

TABLE OF CONTENTS



UNIT I: READING

About Unit I: Reading.....	2
Unit.I.:SUMMARY.OF.READING.KEYS.....	3-4
Summary.of.TEST.TAKING.SKILLS.(Objective.Questions).....	5

Information: Social Studies

The Witches of Salem by.Henrietta.Elizabeth.Marshall	
Keys.to.Comprehension: Pre-reading Strategies.....	6
The.Witches.of.Salem.....	7-9
Objective.Questions:.Critical.Thinking.....	10-11

Fiction: Play

Hamlet by.William.Shakespeare.(A.Retelling).	
Keys.to.Comprehension:.Setting.....	12
Hamlet.....	13-17
Objective.Questions:.Critical.Thinking.....	18-19

Information: Biography

Jacques Cousteau: Master of the Deep	
Keys.to.Comprehension: Theme.....	20
Jacques.Cousteau: Master.of.the.Deep.....	21-23
Objective.Questions:.Critical.Thinking.....	24-25

Fiction: Poetry

Little Black-Eyed Rebel.by.Will.Carleton	
Keys.to.Comprehension:.Inference and Drawing Conclusions.....	26
Little.Black.Eyed.Rebel.....	27-28
Objective.Questions:.Critical.Thinking.....	29-30

Information: Science

Is Hypnosis a Trick? by.R..Lindal	
Keys.to.Comprehension:.Fact and Opinion.....	31
Is.Hypnosis.a.Trick?.....	32-33
Objective.Questions:.Critical.Thinking.....	34-35

Fiction: A Historical Correspondence

1861: Letters from Vinnie by.Maureen.Stack.Sapp�y	
Keys.to.Comprehension: Cause and Effect.....	36
1861:.Letters.from.Vinnie.....	37-39
Objective.Questions:.Critical.Thinking.....	40-41





Information: Recipe

Mom’s Chocolate Meringue Pie.by.Tom.Birdseye

Keys.to.Comprehension:.Sequence.....	42
Mom’s.Chocolate.Meringue.Pie.....	43-44
Objective.Questions:.Critical.Thinking.....	45-46

Information: Science

Bicycling Across the English Channel by.D..Rosenberg

Keys.to.Comprehension:.Problem/Solution.....	47
Bicycling.Across.the.English.Channel.....	48-49.
Objective.Questions:.Critical.Thinking.....	50-51

Information: Art

Michelangelo: A Genius.Unmatched.by.S..Barnes.

Keys.to.Comprehension:.Author’s Purpose.....	52
Michelangelo:A.Genius.Unmatched.....	53-56.
Objective.Questions:.Critical.Thinking.....	57-58

UNIT II: WRITING

About Unit II: Writing.....	60
-----------------------------	----

The Short Constructed-Response Question (Short C-R)

How.to.Answer.the.Short.C-R.Question.....	61
Tips.for.the.Short.C-R.Question.....	62

Information: Science

Adventure Beneath the Sea by.Kenneth.Mallory.....	63-65..
Short.C-R.Questions.....	66-67.

The Extended Constructed-Response Question (Extended C-R)

How.to.Answer.the.Extended.C-R.Question.....	68
Tips.for.the.Extended.C-R.Question.....	69

Information: Science

Deer Out of Control. by.J..Fisher.....	70-71
Short.C-R.Questions.....	72-73.
Prewriting: Graphic Organizer.....	74.
Extended.C-R.Question/Essay.Draft.....	75-76
Sharpen.Your.Writing.Skills:.Sentence Fragments—Run-On Sentences.....	77
Revise.and.Edit.Charts.for. <i>Deer Out of Control</i>	78





Paired Stories

Working with Paired Stories..... 79

Information and Fiction: Compare and Contrast

A Social Studies Article: How Daniel Morgan Won the Battle of Saratoga..... 80-81

A Poem: It Couldn't Be Done by Edgar A. Guest..... 82

Short C-R Questions..... 83-84

Prewriting: Graphic Organizer..... 85

Extended C-R Question/Essay Draft..... 86-87

Sharpen Your Writing Skills: Use Descriptive Words..... 88

Revise and Edit Charts for *Daniel Morgan* and *It Couldn't Be Done*..... 89

Information and Historical Fiction: Compare and Contrast

A Social Studies Article: Hope and Tears: Ellis Island Voices

by Gwenth Swain..... 90-91

Three Personal Narratives: Robbie and Moira, Irish Immigrants;

