Read the story “The Elephant and the Crocodile.” Then answer questions 1 through 5.

The Elephant and the Crocodile

by H. Berkeley Score

1 An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal.

2 “Look at my strength,” said the Elephant. “I can tear up a tree, roots and all, with my trunk.”

3 “Ah! but quantity is not quality, and your skin is not nearly so tough as mine,” replied the Crocodile, “for neither spear, arrow, nor sword can pierce it.”

4 Just as they were coming to blows, a Lion happened to pass.

5 “Heyday, sirs!” said His Majesty, going up to them, “let me know the cause of your quarrel.”

6 “Will you kindly tell us which is the better animal?” cried both at once.

7 “Certainly,” said the Lion. “Do you see that soldier’s steel helmet on yonder wall?” pointing at the same time across the river.

8 “Yes!” replied the beasts.

9 “Well, then,” continued the Lion, “go and fetch it, and bring it to me, and I shall be able then to decide between you.”

10 Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall.

11 Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.

12 They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and
the Crocodile laid the helmet at the Lion’s feet. His Majesty took up the helmet, and addressing the Elephant, said:

13 “You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you,” said the Lion, turning to the Crocodile, “although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other.”

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1. **Part A**

Which sentence from the story helps the reader understand the meaning of *disputing* as it is used in paragraph 1?

A "‘Heyday, sirs!’ said His Majesty, going up to them, ‘let me know the cause of your quarrel.’” (paragraph 5)

B “Upon hearing this, off they started.” (paragraph 10)

C “The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.” (paragraph 11)

D “‘And you,’ said the Lion, turning to the Crocodile, ‘although unable to reach the helmet, were able to dive for it and save it.’” (paragraph 13)

**Part B**

Which word has the opposite meaning of *disputing*?

A confessing

B discussing

C questioning

D agreeing
2. **Part A**

How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?

- He disappoints them by refusing to answer.
- He causes conflict by proposing a silly contest.
- He shows interest in helping them solve their problem.
- He addresses them as if they are less important than he is.

**Part B**

Which detail from the story provides evidence for the answer to Part A?

- “‘Do you see that soldier’s steel helmet on yonder wall?’” (paragraph 7)
- “‘. . . go and fetch it, and bring it to me, and I shall be able then to decide between you.’” (paragraph 9)
- “‘His Majesty took up the helmet . . . .’” (paragraph 12)
- “‘You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.’” (paragraph 13)
3. **Part A**

Which sentence describes the Crocodile and Elephant in the story?

- A They are competing with each other.
- B They are daring each other.
- C They feel jealousy toward each other.
- D They feel gratitude toward each other.

**Part B**

Which detail from the story supports the answer to Part A?

- A “Here he waited till the Elephant came up.” (paragraph 11)
- B “They then made their way together back again across the river.” (paragraph 12)
- C “The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back . . . .” (paragraph 12)
- D “They then returned, and the Crocodile laid the helmet at the Lion’s feet.” (paragraph 12)
4. **Part A**

Which character trait best describes the Lion?

- wise
- brave
- kind
- humorous

**Part B**

Which quotation from the story supports the answer to Part A?

- “Just as they were coming to blows, a Lion happened to pass.” (paragraph 4)
- “Do you see that soldier’s steel helmet on yonder wall? . . . .” (paragraph 7)
- “Well, then,’ continued the Lion, ‘go and fetch it, and bring it to me, and I shall be able to decide between you.’” (paragraph 9)
- “Neither is better than the other.” (paragraph 13)
5. **Part A**

Which sentence **best** states a theme in the story?

- A We all have different strengths.
- B We should try to be patient with others.
- C We all have the power to help others.
- D We should always put forth our best efforts.

**Part B**

Which detail from the story **best** shows this theme?

- A “‘Ah! but quantity is not quality, and your skin is not nearly so tough as mine . . . .'” (paragraph 3)
- B “The Crocodile, being used to the water, reached the opposite bank of the river first . . . .” (paragraph 10)
- C “. . . a sudden lurch caused the prize to slip off and sink to the bottom.” (paragraph 12)
- D “‘You are both wise and clever in your respective ways.'” (paragraph 13)
Read the article “The Peanut Man.” Then answer questions 6 through 12.

The Peanut Man

1 George Washington Carver was always interested in plants. When he was a child, he was known as the “plant doctor.” He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he’d take their plants to his garden and nurse them back to health.

2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes “worn out” after a few years. Eventually, cotton will no longer grow on this land.

3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.

4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.

5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.
6 Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras. Again, Carver had a plan. Do you know what he did?

7 Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they’d have to buy fewer things and would be more self-sufficient. And if other people started making things out of peanuts, they would want to buy the extra peanuts, so the farmers would make more money. Although not many of Carver’s peanut products were ever mass-produced, he did help spread the word about peanuts.

8 Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses
for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

The Peanut Man from America’s Library—Public Domain
6. **Part A**

What does dedicated mean as it is used in paragraph 3?

