

# CRCT Prep



## Grade 8 Reading Comprehension

by Jonathan D. Kantrowitz

Edited by Patricia F. Braccio and Sarah M.W. Espano

Item Code RAS 2049 • Copyright © 2008 Queue, Inc.

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system. Printed in the United States of America.

Queue, Inc. • 1 Controls Drive, Shelton, CT 06484  
(800) 232-2224 • Fax: (800) 775-2729 • [www.qworkbooks.com](http://www.qworkbooks.com)

# Table of Contents

<b>To the Students</b> .....	<b>v</b>
from "Trifles" by Susan Glaspell .....	1
"Future Scientist" .....	6
Preserving the Present: Time Capsules ..	10
Chile: The Long Road of Change .....	16
Jumbo.....	22
from "Tarzan of the Apes" .....	25
by Edgar Rice Burroughs	
Seat Belts.....	27
from "The Call of the Wild" .....	30
by Jack London	
Communication .....	33
Ralph Nader .....	36
from "Tarzan of the Apes"—Part II .....	39
by Edgar Rice Burroughs	
Kristine Lilly .....	42
Sengbe Pieh (Cinque)—Capture, Revolt and Recapture.....	45
The Complicated Life of a Patuxent Whooper Egg.....	50
from "A Fancy of Hers" .....	53
by Horatio Alger	
Skin Cancer .....	55
from "Peter Pan" by J.M. Barrie .....	59
from "Negro Schoolmaster in the New South" by W.E.B. DuBois .....	62
Soy Protein .....	64
The Captive by John R. Musick .....	67
Harry and His Dog .....	70
by Mary Russell Mitford	
from "The Golden Touch" .....	74
by Nathaniel Hawthorne	
from "The Velveteen Rabbit" .....	78
by Margery Williams Bianco	
Cesar Chavez.....	80
Earth's Water.....	83
Traveling Abroad.....	85
Censorship in Music .....	88
from "The Financier" .....	93
by Theodore Dreiser	
Poison Ivy and Its Cousins.....	103
James P. Beckwourth, Black Mountain Man .....	105
from "Travels in West Africa" .....	108
by Mary H. Kingsley	
African Americans in Combat .....	110
from <i>The Red-Headed League</i> .....	113
by Arthur Conan Doyle	
The Delaware People .....	117
The Battle of Princeton.....	119
The Battle of Red Bank .....	123
Woodrow Wilson .....	125
The Quest for Happiness .....	129
FROM "DELICATESSEN" by Joyce Kilmer	
"YOUNG LOCHINVAR" by Sir Walter Scott	
"Get Up and Bar the Door".....	135
"The Men that Don't Fit In" .....	139
by Robert W. Service	
"Harriet Beecher Stowe" .....	142
by Paul Laurence Dunbar	
from "The Pied Piper of Hamelin, A Child's Story" .....	145
by Robert Browning	
from "Hiawatha's Childhood" .....	149
by Henry Wadsworth Longfellow	
from "The Rime of the Ancient Mariner" .....	153
by Samuel Taylor Coleridge	
"Two Moods from the Hill" .....	158
by Ernest Benshimol	
"The Planting of the Apple Tree" .....	161
by William Cullen Bryant	
The Endangered Florida Panther .....	164
Early Archaic Era .....	169
Pottery .....	174
Agriculture and New Cultures.....	178
Aboriginal Inhabitants .....	182
The Spanish and the British Compete in Georgia .....	186
Ocmulgee Old Fields.....	190
Georgia Enters the American Revolution .....	195
American Indians Lose Their Land .....	198
The Earliest Seminole .....	202
Steamboats and Trains .....	206
Life During the Civil War .....	211
Macon in the Civil War.....	216
The Last Battle .....	220
Sampling Fish for Contaminants.....	226
Changes During the Last Four Decades .....	230
The Miccosukee American Indians, 19th Century—Today .....	234

# from “PETER PAN”

*by J.M. Barrie*

Mrs. Darling loved to have everything just so, and Mr. Darling had a passion for being exactly like his neighbours; so, of course, they had a nurse. As they were poor, owing to the amount of milk the children drank, this nurse was a prim Newfoundland dog, called Nana, who had belonged to no one in particular until the Darlings engaged her. She had always thought children important, however. The Darlings had become acquainted with her in Kensington Gardens, where she spent most of her spare time peeping into perambulators, and was much hated by careless nursemaids, whom she followed to their homes and complained of to their mistresses.