Sarah Welsh, Immigrant; Arnold Weiss, Russian Immigrant..... 92-95

Short C-R Questions..... 96-97

Prewriting: Graphic Organizer..... 98

Extended C-R Question/Essay Draft..... 99-100

Sharpen Your Writing Skills: Sentence Structure..... 101

Revise and Edit Charts for *Hope and Tears: Ellis Island Voices* and *Three Personal Narratives*..... 102

Information: Compare and Contrast

A Social Studies Article: The History of Invention by W. James..... 103-104

A Social Studies Article: Inventing a New Language by B. Hansen..... 105-106

Short C-R Questions..... 107-108

Prewriting: Graphic Organizer..... 109

Extended C-R Question/Essay Draft..... 110-111

Sharpen Your Writing Skills: Types of Sentences..... 112

Revise and Edit Charts for *The History of Invention* and *Inventing a New Language*..... 113

Historical Fiction: Compare and Contrast

A Fiction Story: By the Sword: A Soldier's Thoughts

by Selene Castrovilla..... 114-116

A Correspondence: The Civil War on the Sea..... 117-118

Short C-R Questions..... 119-120

Prewriting: Graphic Organizer..... 121

Extended C-R Question/Essay Draft..... 122-123

Sharpen Your Writing Skills: Usage..... 124

Revise and Edit Charts for *By the Sword* and *The Civil War on the Sea*..... 125





UNIT III: TEST

About The Test – Part I: Reading..... 128

Information: Science

Inspiring the Future: An Interview with Eileen Collins..... 129-130

Objective. Questions: Critical. Thinking..... 131-132

Information: Social Studies

Treasured Ingredients of the Melting Pot by C. Johnson..... 133-135

Objective. Questions: Critical. Thinking..... 136-137

About The Test: Part II: Writing..... 138

Information: Science

The World's Most Violent Storm by W. Fisher..... 139-140

Short. C-R. Questions..... 141-142

Prewriting: Graphic Organizer..... 143

Extended. C-R. Question/Essay. Draft..... 144-145

Information: Compare and Contrast

A Biography: Benjamin Franklin: Fit for Life by Trish Early..... 146-147

A Correspondence: A Letter to his Son. by Theodore Roosevelt..... 148-149

Short. C-R. Questions..... 150-151.

Prewriting: Graphic Organizer..... 152

Extended. C-R. Question/Essay. Draft..... 153-154



t t

The High Road to Common Core Language Arts

Unit I Reading

t t



About Unit I

Reading

In Unit I of this book, you will read a series of informative and interesting articles. Each of these selections is followed by **Objective** (multiple choice) **Questions** based upon the selections.

One or more skills are introduced before each article, story, or poem. These **Keys to Comprehension** will give you the tools you need to better understand that selection as well as others in the book.

It is necessary to read each article carefully. The **Ask Yourself** box at the start helps to guide your thinking as you read. You will need to reread portions of the text in order to get a deeper understanding of the author's message.

Following each Reading selection, you will learn one **Test Taking Tip**. It provides helpful suggestions to answer the Objective Questions that follow. Read it carefully.

When answering Objective Questions, it is always wise to **return to the passage** for the information you need. In this book, some Objective Questions will also **require** you to return to the text for **evidence** to support (or prove) the answer you have chosen. It is usually wise to also reread the sentences **before and after the key sentence**, as they often provide additional information that is helpful.

The charts on pages 3, 4, and 5 are reviews of all skills taught in Unit I of the book. You may wish to check to see how many you already know **before** you read. You may also use these charts as a review **during** reading, or **after** you have completed all of Unit I.





Unit I

SUMMARY OF READING KEYS

Below is a list of Keys to Comprehension. They will help you to understand the meanings of terms. They will also give you an example of how to use these terms.

