, had 131 stories.

In this sentence, the word “tapered” means the top of the building was

- A** older
- B** shinier
- C** stronger
- D** thinner

A Winning Heart

by Rebecca Spohn

The squeaky sound of shoes running up and down the court, the loud whistle between periods, cheers from the bleachers, and coaches shouting encouraging words at players—Jordan loved every bit of it. The sights and sounds of basketball made his heart go fast. If only he could play the game, but he knew there was no point in thinking about it. Jordan looked down at his legs, they didn't work like other kids'. His muscles were weak and, he thought to himself, "the wheelchair would just get in the way out on the court."

After school, he and Tyler, his big brother, would shoot a few hoops at home in the driveway. Jordan liked to dribble the ball the best. Then he'd quickly spin his wheelchair away from Tyler towards the hoop and throw the ball with all his might.

"Crash!" It hit the backboard and fell through the net. "I slam dunked it," shouted Jordan.

"Lucky break," smiled Tyler. "Let's play again. Hey, I've got an idea. How about the loser has to clean the other person's bedroom."

"It's a deal," said Jordan with great confidence. And sure enough, he won!

After dinner, Tyler reluctantly started to pick up clothes and magazines off Jordan's bedroom floor. "It's an absolute mess in here," said Tyler.

"Don't worry about dusting the place," laughed Jordan. He thought his big brother was the best. Tyler was going to go on to play basketball in college when he got older. He hoped his brother would be a great player, and he would go to all of his games and watch.

The next morning was Saturday and Jordan's birthday. "Pretty nice having the day off from school on your special day, hey, sport?" said Jordan's father.

"Yep!" said Jordan.

After lunch Jordan's mother brought in a big chocolate cake and everyone shouted, "Blow out the candles and make a wish." Jordan blew hard and wished with all of his might that he could play basketball like everyone else.

"Hey sport, I have a surprise for you!" said his father. "I've got three tickets to the professional basketball game at the dome for this evening. What do you think of that?"

"That's great!" said Jordan. Inside he was sad. Watching just wasn't the same as being involved in the action.

Driving to the game, Jordan looked out the window of their van. They passed big elm trees, houses of all shapes and sizes, and—Jordan couldn't believe his eyes. There were several men all playing basketball at a basketball court in the park, and all the men were just like him, in wheelchairs. They were moving fast, just like the squeaky shoes running up and down the courts at school.

When they arrived at the dome, there were cars and people everywhere. The excitement inside was contagious. Jordan's heart was beating fast. The whistle blew, the game started, and the court came alive with action. There were cheers from the bleachers, squeaky shoes, slam dunks, and encouraging words from the coach—"the coach," said Jordan to himself. "Could it be, could it really be?" The opposing team's coach was an important part of the game and giving advice to his players, and he was in a wheelchair just like Jordan.

That night, Jordan’s heart was filled with hope and happiness. “This was the best birthday ever,” he thought to himself. He remembered back to the men having fun playing basketball in the park and the coach. They were people just like him and part of the action in many different ways. He knew he would find a way too, someday.

27 Complete the graphic organizer by describing two sights Jordan sees that inspire him. Use details from the story in your answer.

Two Sights Jordan Sees That Inspire Him

1.	2.
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Gold Fever

from “PBS Kids” website

In the cities and towns of the East, it seemed almost like wartime. Thousands of men left their homes and families behind and headed for California. Women moved in with relatives or fended for themselves. Children wrote letters to their faraway fathers and waited impatiently for them to come home. It was 1849, and the California Gold Rush had begun.

James W. Marshall had discovered gold on January 24, 1848. Marshall worked for John Sutter, a Swiss immigrant who hoped to create an agricultural empire in California. Sutter owned 39,000 acres of land, on which he raised livestock, fruits, and vegetables. He built a large fort that was home to a number of businesses.

Marshall was inspecting a ditch at Sutter’s sawmill on the South Fork of the American River when he saw a sparkle beneath the water. He picked up the glittering particle, half the size of a pea. He was certain that he had found gold.



On May 12, 1848, when word of the discovery reached San Francisco, the town’s male population was about 600. On May 15, only about 200 men remained. By June 1, San Francisco was a ghost town—stores closed, ships abandoned, and houses deserted. Most of the men had run off to the gold fields. The town’s newspapers even shut down. No one was left to write or read them.

