



ELA Grade 6 Unit 1 - Print *Summary*

Instructions:

[print exam](#)

Exam Summary: *Number of Questions:* 22
Time Allowed: Not Timed
Grading Scale: Numeric
Multiple Sessions: Yes
Test Mode: Test

Standards:

1 : [CCSS.ELA-Literacy.RL.6.1](#) | [CCSS.ELA-Literacy.RL.6.2](#)
2 : [CCSS.ELA-Literacy.RL.6.3](#)
3 : [CCSS.ELA-Literacy.RL.6.5](#)
4 : [CCSS.ELA-Literacy.RL.6.1](#)
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7 : [CCSS.ELA-Literacy.RI.6.2](#)
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18 : CCSS.ELA-Literacy.RL.6.3
19 : CCSS.ELA-Literacy.RL.6.2
20 : CCSS.ELA-Literacy.RL.6.9
21 : CCSS.ELA-Literacy.RL.6.1
22 : CCSS.ELA-Literacy.RL.6.6



ELA Grade 6 Unit 1 - Print

Danger at Scituate Lighthouse

by Marlene Bateman Sullivan

The story is set near the conclusion of the war of 1812, which was a conflict between the United States and the United Kingdom.

Rebecca stood by her father, looking out the windows of Scituate Lighthouse at the glitter of the surf and beyond to the deep blue swells of the ocean. Low sand dunes, crowned in spots with sea grass, topped the Massachusetts beach. There were no clouds in the sky—nothing at all to give warning of the danger that was sailing toward them.

Earlier that day, Mr. Bates had decided that he would take most of Rebecca's younger brothers and sisters to town to pick up food and supplies, which were dangerously low.

"Now, Rebecca," he began, gazing out across the open sea, "I want you and Abigail to help your mother and take care of things while I go to town with the others. I won't be gone long."

"We'll help," Rebecca promised.

"I know I can count on you."

Still, Mr. Bates looked a little worried about leaving the lighthouse. After all, peace had not yet been declared, even though the War of 1812 was nearly over. Although English warships used to frequently raid towns along the coast—including Scituate—no English troops had been sighted for a long time. Besides, Rebecca thought as she watched her father set off, the family would soon starve if he didn't go for food.

Rebecca didn't mind watching the lighthouse. She was used to helping her father polish the lamps and trim the wicks. Her father, brothers, and sisters hadn't been gone long when Rebecca happened to look out the window at the ocean. What she saw nearly made her heart stop. It was an enemy ship: a small, light-gunned British raider.

Calling for her mother, she grabbed her father's naval telescope and could just make out the name painted on the side: La Hogue.

Rebecca, Abigail, and their mother stood together, frightened, as they watched the ship sail closer. Mother told the girls to watch the ship while she ran outside to find their brother. She had to send him to the nearby village to sound the alarm and alert the home guard. The girls watched helplessly as the great ship dropped anchor just off Cedar Point. Two small boats were lowered off the side, and Rebecca shivered in fear as they began to fill with soldiers. She knew the boats would come ashore quickly with the strong, sweeping strokes of the oarsmen.

It was time to run. As they bolted down the lighthouse stairs, Rebecca suddenly stopped when she saw her fife. Oh my! she thought. It just might work ... Rebecca grabbed the fife and the drum that Abigail had been learning to play.

She and her sister hurried out of the lighthouse and over to the large sand dunes that lay behind it. They stopped in a small gully and hid among the cedar trees. Peering through the trees, they saw soldiers in their bright red coats coming closer and closer. Stopping to catch her breath, Rebecca held her sister's trembling hand. She looked toward Scituate. The village seemed far away, though she could see the tall, white steeple of the church in the distance. She wondered if her older brother was there yet, alerting the villagers that British soldiers were coming.

Rebecca handed Abigail her drum. "We've got to play 'Yankee Doodle.'" Abigail opened her mouth to argue, but her sister silenced her with a stern look. "You know that the home guard always marches to a drum and fife. If the British soldiers hear the music before they get ashore, they'll think our troops are coming to fight." Abigail nodded. Her face was white, but she gripped her drumsticks firmly.