TERM	DEFINITION	EXAMPLE
Author's...Purpose. (page. 52)	the reason the author writes the article..	Authors write to inform, entertain, persuade, and to express feelings..
Cause and Effect. (page. 36).	Cause: the reason something happens; Effect: the result of what happened.	We walked to school, because of the snow drifts.. (<i>Cause: the snow drifts; Effect: We walked to school.</i>)
Fact. &.. ..Opinion.. (page. 31).	Fact: a piece of information. Opinion: a belief.	It is 97 degrees today.. (<i>fact</i>) I think it is too hot to go swimming. (<i>opinion</i>)
Inference and.. ..Drawing ..Conclusions. (page. 26).	Inference: use clues from a story to understand something the author does not say directly. Draw a Conclusion: come to a decision based on information from the text and life experience.	Sonya left her science book at home and forgot her absence note. (<i>Inference: Sonya is careless.</i>) (<i>Conclusion: Sonya faced problems with her science teacher and the attendance off ce in school that day.</i>)
Pre-Reading ..Strategies. (page. 6).	a system for better comprehension.	Survey the article. Ask yourself questions about title, headings, subheadings, and pictures.
Problem./.. ..Solution.. (page. 47).	Problem: a difficulty. Solution: a way to fix the difficulty	(<i>Problem: How do you raise money for a new gym?; Solution: Hold a car wash.</i>)
Sequence. (page. 42).	the organization of a story in a chronological or step-by-step order..	We met for pizza at 7:30 p.m. At 9 p.m. we went to the movies.. (<i>sequence is in chronological order</i>)
Setting.. (page. 12).	describes the time and place of a story..	It was midnight in a dark and stormy forest.. (<i>the time and place of the story</i>)





Unit I
SUMMARY OF READING KEYS
continued

TERM	DEFINITION	EXAMPLE
Theme. (page.20).	the.lesson,.or.message.of.the. story.(often.not.stated.but. inferred).	Literary.themes.can.be.a.human. condition..Themes.range.across.all.. emotions.. <i>(for example: beauty, love, hate, jealousy, freedom)</i>





Summary of TEST TAKING SKILLS (Objective Questions)

- 1..In this book, there is no guessing penalty..Never leave a blank..When unsure, eliminate answers you know are not correct..Then take an educated guess using the process of elimination..(page. 10)
- 2..The directions often say to “choose the best answer”..It is possible that there is more than one correct answer, **but only one can be the best.**..(page. 18)
- 3..Read the entire question twice..Come up with the answer in your head **before** looking at the possible answers..This way the choices given on the test won't trick you..(The wrong answer choices are called “distracters”). (page. 24)
- 4..Often questions that ask about specific details from the passage will refer you back to certain lines in the text..When that happens, you need to go back and reread those lines, **and usually a little bit before and after as well.**..(page. 29)
- 5..When you are unsure of an answer, make a notation in the margin, and go on..Often facts in other questions will prove helpful..When done with the other questions, go back and try again..(page. 34)
- 6..Careful reading of the question and **all answers** is crucial..It is very tempting to quickly answer and move on to the next question as soon as you see what seems to be a correct answer..Do that and you will fall into traps set for the unwary student..(page. 40)
- 7..Students often mistakenly assume that objective questions are much easier than essay questions..After all, the correct answer is right there! This gives them a false sense of security..Objective tests examine your ability to read carefully and thoughtfully..Details are a crucial factor in answering this type of question..**Pay attention to every detail in the question.**..(page. 45)
- 8..Graphics such as **pictures, charts, maps, and diagrams** are important to understanding the content..It is important to consult these resources in the text when answering objective questions..(page. 50)
9. Students often ask, “Should I change an answer?”. Usually your first choice is the correct one..Change answers only if you have a good reason for doing so..(page. 57)



Ask Yourself:

Line 35: In this sentence, what does the author want me to think about?

Lines 54-59: What more does this reveal about the girls' motives?

Lines 61-64: What logical conclusion can I draw?

The Witches of Salem

by Henrietta Elizabeth Marshall

We have all read stories about witches. They are exciting enough to read about, but we recognize that they are merely fictional characters in books.

5

More than two hundred years ago, however, many people believed in witches. It was generally very old people, people who had grown ugly and witless with age, who were accused of being witches. Bent

10

almost double, they walked about with a crutch, shaking and mumbling as they went. If anyone had an ache or a pain, it was easily accounted for—they were bewitched! The poor old crone was the witch who had “cast the evil eye” upon them. And sometimes these poor creatures were put to death for their so-called deeds of witchcraft.

