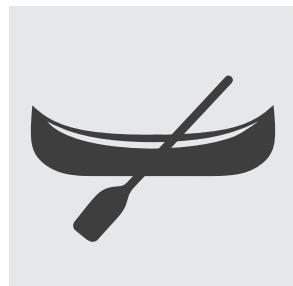
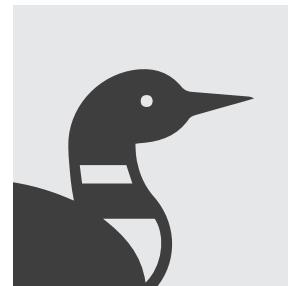
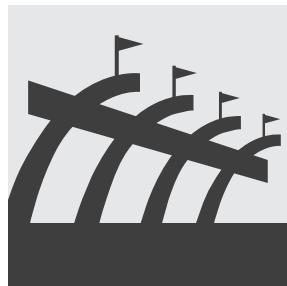
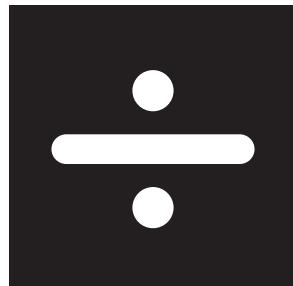
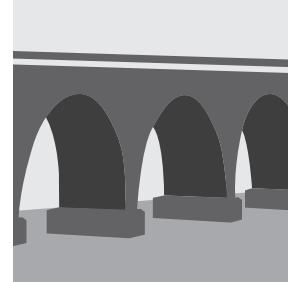


MCA-IV

Minnesota Comprehensive Assessments-Series IV



Reading Script

Grades 6–10
MCA Student Readiness Tools

Overview of Student Readiness Tool Scripts

The Student Readiness Tools (SRTs) are resources used to familiarize students and educators with the online and paper MCAs. For students with an Individualized Education Program (IEP) or 504 plan who require read-aloud support, a reading script may be used by the Test Monitor during test administration. This introductory information and accompanying script are intended to support Test Monitors in familiarizing themselves and students with an MCA testing environment that includes the administration of a script.

For students eligible for the script accommodation, the Test Monitor uses the script to read aloud specified portions of the test to the student. SRT scripts are provided for the Grades 3–5 Reading SRT materials and the Grades 6–10 Reading SRT materials.

Reading MCA Script Administration Modes: Online and Paper

For Reading MCA, the script can be administered with the online test (including the assistive technology non-screen reader online form) because the test is not adaptive. It can also be administered with paper test materials (regular print, large print, or braille test books). The script cannot be administered with the assistive technology screen reader online form as it is expected that the screen reader is providing the read-aloud support.

There is only one version of the Reading MCA script, and it is used for both paper and online administrations, including the assistive technology non-screen reader online form.

Grade 3 Reading MCA Script
For use with Online and Paper Tests
Section 1

- For administration of the script with the online test (including the assistive technology non-screen reader online form), the Test Monitor reads from the script while the student enters responses directly into the online test.
- For administration of the script with regular print, large print, or braille test materials, the student enters responses into the test book.
- For more information on the administration of the script for Reading MCA, refer to chapter 4 of the *Procedures Manual for Minnesota Statewide Assessments* on the [Minnesota Assessment Hub](#) (Minnesota Assessment Hub > Resources & Training > Policies and Procedures).

Preparing for MCA Administrations with a Script

Prior to reading the script aloud to students during testing, Test Monitors should read the introduction included at the beginning of the script. These guidelines and instructions discuss important rules that Test Monitors must follow to ensure the script is administered correctly to students. This introductory section should not be read aloud to students.

MCA Script Guidelines and Instructions Sample Text

Minnesota Comprehensive Assessments
Spring 20XX
Grade 3 Reading Script

Verify Prior to Online Test Administration

- Attention: Prior to administering the script with an online test (including use of an assistive technology device with an online test), verify with your District or School Assessment Coordinator that the correct test for the reading script has been assigned. **If not set up correctly, the student's test will not match the script.**

General Instructions for Test Monitors

- Prior to test administration, review the *Testing Directions: Online* or *Testing Directions: Paper* for detailed policy and procedure information for test administration. Ensure you know how testing is scheduled and when students will stop testing for the day.
- Read scripted instructions to students, as directed, and refer to the applicable *Testing Directions* throughout the test administration.
 - Refer to the *Testing Directions: Online* if using the script with the online test.
 - Refer to the *Testing Directions: Paper* if using the script with the regular, large print, or braille test book.
- For braille, Test Monitors should also refer to the *Braille Test Administration Notes* included with the braille test materials.
- In the reading test, questions are based on a passage. Title pages appear at the beginning of each passage. In the script, scripted content from each passage precedes the questions, and all questions are numbered.
 - For paper test materials, students will use the passages book to access information about the passages and a separate test book to answer questions. Ensure students answer questions in the test book.
 - For online tests, students access passages on the left side of their screen. Passages may include multiple tabs. All questions appear on the right side of the screen.
 - All of the information in the passage will be read first in the script. The student may ask you to repeat part of the passage as they answer questions. This means you may need to navigate within the script to go back to the passage or forward to a question.
 - Note: In Section 2 of the script only, each question will specify the online test question number and the paper test book question number. This is due to the difference in how questions are numbered between online tests in TestNav and paper test materials.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student's performance with others.
- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).
- For signed interpretation, also refer to the *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* for detailed American Sign Language (ASL) guidance. Contact your District or School Assessment Coordinator for this guidance, as needed.