The lively rhythm of "Yankee Doodle" soon filled the air. When it reached the ears of the men in the rowboats, they stopped rowing. The sailors rested on their oars, listening to the proud and defiant music. They looked nervously at one another—the music had to be coming from the drummer and fifer that always accompanied American soldiers. Faint strains of the music reached the skipper, who was still aboard the *La Hogue*. He listened tensely, thinking, too, that the music had to be coming from confident American soldiers who were hiding behind the sand dunes.

The wind was strong and cool, picking up the fine golden sand and tossing it high, but Rebecca and her sister played on.

The captain feared that if his men landed on the beach, they would be walking into a trap, so he fired a cannon as a signal for them to return to the ship. The oarsmen quickly turned the rowboats around.

When the home guard from the village arrived at the lighthouse, they were amazed to find that the *La Hogue* had already set sail. They congratulated Rebecca on her quick thinking and for tricking the British into leaving. Rebecca and Abigail's bravery and lively music had defeated the enemy ... without a single shot having been fired.

Part A:

Which theme is conveyed through Rebecca and Abigail's actions in the story "Danger at Scituate Lighthouse"?

- A Family bonds are stronger than all others.
- B Music is the purest expression of the soul.
- C It is important to always prepare for the worst.
- D A courageous spirit can be as effective as a weapon.

Part B:

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

- A There were no clouds in the sky—nothing at all to give warning of the danger that was sailing toward them.
- B Rebecca, Abigail, and their mother stood together, frightened, as they watched the ship sail closer.
- C The wind was strong and cool, picking up the fine golden sand and tossing it high, but Rebecca and her sister played on.
- D Rebecca and Abigail's bravery and lively music had defeated the enemy ... without a single shot having been fired.

Which **best** explains how Rebecca responds to the crisis that develops in the story “Danger at Scituate Lighthouse”?

- A She goes to her father for help.
- B She quickly thinks of a creative solution.
- C She tries to identify with the enemy soldiers.
- D She relies on her physical strength and instincts.

Read the excerpt from the story "Danger at Scituate Lighthouse."

As they bolted down the lighthouse stairs, Rebecca suddenly stopped when she saw her fife.

Which **best** explains the impact of this sentence on the plot of the story?

- A It marks the climax of the story when the girls confront the enemy.
- B It represents a turning point when Rebecca loses her determination.
- C It marks a turning point when Rebecca thinks of a way to solve a problem.
- D It describes a moment of chance that determines the fate of the characters.

Which line from the story "Danger at Scituate Lighthouse" **best** supports the idea that Rebecca is clever?

- A She was used to helping her father polish the lamps and trim the wicks.
- B Besides, Rebecca thought as she watched her father set off, the family would soon starve if he didn't go for food.
- C She knew the boats would come ashore quickly with the strong, sweeping strokes of the oarsmen.
- D They congratulated Rebecca on her quick thinking and for tricking the British into leaving.

Which **best** explains how the plot unfolds in the story “Danger at Scituate Lighthouse”?

- A in the stories that the sisters tell each other
- B in response to major events in the War of 1812
- C through the sisters’ eyes as they observe their surroundings
- D through the eyes of enemy sailors approaching the shore

The Landlord's Mistake

from *Fifty Famous People: A Book of Short Stories*

by James Baldwin

When John Adams was president and Thomas Jefferson was vice president of the United States, there was not a railroad in all the world.

People did not travel very much. There were no broad, smooth highways as there are now. The roads were crooked and muddy and rough.

If a man was obliged to go from one city to another, he often rode on horseback. Instead of a trunk for his clothing, he carried a pair of saddlebags. Instead of sitting at his ease in a parlor car, he went jolting along through mud and mire, exposed to wind and weather.

One day some men were sitting by the door of a hotel in Baltimore. As they looked down the street they saw a horseman coming. He was riding very slowly, and both he and his horse were bespattered with mud.

"There comes old Farmer Mossback^[1]," said one of the men, laughing. "He's just in from the backwoods."

"He seems to have had a hard time of it," said another; "I wonder where he'll put up for the night."

"Oh, any kind of a place will suit him," answered the landlord. "He's one of those country fellows who can sleep in the haymow and eat with the horses."

