Read the passage “People Just Like Us” before answering Numbers 1 through 5.

People Just Like Us

When Mr. Kelly assigned the big Social Studies project for the semester, I just shrugged my shoulders and thought, “Whatever.” So far, learning about Egyptians living thousands of years ago held no interest for me.

Grace, my research partner, disagreed with me—to say the very least! “This project is going to be great, Zeke!” she enthused.

“I don’t think so,” I sneered. “Learning about these ancient people is so dull. They just hunted and farmed and probably went crazy from boredom, and I can’t imagine the ancient Egyptians had lives that were anywhere near as interesting as ours.”

“Oh, don’t be such a snob,” Grace shot back. “Don’t judge until you’ve taken the time to learn something about them.”

I conceded that Grace had a point, and the next Saturday I found myself accompanying her to the Museum of Natural History.

“So the ancient Egyptians were pretty primitive, right?” I asked Grace as we waited in line for our tickets. “I mean, they didn’t have much technology or culture, except for the pyramids—didn’t the Egyptian kings live in the pyramids?”

Grace just rolled her eyes and nudged me forward in the line.

The first part of the exhibit set me straight about the pyramids without delay, and I learned that they were tombs of the ancient kings, not their dwellings. I also found out how massive the pyramids are. The great pyramid at Giza stood 500 feet tall when it was first built! And some of the rooms inside the pyramids were on an equally colossal scale, with one measuring as much as 150 feet long and 30 feet high.

Grace smiled at me as we read the information included in the pyramid display. “You know, Zeke, I think those primitive Egyptians must have used just a little technology to construct those!”
As I wandered farther into the exhibit, I was startled to stumble into a display on ancient Egyptian sports. I saw images from temple walls showing people wrestling, throwing javelins, and practicing archery. One image even showed people playing a game with a ball. Just for a moment, I could picture ancient Egyptian kids beside the Nile River hitting around a ball, just as I do with my friends.

“Zeke, you have got to see this.” Grace interrupted my fanciful vision with a tug on my arm. Pulling me into another room, she showed me a series of jars for storing cosmetics. “It says here that ancient Egyptians wore makeup on their eyes, cheeks, lips, and nails.” Now I was picturing my mother and older sister sitting in front of the bathroom mirror, patiently applying makeup to their faces before going out.

“Speaking of family…” I thought to myself as I viewed the next display in the exhibit. The words and images before me were all about how the ancient Egyptians cherished their children. A child was considered a joy and a blessing, and young ones were cared for and protected. Maybe an Egyptian boy back then got embarrassed when his mom dropped him off at school—like me—because, of course, I learned that there were schools in ancient Egypt too!

“This is interesting,” Grace called, urging me into a new part of the exhibit. “It says here that women could hold important positions in ancient Egyptian society. They could have jobs with prestige, like being a doctor or a landowner. There was even a female pharaoh—a ruler of the entire country.” My mom is a doctor; it was nice to know she could have practiced in ancient Egypt.

“So what do you think of these boring ancient people now?”

“You were right. Ancient Egypt is much more interesting than I expected. In fact, I know just what title to give our presentation. We’ll call it ‘People Just Like Us’!”
Now answer Numbers 1 through 5. Base your answers on “People Just Like Us.”

1. Choose the sentence that states the narrator’s point of view at the beginning of “People Just Like Us.” Write the point of view in the chart. Then choose two pieces of text evidence from the passage that support the point of view and write them in the chart.

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<tr>
<th>Point of View</th>
<th>Text Evidence</th>
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**Point of View:**
Ancient Egyptians all lived in pyramids.
Ancient Egyptians lived very boring lives.
Ancient Egyptians had advanced technology.
Ancient Egyptians were just like modern people.

**Text Evidence:**
“So far, learning about Egyptians living thousands of years ago held no interest for me.”

“Grace, my research partner, disagreed with me—to say the very least!”

“‘This project is going to be great, Zeke!’ she enthused.”

“...I can’t imagine the ancient Egyptians had lives that were anywhere near as interesting as ours.”

“...the next Saturday I found myself accompanying her to the Museum of Natural History.”
2 Read the excerpt from the passage.

“I don’t think so,” I sneered. “Learning about these ancient people is so dull.”

What does the use of the word sneered emphasize about Zeke?

A He thinks Grace is being fake.

B He does not understand Grace.

C He thinks Grace is being ridiculous.

D He respects his research partner, Grace.

3 This question has two parts. First, answer part A. Then, answer part B.

Part A: How do Zeke’s feelings about studying ancient Egypt change by the end of the passage?

A He finds that ancient Egyptians were more boring than he expected.

B He realizes ancient Egyptians were like modern people in many ways.

C He decides that the pastimes of ancient Egyptians do not appeal to him.

D He discovers many differences between ancient Egyptians and modern people.

Part B: Which sentence from the text best shows how the narrator’s feelings change?

A “‘Don’t judge until you’ve taken the time to learn something about them.’”

B “‘So the ancient Egyptians were pretty primitive, right?’ I asked Grace as we waited in line for our tickets.”

C “Just for a moment, I could picture ancient Egyptian kids beside the Nile River hitting around a ball, just as I do with my friends.”

D “A child was considered a joy and a blessing, and young ones were cared for and protected.”

GO ON →
4. This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the passage.

And some of the rooms inside the pyramids were on an equally **colossal** scale, with one measuring as much as 150 feet long and 30 feet high.

What does the word **colossal** mean in the sentence?

