

# **Grade 10 Literacy Assessment**

## **SAMPLE A**



Ministry of  
Education and  
Child Care



The *Big Idea* will help you guide your thinking during the assessment.



## Big Idea

**The natural world plays an important role in people's lives.**

## PART A

**Human behaviour has an impact on the natural world.**



## PART B

**Humans have always had an important connection to nature.**

### Writing Pathway



1

Humans need to  
learn how to be  
part of nature.



2

People benefit from  
their relationships  
with animals.



## Big Idea

The natural world plays an important role in people's lives.



## PART A

Suggested Time: 65 minutes

**Human behaviour has an impact on the natural world.**



In this section you will:

- read and analyze a variety of texts
- answer selected response questions worth fifteen points
- complete a graphic organizer worth six points
- complete a written response worth twelve points

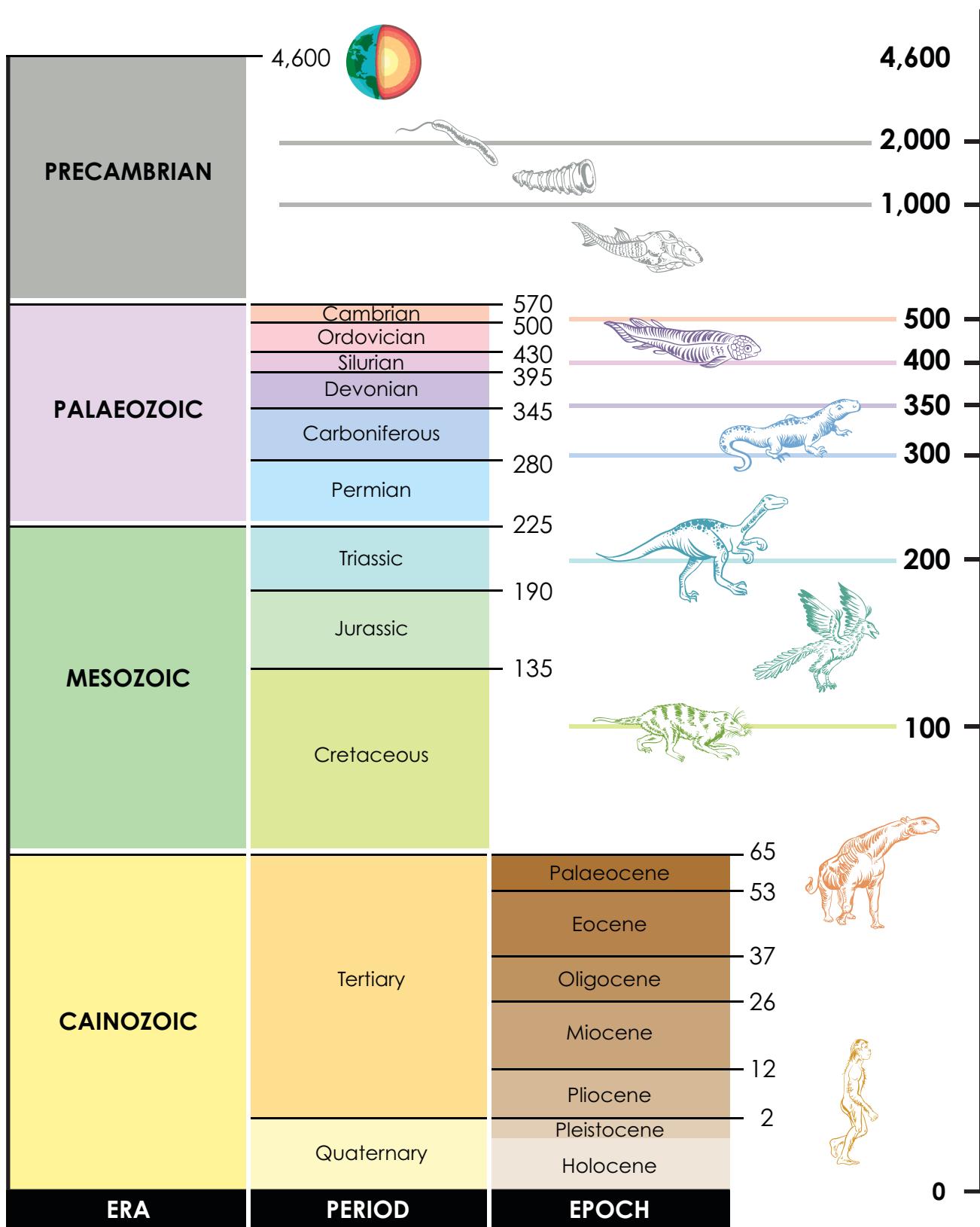


### In the following texts

Scientists are examining the human impact on Earth's geological periods.

# Geological Column

Time, in millions of years before the present



**Question A-1** (1 point)**Geological Column**

Select the era, period, and epoch appropriate for the event described.

Event
Scientists discover a human jaw bone in Ethiopia dating back 2.8 million years.

Era	Period	Epoch
Precambrian	Cambrian	Palaeocene
Palaeozoic	Devonian	Oligocene
Mesozoic	Tertiary	Pliocene
Cainozoic	Quaternary	Pleistocene

**Question A-2** (1 point)**Geological Column**

Which skill is necessary to correctly understand this Geological Column?

- interpreting the use of colour
- analyzing the size of the illustrations
- recognizing the compressed scale of the timeline

# What Is the Anthropocene and Are We in It?

Efforts to label the human epoch have ignited a scientific debate between geologists and environmentalists



Illustrated by Stephanie Dalton Cowan

By Joseph Stromberg  
SMITHSONIAN MAGAZINE  
JANUARY 2013

Have human beings permanently changed the planet? That seemingly simple question has sparked a new battle between geologists and environmental advocates over what to call the time period we live in.

According to the International Union of Geological Sciences (IUGS), the professional organization in charge of defining Earth's time scale, we are officially in the Holocene ("entirely recent") epoch, which began 11,700 years ago after the last major ice age.

But that label is outdated, some experts say. They argue for "Anthropocene"—from *anthropo*, for "man," and *cene*, for "new"—because human-kind has caused mass extinctions of plant and animal species, polluted the oceans and altered the atmosphere, among other lasting impacts.

Anthropocene has become an environmental buzzword ever since the atmospheric chemist and Nobel laureate Paul Crutzen popularized it in 2000. This year, the word has picked up velocity in elite science circles: it appeared in nearly 200 peer-reviewed

articles, the publisher Elsevier has launched a new academic journal titled *Anthropocene*, and the IUGS convened a group of scholars to decide by 2016 whether to officially declare that the Holocene is over and the Anthropocene has begun.

- 5 Many stratigraphers (scientists who study rock layers) criticize the idea, saying clear-cut evidence for a new epoch simply isn't there. "When you start naming geologic-time terms, you need to define what exactly the boundary is, where it appears in the rock strata," says Whitney Autin, a stratigrapher at the SUNY College of Brockport, who suggests Anthropocene is more about pop culture than hard science. The crucial question, he says, is specifying exactly when human beings began to leave their mark on the planet: The atomic era, for instance, has left traces of radiation in soils around the globe, while deeper down in the rock strata, agriculture's signature in Europe can be detected as far back as A.D. 900. The Anthropocene, Autin says, "provides eye-catching jargon, but from the geologic side, I need the bare bones facts that fit the code."

Some Anthropocene **proponents** concede that difficulty. But don't get bogged down in the mud, they say, just **stipulate** a date and move on. Will Steffen, who heads Australia National University's Climate Change Institute and has written articles with Crutzen, recommends starting the epoch with the **advent** of the industrial revolution in the early 1800s or with the atomic age in the 1950s. Either way, he says, the new name sends a message: "[It] will be another strong reminder to the general public that we are now having undeniable impacts on the environment at the scale of the planet as a whole, so much so that a new geological epoch has begun."

To Andrew Revkin, a *New York Times* reporter (now blogger) who suggested a similar term in 1992 that never quite caught on ("Anthrocene"), it's significant that the issue is being debated at all. "Two billion years ago, cyanobacteria oxygenated the atmosphere and powerfully disrupted life on Earth," he says. "But they didn't know it. We're the first species that's become a planet-scale influence and is aware of that reality. That's what distinguishes us."