She proved to be quite a treasure of a nurse. How thorough she was at bath-time, and up at any moment of the night if one of her charges made the slightest cry. Of course her kennel was in the nursery. She had a genius for knowing when a cough is a thing to have no patience with and when it needs a stocking around your throat. She believed to her last day in old-fashioned remedies like rhubarb leaf, and made sounds of contempt over all this newfangled talk about germs, and so on. It was a lesson in propriety to see her escorting the children to school, walking sedately by their side when they were well behaved, and butting them back into line if they strayed. On John's footer days she never once forgot his sweater, and she usually carried an umbrella in her mouth in case of rain.

There is a room in the basement of Miss Fulsom's school where the nurses wait. They sat on forms, while Nana lay on the floor, but that was the only difference. They affected to ignore her as of an inferior social status to themselves, and she despised their light talk. She resented visits to the nursery from Mrs. Darling's friends, but if they did come she first whipped off Michael's pinafore and put him into the one with blue braiding, and smoothed out Wendy and made a dash at John's hair.

No nursery could possibly have been conducted more correctly, and Mr. Darling knew it, yet he sometimes wondered uneasily whether the neighbours talked.

He had his position in the city to consider.

Nana also troubled him in another way. He had sometimes a feeling that she did not admire him. “I know she admires you tremendously, George,” Mrs. Darling would assure him, and then she would sign to the children to be specially nice to father. Lovely dances followed, in which the only other servant, Liza, was sometimes allowed to join. Such a midget she looked in her long skirt and maid's cap, though she had sworn, when engaged, that she would never see ten again. The gaiety of those romps! And gayest of all was Mrs. Darling, who would pirouette so wildly that all you could see of her was the kiss, and then if you had dashed at her you might have got it. There never was a simpler happier family until the coming of Peter Pan.

1. Nana caused Mr. Darling to worry about his
  - A. reputation.
  - B. family.
  - C. children.
  - D. finances.
  
2. What can you tell about Liza from the passage?
  - A. She was very young.
  - B. She was very pretty.
  - C. She did not like Nana.
  - D. She did not like to dance.
  
3. The tone of this passage is
  - A. sentimental.
  - B. humorous.
  - C. sarcastic.
  - D. mysterious.
  
4. Which of the following statements about Nana is true?
  - A. She had trouble following directions.
  - B. She liked Mr. Darling the best.
  - C. She was not really a nurse.
  - D. She was not good with children.

- Write a reference letter for Nana, describing how she took care of the children until they grew up.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# WOODROW WILSON

Like Roosevelt before him, Woodrow Wilson regarded himself as the personal representative of the people. “No one but the president,” he said, “seems to be expected . . . to look out for the general interests of the country.” He developed a program of progressive reform. He asserted international leadership in building a new world order. In 1917, he proclaimed the U.S. entrance into World War I a crusade to make the world “safe for democracy.”

Wilson had seen the frightfulness of war. He was born in Virginia in 1856. He was the son of a Presbyterian minister. During the Civil War his father had been a pastor in Augusta, Georgia. During Reconstruction, Wilson’s father was a professor in the charred city of Columbia, South Carolina.

Wilson graduated from Princeton (then the College of New Jersey) and the University of Virginia Law School. Wilson then earned his doctorate at Johns Hopkins University. He entered upon an academic career. In 1885, he married Ellen Louise Axson.

Wilson advanced rapidly as a conservative young professor of political science. He became president of Princeton in 1902.

His growing national reputation led some conservative Democrats to consider him presidential timber. First they persuaded him to run for governor of New Jersey in 1910. In the campaign he asserted his independence of the conservatives and of the machine that had nominated him. He endorsed a progressive platform, which he pursued as governor.

He was nominated for president at the 1912 Democratic convention. He campaigned on a program called the “New Freedom.” It stressed individualism and states’ rights. In the three-way election he received an overwhelming electoral vote, but only forty-two percent of the popular vote.

