**Title: The Middle School Chronicles**

**Directions:** Read the passage below and answer the questions that follow.

Characters:

- Emma, a new student

- Max, a popular student

- Maya, a bookworm

- Jack, a jock

- Ms. Johnson, a strict teacher

Act 1

Scene 1:

The play opens with Emma nervously walking into the classroom on the first day of middle school. She looks around the room, trying to find a seat. Max notices her and approaches her.

Max: Hey there, new girl. You look lost. Need any help?

Emma: Yes, please. I'm not sure where to sit.

Max: (smiling) You can sit with me and my friends.

Emma: (relieved) Thank you so much.

Scene 2:

Emma sits down with Max and his friends, Maya and Jack.

Maya: Hi, I'm Maya. What's your name?

Emma: I'm Emma. Nice to meet you.

Jack: Hey, I'm Jack. Are you into sports?

Emma: Not really. I prefer music.

Max: That's cool. We have a music class together later. You'll love it.

Scene 3:

Ms. Johnson enters the classroom and introduces herself.

Ms. Johnson: Good morning, class. I'm Ms. Johnson, your new teacher for the year. I expect everyone to follow the rules and behave appropriately.

Act 2

Scene 1:

Emma struggles to keep up with her classes and feels overwhelmed.

Emma: (to Maya) This is so hard. I don't know if I can do this.

Maya: Don't worry. I can help you study and catch up on anything you missed.

Scene 2:

Max and Jack invite Emma to a party over the weekend.

Max: You should come to the party with us. It's going to be epic.

Emma: I don't know. I don't think I'm ready for a party yet.

Jack: Come on, it'll be fun.

Scene 3:

At the party, Emma feels out of place and uncomfortable.

Emma: (to Maya) This is not my scene. I don't belong here.

Maya: You don't have to do anything you don't want to. Just be yourself.

Act 3

Scene 1:

Emma gains confidence and starts to participate in class and extracurricular activities.

Emma: (to Max) I'm really enjoying music class. Thanks for encouraging me to join.

Max: (smiling) I knew you'd love it.

Scene 2:

Maya and Emma work on a project together and become close friends.

Maya: (to Emma) You're a great friend. I'm glad we met.

Emma: (smiling) Me too.

Scene 3:

In the final scene, the class receives their report cards.

Ms. Johnson: Congratulations, class. You all did very well this semester.

Max: (to Emma) Hey, let's celebrate. I know a great place we can go for ice cream.

Emma: (smiling) Sure, let's go.

The play ends with the group of friends walking out of the classroom, excited for the summer break and looking forward to the next year of middle school.

1. How does the author mainly develop Emma’s point of view throughout the text?
   1. Through descriptions of the setting
   2. Through the dialogue between Emma and other students.
   3. Through Emma’s reaction to middle school
   4. Through Ms. Johnsons comments about school.
2. How does the play’s first scene about Max and Emma talking to each other contribute to the meaning of the dialogue that follows?
   1. It demonstrates Max’s popularity.
   2. It illustrates the type of relationship Emma has with her peers.
   3. It establishes that Ms. Johnson is a bad teacher.
   4. It establishes that Emma is willing to talk to her peers.

**Directions:** Read the passage below and answer the questions that follow.

**The Lusitania’s Voyage**

The Lusitania's voyage was a fateful and ill-fated journey that captured the world's attention and left an indelible mark on history. Setting sail from New York on May 1, 1915, the luxurious British ocean liner embarked on what was supposed to be a routine transatlantic crossing to Liverpool, England. Little did the passengers and crew know that their voyage would soon become a tragic chapter in the annals of maritime disasters.

At the time, the world was engulfed in the turmoil of World War I, and the seas were rife with danger. The German Empire, locked in a bitter conflict with the Allied forces, had declared a naval blockade around the British Isles. The Lusitania, despite its reputation as a civilian vessel, was not immune to the perils of war.

As the ship made its way through the Atlantic, it received warnings of potential danger from the German embassy, advising passengers that the waters they were entering were deemed a war zone. However, many aboard the Lusitania dismissed the warnings, confident in the ship's speed, size, and previous successful crossings. They believed that the vessel's status as a civilian liner would protect it from harm.