Joseph Stromberg. "What Is the Anthropocene and Are We in It?" January 2013.  
<https://www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/>

*Students completing the assessment electronically will be able to access the following glossary items with a mouseover*

**proponents:** people who support an idea

**stipulate:** to state

**advent:** beginning of

### Question A-3 (2 points)

### What Is the Anthropocene and Are We in It?

Select the correct term for each description:

**epoch that began approximately 12,000 years ago**

Anthropocene

Epoch

Atomic Age

Holocene

Cyanobacteria

Industrial Revolution

**term meaning “New Man”**

Anthropocene

Epoch

Atomic Age

Holocene

Cyanobacteria

Industrial Revolution

**left traces of radiation in geological layers**

Anthropocene

Epoch

Atomic Age

Holocene

Cyanobacteria

Industrial Revolution

**organisms responsible for oxygen in the atmosphere**

Anthropocene

Epoch

Atomic Age

Holocene

Cyanobacteria

Industrial Revolution

**Question A-4** (1 point)**What Is the Anthropocene and Are We in It?**

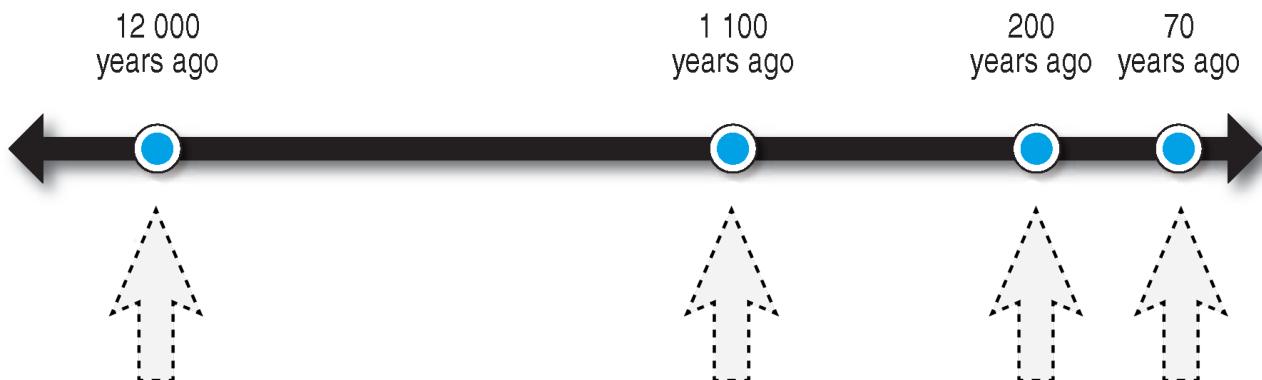
What key factors determine whether scientists will accept or reject the naming of a new “Anthropocene” epoch?

Select **the two** that apply.

- the scientists' particular areas of study
- the specific technologies that scientists use
- the type of scientific evidence that is available
- the origin of the scientific name being considered

**Question A-5** (1 point)**What Is the Anthropocene and Are We in It?**

Select the point on the timeline to approximate when the impact of agriculture in Europe became noticeable in the geological record.



**Question A-6 (1 point)****What Is the Anthropocene and Are We in It?**

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Why does Andrew Revkin agree that the name of the current epoch should be changed?

- The new name highlights the fragile nature of human life.
- The new name emphasizes the interdependence of humans and cyanobacteria.
- The new name acknowledges that humans are conscious of the effect they have on their surroundings.

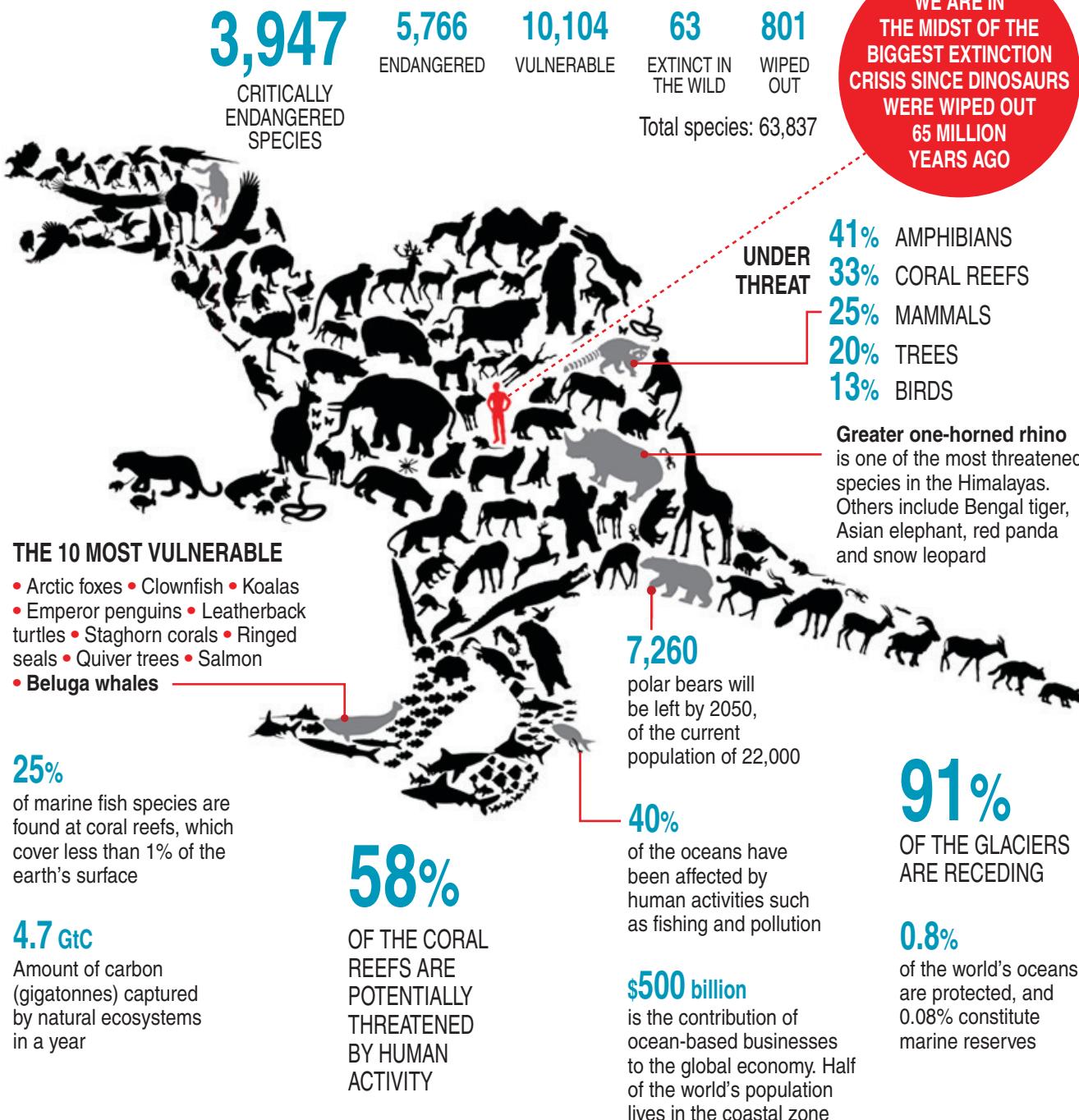


### In the following text

Representatives from 193 countries met to discuss the relationship between humans and the environment.

# The Losing World

At a UN convention, experts from 193 countries agreed that the planet is staring at an imminent crisis.



Sources: International Union for Conservation of Nature, World Wide Fund for Nature, Ministry of Environment and Forests  
Businessworld. October 22, 2012

**Question A-7** (1 point)

The Losing World

Why is it appropriate that humans have been placed at the centre of the infographic?

- to illustrate the relationship between humans and other species
- to show that humans are unaware of the dangers around them
- to highlight that humans have little impact on other living things

**Question A-8** (1 point)

The Losing World

What is the effect of choosing the image of a dinosaur to organize the graphic?

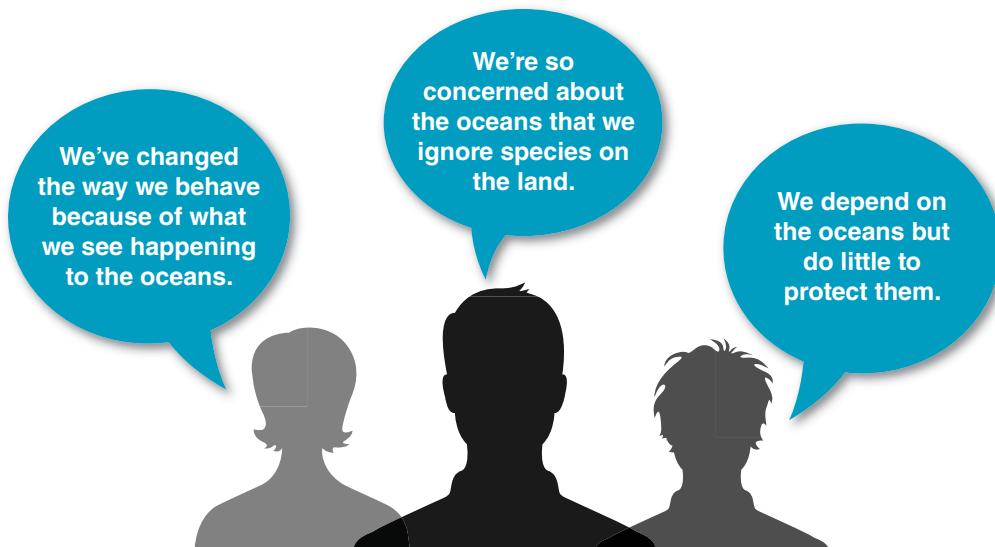
- It highlights a previous example of extinction.
- It illustrates all the species that have been lost.
- It shows that land animals face the greatest danger.