Wilson maneuvered three major pieces of legislation through Congress. The first was a lower tariff, the Underwood Act; attached to the measure was a graduated federal income tax. The passage of the Federal Reserve Act provided the nation with the more elastic money supply it badly needed. In 1914, antitrust legislation established a Federal Trade Commission to prohibit unfair business practices.

Another burst of legislation followed in 1916. One new law prohibited child labor. Another limited railroad workers to an eight-hour day. By virtue of this legislation and the slogan, “he kept us out of war,” Wilson narrowly won reelection.

However, after the election Wilson concluded that the United States could not remain neutral in the World War. On April 2, 1917, he asked Congress for a declaration of war on Germany. Massive American effort slowly tipped the balance in favor of the Allies. Wilson went before Congress in January 1918, to enunciate American war aims. He listed Fourteen Points, the last of which would establish “A general association of nations . . . affording mutual guarantees of political independence and territorial integrity to great and small states alike.” After the Germans signed the Armistice in November, 1918, Wilson went to Paris to try to build an enduring peace. He later presented the Versailles Treaty, containing the Covenant of the League of Nations, to the Senate. Wilson asked, “Dare we reject it and break the heart of the world?”

The election of 1918 had shifted the balance in Congress to the Republicans. By seven votes the Versailles Treaty failed in the Senate.

The president, against the warnings of his doctors, had made a national tour to mobilize public sentiment for the treaty. Exhausted, he suffered a stroke and nearly died. Tenderly nursed by his second wife, Edith Bolling Galt, Woodrow Wilson lived until 1924.

1. What taught Wilson about the frightfulness of war?
  - A. serving in the army in the Spanish-American War
  - B. being the U.S. president during World War I
  - C. living in the South during and after the Civil War
  - D. meeting veterans who served in the War of 1812
  
2. In the fifth paragraph, what does the word *machine* mean in the sentence “In the campaign he asserted his independence of the conservatives and of the machine that had nominated him”?
  - A. an item that performs a specific task
  - B. an organization of political people
  - C. a large and fast vehicle or automobile
  - D. a bank device that dispenses money
  
3. In which state did Woodrow Wilson go to college?
  - A. Virginia.
  - B. Georgia.
  - C. South Carolina.
  - D. New Jersey.
  
4. Which of the following accomplishments did Woodrow Wilson do FIRST?
  - A. served as president of Princeton
  - B. elected governor of New Jersey
  - C. promoted the League of Nations
  - D. established child labor laws

5. According to the passage, which of the following countries did the United States fight against in World War I?
- A. Great Britain
  - B. Japan
  - C. Italy
  - D. Germany
6. From the tenth paragraph, what does the word *enunciate* mean in the sentence “Wilson went before Congress in January, 1918, to enunciate American war aims.”
- A. to define in a statement
  - B. to pronounce carefully
  - C. to plead for more help
  - D. to give up and surrender
7. In which year was Woodrow Wilson first elected president?
- A. 1902
  - B. 1910
  - C. 1912
  - D. 1916
8. According to the passage, why did the Treaty of Versailles fail in the Senate?
- A. Woodrow Wilson did not tour until after it had been voted on.
  - B. Woodrow Wilson almost died when he had a bad stroke.
  - C. Woodrow Wilson campaigned fiercely against the treaty.
  - D. Woodrow Wilson’s political party had lost control of Congress.



9. Describe Woodrow Wilson's greatest achievements and his greatest failure.

[illegible]

# AGRICULTURE AND NEW CULTURES

By the Woodland years, people probably scheduled their hunting and gathering with maximum efficiency. They recognized which plants they could eat without fear of poisoning. They knew where and when to find various animals. They understood intimately the details of animal behavior, which could mean the difference between a successful hunt and going hungry. They had knowledge passed down through the generations about plants with apparent medicinal properties. And they selected some plants for special attention. They collected their seeds and replanted them.

The roots of agriculture probably reach back to the Archaic period. People back then had developed increasing appetites for eating and cooking the seeds of some plants, such as sunflowers. Perhaps, as they prepared seeds for meals, some fell to the ground and eventually sprouted. Someone noticed and concluded that rather than consume all the seeds that they should save a portion and bury them. Gradually, they learned that they could nurture favorite plants by watering them and clearing away competing vegetation.