15

People believed that these witches sold themselves to the Evil One, and that he gave them power to harm other people. What made them more dangerous was the fact that they did not need to go near people to harm them, but could do evil at a distance by thinking wicked thoughts, or saying wicked words. Suddenly, in 1692, whole towns and villages of New England were thrown into a state of terror by stories of witchcraft.

20

Odd Behavior

It started quite simply in Salem Village. The young niece and daughter of a minister named Samuel Parris suddenly began to behave in a most curious manner.

25

They would creep into holes, hide under chairs and benches, twist themselves into odd positions, and talk nonsense. Their parents did not know what to make of it, and so they called in the doctors. The doctors, too, did not understand what could cause this new and strange behavior; one of them said he thought that the children must be bewitched.

30

That was a terrible thought, and at once the minister called in all the other ministers from round about. All the neighbors, too, came crowding to the house, eager



Fear of a witch's power invaded many a Salem courtroom.

to hear about the dreadful happenings. And the children, finding themselves all at once people of importance and no doubt enjoying the fuss, went on more than ever with their mad antics.

A Woman Is Accused of Witchcraft

35 It was quite plain to everyone that the children were bewitched. However, who had done it? Every day the children were asked this question, until finally they accused a poor old Indian woman, who was a servant to the family. And

40 the poor old creature was beaten and terrified until she actually confessed that she was a witch.



An “afflicted” man has fallen to the floor during a witch’s courthouse trial.

45 Perhaps the children had had a grudge against the old woman, or perhaps they did not realize at first how cruel they were. Nevertheless, when they realized what excitement they caused, and how important they had suddenly become, they forgot

50 everything else. They became bolder now and accused other old women. Soon more and older girls joined them, and many innocent people, both men and women, were accused by them of witchcraft.

Some Are Put to Death

55 The girls did all sorts of things to make people believe in these accusations. As soon as an old woman was brought in, they would fall down on the ground screaming. If she moved, they would cry out that she was crushing them to death. If she bit her lip, they would declare that she was biting them. They would seem to fall down in fits or to be struck dumb. They so worked upon the superstitious fears of those present, that at length both judge and jury would condemn the old woman to death.

60 Soon a kind of madness took possession of the people. Person after person was accused. Insults or quarrels ten or even twenty years old were remembered, and blamed on this person or that. No man or woman

65 was safe—terror and mistrust were everywhere. Parents accused their children, children their parents, husbands and wives turned against each other, until the prisons were

70 filled to overflowing.



Sometimes punishment included confinement in the stockade.

It was quite useless for the prisoners to declare that they were innocent. Few believed them. If any did, they hardly dared to say so, fearful that they, too, would find themselves accused and locked in prison.

75 One or two men escaped with their wives and fled beyond the borders of the colony. Twenty, however, were put to death by hanging, among them a minister. All of the twenty to the last declared their innocence.

The Madness Passes

80 This terrible madness lasted for a year. Then it passed as suddenly as it had come. The people awoke again to their right senses. The prison doors were opened and the poor, innocent people were set free. The wicked children who had accused them were never punished. One of them did repent bitterly, and years later openly acknowledged her sorrow for her share in the sad business.

85 The minister in whose house the persecution began, was punished. The people were so angry with him and the part he had taken, that they would have no more to do with him, and he was obliged to leave Salem village.

Tips for Answering the Objective Question

In this book, there is no guessing penalty. **Never leave a blank.** When unsure, eliminate answers you know are not correct. Then take an educated guess using the process of elimination.

Circle the letter next to the correct answer.

1. **Part A.** What can the reader conclude about the behavior of the girls BEFORE the doctor was consulted?
 - a. They had gone mad.
 - b. They were mysteriously ill.
 - c. They were bewitched.
 - d. They were playing a game.

1. **Part B.** Which statement from the passage best helps the reader understand this?
 - a. *"It was quite plain to everyone that the children were bewitched."* (line 35)
 - b. *"...suddenly began to behave in a most curious manner."* (line 24)
 - c. *"...no doubt enjoying the fuss, went on more than ever with their mad antics."* (lines 32-33)
 - d. *"The doctors, too, did not understand what could cause this..."* (line 27)

2. According to this article, which term below best describes the people of Salem in 1692?
 - a. most forgiving
 - b. easily influenced
 - c. very cautious
 - d. overly concerned

3. According to lines 36-42 of the passage, what was the most likely reason this woman was accused?
 - a. She was the one who had cast the spell.
 - b. The woman confessed to being a witch.
 - c. She would be least likely to defend herself.
 - d. The woman had been mean and abusive.