Gold fever quickly spread. By the end of 1848, prospectors came from as far as Oregon to the north, the Hawaiian Islands to the west, and Mexico and Chile from the south. It took almost a year for the news to reach the East. When it did, a stampede began.

Today it might be hard to understand why men left their homes and loved ones and traveled thousands of miles to look for gold. But in 1849, a prosperous farmer might make about two or three hundred dollars a year. A factory worker made about a dollar for working a twelve-hour day. A skilled craftsman made a dollar and a half a day.

In California, gold was free to anyone who could find it. A miner could take \$25 to \$35 of gold a day—or even more—out of a riverbed. Stories of miners becoming rich men in a single day spread like wildfire. Many of these stories were exaggerations. But some of them were true.

Some men struck it rich, in primitive mining camps with names like Hangtown, Gouge Eye, and Hell’s Delight. The work was back-breaking, but flake by flake, nugget by nugget, these lucky forty-niners dug up deposits of gold worth hundreds—or even thousands—of dollars. Most miners were not so lucky. Many of the best mining sites were quickly claimed, and then picked clean.

Some people in California made money without having to dig for gold. Smart business people charged miners for supplies and services. A pound of sugar sold for \$2. A pound of coffee for \$4. Women in the gold fields could charge \$25 for a cooked meal, or earn \$50 a week washing shirts. In 1849, those prices were sky-high. A successful miner could easily pay them. But many miners could barely make ends meet.

* * *

The Gold Rush transformed not only the lives of people, but California itself. California’s population grew dramatically. Its towns, cities, and businesses thrived. And almost overnight, it became the most famous American state. People around the world knew the story of California, the golden land where a fortune could be dug from the ground.

31 Complete the chart below by describing one way that both the population and the city of San Francisco were affected by the California Gold Rush in 1848. Use details from the article in your answer.

HOW THE GOLD RUSH AFFECTED SAN FRANCISCO

Effect on the Population of San Francisco	Effect on the City of San Francisco

A poem about Frank Wexler, Dawson City, Yukon Territory, 1898

A Gold Miner's Tale

by Bobbi Katz

I was twenty-one years old.
Fired up by dreams of gold.
Rushing West in '49
to stake a claim to my own mine!
What did I find when I got there?
Thousands of "rushers" everywhere!

Water and sand. That's ALL it takes.
Swish your pan. Pick out the flakes!

A meal?
A horse?
A place to stay?
Who'd believe what we had to pay!

Bought a shovel. Bought a pan.
Soon I'd be a rich young man.

Water and sand. That's ALL it takes.
Swish your pan. Pick out the flakes!

Pan after pan, I'd swish and wish
for a glint of pay dirt in my dish.
Asleep at night, what did I see?
Nuggets the daylight hid from me.



It takes more than a flash in the pan
to make a rusher a rich young man.

The gold I found? Just enough to get by.
I gave up when my claim went dry.

Water and sand. That's ALL it takes.
Swish your pan. Pick out the flakes!

Got a job in a hydraulic mine.
Hated the work, but the pay was fine.
So when I heard about Pikes Peak,¹

I
was in
the Rockies
within a week!

Water and sand. That's ALL it takes.
Swish your pan. Pick out the flakes!

I should have known better.
With a grubstake² so small,
I left Colorado with nothing at all.
No job. No gold. Just a shovel and a pan.
But I walked away a wiser man.

"Gold in the Klondike!"³
Wouldn't you think
I'd be up there in a wink?
But with my new plan to pan gold flakes,
I didn't make the same mistakes.
Before I joined the great stampede,
I thought: What will stampedeers need?
Now I'm a Dawson⁴ millionaire!
I sell them ALL long underwear.

¹ **Pikes Peak**: site of a gold discovery in Colorado

² **grubstake**: money or supplies

³ **Klondike**: a Gold Rush area in northern Canada

⁴ **Dawson**: a city in the Yukon Territory of northern Canada

34 Think about the difficulties faced by gold miners in “Gold Fever” and “A Gold Miner’s Tale.” Write an essay in which you discuss the hardships of life as a gold miner or gold “rusher.” Use details from both the article and the poem to support your answer.

In your essay, be sure to

- discuss the hardships of life as a gold miner or gold “rusher”
- include details from **both** the article and the poem.

Use this space for pre-writing.

Check your writing for correct spelling, grammar, and punctuation.

