**from Caught by the Sea**

Gary Paulsen

*Caught by the Sea* is an autobiography, and *The Voyage of the Frog* is a novel. Read these excerpts and answer the questions that follow.

1 The motor suddenly became an intrusion, an ugly sound, and as soon as I was past the jetties and was in open ocean. I killed it. For a few seconds, half a minute, we moved on in silence by inertia, coasting from the energy the motor had given us, and then it died and I felt the breeze again on my face as I looked to the rear. It was pushing at the back edge of the sail and I pulled the tiller over to steer off the wind a bit and felt the sail fill. The boat moved differently now, started the dance with the wind and water and moonlight as she heeled slightly and took on life, personality. We glided along in near silence, the only sound the soft gurgle of water along the hull.

2 I did not dare to walk forward in the dark and put up the jib, having never done it before, but she sailed pretty well on the mainsail alone and we kept our course, moving at three or four knots by the speedometer in the cockpit, until daylight some four hours away, when the wind stopped, entirely, and left the dawning ocean as still as a pond and me marooned some twelve miles offshore.

3 I didn’t care. I was completely enraptured by what had happened to me. I lowered the mainsail and sat peacefully drifting around in circles, feeling at home, truly at home.

4 For the entire morning there was no wind, and while I might have had enough gas to motor partway back to the harbor, there was something wrong about using it on such a beautiful morning. I made a small pot of oatmeal on the little stove and some instant coffee and ate breakfast in the cockpit, letting the morning sun warm me; then I pulled my sleeping bag out of the cabin and laid it in the cockpit and took a small sleep while the boat rocked gently on the swells.

5 A sound awakened me an hour or so later and I looked over the side to see the boat surrounded by swarms of small fish, maybe anchovies or herring. No sooner did I spot them than pelicans came in and began crash-diving around the boat and then other seabirds arrived, and within minutes a huge pod of dolphins, hundreds of them, showed up. The dolphins began working the school of bait fish, sweeping back and forth like happy wolves, thrashing the water with their tails, perhaps to stun the fish. Then they ate them by the thousands.

6 While I lay in the calm, all around the boat the sea seethed with life. After the dolphins came some sharks, three or four on call to clean up the debris from the slaughter. In half an hour they were gone, moving off, following the schools of small fish and dolphins and flocks of seabirds.

7 “Amazing,” I said aloud. It was amazing that I would be greeted on the sea with such enthusiasm, amazing that on one of the most populated coasts in the world, near a metropolis that stretched nearly two hundred miles from San Diego to Santa Barbara, where nearly eighteen million people jammed the freeways and sidewalks, I would be completely alone with the sea and my boat; amazing that the planet still held such a place.

**Use from Caught by the Sea** **to answer questions 1 – 8.**

1. Based on paragraph 1, why does Paulsen turns off the motor of his boat?

A. He has to save fuel.

B. He is bothered by its noise.

C. He senses danger ahead.

D. He doesn't want to scare the fish.

2. In paragraph 4, Paulsen writes that there is “something wrong” about using the motor on a beautiful morning. What can be inferred about him from this statement?

A. He worries about disturbing others.

B. He enjoys the peaceful setting.

C. He is learning how to operate the boat.

D. He is hiding from someone.

3. How does the personification in paragraph 1 impact the setting?

A. It makes the boat trip more dangerous

B. It foreshadows the storm on the horizon.

C. It helps the reader feel comfortable with the story.

D. It helps create a sense of tranquility.

4. Read the following line from the story. “The commotion around the boat was like rush hour traffic.” Which of the following is the best meaning for the word *commotion*?