Aligned CCLS: (1) RI.7.5; RI.7.1; (2) RI.7.4; (3) RI.7.3

4. Under which heading of the story would you find information about the doctors' role?
 - a. Some Are Put to Death
 - b. The Madness Passes
 - c. Odd Behavior
 - d. A Woman Is Accused of Witchcraft

5. According to lines 30-33 of the passage, what caused the hysteria to grow?
 - a. The girls felt very important.
 - b. Many old women confessed.
 - c. Death of the witches brought a "cure".
 - d. The doctors said it was so.

6. With which statement about that time in Salem would the author most likely agree?
 - a. It was a necessary step in history.
 - b. It was a time we should forget.
 - c. It was a strange and interesting period.
 - d. It was not a time to be proud of.

7. **Part A.** When did the accusations of witchcraft finally end?
 - a. when one of the girls finally told the truth
 - b. after many people fled the colony
 - c. as soon as the people recognized their error
 - d. when the Ministers finally convinced the others

7. **Part B.** Which statement from the passage best helps the reader understand this?
 - a. *"The people awoke again to their right senses."* (line 79)
 - b. *"One of them did repent bitterly..."* (line 81)
 - c. *"...years later openly acknowledged her sorrow..."* (lines 81-82)
 - d. *"The minister in whose house the persecution began, was punished."* (line 83)

8. Why is this event still important to us today?
 - a. It proves that we cannot learn from history.
 - b. It tells us no one should get a death sentence.
 - c. It reminds us that kids will do anything to get attention.
 - d. It warns of the danger of acting on superstitious fears.

Aligned CCLS: (4) RI.7.5; (5) RI.7.3; (6) RI.7.6; (7) RI.7.1; RI.7.1; (8) RI.7.6

Tips for the SHORT CONSTRUCTED-RESPONSE (Short C-R)

When answering the Short C-R question, many students ~~do not~~ read carefully. ~~And~~ they don't follow the exact directions given

MISTAKES TO AVOID

(Do's and Don'ts for the Short C-R)

DON'T:

DO:

-
- | | |
|--|---|
| 1. Don't write a good answer to the wrong question. | 1. What is the question? Look for Key Words . Are you asked to describe, explain, compare? |
| 2. Don't trust your memory to remember important facts or details. | 2. Return to the passage for the information. Add evidence (two details) to support your answer. |
| 3. Don't write too much! | 3. A short constructed response is supposed to be "short". It should be answered in one good paragraph.
Make sure each sentence connects to the main idea.
<i>Answer only what the question asks.</i> |
| 4. Don't skip parts of the question. | 4. How many parts are there to the question? Answer them all! |
-

Always Check:

Reread the question and your answer. Did you fully answer the question?

Adventure Beneath the Sea

by Kenneth Mallory

Introduction

Imagine what it would be like to live on a coral reef sixty feet deep in the Atlantic Ocean. Like a fish, you could spend your days dodging and darting among branches of coral and sponge. You'd see tiny shrimp, striped like candy canes, scurrying over the surface of the reef. Curious turtles and sparkling squid would glide through the water above. Below you, sea stars would crawl among the multi-colored seaweeds and tiny worms that sprout feathery crowns.