**Question A-9** (1 point)

The Losing World

Which opinion about oceans is supported by information found in the graphic?

Click on the speech bubble to indicate your response.





### In the following text

Traditional First Peoples knowledge provides a perspective on the connections between humans and the natural world.

# Living with Bears

by Richard Wagamese



The old ones say that humility is the foundation of everything. Nothing can exist without it. Humility is the ability to see yourself as an essential part of something larger. It is the act of living without grandiosity. Humility, in the Ojibway world, means “like the earth.” The planet is the **epitome** of a humble being, with everything allowed the same opportunity to grow, to become. Without the spirit of humility there can be no unity, only discord. Humility lets us work together to achieve equality. Humility teaches that there are no greater or lesser beings or things. There is only the whole. There is only the great, grand clamour of our voices, our spirits, raised together in song.

\* \* \*

The bears start coming down from the high ground in late summer, when the mountain-ash berries, rosehips, saskatoon berries, blackberries and wild raspberries are ripe and fat. We see them on the roadside or lumbering along the hillocks, and as the days pass they become a fixture in our yard. We don’t find it troubling. When you reside in bear country, you make a soul compact to coexist with them. You learn to be watchful on your morning walks and to make sure your property isn’t bear-attractive. You learn bear time. After all, this is their land. They were here first. If anyone respects that statement, it’s an **Indian**.

When you’re out in the wild—or what’s left of the wild in the Western world—there is a palpable sense of the unseen. You get the feeling you’re being watched from the trees. That can be eerie at first, but once you’re used to it, it’s rather comforting. This is the original condition of things. Long before our world became the technologically driven, noisy, overpopulated place it is now, many beings found respite in wild places, and people felt a natural connection to the land.

We can opt for the convenience of machinery today, using quads and ATVs and dirt bikes to get us deep into the back country, but nothing connects you to the land as

easily as walking. Hiking in the acute silence up here in the mountains, you always sense the possibility of bears. For me, that's magical. Walking on the land also keeps you alert to things you would ordinarily miss. You hear things you are usually too busy to register, experience yourself as a true part of nature. Alone in the wild, you become keenly aware of who and what you are.

- 5 So I'm not troubled by the presence of bears. What does trouble me, though, is news of bears losing their lives after run-ins with those who occupy their territory. Some people think of bears as garbage-raiding pests or as vile predators intent on snatching the cat, the dog or the children. I'm not afraid of bears, but I am respectful of them. At our place, we keep our garbage out of harm's way until it's dump day and we can dispose of it. We're careful with our barbecue. Bears are prowlers and foragers, and we need to understand that.

My people say that the bears are protectors. In our Ojibway clan system, the Bear Clan is responsible for security and law. As totems, bears symbolize strength, fortitude, justice and wisdom. When my people see a bear in the bush, they always stop and look at it before moving away. In the Ojibway world, a bear is a spirit being, a special teacher. I've learned over the years to hold them in the same regard.

This morning as I wrote, Molly the dog growled. I looked out to the end of our driveway and saw a juvenile male bear reared up on his hind legs chewing on leaves and berries. He was a marvellous specimen. His coat was thick and unmatted, and he had the beginnings of the rounded shape that comes from good feeding in preparation for the long hibernation to come. We watched him until he finally trotted through the yard, across the gravel road and off into the trees. He was one bear in a country of them. I knew he would find a place to hunker down as the morning traffic increased and the high August heat built up. In the cool of evening, he'd emerge again to forage in the berry bushes that surround us. That's just how it is.

Every day now, the oceans are becoming more acidic. Polar ice is melting. Droughts, floods, earthquakes and wildfires are increasingly commonplace. Bees are disappearing, and there are fewer salmon in the spawning grounds. These are only some of the rapid changes happening all around us. Just as our human lives are affected by these changes, so are the lives of the animals that share our planet.

Bears are a grounding tool for me. Whenever I see one, I am reminded that the old wisdom has something significant to impart about how I negotiate my way in the world. I belong to a web of life that needs all its parts to sustain itself. The ancient teachings are not a romantic throwback to a vanished lifestyle but a resonant reminder of our contemporary responsibilities.

- 10 Bears are protectors, my people say, and this presence reminds us that the natural world urgently needs our protection. That is the bear's particular gift to each of us.

“Living with Bears” by Richard Wagamese from *One Story, One Song*.  
2015, Douglas & McIntyre. Reprinted with permission from the publisher.

*Students completing the assessment electronically will be able to access the following glossary items with a mouseover*

**epitome:** a perfect example

**Indian:** First Peoples; “Indian” is not the preferred term

### Question A-10 (1 point)

### Living with Bears

The word

best expresses the meaning of “humility” in “Living with Bears.”

- harmony
- sympathy
- consistency

### Question A-11 (1 point)

Living with Bears

According to the author, what is the “gift” that bears provide to humans?

Click on the box to indicate your response.



*a glimpse  
of our  
origins in  
simpler  
times*



*a reminder  
of our  
obligations  
to other  
species*



*a sense  
of our  
unique  
place in  
the world*

### Question A-12 (1 point)

Living with Bears

Which observation about modern life is expressed throughout “Living with Bears”?

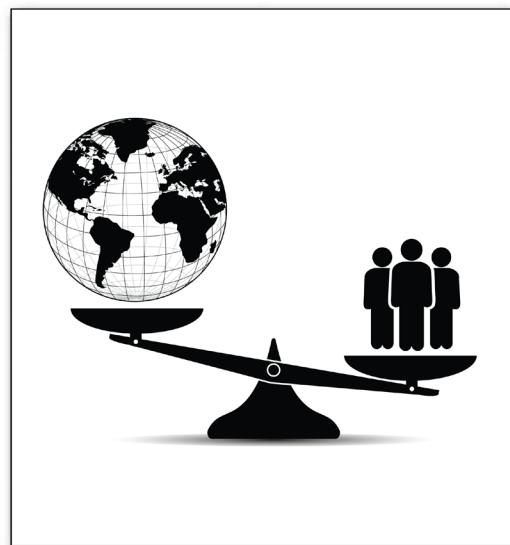
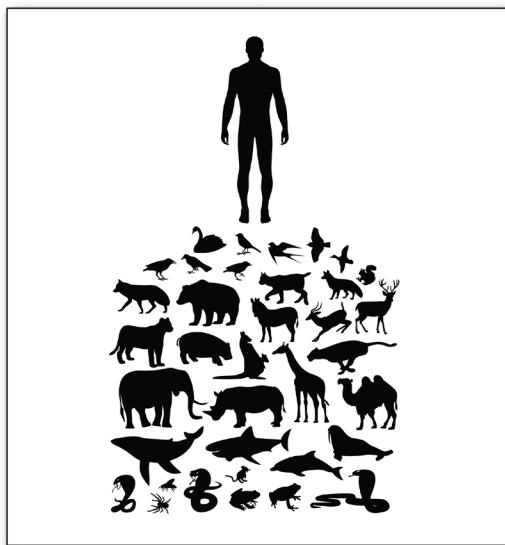
- People find happiness through material possessions.
- Life was more fulfilling in the past than it is in the present.
- Today’s conveniences disconnect us from the natural world.

**Question A-13** (1 point)

## Living with Bears

Which graphic best symbolizes Wagamese's view of the world?

