

Instruction

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

An Excerpt from **The Fruit of the Tree**

By Edith Wharton

Look at the title. Look at the illustration. What do you think this passage will be about?

- 1 In the surgical ward of the Hope Hospital at Hanaford, a nurse was bending over a young man whose bandaged right hand and arm lay stretched along the bed.
- 2 His head stirred uneasily, and slipping her arm behind him she effected a professional readjustment of the pillows. "Is that better?"
- 3 As she leaned over, he lifted his anxious bewildered eyes, deep-sunk under ridges of suffering. "I don't s'pose there's any kind of a show for me, is there?" he asked, pointing with his free hand—the stained seamed hand of the mechanic—to the inert bundle on the quilt.
- 4 Her only immediate answer was to wipe the dampness from his forehead; then she said: "We'll talk about that to-morrow."
- 5 "Why not now?"
- 6 "Because Dr. Disbrow can't tell until the inflammation goes down."
- 7 "Will it go down by to-morrow?"
- 8 "It will begin to, if you don't excite yourself and keep up the fever."

- 9 "Excite myself? I—there's four of 'em at home—"
- 10 "Well, then there are four reasons for keeping quiet," she rejoined.
- 11 She did not use, in speaking, the soothing inflection of her trade: she seemed to disdain to cajole or trick the sufferer. Her full young voice kept its cool note of authority, her sympathy revealing itself only in the expert touch of her hands and the constant vigilance of her dark steady eyes. This vigilance softened to pity as the patient turned his head away with a groan. His free left hand continued to travel the sheet, clasp and unclasp itself in contortions of feverish unrest. It was as though all the anguish of his mutilation found expression in that lonely hand, left without work in the world now that its mate was useless.
- 12 The nurse felt a touch on her shoulder, and rose to face the matron, a sharp-featured woman with a soft intonation.
- 13 "This is Mr. Amherst, Miss Brent. The assistant manager from the mills. He wishes to see Dillon."
- 14 John Amherst's step was singularly noiseless. The nurse, sensitive by nature and training to all physical characteristics, was struck at once by the contrast between his alert face and figure and the silent way in which he moved. She noticed, too, that the same contrast was repeated in the face itself, its spare energetic outline, with the high nose and compressed lips of the mover of men, being curiously modified by the veiled inward gaze of the grey eyes he turned on her. It was one of the interests of Justine Brent's crowded yet lonely life to attempt a rapid mental classification of the persons she met; but the contradictions in Amherst's face baffled her, and she murmured inwardly "I don't know" as she drew aside to let him approach the bed. He stood by her in silence, his hands clasped behind him, his eyes on the

What is wrong with the man's hand?

injured man, who lay motionless, as if sunk in a lethargy. The matron, at the call of another nurse, had minced away down the ward, committing Amherst with a glance to Miss Brent; and the two remained alone by the bed.

15 After a pause, Amherst moved toward the window beyond the empty cot adjoining Dillon's. One of the white screens used to isolate dying patients had been placed against this cot, which was the last at that end of the ward, and the space beyond formed a secluded corner, where a few words could be exchanged out of reach of the eyes in the other beds.

16 "Is he asleep?" Amherst asked, as Miss Brent joined him.

17 Miss Brent glanced at him again. His voice betokened not merely education, but something different and deeper—the familiar habit of gentle speech; and his shabby clothes—carefully brushed, but ill-cut and worn along the seams—sat on him easily, and with the same difference.

18 "The morphine has made him drowsy," she answered. "The wounds were dressed about an hour ago, and the doctor gave him a hypodermic."

19 "The wounds—how many are there?"

20 "Besides the hand, his arm is badly torn up to the elbow."

21 Amherst listened with bent head and frowning brow.

22 "What do you think of the case?"

23 She hesitated. "Dr. Disbrow hasn't said—"

24 "And it's not your business to?" He smiled slightly. "I know hospital etiquette. But I have a particular reason for asking." He broke off and looked at her again, his veiled



Why is Miss Brent hesitant to talk to Amherst about Dillon's case?

gaze sharpening to a glance of concentrated attention.

"You're not one of the regular nurses, are you? Your dress seems to be of a different colour."

25 She smiled at the "seems to be," which denoted a tardy and imperfect apprehension of the difference between dark-blue linen and white.