The traveler was soon at the door. He was dressed plainly, and, with his reddish-brown hair and mud-bespattered face, looked like a hard-working countryman just in from the backwoods.

"Have you a room here for me?" he asked the landlord.

Now the landlord prided himself upon keeping a first-class hotel, and he feared that his guests would not like the rough-looking traveler. So he answered: "No, sir. Every room is full. The only place I could put you would be in the barn."

"Well, then," answered the stranger, "I will see what they can do for me at the Planters' Tavern, round the corner;" and he rode away.

About an hour later, a well-dressed gentleman came into the hotel and said, "I wish to see Mr. Jefferson."

"Mr. Jefferson!" said the landlord.

"Yes, sir. Thomas Jefferson, the vice president of the United States."

"He isn't here."

"Oh, but he must be. I met him as he rode into town, and he said that he intended to stop at this hotel. He has been here about an hour."

"No, he hasn't. The only man that has been here for lodging to-day was an old clodhopper who was so spattered with mud that you couldn't see the color of his coat. I sent him round to the Planters'."

"Did he have reddish-brown hair, and did he ride a gray horse?"

"Yes, and he was quite tall."

"That was Mr. Jefferson," said the gentleman "Mr. Jefferson!" cried the landlord. "Was that the vice president? Here, Dick! build a fire in the best room. Put everything in tiptop order, Sally. What a dunce I was to turn Mr. Jefferson away! He shall have all the rooms in the house, and the ladies' parlor, too, I'll go right round to the Planters' and fetch him back."

So he went to the other hotel, where he found the vice president sitting with some friends in the parlor.

"Mr. Jefferson," he said, "I have come to ask your pardon. You were so bespattered with mud that I thought you were some old farmer. If you'll come back to my house, you shall have the best room in it—yes, all the rooms if you wish. Won't you come?"

"No," answered Mr. Jefferson. "A farmer is as good as any other man; and where there's no room for a farmer, there can be no room for me."

^[1] a generic term used to describe men who lived in the country

Which statement **best** summarizes the theme of “The Landlord’s Mistake”?

- A Be careful about whom you trust.
- B You shouldn’t judge others based on their appearance.
- C Some people can deceive you with their appearances.
- D Running a business can be challenging.

Read the excerpt from "The Landlord's Mistake."

When John Adams was president and Thomas Jefferson was vice president of the United States, there was not a railroad in all the world.

People did not travel very much. There were no broad, smooth highways as there are now. The roads were crooked and muddy and rough.

If a man was obliged to go from one city to another, he often rode on horseback. Instead of a trunk for his clothing, he carried a pair of saddlebags. Instead of sitting at his ease in a parlor car, he went jolting along through mud and mire, exposed to wind and weather.

Why did the author choose to include this information in the excerpt?

- A to explain what life was like during colonial times
- B to describe what kind of man Thomas Jefferson was
- C to remind readers not to judge people by their appearance
- D to illustrate how easy travel was during Jefferson's time

Read the excerpt from "The Landlord's Mistake."

"Mr. Jefferson," he said, "I have come to ask your pardon. You were so bespattered with mud that I thought you were some old farmer. If you'll come back to my house, you shall have the best room in it—yes, all the rooms if you wish."

Based on this excerpt, which statement best describes the landlord?

- A He is a generous businessman.
- B He often gives insincere apologies.
- C He does not approve of horseback riding.
- D He still dislikes people from the country.

Which **two** statements **best** explain why the author hid Jefferson's identity from the reader as well as the landlord?

- A to make the story easier to understand
- B to allow the reader to experience the landlord's surprise
- C to intensify the dramatic effect of the ending
- D to create a sense of confusion for the reader
- E to illustrate how important Jefferson was

Read the excerpt from "The Landlord's Mistake."

"That was Mr. Jefferson," said the gentleman "Mr. Jefferson!" cried the landlord. "Was that the vice president? Here, Dick! build a fire in the best room. Put everything in tiptop order, Sally. What a dunce I was to turn Mr. Jefferson away! He shall have all the rooms in the house, and the ladies' parlor, too, I'll go right round to the Planters' and fetch him back."

In the context of the excerpt, the word "dunce" most nearly means

- A genius.
- B fool.
- C friend.
- D servant.