5

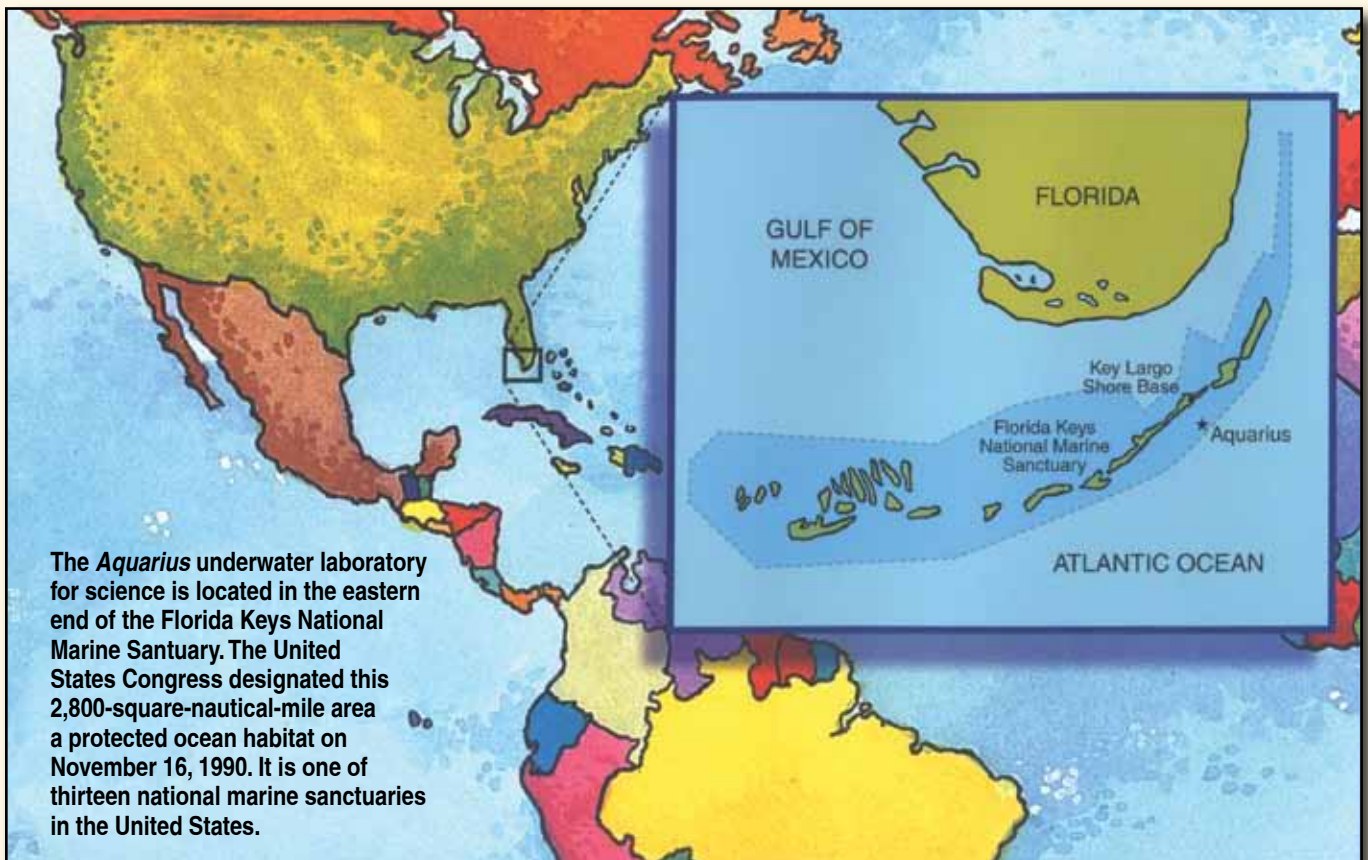
Breathing would be easy, and the pressure of the water wouldn't bother you much at all. Sound too good to be true? Well, it is true, thanks to *Aquarius*—a scientific research station in the Florida Keys National Marine Sanctuary just off the southeastern coast of Florida.

10

Adventure Beneath the Sea tells the story of my seven-day mission living within a steel cylinder about the size of a large mobile home. Called *Aquarius*, my home away from home was just big enough to fit five other companions. Every day we used scuba equipment and special computer "tags" to follow fishes around their coral-reef home.

15

The goal of our project was to study where the animals of this reef—called Conch Reef—go night and day. Were the creatures that patrolled here just daily visitors who later traveled to other reefs? Or was Conch Reef a permanent home they depended on for survival?



20 If we could learn more about the reef creatures' daily habits, we might be able to protect them where they live. We might save them from being overfished. Living among them day and night using the *Aquarius* habitat would be a key to our mission's success.

Our Mission: Where Do the Fishes Go?

25 Greg Stone of the New England Aquarium was mission commander. He divided our team into two groups.

The first team took a fishing boat to the reef where *Aquarius* is located, four miles offshore. This team spent the first days of the mission catching and tagging fishes using long lines cast from the boat.