A. Noisy activity.

B. Peaceful calm.

C. Speedy pursuit.

D. Crashing and churning.

5. How does the lack of wind in paragraph 4 help develop Paulsen?

A. It shows that he is impatient.

B. It reveals how problematic nature can be.

C. It reflects how much he likes the sunshine.

D. It helps reinforce his love of nature.

6. What does *inertia* mean as used in paragraph 1?

A. Continuing in a straight line.

B. Moving by force.

C. An older motor.

D. Quietly.

7. How does the thought of putting the jib down at night affect the narrator?

A. It makes him feel alone.

B. It astounds him.

C. It make him giddy.

D. It scares him.

8. What interference can be made about why the seabirds, dolphins, and sharks are attracted to waters around the boat?

A. They follow the light from the moon.

B. The smell of a human attracts them.

C. There are swarms of small fish.

D. They like the sound of the boat's motor.

**from The Voyage of the Frog**

Gary Paulsen

1 And at two in the morning he saw the light in the water. He saw it first to the stern. In his wake, in the silent bubbles left by the Frog moving through the water, there was a rippled, dotted line of eerie light glowing up from the water. It was blue-green, seemed to come from down in the water, and at first it startled and frightened him. But then he remembered hearing about it.

2 Small animals in the water, microscopic organisms, sometimes phosphoresced—gave off light almost like lightning bugs—when disturbed. He must be going through a mass of them. In back of the Frog was a long line of blue light, fading as the water settled down again.

3 He tied the tiller off, leaned over the side, and looked toward the front where the bow cut a wave that curled over.

4 "Ohhh . . ." It slipped out of his mouth unbidden, almost a sigh of amazement. The boat was moving through blue fire, blue fire in the night. The bow wave was a rolling curve of blue light, sparkled with bits of green that seemed to crawl up the side of the boat then fold back and over, splashing out in ripples and droplets of light.

5 It could not be as beautiful as it was—not be that beautiful and be real. It was so bright and shining a thing that the Frog seemed to be moving through, a lake of cold fire, and as he watched he saw a form move beneath the boat, caught in the blue glow of the bow wave, a torpedo form that shot forward with an incredible burst of speed. He saw first the glowing curved line around the head of the creature and the line showed him that it was the front of a dolphin. All in seconds, in short parts of seconds, he saw the head and the body moving forward beneath the boat and then it exploded—the dolphin blew out of the water in front of the boat.

6 It rose in a clean curve just in front of the bowsprit, five, six feet out of the water in a leap of joy that only dolphins can make, carrying with it a shroud of splashing blue-green fire that whirled and spiraled in the darkness to follow the dolphin up, over and down, back into the water and plunging in green light back to the depths beneath the Frog.

7 David was frozen with it, did not know how long he stayed with one hand reaching up as if to touch where the dolphin had been, touch the curve of blue fire. It was all there and gone—just as suddenly gone as if it had never been— and his breath burst suddenly into the night.

8 He looked back, expecting to see the dolphin as the boat went over it but there was nothing.

**Use The Voyage of the Frog to answer questions 9-15.**

9. Which of the follow best reflects Paulsen's experience as an outdoorsman?

A. The story’s chronology.

B. The main conflict.

C. The point of view.

D. The setting.

10. What can be inferred about David when he sees the dolphin in paragraph 6 and 7?

A. He plans to capture the dolphin.

B. He does not want to disturb the dolphin.

C. He is amazed at the sight of the dolphin.

D. He thinks that the dolphin might hurt him.

11. In the passage the author writes, “The microscopic organisms phosphoresced in the water like lightning bugs illuminating a dark night.” Which of the following words could replace phosphoresced in the passage?

A. Crawled.

B. Danced.

C. Glowed.

D. Splashed.

12. How do the “eerie lights glowing up from the water” in paragraph 1 cause David to feel?

A. It makes him feel alone.

B. It makes him feel confused.

C. It makes him feel giddy.

D. It makes him feel scared.

13. Based on the details from the selection, which of the following statements is true about Gary Paulsen?

A. He enjoys living in California.

B. He is amazed by nature.

C. He works part time as a fisherman on a boat.

D. He is a marine biologist.

14. Based on paragraph 2, why are the small animals giving off light?

A. The bright light helps them locate food.

B. The movement of the boat stirs them up.

C. They sense that predators are nearby.

D. They are signaling to other fish in the water.

15. Based on paragraph 7, what inference can be made about David’s experience with the dolphin?

A. It was a memory he was never going to forget.

B. It was an experience he never wanted to have.

C. He wished it wouldn’t happen again.

D. The experience was commonplace with sailors.

**The Heron**

 Theodore Roethke

     The heron stands in water where the swamp

     Has deepened to the blackness of a pool,

     Or balances with one leg on a hump

     Of marsh grass heaped above a musk-rat hole.