How does the revelation of Jefferson's identity affect the landlord?

- A He is relieved that Jefferson is not staying at his inn.
- B He realizes that he should treat poor travelers with respect.
- C He regrets turning the dirty traveler away from his hotel.
- D He is angry with Jefferson for not revealing his identity.

Complaining
from *Wouldn't Take Nothing for My Journey Now*
by Maya Angelou

When my grandmother was raising me in Stamps, Arkansas, she had a particular routine when people who were known to be whiners entered her store. Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, "Sister, come inside. Come." Of course I would obey.

My grandmother would ask the customer, "How are you doing today, Brother Thomas?" And the person would reply, "Not so good." There would be a distinct whine in the voice. "Not so good today, Sister Henderson. You see, it's this summer. It's this summer heat. I just hate it. Oh, I hate it so much. It just frazzles me up and frazzles me down. I just hate the heat. It's almost killing me." Then my grandmother would stand stoically, her arms folded, and mumble, "Uh-huh, uh-huh." And she would cut her eyes at me to make certain that I had heard the lamentation.

At another time a whiner would mewl, "I hate plowing. That packed-down dirt ain't got no reasoning, and mules ain't got good sense. . . . Sure ain't. It's killing me. I can't ever seem to get done. My feet and my hands stay sore, and I get dirt in my eyes and up my nose. I just can't stand it." And my grandmother, again stoically with her arms folded, would say, "Uh-huh, uh-huh," and then look at me and nod.

As soon as the complainer was out of the store, my grandmother would call me to stand in front of her. And then she would say the same thing she had said at least a thousand times, it seemed to me. "Sister, did you hear what Brother So-and-So or Sister Much-to-Do complained about? You heard that?" And I would nod. Mamma would continue, "Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but they will never wake again. Sister, those who expected to rise did not, their beds became their cooling boards and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister. What you're supposed to do when you don't like a thing is change it. If you can't change it, change the way you think about it. Don't complain."

It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen. Whining is not only graceless, but can be dangerous. It can alert a brute that a victim is in the neighborhood.

In the essay "Complaining," what does the final paragraph suggest about how the events described have influenced the author's point of view?

- A It suggests that the author recognized her grandmother's wisdom, because she is determined to pass it on to other children.
- B It suggests that the author truly understood her grandmother's views on complaining, because she explains them in her own words.
- C It shows that the grandmother failed to change the author's attitude, since she does not like being told what to do.
- D It shows that the grandmother's actions frightened the author, because she stops complaining about daily life.

Which choice **best** summarizes the essay "Complaining"?

- A The author retells an important lesson that her grandmother taught her as a child.
- B The author recalls how testy her grandmother was while she worked at the store.
- C The author explains how she applied her grandmother's ideas to her own life in different ways.
- D The author remembers being shocked to watch her grandmother talk about customers behind their backs.

Part A:

Read the excerpt from "Complaining."

Mamma would continue, "Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but they will never wake again. Sister, those who expected to rise did not, their beds became their cooling boards and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister."

Which statement **best** describes the grandmother's point of view in this excerpt?

- A The grandmother shows how happy she is with the author's mature attitude.
- B The grandmother illustrates an extreme example in order to teach the author a lesson.
- C The grandmother influences customers to stop complaining so that she can make a point.
- D The grandmother shames the author for whining and urges her to accept life's hardships.

Part B:

Based on the excerpt in Part A, which statement **best** explains why the grandmother includes details about “dead folks” in her lecture to the author?

- A She wants the author to worry about getting older.
- B She knows the author will appreciate such a detailed example.
- C She thinks the author is mature enough to handle it.
- D She wants the author to appreciate life.

Excerpt from “The Making of a Scientist”

by Richard Feynman

We had the Encyclopaedia Britannica at home. When I was a small boy [my father] used to sit me on his lap and read to me from the Britannica. We would be reading, say, about dinosaurs. It would be talking about the Tyrannosaurus rex, and it would say something like, “This dinosaur is twenty-five feet high and its head is six feet across.”