26 "No: I happened to be staying at Hanaford, and hearing that they were in want of a surgical nurse, I offered my help."

27 Amherst nodded. "So much the better. Is there any place where I can say two words to you?"

28 "I could hardly leave the ward now, unless Mrs. Ogan comes back."

29 "I don't care to have you call Mrs. Ogan," he interposed quickly. "When do you go off duty?"

30 She looked at him in surprise. "If what you want to ask about is—anything connected with the management of things here—you know we're not supposed to talk of our patients outside of the hospital."

31 "I know. But I am going to ask you to break through the rule—in that poor fellow's behalf."

32 A protest wavered on her lip, but he held her eyes steadily, with a glint of good-humour behind his determination. "When do you go off duty?"

33 "At six."

34 "I'll wait at the corner of South Street and walk a little way with you. Let me put my case, and if you're not convinced you can refuse to answer."

35 "Very well," she said, without farther hesitation; and Amherst, with a slight nod of farewell, passed through the door near which they had been standing.

Why do you think it would be important to follow confidentiality rules in a hospital?

1 What can the reader infer by the nurse's actions in the beginning of the passage?

- A She wanted to make the patient feel more at ease.
- B She was changing the patient's bandages.
- C She was asking him what he wanted to watch.
- D She was trying to entertain the patient.

This is a Facts and Details/Inferences question. What do you think a nurse would learn in their prior training?

2 How did Dillon most likely suffer his injuries?

- A He got into a car accident.
- B He mutilated his hand at work.
- C He suffered a heart attack and fell.
- D He was attacked by another person.

This is a Facts and Details/Inferences question. Consider the atmosphere and setting of this story.

3 Read this sentence from the passage.

"She did not use, in speaking, the soothing inflection of her trade: she seemed to disdain to cajole or trick the sufferer."

The reader can infer that the nurse—

- A is a kind-hearted woman.
- B is reserved.
- C is frustrated with her patient's attitude.
- D is upset about Dillon's progress.

This is a Facts and Details/Inferences question. What about the "soothing inflection" reveals a detail about the nurse?

4 Which text clue best helps the reader to understand the meaning of the word *lethargy*?

- A "He stood by her in silence."
- B "His hand clasped behind him."
- C "His eyes on the injured man."
- D "who lay motionless"

This is a **Facts and Details/Inferences** question. How do you feel when you are *lethargic*? How does Dillon probably feel?

5 Read this excerpt from the passage.

"It was one of the interests of Justine Brent's crowded yet lonely life to attempt a rapid mental classification of the persons she met."

What does this excerpt tell you about Nurse Brent?

- A Nurse Brent is only working in the hospital temporarily.
- B Nurse Brent is well-loved by all patients.
- C Nurse Brent is nervous about her nursing job.
- D Nurse Brent has many patients, but few real-life friends.

This is an **Inferences/Character** question. You need to infer based on this sentence the type of life Justine Brent leads.

6 How does Mr. Amherst realize Miss Brent is not a nurse who is usually employed by the hospital?

- A She does not know hospital etiquette.
- B The matron told him.
- C Dr. Disbrow had mentioned it.
- D She dressed differently.

This is a **Facts and Details** question. How is Miss Brent set apart from the rest of the hospital staff?

7 Why do you think Mr. Amherst wants to speak with Miss Brent outside of the hospital?

- A He wants to walk her home.
- B He would like to discuss Dillon's condition.
- C He would like to talk to her about hospital etiquette.
- D He would like to see more of her.

This is an **Inferences** question. How do you think the next chapter of this story will play out between Mr. Amherst and Miss Brent?

8 What actions did Miss Brent take to care for her patient? Use details from the passage to support your response. Write the actions in the order that they take place in the text.

This is a **Character** question. List all of the things Miss Brent did throughout this story.

Miss Brent	
	Action 1
	Action 2
	Action 3

9 The author tells the reader of Dillon's injuries throughout the text. Explain how he got hurt, using at least two details from the passage in your response.

This is a **Facts and Details** question. At first, we do not know how Dillon got hurt. This is revealed later in the story.



- 10** What are Mr. Amherst's intentions? Explain using details from the passage to support your response.

This is an **Inferences** question. We do not know Mr. Amherst's intentions at this point in the story.

- 11** The excerpt has a dismal undertone. Explain how the author uses subtle hints throughout the text.

