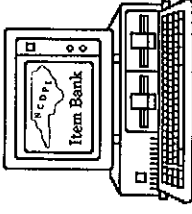


GOAL/OBJECTIVE	Number of multiple choice items	Average Number Correct
Goal 1: The learner will use strategies and processes that enhance control of communication skills development.	0	
Goal 2: The learner will use language for the acquisition, interpretation, and application of information.	17	5.87
2.1 The learner will identify, collect, or select information and ideas.	14	4.93
2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	2	.70
2.3 The learner will apply, extend, or expand on information and concepts.	1	.24
Goal 3: The learner will use language for critical analysis and evaluation.	4	2.19
Total	21	8.06



English I Item Bank Key Sheet

<u>Form</u>	<u>Question No.</u>	<u>Objective</u>	<u>Thinking Skill</u>	<u>Correct Answer</u>	<u>P-Value</u>
A-TA-H-1	1.	2.1	Analyzing	D	0.50
A-TA-H-1	2.	2.1	Knowledge	C	0.35
A-TA-H-1	3.	2.1	Applying	A	0.50
A-TA-H-1	4.	2.1	Applying	C	0.22
A-TA-H-1	5.	2.1	Applying	B	0.52
A-TA-H-1	6.	2.1	Analyzing	D	0.23
A-TA-H-1	7.	2.3	Integrating	A	0.24
A-TA-H-1	8.	3.1	Analyzing	D	0.70
A-TA-H-1	9.	2.1	Integrating	B	0.53
A-TA-H-1	10.	2.1	Applying	B	0.19
A-TA-H-1	11.	2.1	Analyzing	D	0.38
A-TA-H-1	12.	2.1	Analyzing	A	0.26
A-TA-H-1	13.	3.1	Evaluating	B	0.43
A-TA-H-1	14.	2.1	Evaluating	C	0.30
A-TA-H-1	15.	3.2	Evaluating	C	0.60
A-TA-H-1	16.	2.2	Integrating	D	0.41
A-TA-H-1	17.	2.1	Applying	B	0.26
A-TA-H-1	18.	2.1	Applying	D	0.31
A-TA-H-1	19.	2.1	Applying	C	0.38
A-TA-H-1	20.	3.3	Integrating	D	0.46
A-TA-H-1	21.	2.2	Integrating	A	0.29

The poem *The New Colossus* can be found on the base of the Statue of Liberty, welcoming immigrants to the United States. The title refers to the Colossus of Rhodes, a huge bronze statue of Helios, the Greek Sun God. The ancient statue was one of the Seven Wonders of the Ancient World. Like the Statue of Liberty, the Colossus of Rhodes was in a harbor, where it could be seen by mariners and other travelers. Read the poem and answer questions 1 through 9.

The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed sunset gates shall stand
A mighty woman with a torch, whose flame
5 Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin-cities frame.
“Keep, ancient lands, your storied pomp!” cries she
10 With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me—
I lift my lamp beside the golden door!”

1. What is the *main* purpose of this poem?
- A to contrast Ancient Greece and the United States
 - B to criticize the Colossus of Rhodes
 - C to describe the Statue of Liberty
 - D to praise what the Statue of Liberty represents
2. What type of poem is this?
- A ballad
 - B haiku
 - C sonnet
 - D soliloquy
3. What literary technique is used throughout the poem?
- A rhyme
 - B onomatopoeia
 - C hyperbole
 - D irony
4. What literary technique is used by comparing the Statue of Liberty to the Colossus of Rhodes?
- A personification
 - B metaphor
 - C allusion
 - D hyperbole
5. Which two literary techniques are used in this line from the poem?
- “Here at our sea-washed sunset gates shall stand / A mighty woman with a torch”
- A personification and simile
 - B alliteration and imagery
 - C metaphor and hyperbole
 - D irony and onomatopoeia
6. What changes in line 9 of the poem?
- A tone
 - B theme
 - C setting
 - D point of view

7. Which **best** describes the differences between the Colossus of Rhodes and the Statue of Liberty?
- A pompous vs. inviting
 - B powerful vs. weak
 - C ancient vs. modern
 - D practical vs. symbolic
8. In the poet's opinion, which difference between the Colossus of Rhodes and the Statue of Liberty is **most** important?
- A the size of each statue
 - B the location of each statue
 - C the material used in each statue
 - D the message each statue conveys
9. Which of the following is **not** true of both the Statue of Liberty and the Colossus of Rhodes?
- A both stand at the entrance to a harbor
 - B both honor a religious figure
 - C both are associated with light
 - D both are famous man-made structures

In his poem, "Ellis Island," Joseph Bruchac explores his dual heritage. Bruchac's ancestors include an Abenaki Indian grandfather who raised him and European grandparents who immigrated to America through the port of Ellis Island in New York Harbor. Read the poem "Ellis Island" and answer questions 10 through 16.

Ellis Island

by Joseph Bruchac

Beyond the red brick of Ellis Island
 where the two Slovak children
 who became my grandparents
 waited the long days of quarantine,
 after leaving the sickness,
 the old Empires of Europe,
 a Circle Line ship slips easily
 on its way to the island
 of the tall woman, green
 as dreams of forests and meadows
 waiting for those who'd worked
 a thousand years
 yet never owned their own.