5  He walks the shallow with an antic grace.

     The great feet break the ridges of the sand,

     The long eye notes the minnow’s hiding place. .

     His beak is quicker than a human hand.

     He jerks a frog across his bony lip,

10  Then points his heavy bill above the wood.

     The wide wings flap but once to lift him up.

     A single ripple starts from where he stood.

      "The Heron," from *Collected Poems of Theodore Roethke*by Theodore Roethke.  
                                   Copyright 1937 by Theodore Roethke.   
                 Used by permission of Doubleday, a division of Random House, Inc.

**Use The Heron to answer questions 16-21.**

16. What is the meaning of the word *ripple* as used in line 12?

A. A wave in the water.

B. A rising and falling sound, like laughter.

C. A type of ice cream.

D. A feeling or effect that spreads through something.

17. How does the setting influence the Heron?

A. It creates a negative image of the Heron.

B. It forces the Heron to react quickly.

C. It makes the Heron scared, forcing it to leave.

D. It makes the Heron look like disgraceful.

18. According to the second stanza, what is the Heron doing?

A. It is landing.

B. It is sleeping.

C. It is hunting.

D. It is swimming.

19. Which line from the poem best supports the Heron’s gracefulness?

A. Line 1

B. Line 3

C. Line 10

D. Line 11

20. Which words from line 1 are an example of alliteration?

A. stands, the

B. heron, in

C. stands, where

D. water, where

21. What happens to cause the Heron to fly way?

A. It is successful at getting food.

B. It is scared by a frog jump into the water.

C. People are walking through the marsh.

D. The minnows are caught by the Heron.

**Nuclear Energy: Does It Make Sense for the Environment?**

*After decades of wariness, interest in nuclear power is picking up. Do the benefits outweigh the risks?*

YES

1 Nuclear power is the largest source of emission-free energy generation in the United States. One of every five American homes and businesses gets its electricity from a nuclear plant.

2 Meeting tighter limits on air pollution is an ambitious task-one that would be virtually impossible without the clean-air benefits of nuclear power. The Department of Energy recognizes nuclear energy's essential role, identifying it as the single most effective strategy for reducing air pollution.

3 Nuclear power is the only expandable, large-scale energy source that avoids air pollution and can meet the electricity demands of our growing economy. Nuclear plants do not emit carbon dioxide or other greenhouse gases linked to global warming, nor do they emit pollutants that contribute to haze or smog.

4 Here's another way to look at nuclear energy's positive impact: Based on 1999 figures, if nuclear plants had to be replaced with oil- or coal-burning plants, the United States would have to eliminate 135 million passenger cars (about half of all cars!) just to keep our carbon dioxide emissions at current levels.

5 With regard to security, the nation's 103 nuclear power plants are among the best-defended industrial facilities in the United States. And today's nuclear plants have state-of-the-art safety features to prevent accidents.

6 Several notable environmentalists have recently endorsed nuclear energy. They believe global warming is increasingly our most pressing environmental concern, and recognize nuclear energy is a key part of the solution.

-Scott Peterson, Vice President

Nuclear Energy Institute

NO

7 Nuclear energy is not the answer to global warming. It makes no sense to solve one set of environmental problems by creating a bigger and more serious set of problems. And nuclear energy is full of very big and very serious problems.

8 Although new nuclear power plants would certainly be safer than older plants, the consequences of a major accident are still the same: widespread and long-lasting radiation pollution affecting several generations. An explosion at the Chernobyl nuclear reactor in the Soviet Union in 1986 killed 31 people and caused hundreds of thousands of cases of delayed illnesses.