My father would stop reading and say, “Now, let’s see what that means. That would mean that if he stood in our front yard, he would be tall enough to put his head through our window up here.” (We were on the second floor.) “But his head would be too wide to fit in the window.” Everything he read to me he would translate as best he could into some reality.

It was very exciting and very, very interesting to think there were animals of such magnitude—and that they all died out, and that nobody knew why. I wasn’t frightened that there would be one coming in my window as a consequence of this. But I learned from my father to translate: everything I read I try to figure out what it really means, what it’s really saying.

Read the excerpt from the essay “The Making of a Scientist.”

It would be talking about the Tyrannosaurus rex, and it would say something like, “This dinosaur is twenty-five feet high and its head is six feet across.”

Which choice **best** explains why this sentence is important in the essay?

- A** It states an idea as if it is a fact, and the author goes on to prove that it is incorrect.
- B** It describes a specific moment, and the author goes on to explain how that one moment shaped his adult life.
- C** It is a set of facts that the father goes on to explain in a different way, demonstrating how he helps the author to connect with what he reads.
- D** It gives a specific example of something that the father taught the author, illustrating how those experiences of reading with his father shaped the way he sees the world.

Read the excerpt from the essay "The Making of a Scientist."

It was very exciting and very, very interesting to think there were animals of such magnitude—and that they all died out, and that nobody knew why.

In the context of the essay, the word "magnitude" (paragraph 3) most nearly means

- A old age.
- B great size.
- C immense danger.
- D mysterious origin.

Which choice **best** summarizes the essay "The Making of a Scientist"?

- A The author discusses how his father helped him overcome his childhood fear of dinosaurs.
- B The author explains how his father used to say one thing while meaning something entirely different.
- C The author recalls how he wished he could have spent more time reading with his father.
- D The author remembers how his father used to translate information into practical terms to help him understand it.

Which sentence **best** explains how the father influences the author in the essay “The Making of a Scientist”?

- A He teaches the author to read carefully and to think about the practical meanings of texts.
- B He turns the author into an expert on dinosaurs and helps to shape his first real passion in life.
- C He encourages the author to become a creative thinker and to rely on his imagination instead of facts.
- D He inspires the author to become a good student by pointing out that he is more intelligent than other kids his age.

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It was very exciting and very, very interesting to think there were animals of such magnitude—and that they all died out, and that nobody knew why. I wasn’t frightened that there would be one coming in my window as a consequence of this. But I learned from my father to translate: everything I read I try to figure out what it really means, what it’s really saying.

How is the experience of the author in “Complaining” similar to the experience of the author in “The Making of a Scientist”?

- A Both authors are forced to listen to the ramblings of a family member.
- B Both authors learn about the meaning of appreciating life while you still have it.
- C Both authors greatly enjoy what their relatives are teaching them.
- D Both authors learn valuable life lessons from an older relative.

Which **three** statements describe a similarity between the essays "Complaining" and "The Making of a Scientist"?

- Both essays focus on childhood memories and positive family relationships.
- Both authors forcefully state their opinions in an attempt to persuade readers.
- Both authors remember difficult experiences in which a family member scolded them.
- Both essays illustrate turning points in the authors' lives that mark the end of their youth.
- Both authors pick specific details from their pasts as examples to help explain larger ideas.
- Both essays show the benefits of practical advice and how they can apply to real-life situations.

Which **four** quotes from the essays "Complaining" and "The Making of a Scientist" support the idea that the authors have gained knowledge from a person who raised him or her?

- A When I was a small boy [my father] used to sit me on his lap and read to me from the Britannica.
- B I wasn't frightened that there would be one coming in my window as a consequence of this.
- C But I learned from my father to translate: everything I read I try to figure out what it really means, what it's really saying.
- D Then my grandmother would stand stoically, her arms folded, and mumble, "Uh-huh, uh-huh."
- E Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, "Sister, come inside. Come." Of course I would obey.
- F It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen.

Which choice **best** explains how the authors' points of view develop in both "Complaining" and "The Making of a Scientist"?

- A The authors are introduced in terms of what they oppose and reject in life.
- B The authors' hobbies reveal details about the morals and beliefs that influence them.
- C The authors are introduced through the eyes of the family members who raised them.
- D The authors' memories show how experiences from childhood have affected who they are today.