Archaeologists know about prehistoric agriculture because of the ancient seed and pollen samples that they collect at excavations. Ancient sunflower seeds, for example, found at Woodland-era sites tend to be uniform in size and larger than comparable seeds found in the wild. These flower seeds seem to confirm the thinking that prehistoric people purposely saved what they considered the best seeds from the best plants. Similar findings lead to thinking that Woodland people also cultivated sumpweed and chenopodium. These are now considered weeds. Prehistoric sumpweed seeds are two to three times bigger than those of today. The larger, seed-bearing plants may have become extinct without human intervention. People grew squash perhaps as early as the Archaic era. They may have used it for gourd-like containers.

The plants that dramatically changed prehistoric life, however, were corn and beans. They probably filtered into eastern North America from Mexico. Corn did not play a pivotal role in Georgia during the Woodland years.

What did have an impact was a widespread trade in burial goods and a mysterious ceremonialism. Scientists trace the beginning of these developments to the middle and southern Ohio region. The antecedents may have originated earlier in the lower Mississippi River Valley or even in Mexico.

About 500 B.C.E., people in Ohio and neighboring sections of Kentucky, West Virginia, and Indiana participated in what archaeologists call the Adena culture. They built cone-shaped mounds for burying the dead. They placed ceremonial objects in the graves. Stone tablets carved with elaborate predatory bird drawings and geometric designs have been uncovered in human graves of the time.

The Adena culture was eventually overshadowed by a development called “Hopewell.” Sometime between 100 B.C.E. and 100 C.E. the Hopewellian movement blossomed in Ohio and Illinois, perhaps growing out of the Adena culture or merging with it. Hopewell followers built large ridges of earth, as tall as twelve feet. They sometimes extended for miles. They formed giant squares, circles, and octagons. The shapes enclosed up to eighty acres.

The Hopewellians buried the dead with prized objects made from materials that had originated far away. These included copper from the Great Lakes and the Appalachian Mountains, bear teeth and glass-like obsidian from the Rocky Mountains, and seashells and shark teeth from the shores of the Gulf of Mexico. Their presence in the Hopewell burials points to a well-organized trade system. Perhaps the trade's primary purpose was to obtain these materials and objects for funerals. Some researchers think that there was also a specialized group of artists who made some of the articles buried with the dead. Certainly, Hopewell people crafted interesting and sometimes compelling objects. These included human figurines, copper falcons, and elaborate jewelry.

There may have also been a special class of traders who followed a network of trails and rivers extending hundreds of miles. As the traders sought materials near and far, they probably imparted their religious and ceremonial ideas to those whom they met along the way.

1. Agriculture began when people started
  - A. eating seeds.
  - B. cooking seeds.
  - C. gathering seeds.
  - D. planting seeds.
2. What is a synonym for the word *imparted* as it is used in the passage?
  - A. marketed
  - B. revealed
  - C. understood
  - D. criticized
3. Extensive trade developed primarily because people wanted
  - A. to learn about other people's customs.
  - B. to decorate their homes with artwork.
  - C. to obtain items to bury with the dead.
  - D. to get seeds to grow different plants.
4. Which of these is a reasonable conclusion to draw from this passage?
  - A. Corn and beans in prehistoric time were the same as they are today.
  - B. The Hopewellian earth creations are still in perfect shape today.
  - C. Archeologists still find seeds and other proofs of prehistoric life.
  - D. During the Woodland years, corn revolutionized human life.

5. Based on information in the passage, people of the Adena culture were likely to
- A. build cone-shaped mounds.
  - B. place jewelry on the dead.
  - C. cook corn over an open fire.
  - D. develop large ridges of earth.
6. Based on the information in this passage, how are the Hopewell and Adena cultures similar?
- A. Each culture built giant shapes that spanned acres.
  - B. Each culture spread their beliefs to distant regions.
  - C. Each culture labeled their graves with bird drawings.
  - D. Each culture buried the dead with meaningful items.
7. The prefix used in the word *prehistoric* means
- A. good.
  - B. before.
  - C. against.
  - D. without.
8. In which of these ways would prehistoric people LEAST be able to help?
- A. weeding a garden.
  - B. growing squash.
  - C. building with dirt.
  - D. making jewelry.

9. How do you think that the people of the Hopewell culture would have reached Georgia? Why would the people of Georgia abandon their older traditions to embrace this new culture? Explain.

[illegible]