Like millions of others,
 I too come to this island,
 nine decades the answerer
 of dreams.

Yet only one part of my blood loves that memory.
 Another voice speaks
 of native lands
 within this nation.
 Lands invaded
 when the earth became owned
 Lands of those who followed
 the changing Moon,
 knowledge of the seasons in their veins.

10. What type of poem is this?
- A narrative
 - B lyric
 - C epic
 - D dramatic
11. Which *best* describes the poet's tone in this poem?
- A inspiring
 - B bitter
 - C amusing
 - D reflective
12. Which situation described in this poem is an example of irony?
- A Ellis Island symbolizes invasion to Native Americans.
 - B Ellis Island was the first stop for immigrants coming to America.
 - C Like millions of others, the poet has visited Ellis Island.
 - D Only one part of the poet loves the memory of Ellis Island.

13. Which of the following *best* describes this phrase from the poem?

“ . . . the island / of the tall woman, . . . ”

- A a metaphor for Ellis Island
- B an allusion to the Statue of Liberty
- C hyperbole about Native Americans
- D personification of Ellis Island

14. Which phrase refers to the symbolism of Ellis Island?

- A “Beyond the red brick of Ellis Island”
- B “waited the long days of quarantine,”
- C “nine decades the answerer / of dreams”
- D “Another voice speaks / of native lands”

15. Which *best* describes how the poet’s dual heritage (Native American and European) has affected him?

- A He believes wholeheartedly in the American Dream.
- B It has alienated him from his Slovak grandparents.
- C It has encouraged him to see things from both perspectives.
- D He believes immigration to the United States should stop.

16. The poems “The New Colossus” and “Ellis Island” address a similar subject. What creates the *most* significant differences between the two poems?

- A the tone of each poem
- B the style of each poem
- C the number of literary techniques used in each poem
- D the personal perspectives expressed in each poem

Raised by a beloved Abenaki grandfather who felt compelled by history and circumstance to deny his Indian blood, Joseph Bruchac describes how he transformed his grandfather's shame into a personal celebration and reclaimed his Native American identity. Read the following excerpt from "Notes of a Translator's Son" and answer questions 17 through 21.

There are many people who could claim and learn from their Indian ancestry, but because of the fear their parents and grandparents knew, because of past and present prejudice against Indian people, that part of their heritage is clouded or denied. Had I been raised on other soil or by other people, my Indian ancestry might have been less important, less shaping. But I was not raised in Czechoslovakia or England. I was raised in the foothills of the Adirondack Mountains near a town whose spring waters were regarded as sacred and healing by the Iroquois and Abenaki alike. This is my dreaming place. Only my death will separate it from my flesh.

I've avoided calling myself "Indian" most of my life, even when I have felt that identification most strongly, even when people have called me an "Indian." Unlike my grandfather, I have never seen that name as an insult, but there is another term I like to use. I heard it first in Lakota and it refers to a person of mixed blood, a *metis*. In English it becomes "Translator's Son." It is not an insult, like *half-breed*. It means that you are able to understand the language of both sides, to help them understand each other.

In my late teens I began to meet other Indian people and learn from them. It seemed a natural thing to do and I found that there was often something familiar about them. In part it was a physical thing—just as when I opened Frederick John Pratson's book *Land of Four Directions* and

saw that the Passamaquoddy man on page 45 was an absolute double of photographs of Jesse Bowman. It was not just looks, though. It was a walk and a way of talking, a way of seeing and an easy relationship to land and the natural world and animals. *Wasn't no man*, Jack Bowman said, *ever better with animals than Jess. Why he could make a horse do most anything.* I saw, too, the way children were treated with great tolerance and gentleness and realized that that, too, was true of my grandfather. He'd learned that from his father, he said.

Whenever I done something wrong, my father would never hit me. He never would hit a child. He said it jes wasn't right. But he would just talk to me. Sometimes I wisht he'd just of hit me. I hated it when he had to talk to me.

The process of such learning and sharing deserves more space than I can give it now. It involves many hours of sitting around kitchen tables and hearing stories others were too busy to listen to, and even more hours of helping out when help was needed. It comes from travels to places such as the Abenaki community of Swanton, Vermont, and the still-beating heart of the Iroquois League, Onondaga, and from realizing—as Simon Ortiz puts it so simply and so well—that "Indians are everywhere." If you are ready to listen, you'll meet someone who is ready to talk.

17. Which genre *best* describes this passage?
- A legend
 - B essay
 - C biography
 - D satire
18. Which literary technique is used in describing Onondaga as “the still-beating heart of the Iroquois League”?
- A simile
 - B hyperbole
 - C alliteration
 - D metaphor
19. Which word is *most* similar to Bruchac’s definition of a “Translator’s Son”?
- A explorer
 - B writer
 - C intermediary
 - D orator
20. Which theme is emphasized *most* in this passage and the poem “Ellis Island”?
- A respect for the American Dream
 - B conflict between the generations
 - C conflict between cultures
 - D respect for one’s heritage
21. Which Native American trait is emphasized in the poem “Ellis Island” as well as in this passage?
- A close relationship to nature
 - B love of storytelling
 - C gentleness toward children
 - D fear of prejudice