This is a **Theme** question. Stories set in a hospital often have less than ideal situations for their characters.

12 What can you infer about the patient, Dillon, from his actions in Paragraph 11? Use details from the passage to support your response.

This is an **Inferences** question. How is Dillon acting in this paragraph?

13 Describe Miss Brent, using details from the passage to support your response.

This is a **Character** question. How does Miss Brent think and feel as the story moves forward?

Complete the graphic organizer below, using details from the passage to support your response. What event begins the story, and how does each event impact the one after it?

This is a **Making Connections** question. One event may impact several future events in a story.

Planning Space

You can complete the graphic organizer below to help plan your answer.

Mr. Amherst visits Dillon at the hospital.

A series of 15 horizontal lines for writing.

- 15** How does the author use paragraphs 1 through 13 to develop the story line? Use details from the passage to support your response.

Planning Space

You can write notes, make a list,
or draw a chart to help plan your answer.

This is a **Making Connections** question. Think about what the author is trying to accomplish with these paragraphs.

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

Young Ben Franklin

By Julie Doyle Durway

Look at the title. Look at the illustration. What do you think this passage will be about?

- 1 Benjamin Franklin lived a long life full of amazing achievements. He was one of the founders of our nation, but he also found time to do much more. Franklin was a successful writer, an inventor, and a businessman. How did he accomplish so many things and become such an American success story? You can find some of the answers to that question in Ben Franklin's childhood.
- 2 Ben Franklin was born in Boston, Massachusetts, in 1706, less than 100 years after the Pilgrims landed in America. He was the youngest son of a large family with 13 children. His father, Josiah Franklin, was a candle and soap maker. Young Ben was raised in a household that valued hard work. Watching his parents raise a large family and run a business taught him how to work hard and spend money carefully.
- 3 As a well-respected citizen of Boston, Josiah Franklin introduced his son to other successful people in the city. When Ben was an old man, he remembered how his father would invite to dinner "some sensible Friend or Neighbor, to converse with...which might tend to improve the Minds of his Children." In other words, young Ben met intelligent people who set a good example of what he might do with his own life.
- 4 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet

How did Ben Franklin remember his family as an old man?

to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.

- 5 Ben made friends easily. As he wrote in his autobiography, he was "generally a Leader among the Boys." Once, he led his friends in building a wharf at a favorite playing spot along the river. (A wharf is a place where boats can be tied up.) Unfortunately, the boys used stones taken from a site where workers were building a new house! When the boys were found out and punished, young Ben learned a valuable lesson. Although the wharf would have been useful, his father convinced him that "nothing is useful which is not honest."
- 6 "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.
- 7 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold...attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.
- 8 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he

How did Ben's love of books influence his childhood?

wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.

9 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

Why was Ben Franklin a skilled writer in many genres?

10 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.



Ben Franklin working at his print shop

1 Details in the passage mention that James Franklin was harsh with his brother. What can you infer about the dynamic of their relationship?

- A James and Ben were amicable.
- B James could be callous towards Ben at times.
- C James and Ben were cordial.
- D James was jealous of Ben.

This is a Key Individuals and Ideas question. How is the relationship between Ben and James illustrated throughout this passage?

2 After Ben worked with his father in the soap and candle shop he—

- A watched craftsmen at their work.
- B went to work at a print shop.
- C became a writer.
- D became an accomplished scientist.

This is a Facts and Details question. What did Ben Franklin choose to do next in his multi-faceted career?

3 Which sentence best supports the central idea that Ben Franklin "lived a long life full of amazing achievements"?

- A "He was one of the founders of our nation, but he also found time to do much more."
- B "Young Ben was raised in a household that valued hard work."
- C "Franklin was a successful writer, an inventor, and a businessman."
- D "As a well-respected citizen of Boston, Josiah Franklin introduced his son to other successful people in the city."

This is a Facts and Details question. Which sentence is the best example supporting this central idea?

4 Ben Franklin would most likely disagree with which statement?

- A Hard work pays off.
- B An investment in knowledge pays the best interest.
- C Well done is better than well said.
- D There are many shortcuts to success.

This is an Inferences question. Knowing Ben Franklin and his character, which statement, or idea, would he not approve of?

5 As a young child, Ben Franklin did all of the following except—

- A play at the Charles River.
- B fish at the Charles River.
- C swim at the Charles River.
- D ski at the Charles River.