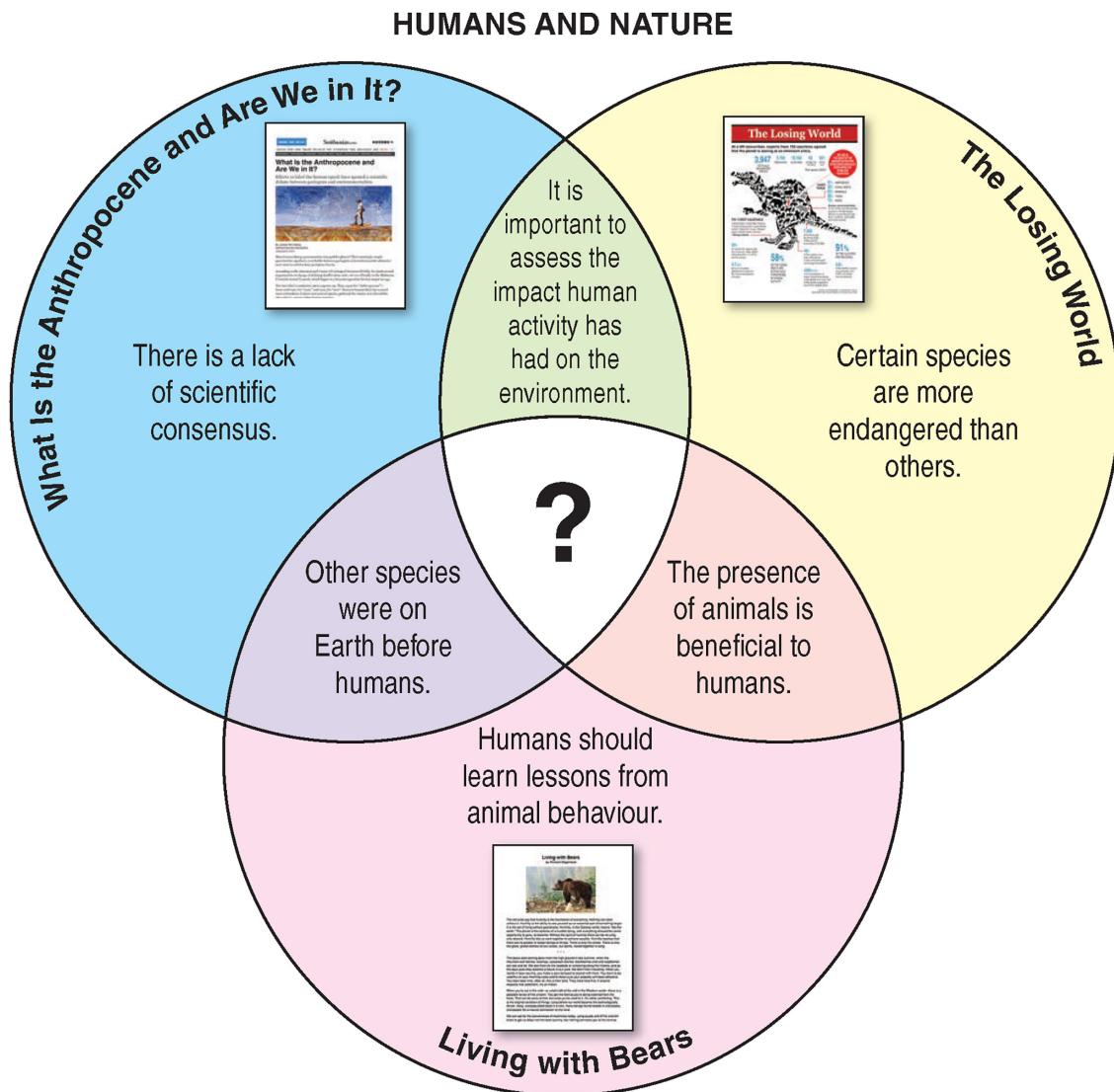
Click on the graphic to indicate your response.



**Question A-14** (1 point)

Which statement should be in the centre of this Venn Diagram?

- Humans may deny that environmental change is inevitable.
- Humans often have a desire to categorize the world around them.
- Humans can exercise their dominance over nature in positive ways.
- Humans should take responsibility for their relationship with the environment.



**Graphic Organizer (A-15) (6 points)**

**Suggested time: 10 minutes**

**Complete this chart to summarize your understanding of the ideas in these texts.**

Based on your understanding of the texts, write a statement that summarizes the impact that humans have on the natural world.

**Texts****What examples from these texts support your summary statement?**

What Is the  
Anthropocene and  
Are We in It?



The Losing World



Living with Bears

Write a concluding statement about why these ideas matter.

## Written Response (A-16) (12 points)



### What do these texts have to say?

To what extent does human behaviour impact the natural world?



- Respond critically to this question in a well-developed multi-paragraph composition.
- Communicate a convincing argument.
- Show your understanding of the information you have read in this section of the assessment by making reference to one or more of the texts.

**Suggested time: 25 minutes**



## Big Idea

The natural world plays an important role in people's lives.



## PART B

Suggested Time: 65 minutes

**Humans have always had an important connection to nature.**



In this section you will:

- read and analyze a variety of texts
- complete selected response questions worth fifteen points
- select a Writing Pathway to complete your extended written response worth twelve points



## Writing Pathway

1

Humans need to learn how to be part of nature.

2

People benefit from their relationships with animals.



### In the following texts

There are many benefits to having a connection with nature.



## The Benefits of Nature

Ontario's Conservation Areas  
Contribute to Healthy People

### THE CHALLENGES...

**ADHD**  
affects  
**5-10%**  
of Canadian Children



of Canadian  
Teenagers  
Not Active  
Enough



of Children meet  
Canadian  
Physical Activity  
Guidelines



**9 MILLION+**  
Canadians suffer from some form of  
**DIABETES**



**2/3** of Canadians  
are **Vitamin D**  
Deficient

Nearly **23%**  
of Canadians report a high degree of  
**LIFE STRESS**



Every **7 MINUTES**  
in Canada, someone dies from  
**Heart Disease or Stroke**

### CONSERVATION AREAS & OUTDOOR RECREATION

Available Activities Include



**270+**

Conservation Areas



**6,800,000**  
Visitors in 2011



**2,500 km**  
of Trails Owned and Operated

#### CALORIES

Burned on an Hour Long Hike  
**435** ("average for  
153 lb female")



### A Hike a Day...

Did you know doctors have been prescribing hikes? Stepping into Nature has been proven to provide health benefits such as: increased energy and immunity, increased weight loss and fitness, increased Vitamin D production, and reduced risk of diabetes, heart attacks, and cancer.



An increasing body of evidence suggests that one of the best ways to improve your mental well-being is by simply spending more time outdoors.

**20 MINUTES**  
WALKING IN NATURE  
= Concentration boost  
in children with **ADHD**

A daily walk in nature can be as effective in treating mild cases of depression as taking an antidepressant

If you have  
**GREEN SPACE**  
within 1km from home  
you're...



Nature provides multiple goods and services that sustain our health and well-being, including food, materials, (like wood) fuel, clean air, drinking water, flood prevention, and also offers recreational, cultural, and spiritual opportunities.

### HEALTHY BY NATURE | TREES & FORESTS

For Every  
**343 TREES / KM<sup>2</sup>**

Asthma  
Rates  
Drop By

**25%**  
in Young Children

Collectively Own Nearly  
**917 KM<sup>2</sup> of Forests**

&

Planted Over  
**3,000,000**  
TREES IN 2011

**1 TREE**  
Has the Cooling Effect of  
**10 Air Conditioners**

### HEALTHY BY NATURE | WETLANDS & GREAT LAKES

**1 ACRE** = **1,000,000 GAL** of Stored Flood Water = **1.5** Olympic Sized Swimming Pools of Water



Breaks Down our Wastes  
Reduces the Risks of Flood Damage  
Provides Food Sources & Recreation Opportunities  
Helps Moderate Extreme Weather  
Purifies our Water and Air

Conservation Authorities own  
**92,471 ACRES OF WETLANDS**

**92.5 BILLION GALLONS**  
of Stored Flood Water  
(or 140,108 Olympic Sized Swimming Pools)

More than  
**80 %**  
of Ontarians  
get their  
drinking water  
from the Great Lakes

[WWW.CONSERVATIONONTARIO.CA](http://WWW.CONSERVATIONONTARIO.CA)

**Question B-1** (1 point)**The Benefits of Nature**

Select the suggested strategy for coping with the challenges listed in the left column below.

Challenge	Strategy
ADHD (Attention Deficit Hyperactivity Disorder)	plant more trees restore damaged wetlands encourage walking in nature create green spaces in every residential area
asthma	plant more trees restore damaged wetlands encourage walking in nature create green spaces in every residential area

**Question B-2** (1 point)**The Benefits of Nature**

How might the source of the information in this infographic limit its usefulness to western Canadians?

The information is focused on

▼

a global health challenge.  
a need for water conservation.  
a specific region of the country.

# Connecting with Nature Boosts Creativity and Health

Richard Louv explains how society can overcome nature-deficit disorder.

By Brian Clark Howard, National Geographic

PUBLISHED JUNE 30, 2013



A young girl gazes at the desert landscape. Photograph by John Burchman, National Geographic

“I’ve been arguing for a while that connection to nature should be thought of as a human right,” Richard Louv told the crowd assembled in the courtyard of National Geographic headquarters in Washington, D.C., on Wednesday. Louv was there to inspire the staff about the benefits of spending time outdoors.

Louv, the author of the bestsellers *Last Child in the Woods* (2005) and *The Nature Principle* (2011), coined the term “nature-deficit disorder” to describe the loss of connection children increasingly feel with the natural world. Nature-deficit disorder is not a clinically recognized condition, he explains, but rather a term to evoke a loss of communion with other living things. Nevertheless, he argues, nature-deficit

disorder affects “health, spiritual well-being, and many other areas, including [people’s] ability to feel ultimately alive.”

The causes of the disorder include loss of open space, increasingly busy schedules, an emphasis on team sports over individualized play and exploration, competition from electronic media, and what Louv and others call a “culture of fear,” in which people are afraid to visit natural areas or even go outside due to heavy media coverage of violent events.

To dive deeper into Louv’s ideas, National Geographic sat down with him for a few questions.