9 In addition, nuclear power plants make attractive targets for terrorists. A disaster caused by sabotage or attack would cause great harm to people and the environment. Another problem for the environment is the spent fuel from nuclear power plants, which remains toxic for thousands of years. The United States still has no operational long-term repository to store the spent fuel safely.

10 The process of turning uranium into fuel for nuclear reactors can be easily modified to produce uranium for nuclear bombs. Pakistan's and India's nuclear bombs were made this way. The potential use of these weapons-possibly by terrorists-would be catastrophic to our environment.

11 Instead of investing in nuclear power, which just trades one set of problems for another, let's invest in renewable energy sources like wind and solar energy. They may cost a little more now, but they don't cause any harm-and they don't run out.

-Kelly Kissock, Associate Professor of Engineering

University of Dayton, Ohio

**Use “Nuclear Energy: Does It Make Sense for the Environment?” to answer questions 22-30.**

22. Which statement from the “Yes” response is an opinion?

A. Nuclear power is the largest source of emission-free energy generation in the United States.

B. Meeting tighter limits on air pollution is an ambitious task . . .

C. Nuclear plants do not emit carbon dioxide or other greenhouse gases linked to global warming . . .

D. Several notable environmentalists have recently endorsed nuclear energy.

23. What does the word *catastrophe* mean in paragraph 10?

A. Going against the laws of nature.

B. Producing lower air temperatures.

C. Moving in an opposite direction.

D. Causing great suffering or damage.

24. What ethical issue does the author raise in the “Yes” response?

A. We need to find an alternative to cars.

B. We need to cut energy costs.

C. We need to protect the environment.

D. We need to create convenient energy sources.

25. Which opinion do the authors share?

A. Global warming is a threat to the environment.

B. Nuclear energy is a source of serious problems.

C. The uranium used for fuel can easily be processed for nuclear bombs.

D. The use of nuclear power effectively reduces air pollution.

26. In “No”, what is one impact of having nuclear power plants?

A. Countries do not have the ability to create more power.

B. Countries have the ability to turn the uranium into weapons.

C. Countries with nuclear power plants are less likely to have disasters.

D. Countries without nuclear power plants cannot produce enough energy.

27. In paragraph 11, why does the author contrast forms of energy?

A. It makes sense to use renewable energy sources.

B. Nuclear energy costs more than renewable energy.

C. The world has a variety of energy sources.

D. It is possible to run out of nuclear resources.

28. In paragraph 4, what comparison does the author make?

A. He compares past and current figures on carbon dioxide emissions.

B. He compares passenger cars and other forms of transportation.

C. He compares nuclear plants and oil- and coal-burning plants.

D. He compares emissions in the United States and other parts of the world.

29. Which statement is a factual claim presented in both arguments?

A. Meeting tighter air pollution limits is virtually impossible without nuclear energy.

B. Uranium for fuel can easily be turned into uranium for nuclear bombs.

C. Newer nuclear power plants are safer than older nuclear power plants.

D. The nation's nuclear power plants are well defended against terror attacks.

30. Which statement from “NO” best supports the inference that we should fear nuclear energy?

A. “Several notable environmentalists have recently endorsed nuclear energy.”

B. “It makes no sense to solve one set of environmental problems by creating a bigger and more serious set of problems.”

C. “Another problem for the environment is the spent fuel from nuclear power plants, which remains toxic for thousands of years.”

D. “The process of turning uranium into fuel for nuclear reactors can be easily modified to produce uranium for nuclear bombs.”

**Use *The Heron* to answer question 31.**

31. Constructed Response

Turn the poem into a narrative story from the Crane’s perspective. Be sure to reference three specific events, showing an accurate relationship between the two texts.

**Use “Nuclear Energy: Does It Make Sense for the Environment?” to answer question 32.**

32. Constructed Response

Which section, “Yes” or “No”, from the article provides a better claim about Nuclear Energy? State the claim of each response and provide 3 specific examples of evidence that support your claim. Be sure to include places where each argument is weakened, deviates from the effectiveness, and distinguishes a claim from opposing viewpoints and counterclaims.