A. hard to understand  
B. very beautiful  
C. hard to find  
D. very large

**Part B:** Which word has a connotation most similar to **colossal**?

A. excessive  
B. mammoth  
C. modest  
D. wide

5. What does the first-person point of view in “People Just Like Us” help to show? Select two options.

A. why Zeke changes his mind  
B. what Grace thinks about Zeke  
C. how the ancient Egyptians really lived  
D. why Grace finds ancient Egypt interesting  
E. what ancient Egyptians thought of each other  
F. how Zeke compares ancient Egypt to life today
A Festival Day in Tikal

Thousands of years ago, the Maya settled in Central America and built several impressive cities. One was Tikal, located in modern-day Guatemala. Outside of Tikal, many families made their living growing corn and other crops on the rich land.

Life on my family’s farm is much the same every day. Mother and I get up before the sun rises over the fields. We light a fire and heat up the tortillas we made from cornmeal the day before. Then, once we have all eaten our breakfast, Father and my brother Kin go out to tend our fields of corn, beans, and sweet potatoes. But this day was different. It was a festival day, and we were going to the nearby city of Tikal to celebrate.

Burning with eagerness to go to Tikal, I woke up early and hurried through my morning tasks. The farm is so quiet. Some days I have nothing but the sounds of the wind and the animals in the fields to keep me company as I do my chores. I wanted to be surrounded by the crowds, bright colors, and noise of the city. I even imagined myself someday escaping my quiet life on the farm and going to live in glamorous, exciting Tikal.

Soon, my family was on the road to Tikal. As we entered the great city, we looked around in amazement. With its busy marketplace, ornate pyramids and temples, and gleaming palace, Tikal was an incredible place. It was also as noisy and bustling as I had imagined, filled with people who had come for the festival.

Mother steered us away from an unruly group of youths who were yelling loudly and bumping into other festival visitors. “Avoid those rude people, Chel”—that is my name—“and we’ll find a place where we can watch the ceremonies.”

Soon, Father found us a spot in the public square in front of the pyramid. This was where the priest would perform the ceremony, and the watching crowd quieted as the priest mounted the pyramid’s steps and turned to face us. He spoke about the Mayas’ gratitude for our rich harvests. He said we were an industrious people, working hard to grow food and construct our amazing cities.
Then came the dancers, wearing brightly colored costumes and headdresses. The crowd watched as they danced to the music of drums and flutes. I could feel the beat of the drums echo in my chest—it was exciting! When the ceremony and dances were over, though, I was overheated and tired from standing in the sun for so long.

“Let’s go to the marketplace and get something to eat,” said Mother.

The marketplace filled with people, and we had to struggle to make our way to a stall that was selling food. By the time Father brought us all some lunch, I was so hungry and thirsty that I would have eaten anything he put in front of me!

Next we made our way to the ball court, where two teams would play the game of pok-a-tok. This was a fast-paced game in which players competed to pass a hard rubber ball through a small stone ring, all without using their hands. The game was thrilling to watch. Soon the people in the seats around us were roaring cheers for their favorite players and jeering at the opposing team.

“My grandfather can play better than that!” I heard Kin shouting at one of the players. I wondered how the teams could focus on the game with the spectators making such a deafening noise.

When we started for home, I was exhausted. My ears were ringing from the noise of the game and the crowds. When we finally reached our small house, I welcomed the quiet sound of wind blowing through the cornfields and the soft calls of the night birds. The next morning, I would wake before dawn again and light the fire. This time, though, I would take a moment to enjoy the silence. As long as we could spend a day in the busy, noisy city from time to time, I decided, I was happy to live on our peaceful, quiet farm.
Now answer Numbers 6 through 10. Base your answers on “A Festival Day in Tikal.”

6. This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Who is the narrator of “A Festival Day in Tikal”?

A. Chel  
B. Father  
C. Kin  
D. Mother

**Part B:** What does the narrator’s point of view help to explain?

A. why Kin has to get up early  
B. how Chel feels about the festival  
C. how the Mayan ball game is played  
D. why the Maya have festivals in Tikal

7. Read the sentence from the passage.

I even imagined myself someday escaping my quiet life on the farm and going to live in **glamorous**, exciting Tikal.

Which word has a connotation most similar to the word **glamorous**?

A. attractive  
B. dull  
C. enchanting  
D. pleasant
Choose the sentences that show how the two settings in the passage are different. Write the sentences in the chart. Not all of the sentences will be used.

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<th>How the Settings Are Different</th>
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**Sentences:**
- One setting is small and the other is big.
- One setting is quiet and the other is noisy.
- One setting is empty and the other is crowded.
- One setting is easy to visit and the other is hard.
- One setting makes the narrator happy and the other makes the narrator sad.
- One setting is lonely for the narrator and the other is exciting for the narrator.
This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

I wondered how the teams could focus on the game with the spectators making such a deafening noise.

What does the word deafening suggest?

A. The crowd is shouting too loudly.
B. The narrator cannot hear anything at all.
C. The narrator does not understand the game.
D. The crowd has just started to watch the game.

Part B: Which word has a more positive connotation than deafening?

A. blaring
B. earsplitting
C. overwhelming
D. powerful

Select two things that are known about the narrator at the end of the passage.

A. The narrator wants to live in the city in the future.
B. The narrator begins to appreciate home on the farm.
C. The narrator wants to return to the city in the future.
D. The narrator feels trapped on the farm and wants to leave.
E. The narrator does not understand what life is like in the city.
F. The narrator begins to realize that it is easy to live on a farm.
Now answer Number 11. Base your answer on “People Just Like Us” and “A Festival Day in Tikal.”

Explain how point of view helps the reader understand how the narrators change from the beginning to the end of each passage. Include details from both texts that show how each character is developed through the narrator’s point of view.