**Can you share some specific examples of how a connection to nature improved someone’s life?**

- 5 [National Geographic Emerging Explorer] Juan Martinez is one example. He grew up in South Central Los Angeles, where he was headed for gangs and trouble. A principal told him he’d have to go to detention or join the eco club. He thought the club sounded like a bunch of nerds, but he joined. He resented it at first, but then had an assignment to grow something.

He had seen his mother break up concrete behind their house to grow chilis to eat. So he grew a jalapeño chili plant and took it home to show her that he could nurture life too. That plant, and later an eco club trip to the Grand Tetons, changed his life. He is now an environmentalist and head of the Natural Leaders Network, which is part of the Children & Nature Network. He is also a National Geographic explorer and has spoken at the White House twice.

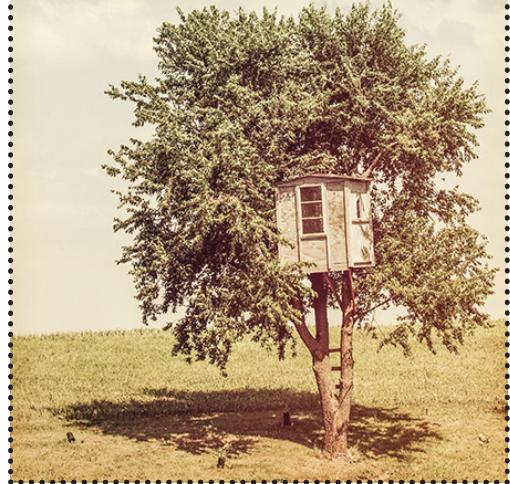
So nature can transform your life. He found not only nature, he found people through nature. He reconnected to South Central in a new way.

**How can city dwellers connect with nature?**

As of 2008 more people lived in cities than the countryside. That marked a huge moment in human history, and it means one of two things: Either the human connection to nature will continue to fade, or it means the beginning of a new kind of city.

One way is through “biophilic design” [nature-inspired design], which is the incorporation of nature where we live, work, learn, and play, not only as something we drive an hour to visit. Not only parks, but also in the way we design our neighborhoods, our backyards, and our buildings.

*It doesn’t seem to matter what someone’s politics or religion is, they want to tell me about the treehouse they had as a kid, if they are old enough—for the younger people that is less likely to be true. This is the only issue I’ve seen that brings people together, because nobody wants to be in the last generation where it’s considered normal for kids to go outdoors.*



- 10 I believe cities can become engines of biodiversity. It starts with planting a lot of native plants, which revive the food chain and bring back butterfly and bird migration routes.

The word “sustainability” is problematic, because to most people it means **stasis**, survival, and energy efficiency. We have to do those things, but that only goes so far in igniting the imagination. Increasingly, I talk about a “nature-rich society,” a different way to look at the future that is not just about survival, but about something much better.

**You have written about the impacts of “nature time” on problems like anxiety, depression, ADD, and obesity. How important is that?**

If you look at a new body of research on depression, ADD, physical health, child obesity, and the epidemic of inactivity, nature is a good antidote to all of that. I didn’t coin it, but I like the phrase “sitting is the new smoking,” because new evidence shows that sitting long hours every day can have serious health risks similar to those caused by smoking.

Researchers at the University of Illinois are investigating whether time in the woods could be used to supplement treatment of ADD. A study at the University of Kansas found that young people who backpacked for three days showed higher creativity and cognitive abilities. People in hospitals who can see a natural landscape have been shown to get better faster.

As an antidote, we need to figure out ways to increase nature time even as technology increases. It has to be a conscious decision.

**Speaking of technology, how much are “screens” like TV, the Internet, video games, and smartphones to blame for keeping kids indoors?**

- 15 I always resist demonizing technology and video games, specifically, partly because when people write about this issue they go immediately to that. But then they ignore these other things, like “stranger danger” [Louv has argued that sensationalist media has made parents fearful of letting children go outside] and bad urban design, the fact that our education system needs a lot of work, the fact that we are canceling recess and field trips—there are a lot of other reasons out there.

Having said that, there’s no doubt that electronics have something to do with this. The Kaiser Foundation found that kids spend 53 hours a week plugged in to some kind of electronic medium, and I imagine that’s true of adults too. I have an iPhone and iPad, I spend a lot of time with screens, but I think the more high-tech our lives become, the more nature we need as a balancing agent.

*This interview has been edited and condensed.*

Brian Clark Howard. “Connecting with Nature Boosts Creativity and Health.”  
*National Geographic*. 30 June 2013.

*Students completing the assessment electronically will be able to access the following glossary items with a mouseover*

**stasis:** state of inactivity

### Question B-3 (2 points)

#### Connecting with Nature Boosts Creativity and Health

Label the ideas presented in each quotation from the article as either a problem or a solution.

...nature-deficit disorder affects “health, spiritual well-being, and many other areas, including [people’s] ability to feel ultimately alive.” (paragraph 2)

... loss of open space, increasingly busy schedules, an emphasis on team sports over individualized play and exploration, competition from electronic media, and what Louv and others call a “culture of fear”... (paragraph 3)

Problem

Solution

Problem

Solution

It starts with planting a lot of native plants, which revive the food chain and bring back butterfly and bird migration routes. (paragraph 10)

The Kaiser Foundation found that kids spend 53 hours a week plugged in to some kind of electronic medium, and I imagine that’s true of adults too. (paragraph 16)

Problem

Solution

Problem

Solution

**Question B-4** (1 point)**Connecting with Nature Boosts Creativity and Health**

What advice does Richard Louv give for combatting “nature-deficit disorder”?

Select **the two** that apply.

- Create nature-based education programs.
- Design cities that incorporate elements of nature.
- Promote organized sporting activities to prevent disease.
- Develop applications that integrate technology with nature.

**Question B-5** (1 point)**Connecting with Nature Boosts Creativity and Health**

Select the idea that the tree house mentioned in the article's sidebar represents.



the power of  
unstructured  
play in nature

the isolation  
of children in  
urban settings

the unifying effect of  
religious and  
political values



### In the following text

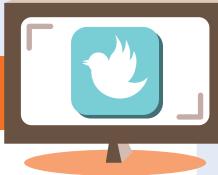
Social media sometimes reflects a connection between people and other living things.



# ANIMALS ARE TAKING OVER SOCIAL MEDIA!



## MOST POPULAR ANIMALS ON SOCIAL MEDIA



**@Boo**

This cute little Pomeranian was first introduced to us back in 2009.

Typical tweet:

"Life never gets easier, we just get stronger."

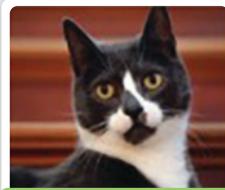
- 127 retweets -



More Facebook likes than



**Will.i.Am**  
**6.1m**  
likes



**@Sockington**

Just your regular everyday cat, owned by archivist Jason Scott, letting Twitter know what's going on.

Typical tweet:

"HOORAY IT IS STAY HOME ALL DAY DAY  
wait a minute that's every day  
WELCOME TO CAT LIFE  
~~~~~"

- 101 retweets -



More Twitter followers than



**Paul McCartney**  
**1.2m**  
followers



**@BronxZoosCobra**

The Egyptian cobra that managed to escape from the Bronx Zoo and ended up attracting the attention of thousands of Twitter users.

Typical tweet:

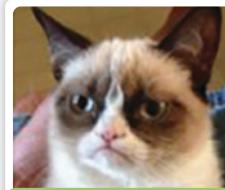
"I can't decide if marshmallow peeps are more delicious than actual peeps, Happy Easter!"



More Twitter followers than



**Judge Judy**  
**12,605**  
followers



**Grumpy Cat**

A meme phenomenon known for looking...grumpy

Typical tweet:

"You hate me?  
Well okay, grab a chair and wait for me to care."

- 1500 retweets -

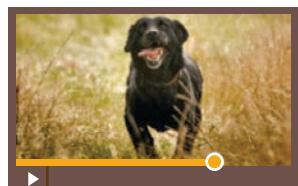


More Twitter followers than



**Steve Carell**  
**1.6m**  
followers

## ANIMALS GO VIRAL ON YOUTUBE



First we had...

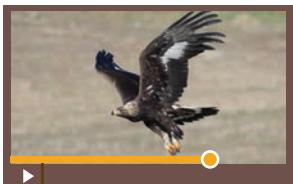
### Fenton the Dog

This labrador sends his owner crazy as he chases deer in the park

▶ 8.6m views

👍 39,928 likes

🔍 David Allen the Emmy award winning director remade the famous video, this time featuring Fenton chasing an elephant, ostrich and t-rex!



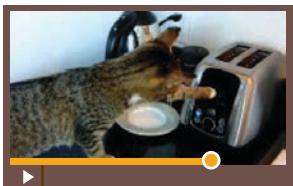
### Golden Eagle Snatches Kid

Golden eagle tries to snatch a baby in Montreal – real or a hoax?

▶ 42.3m views

👍 83,195 likes

🔍 It turns out this video was just a hoax created by animation students, but it went viral all the same.



### Cat vs Toaster

A cat learns the hard way not to mess with kitchen appliances

▶ 3.4m views

👍 10,561 likes

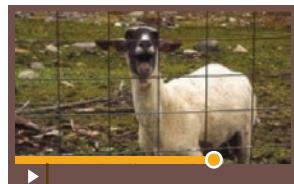
Then goats started to take over!!

### The Ultimate Goat Edition Supercut

A compilation of some of the most popular songs interrupted by goats, inspired by the Taylor Swift original

▶ 9.3m views

86,000 likes

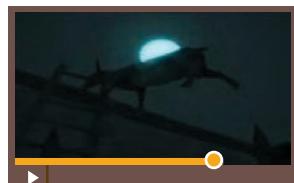


### Laddergoat

A virtual goat has the gamer in fits of laughter and leads him to say the famous line “oh laddergoat, you so random”

▶ 6m views

57,423 likes



They even sing Happy Birthday to you...



### Chipmunks – Happy Birthday to you!!!

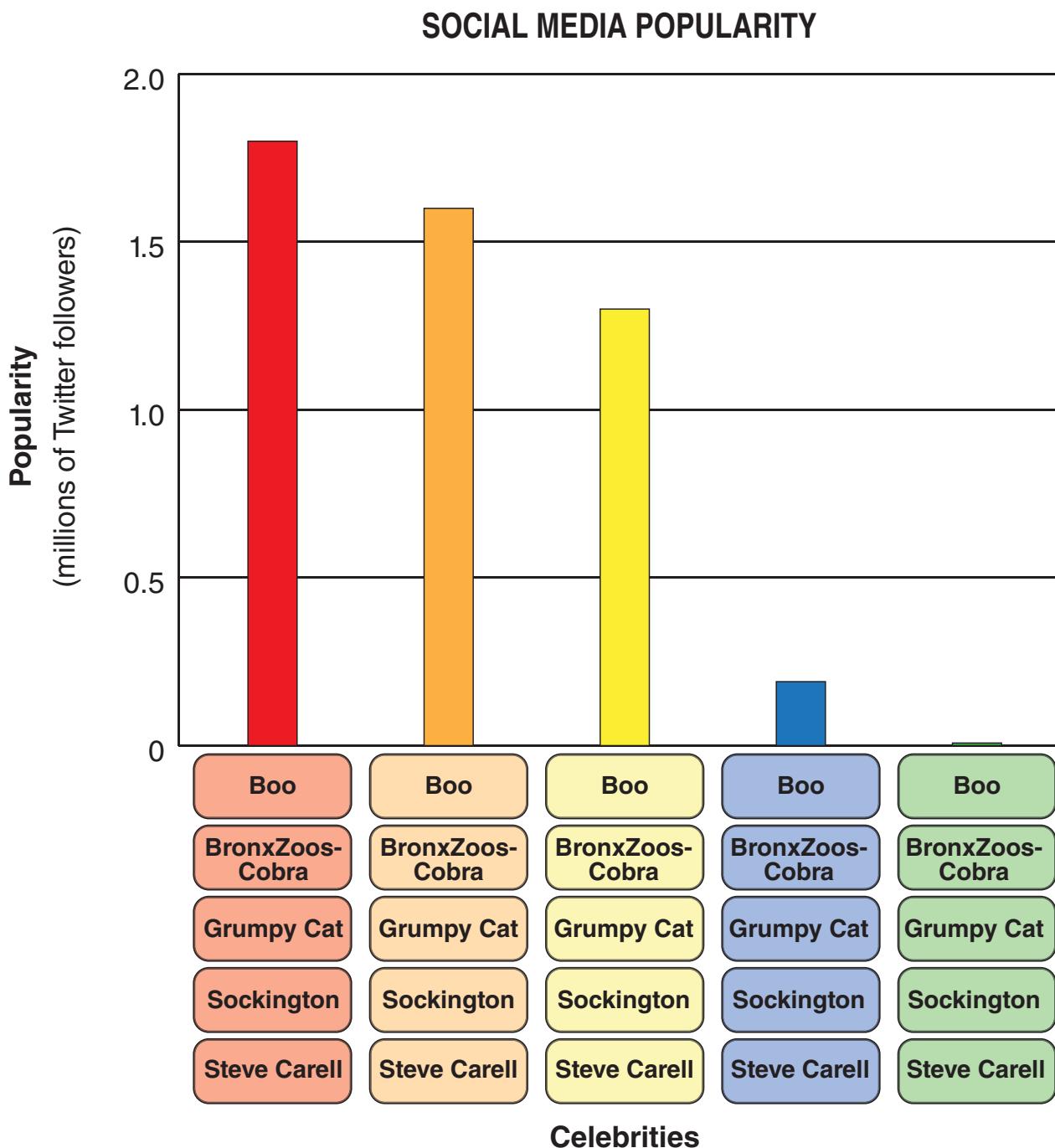
▶ 55m views

👍 50,981 likes

Source: Edgemere Ltd.

**Question B-6** (2 points)**Animals are Taking Over Social Media**

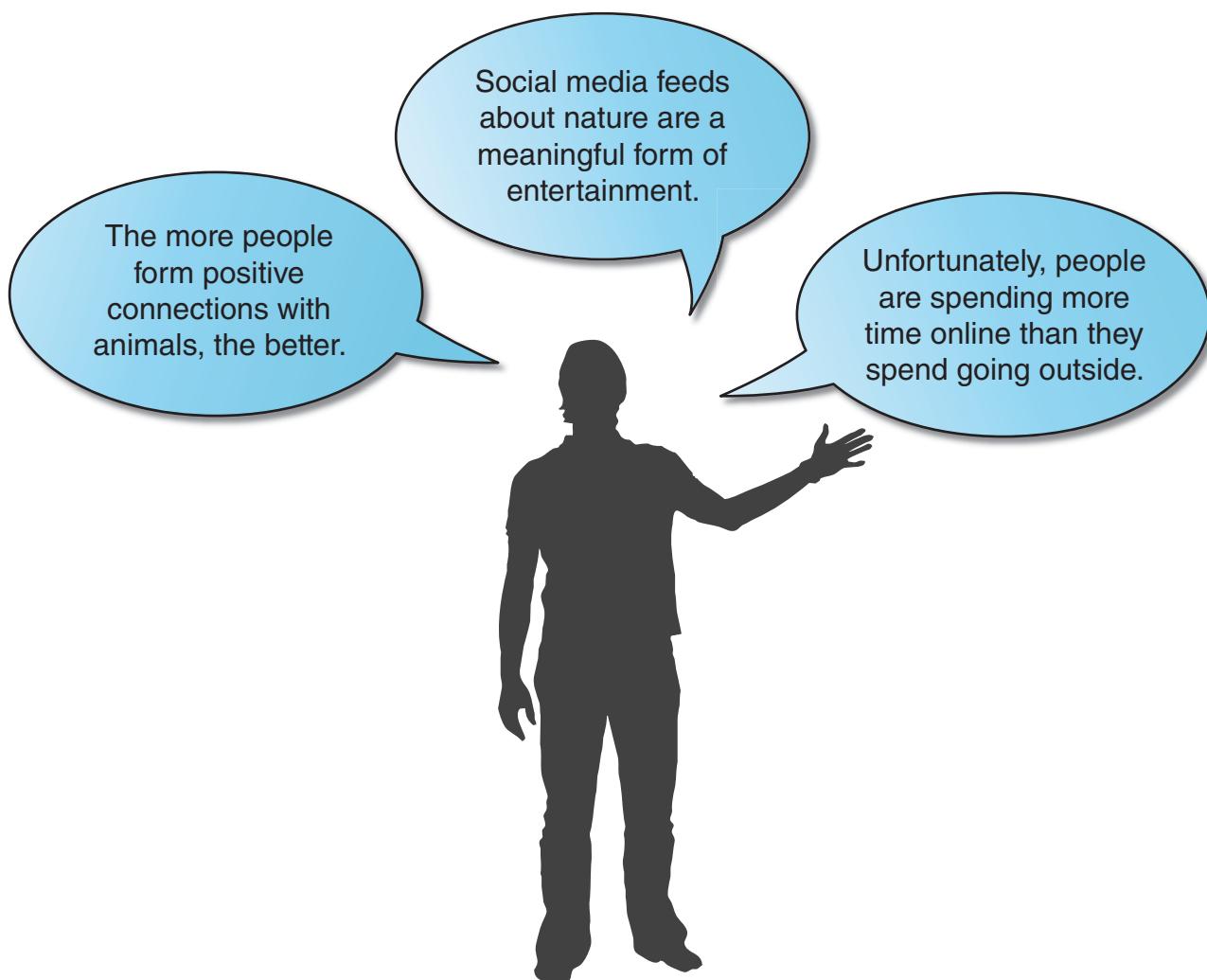
Select the appropriate label for each of the columns in the bar graph.



**Question B-7** (1 point)**Animals are Taking Over Social Media**

Which comment would the author of “Connecting with Nature Boosts Creativity and Health” most likely make about the people viewing social media feeds about animals?

Click on the speech bubble to indicate your response.





### In the following text

Humans and other species often have to find ways to co-exist.

# The Invaders

by James A. Michener



In the summer of 1968 a family of immigrants—mother, father, four daughters—moved quietly into the oil town of Larkin, Texas, and within three weeks had the owners of better-class homes in a rage. They were night people, always a bad sign, who seemed to do most of their hell-raising after dark. They operated as a gang, and what infuriated the townsfolk particularly was that they seemed to take positive joy in their **depredations**.

They were armadillos, never known in this area before, a group of invaders who had moved up from Mexico, bringing irritation and joy wherever they appeared. The indictment involving the digging up of lawns and the making of deep holes was justified, for no animal could dig faster than an armadillo, and when this mother and her four daughters turned themselves loose on a neat lawn or a nicely tilled vegetable garden, their destruction could be awesome.

"Straight down," Mr. Kramer said, "they can dig faster than I can with a shovel."

Mr. Kramer was a sixty-two-year-old former member of an oil crew who had always loved nature and who had poked his bullet-cropped, sandy-haired head into all sorts of corners.

- 5 The first armadillos to reach Larkin were identified on a Tuesday, and by Friday, Mr. Kramer had written away for three research studies on the creatures. The more he read, the more he grew to like them, and before long he was defending them against their detractors, especially to those whose lawns had been excavated: "A little damage here and there, I grant you. But did you hear about what they did for my rose bushes? Laden down with beetles they were. Couldn't produce one good flower, even with toxic sprays. Then one night I look out to check the moon, three-quarters full, and I see these pairs of beady eyes shining in the gloom, and across my lawn come these five armadillos, and I say to myself: 'Oh, oh! There goes the lawn!' but that wasn't the case at all. Those armadillos were after those beetles, and when I woke up in the morning to check the rain gauge, what do you suppose? Not one beetle to be found."

Mr. Kramer defended the little creatures to anyone who would listen, but not many cared: "[The armadillo] was made to police the garden and knock off the pests."

But it was when he extolled the beauty of the armadillo that he lost the support of even the most sympathetic Larkin citizens, for they saw the little animal as an awkward, low-

slung relic of some past geologic age that had mysteriously survived into the present; one look at the creature convinced them that it should have died out with the dinosaurs, and its survival into the twentieth century somehow offended them. To Mr. Kramer, this heroic persistence was one of the armadillo's great assets, but he was even more impressed by the beauty of its design.

"Armadillo? What does it mean? 'The little armored one.' Nothing like it in the rest of the animal kingdom. Real relic of the dinosaur age."

How beautiful, how mysterious the armadillos were when one took the trouble to inspect them seriously, as Mr. Kramer did. They were **hallowed** creatures, for they had seen the earth before man arrived, and they had survived to remind him of how things once had been. "They must continue into the future," Mr. Kramer said, "so that future generations can see how things once were."

- 10 Sometimes when Mr. Kramer watched this mother and her four daughters heading forth for some new devastation, he chuckled with delight: "There they go! The Five Horsewomen of the Apocalypse!"