- A. being very committed to a purpose or mission
- B. thinking something is unlikely or impossible
- C. showing disappointment in the current situation
- D. expressing appreciation for hard work done by others

**Part B**

Which two details from the article provide evidence that Carver was dedicated to his work?

- A. “People would ask him for advice when they had sick plants.” (paragraph 1)
- B. “This was especially bad for poor African American farmers, who relied on selling cotton to support themselves.” (paragraph 3)
- C. “In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.” (paragraph 5)
- D. “Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras.” (paragraph 6)
- E. “He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap.” (paragraph 7)
- F. “By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA).” (paragraph 8)
7. **Part A**

What is a main idea of the article?

- George Washington Carver was a bright young man and an excellent teacher.
- George Washington Carver taught farmers how to improve crop production.
- George Washington Carver learned about caring for plants as a young boy.
- George Washington Carver was recognized by Congress for his accomplishment.

**Part B**

Which detail from the article supports the answer to Part A?

- “When he was a child, he was known as the ‘plant doctor.’” (paragraph 1)
- “Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use.” (paragraph 2)
- “Carver knew that certain plants put nutrients back into the soil.” (paragraph 4)
- “In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts.” (paragraph 8)
8. **Part A**

How does the author of the article use key details to support the main idea?

- by telling how farmers became self-sufficient
- by showing Carver’s attention to plants since childhood
- by describing the farming conditions in the South
- by explaining how Carver studied nutrients in the soil

**Part B**

Which detail from the article supports the answer to Part A?

- “. . . was always interested in plants.” (paragraph 1)
- “Cotton plants use most of the nutrients . . . .” (paragraph 2)
- “. . . cotton will no longer grow on this land . . . .” (paragraph 2)
- “. . . plant cotton one year, then the next year plant peanuts . . . .” (paragraph 6)
9. **Part A**

Which option **best** summarizes the article?

- A. Because George Washington Carver wanted to help farmers, he taught them how to replace cotton plants with peanut plants.
- B. Because George Washington Carver was interested in plants, he became a teacher who taught his students how to grow different types of crops.
- C. Because George Washington Carver invented many uses for peanuts, they became a major crop in the United States.
- D. Because George Washington Carver used his interest in plants to help farmers become self-sufficient, peanuts became an important crop.

**Part B**

Which **two** sentences from the article are important to include in a summary of “The Peanut Man”?

- A. “He had a secret garden where he grew all kinds of plants.” (paragraph 1)
- B. “People would ask him for advice when they had sick plants.” (paragraph 1)
- C. “Sometimes he’d take their plants to his garden and nurse them back to health.” (paragraph 1)
- D. “Carver was dedicated to helping those farmers, so he came up with a plan.” (paragraph 3)
- E. “Peanuts are also a source of protein.” (paragraph 4)
- F. “Peanuts became more and more popular.” (paragraph 8)
10. Part A

The author of “The Peanut Man” describes the events in George Washington Carver’s life in the order that they happened. Which additional organizational structure does the author use in the article?

- The author compares and contrasts the many uses of peanuts.
- The author uses descriptive detail when explaining how Carver took care of sick plants.
- The author describes a step-by-step process to determine the nutrients in the soil.
- The author explains the problem of worn-out soil and presents a solution through the use of soil-restoring plants.

Part B

Which two sentences from the article support the answer to Part A?

- “Sometimes he’d take their plants to his garden and nurse them back to health.” (paragraph 1)
- “Eventually, cotton will no longer grow on this land.” (paragraph 2)
- “Peanuts are also a source of protein.” (paragraph 4)
- “Carver told farmers to rotate their crops . . . .” (paragraph 6)
- “Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras.” (paragraph 6)
- “. . . not many of Carver’s peanut products were ever mass-produced . . . .” (paragraph 7)
11. Part A

How does the author use evidence to support the idea that peanuts had become one of the major crops in the United States?

- by explaining why growing cotton was harming struggling farmers
- by providing examples of products made from peanuts
- by describing the creation of a national group of peanut farmers
- by explaining why crop rotation is good for the soil

Part B

Which evidence from the article supports the answer to Part A?

- “Eventually, cotton will no longer grow on this land.” (paragraph 2)
- “Carter knew that certain plants put nutrients back into the soil.” (paragraph 4)
- “He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap.” (paragraph 7)
- “By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA).” (paragraph 8)
12. Part A

How did Carver become well known across the country?

- He worked at the Tuskegee Institute.
- He helped people make their sick plants well.
- He spoke to Congress about the many uses of peanuts.
- He organized the United Peanut Association of America.

Part B

Which detail from the article supports the answer in Part A?

- “. . . and nurse them back to health.” (paragraph 1)
- “Later, when he was teaching . . .” (paragraph 2)
- “By 1920 there were enough peanut farmers to form . . . .” (paragraph 8)
- “. . . the whole country had heard . . . .” (paragraph 8)