On May 7, tragedy struck. Approximately 11 miles off the coast of Ireland, a German U-boat, U-20, fired a single torpedo at the Lusitania, striking her starboard side. The massive explosion rocked the ship, causing chaos and panic among the passengers and crew. Within minutes, the vessel began to list and rapidly sink.

The sinking of the Lusitania was swift and brutal. In a matter of minutes, the ship disappeared beneath the waves, taking with it the lives of 1,198 people, including 128 Americans. The loss of innocent lives, coupled with the fact that the Lusitania was a civilian vessel, shocked the world and ignited outrage.

The sinking of the Lusitania had profound consequences. It played a significant role in shifting public opinion, particularly in the United States, towards entering World War I against Germany. The incident galvanized international condemnation of unrestricted submarine warfare and fueled anti-German sentiment.

The Lusitania's voyage, meant to be a routine and uneventful crossing, became a tragic tale of loss and sacrifice. The memory of the ship and its doomed passengers serves as a reminder of the devastating impact of war on civilian lives and the profound consequences that can arise from a single act of aggression on the high seas.

1. What is the primary intent of the second paragraph?
   1. To describe Lusitania’s voyage to the readers.
   2. To describe the primary factor of the United States involving itself in World War I.
   3. To describe how nice of a ship Lusitania was.
   4. To describe the negative impact wars have on the world.

**Directions:** Read the passage below and answer the questions that follow.

**Title: "Percy Jackson: Quest for the Lightning Bolt"**

Synopsis:

"Percy Jackson: Quest for the Lightning Bolt" is a dramatic play based on the popular book series by Rick Riordan. The play follows the adventures of Percy Jackson, a teenage demigod, as he embarks on a dangerous quest to retrieve Zeus' stolen lightning bolt, which could spark a war among the gods.

Act 1:

Scene 1: Camp Half-Blood

The play begins at Camp Half-Blood, a refuge for demigods. Percy Jackson, a troubled teenager with dyslexia and ADHD, discovers his true identity as a demigod - the son of Poseidon. He meets Annabeth Chase, daughter of Athena, and Grover Underwood, a satyr. They inform Percy about Zeus' stolen lightning bolt and the impending war among the gods.

Scene 2: The Oracle's Prophecy

Percy, Annabeth, and Grover seek guidance from the Oracle of Delphi. The Oracle delivers a prophecy, revealing that Percy is the only one who can retrieve the lightning bolt and prevent disaster. They set out on their perilous quest.

Act 2:

Scene 1: Underworld Encounter

Percy, Annabeth, and Grover venture into the Underworld, where they face various challenges and confront Hades, the ruler of the dead. They negotiate with him to reveal the lightning bolt's whereabouts, learning that it was not in the Underworld.

Scene 2: Capture by Cyclops

While traveling, the group is captured by Polyphemus, a one-eyed Cyclops. They must outwit him and escape, successfully retrieving crucial information about the lightning bolt's location.

Act 3:

Scene 1: Battle with Medusa

The trio encounters Medusa, a gorgon with the power to turn people to stone. They engage in a thrilling battle, ultimately defeating Medusa and claiming her head, which they believe will aid them in their quest.

Scene 2: Mount Olympus

Percy, Annabeth, and Grover ascend Mount Olympus, where they confront Zeus and his fellow gods. They present their evidence, clearing Percy's name of theft and urging the gods to avoid war. Zeus realizes that Percy is not the thief and returns the lightning bolt.

Scene 3: Camp Half-Blood Victory

Returning to Camp Half-Blood, Percy is hailed as a hero. The camp celebrates their victory and acknowledges Percy's bravery. He gains a newfound sense of belonging and purpose as he embraces his role as a demigod.

Epilogue:

The play ends with Percy contemplating his future adventures and the challenges that lie ahead. He reflects on the importance of friendship, courage, and acceptance, leaving the audience excited for the next chapter of his journey.

1. In a live production of this play, which scene would be best to have music playing in the background?
   1. The opening scene at Camp Half Blood.
   2. The scene at Mount Olympus.
   3. The battle with Medusa.
   4. The Oracles prophecy.

What type of figurative language is underlined in the sentence below?

While preparing for the final exam, Evan mentioned “ELA is as fun as getting your teeth pulled”.

1. It is an example of hyperbole.
2. It is an example of imagery.
3. It is an example of a metaphor.
4. It is an example of a simile.