Another Larkin man had a much different name for the little excavators. Ransom Rusk, principal heir and sole proprietor of the Rusk holdings in the Larkin Field, had a fierce desire to obliterate memories of his unfortunate ancestry. He had married a Wellesley graduate from New England, and it was amusing that her mother, wishing to dissociate herself from her cotton-mill ancestry, had named her daughter Fleurette, trusting that something of French **gentility** would rub off on her.

Fleurette and Ransom Rusk had employed an architect from Boston to build them a mansion, and he had suggested an innovation that would distinguish their place from others in the region: "It is very fashionable, in the better estates of England, to have a bowling green. It could also be used for croquet, should you prefer," and Fleurette had applauded the idea.

It was now her pleasure to entertain at what she called "a pleasant afternoon of bowls," and she did indeed make it pleasant. Not many of the local millionaires knew how to play bowls, but they had fun at the variations they devised.

One morning when [Ransom] heard Fleurette scream "Oh my God!" Thinking that she had fallen, he rushed into the bedroom to find her standing by the window, pointing wordlessly at the havoc that had been wreaked upon her bowling green.

- 15 "Looks like an atomic bomb!" Ransom said. "It's those damned armadillos."

He slammed out of the house, inspected the chopped-up bowling lawn, and summoned the gardeners: "Can this be fixed?"

"We can **resod** it like new, Mr. Rusk," they assured him, "but you'll have to keep them armadillos out."

"I'll take care of them, I'll shoot them." In pursuit of this plan, he went to the hardware store to buy a stack of ammo for his .22 rifle, but while there, he happened to stand

beside Mr. Kramer at the checkout counter, and the tired oilman, who had worked for Rusk, asked: "What are the bullets for?" and Ransom said: "Armadillos."

"Oh, you mustn't do that! Those are precious creatures. You should be protecting them, not killing them."

- 20 "They tore up my wife's lawn last night."

"A minor difficulty," Kramer said lightly, since he did not have to pay for the repairs. And before Ransom could get away, the enthusiastic nature lover had drawn him to the drugstore, where they shared a Dr Pepper.

"Did you know, Ransom, that we have highly accurate maps showing the progress north of the armadillo? Maybe the only record if its kind.

"Should have kept them in Mexico," Rusk said, fingering his box of shells.

"They'll occupy the entire Gulf area before this century is out."

- 25 "They aren't going to occupy my place much longer," Ransom said, and that was the beginning of the hilarious adventure, because Mr. Kramer persuaded him, almost tearfully, not to shoot the armadillos but to keep them away from the bowling green by building protection around it. "These are unique creatures," he said, "relics of the past, and they do an infinite amount of good."

The first thing Rusk did was to enclose his wife's resodded bowling green with a stout, tennis-court-type fence, but two nights after it was in place, at considerable expense, the bowling green was chewed up again, and when Mr. Kramer was consulted he showed the Rusks how the world's foremost excavators had simply burrowed under the fence.

"What you have to do is dig a footing around your green, six feet deep, and fill it with concrete. Sink your fence poles in that."

"Do you know how much that would cost?"

"They tell me you have the money," Kramer said easily, and so the fence was taken down, backhoes were brought in, and the deep trench was dug, enclosing the green.

- 30 But four days after the job was finished, Fleurette Rusk let out another wail, and when Ransom ran to her room, he bellowed: "Is it those damned armadillos again?" It was, and when he and Mr. Kramer studied the new disaster the situation became clear, as the enthusiastic naturalist explained: Look at that hole! Ransom, they dug right under the concrete barrier and up the other side. Probably took them half an hour, no more. What we must do, Ransom, is drive a **palisade** below the concrete footing."

"And how do we do that?"

"Simple, you get a hydraulic ram and it drives down metal stakes. Twenty feet deep. But they'll have to be close together."

When this job was completed, Rusk calculated that he had \$218,000 invested in that bowling green, but to his grim satisfaction, the sunken palisade did stop the predators he

had named Lady Macbeth and Her Four Witches. The spikes of the palisade went too deep for her to risk a hole so far below the surface.

But she was not stopped for long, because one morning Ransom was summoned by a new scream: "Ransom, look at those scoundrels!" and when he looked, he saw that the mother, frustrated by the palisade, but still hungry for the tender grass roots, had succeeded in climbing her side of the fence, straight up, and then descending straight down, and she was in the process of teaching her daughters to do the same.

- 35 For some minutes Rusk stood at the window, watching the odd procession of armadillos climbing up his expensive fence, and when one daughter repeatedly fell back, unable to learn, he broke into laughter.

"I don't see what's so funny," his wife cried, and he explained: "Look at the dumb little creature. She can't use her front claws to hold on to the cross wires," and his wife exploded: "You seem to be cheering her on," and it suddenly became clear to Rusk that he was doing just that. Ransom realized that in this fight of Fleurette versus the lady armadillos, he was cheering for the animals.

But as a good sport he did telephone Mr. Kramer and ask: "Those crazy armadillos can climb the fence. What do we do?" Mr. Kramer noted the significant difference; always before it had been "those damned armadillos" or worse. When a man started calling them crazy, he was beginning to fall in love with them.

"Tell you what, Ransom. We call in the fence people and have them add a projection around the upper edge, so that when the armadillos reach the top of the fence, they'll run into the screen curving back at them and fall off."

"Will it hurt them?"