30 When biologists Les Kaufman and James Lindholm caught the fishes they wanted to track later—in this case yellowtail snapper and black grouper—they made a small slit the width of a fingernail beneath each fish's belly.

35 Didn't this hurt the fish? Not after it had been soaked in a bath of chemicals

40 so it wouldn't feel the pain. Inside the fish, they placed a small computer tag and then closed the wound with some carefully sewn stitches. Sound pulses produced by the tag—also called a pinger—would help divers follow the fish around the reef.

45 I was part of the second team called aquanauts. We stayed in *Aquarius* for the weeklong mission.



James Lindholm holds an anesthetized black grouper following surgery to implant a pinger tag.

Onboard: All in a Day's Work

50 Onboard the *Aquarius*, team member Craig Taylor and I get up around six thirty a.m. to begin tracking fishes. We carry a hand-held device that reminds me of a laser tag pistol or a heavy-duty underwater flashlight. As we get close to a fish that has a computer tag tucked under its skin, numbers from 0 to 100 appear on the gun's video screen. The higher the number, the closer we are to a fish that's been tagged. It's like hunting for buried treasure.

55 Craig and I try to find as many tagged fishes as possible in our two-hour dives. The listening stations placed around Conch Reef record a visit each time a tagged fish comes within their range. But they can't tell the scientists how well the fish recover following the surgery. If we can get close and spend time observing, it will help future missions improve tagging success.

60 We head toward the northeast way station one thousand feet away. We travel along one of the emergency navigation lines. After a brief encounter with a curious turtle, we pick up a signal. It is in the same area where we had released a grouper almost a week earlier.

65 The signal gets stronger. At the edge of a coral cliff sits a well-camouflaged grouper staring back at us. It doesn't seem the slightest bit afraid. On its lower lip, which projects in front of the upper, is a slight tear from where the fishing hook had been removed. We feel as if we have found a lost friend. Even better: after ten minutes watching it move about the reef, we can see it's behaving normally.

Going Fishing

70 One morning, I watch team member Greg Stone do something strange. As he hovers just over a patch of coral reef, he holds a fishing rod baited with a bologna sandwich in front of a moray eel. Inside the sandwich is a tiny \$2,000 pinger. Instead of doing surgery to place the tag inside the eel, Greg has a better idea.

75 A moray eel doesn't like divers swimming too close. But because Greg dangled a lure from a safe distance ten feet above, the curious fish couldn't resist. With one giant chomp, the moray snaps the fishing line and swallows the bologna sandwich.

Back inside the *Aquarius* habitat, a computer has already picked up the *ping, ping, ping* sent out from the tag inside the eel's stomach. Moray eels hide in caves and crevices in the reef. This one apparently likes the hole where we found him. The computer signal confirms his whereabouts.

The End of the Adventure

80 A week has passed since our first night in *Aquarius*. It is too early to know if the fishes we have been tracking remain in Conch Reef's marine protected area or if they travel far away.

85 But thanks to the series of listening stations that remain behind on the reef, we'll continue to track fishes even after we leave the habitat. For those of us who have taken part in the expedition, we decide it was a good beginning that will lead to similar missions in the future.

95 We knew we'd been privileged with an experience few others will ever have. But with this privilege and understanding comes responsibility. The world's

100 oceans are in trouble. The wealth of fishes we once had is fast disappearing. Our trip to *Aquarius* had taught us that marine sanctuaries might be one way to help us save the oceans as they should be.



Aquarius sits about 13 feet off the ocean bottom near Key West's deep coral reefs.

Short Constructed-Response Questions

1. What information do the scientists hope to attain by “tagging” the fishes in Conch Reef? Why is this information necessary?

Use evidence from the article to support your answer.

2. Contrast the tagging of snappers and groupers with the tagging of moray eels. Discuss the reason for each method.

Use evidence from the article to support your answer.

Aligned CCLS: (1) RI.7.2; W.7.2a,b; (2) RI.7.5; W.7.2a,b

Short Constructed-Response Questions

3. On lines 51-52 the author states, “It’s like hunting for buried treasure.” Explain the process he describes.

Use evidence from the article to support your answer.

4. How did the author’s week-long experience affect his awareness of the world’s oceans?

Use evidence from the article to support your answer.