This is a Facts and Details question. Reread the passage to see how Ben interacted with the River throughout his life.

6 The author of the passage states that Ben Franklin wrote:

"In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother."

One can infer that Ben Franklin did all of the following except—

- A assisting his brother in the shop.
- B learning the skills of printing.
- C writing for his brother's newspaper.
- D delivering the newspapers for his brother.

This is an **Inferences** question. What would Ben most likely NOT do while helping out his brother in a particular trade?

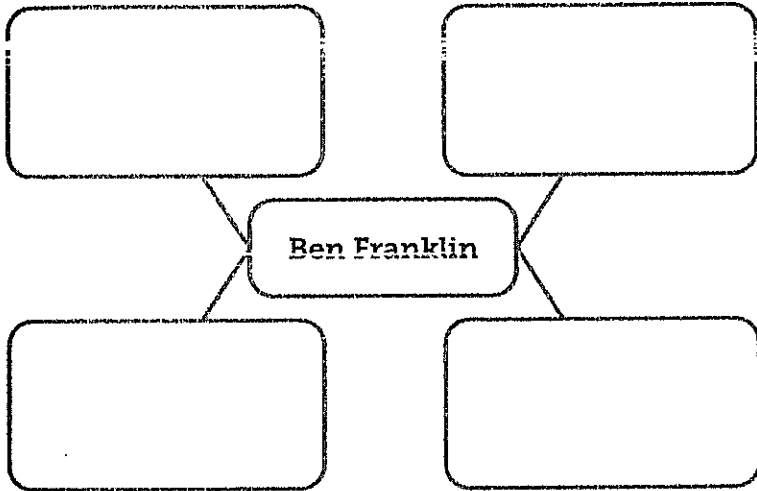
7 Ben wrote, "From a child I was fond of reading and all the little money that came into my hands was ever laid out in books." Why is this quote important in the passage?

- A It emphasizes his love for books.
- B It suggests that he liked to be alone.
- C It tells the reader Ben Franklin was frivolous with his money.
- D It suggests that he thought school was not important.

This is a **Central Idea** question. This idea is repeated frequently in the passage. Why does the author do this?

8 Ben Franklin was one of the most important and powerful men in American history. Complete the web below by listing four specific character traits about Ben Franklin. Use details from the passage to support your response.

This is a **Key Individuals and Ideas** question. How do these ideas and events listed in your web help expand the text?



9 Why did Ben Franklin's father say "nothing is useful which is not honest?" Use details from the passage to support your response.

This is a **Key Individuals and Ideas** question. You can tell from this quote what kind of role Ben Franklin's father played in his life.

10 Although Ben Franklin only went to school for two years, it is evident that literacy is of great importance to him. How does the author show this? Use details from the passage to support your response.

This is a Facts and Details question. How does the author best show that Ben Franklin used his literacy to the best of his ability?

11 How did Ben develop his writing skills? Use details from the passage to support your response.

This is a Facts and Details question. Over the years, Ben Franklin took on many tasks that helped influence his writing.

12 Ben was generally a leader among the boys. How did he use his leadership skills in a positive way? What lesson do you think he learned from his experience? Use details from the passage to support your response.

This is a **Facts and Details** question. Look for ways in which Ben Franklin's leadership skills were particularly important.

Ben Franklin was a Renaissance man. This means he was good at many things. Complete the graphic organizer by using text support to prove he was a "man of all trades."

This is a **Key Individuals and Ideas** question. Using your knowledge of the key individual (Franklin) and his different jobs over the years, explain how this made him well-versed at life.

Franklin's Job	Responsibilities
1.	
2.	



14 Ben Franklin's family valued hard work. How did this affect Ben Franklin in his later years? Use details from the passage to support your response.

This is a **Key Individuals and Ideas** question. In this case, the individuals are Ben Franklin's family.

Planning Space

You can write notes, make a list, or draw a chart to help plan your answer.

Reading: Rehearsing and Exploring the Standards

Blank lined writing area with horizontal lines.

15 How did Ben Franklin's family influence him into becoming an accomplished man from a very early age? Use details from the passage to support your response.

This is a **Key Individuals and Ideas** question. Was Ben Franklin always accomplished?

Planning Space

You can write notes, make a list, or draw a chart to help plan your answer.

Lined writing area with 18 horizontal lines.