- 40 "Six weeks ago you wanted to shoot them. Now you ask if it'll hurt them. Ransom, you're learning."

So the fence builders were brought in, and yes, they could bring a **flange** out parallel to the ground that no armadillo could negotiate, and when it was done Rusk would sit on his porch at night with a powerful beam flashlight and watch as the mother tried to climb the fence, with her daughters trailing, and he would break into audible laughter as the determined little creatures clawed their way to the top, encountered the barrier, and tumbled back to earth. Again and again they tried, and always they fell back. Ransom Rusk had defeated the armadillos, at a total cost of \$238,000.

"What are you **guffawing** at in the dark?" Fleurette demanded, and he said, "At the armadillos trying to get into your bowling green."

"You should have shot them months ago," she snapped, and he replied, "They're trying so hard, I was thinking about going down and letting them in."

James A. Michener. "The Invaders."  
*Creatures of the Kingdom: Stories of Animals and Nature.*  
Toronto: Random House, 1993.

*Students completing the assessment electronically will be able to access the following glossary items with a mouseover*

***depredations:*** attacks on

***hallowed:*** holy

***gentility:*** higher social class

***resod:*** plant grass again

***palisade:*** fortification underground made of stakes

***flange:*** a flat rim

***guffawing:*** laughing loudly

### Question B-8 (1 point)

The Invaders

What image of the armadillo is developed through Mr. Kramer's description of them as "...the Five Horsewomen of the Apocalypse"?

an image of

▼

feminine beauty

strategic progress

inevitable destruction

**Question B-9** (1 point)**The Invaders**

Select the attitude expressed in each of these quotations.

"[The armadillo] was made to police the garden and knock off the pests."

(Paragraph 6)

Pro-Armadillo

Anti-Armadillo

"one look at the creature convinced them that it should have died out with the dinosaurs, and its survival into the twentieth century somehow offended them."

(Paragraph 7)

"They were hallowed creatures, for they had seen the earth before man arrived, and they had survived to remind him of how things once had been."

(Paragraph 9)

Pro-Armadillo

Anti-Armadillo

Pro-Armadillo

Anti-Armadillo

**Question B-10** (1 point)The Invaders

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Which phrase best describes the process used by Ransom Rusk to refine his design of the armadillo-proof fence?

- learning from mistakes
- working with architects
- referring to expert research
- collaborating with environmentalists

**Question B-11** (1 point)The Invaders

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Which phrase best describes Rusk's attitude toward the armadillos at the end of the story?

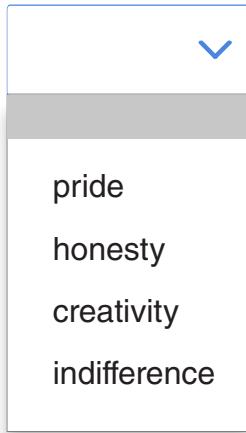
- open animosity
- grudging respect
- overwhelming resentment

**Question B-12** (1 point)The Invaders

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What does Rusk's lawn represent in the story?

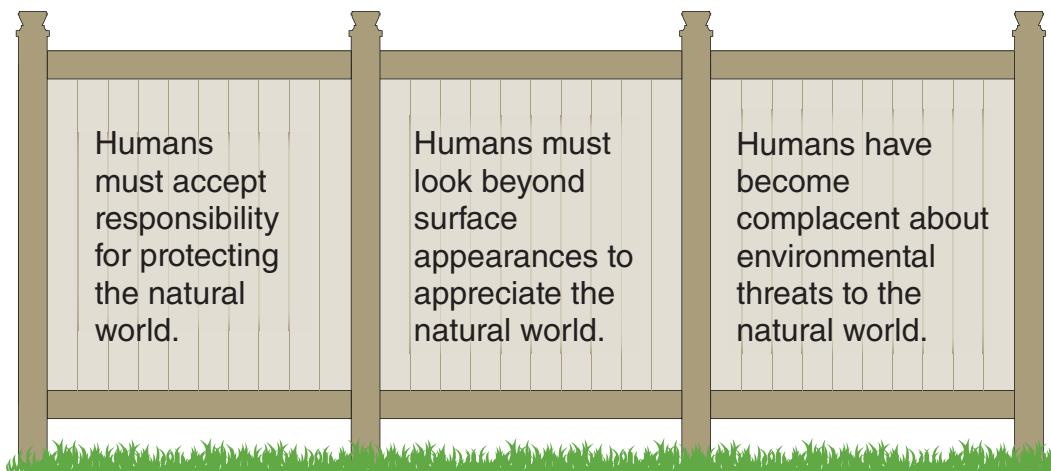
human



**Question B-13** (1 point)**The Invaders**

Which conclusion about the relationship between humans and the natural world can be drawn from the story?

Click on the sentence to indicate your response.





## Big Idea

The natural world plays an important role in people's lives.



## PART B

Suggested Time: 65 minutes

**Humans have always had an important connection to nature.**

### Writing Pathway

Click on your preferred Writing Pathway to continue to the extended written response.

1

Humans need to learn how to be part of nature.

2

People benefit from their relationships with animals.

## **1    What do you have to say?**

Humans need to learn how to be part of nature.

- You must express yourself in an extended written format of your choice.
- You may respond creatively, reflectively and/or critically using any written form.
- You may refer to the texts, but you are not required to do so.

***Suggested time: 25 minutes***

**2**

## **What do you have to say?**

People benefit from their relationships with animals.

- You must express yourself in an extended written format of your choice.
- You may respond creatively, reflectively and/or critically using any written form.
- You may refer to the texts, but you are not required to do so.

***Suggested time: 25 minutes***



## SELF-REFLECTION

Take a moment to reflect on your experience with the assessment.

Your feedback will provide valuable information to the assessment developers.

*\*This component is not scored and your responses will be confidential.*

## **Question 1**

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**In order to get ready for this assessment, I...**

*(Select all that apply)*

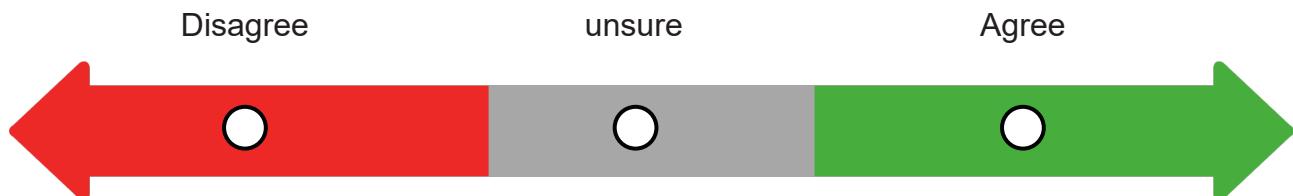
- prepared ahead of time in class.
- prepared with my peers.
- prepared on my own.
- did not prepared.
- Other

**I prepared by...**

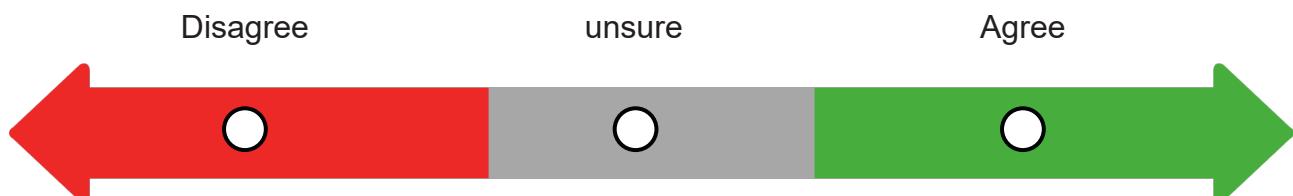
- doing the sample assessment.
- looking at online scoring rubrics.
- looking at online student exemplars.
- Other

## Question 2

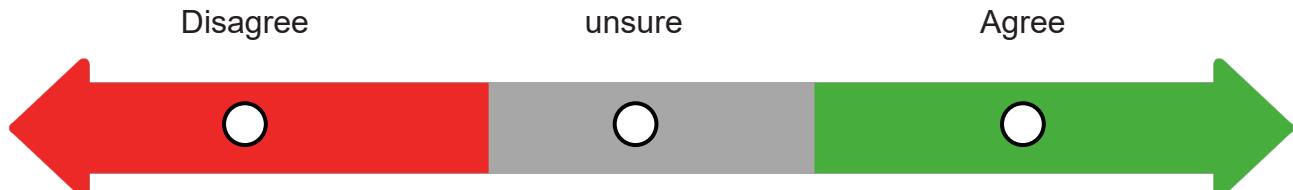
**This assessment let me demonstrate my ability in literacy:**



**I was able to comprehend the texts:**



## **I was able to communicate in writing:**



## **Question 3**

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**This assessment let me demonstrate the following competencies:**

*(Select all that apply)*

- Critical and Reflective Thinking
- Creative Thinking
- Communication
- Positive Personal and Cultural Identity
- Personal Awareness and Responsibility
- Social Awareness and Responsibility

## **Question 4**

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**I encountered challenges during this assessment.**

- Yes
- No

**The challenges I encountered on the assessment were with:**

*(Select all that apply)*

- the texts.
- the length of time.
- the amount of writing.
- the overall difficulty.

## **Question 5**

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**A key takeaway for me after completing this assessment is:**

## **Question 6**

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**Do you have any feedback or comments about the assessment?**