Following the guidelines and instructions at the beginning of the script, the first text that Test Monitors will read aloud to students appears. Beginning on this page and continuing throughout the script, a “Say” speech bubble is included as a reminder that the text within the box should be read aloud to students.

Instructions Read Aloud to Students and “Say” Speech Bubble

Grade 3 Reading MCA Script
For use with Online and Paper Tests
Section 1

 We will now begin Section 1.

Scripted passages and questions are organized according to the section in which they appear in the MCA and are encased in separate text boxes. The scripted content matches the wording of the passages in the Reading Passages Book and the questions in the Reading Test Book. Descriptions of charts, tables, and other graphics are included. At the bottom of each script page containing test content, a secure materials warning label is included as a reminder that test content is confidential.

Scripted MCA Questions and Secure Materials Warning

Grade 3 Reading MCA Script
For use with Online and Paper Tests
Section 1

 We will now begin Section 1.

 Out of the Dark

 Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
written for the
Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. “This will be great,” he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another.

2 Dawn inched closer to Jason and turned to face him. “What did you say?”

3 “I said, ‘This will be so great,’ ” he replied. “Don’t you think so?”

4 “Well, maybe,” Dawn replied, sounding a bit unsure of herself. She swung away from him then and looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

5 Jason took a deep breath as the line began to move, following the guide around a bend where the group could no longer see the light from the entrance.

Secure | Do Not Duplicate

Example of Scripted Passage and Test Question for Paper and Online Reading MCAs

In the Reading MCA, questions are based on a passage. Title pages appear at the beginning of each passage. In the script, scripted content from each passage precedes the questions.

For paper MCAs, students will use the passages book to access information about the passages and a separate test book to answer questions.

For the online MCAs, students access passages on the left side of their screen. All questions appear on the right side of the screen.

All of the information in the passage will be read first in the script. The student may ask you to repeat part of the passage as they answer questions. This means you may need to navigate within the script to go back to the passage or forward to a question.

Scripted Passage and Questions

Passage

The Eiffel Tower

Say The Eiffel Tower

Say Read the following article about the creation of the Eiffel Tower. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

The Eiffel Tower
written for the
Minnesota Department of Education

1 The soaring arcs and delicate latticework patterns of the Eiffel Tower are known throughout the world. When the tower was completed in 1889, it was the tallest structure on the planet. It enjoyed this distinction until 1929, when the Chrysler Building in New York supplanted it. Yet this tower, a celebrated icon, was initially designed as a temporary structure and received a decidedly chilly reception from many of the most influential artists in Paris at the time of its construction. If its fate had been determined by this confederation of celebrities, the Eiffel Tower would not exist today.

2 The Eiffel Tower was built for the 1889 *Exposition Universelle*, a world's fair held in Paris to showcase French technological progress and to celebrate the one hundredth anniversary of the French Revolution. The fair required an architectural centerpiece, so Expo officials held a contest that encouraged people to submit designs of an appropriate industrial marvel. A man named Gustave Eiffel, an engineer who had already made a fortune designing bridges and railway stations, won the contest.

3 Eiffel's design was a triumph of innovative engineering. He used mathematics to devise a stable structure that was artistically pleasing and, despite its unprecedented height, capable of withstanding strong winds. When the tower was finished, its size dismayed many Americans, who had taken pride in the fact that the Washington Monument was—until that time—the tallest building in the world.

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Questions

The Eiffel Tower

Say 2. Which two details from the article best support the conclusion that Parisian artists were opposed to the construction of the Eiffel Tower?

Select the two details.

"Eiffel's design was a triumph of innovative engineering." (paragraph 3)

"Paris was home to hundreds of influential artists and writers, and many were horrified by a building they considered ugly and structurally flawed." (paragraph 4)

"The Artists' Protest officially commenced with the publication of 'Protest Against the Tower of Monsieur Eiffel' in the February 14, 1887, edition of *Le Temps*, a prominent French newspaper."

"Gustave Eiffel continued to defend his tower from critics while it was being built." (paragraph 7)

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Passage and Test Question (Online)

Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
written for the
Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

2 Dawn inched closer to Jason and turned to face him. "What did you say?"

3 "I said, 'This will be so great,'" he replied. "Don't you think so?"

4 "Well, maybe," Dawn replied, sounding a bit unsure of herself. She swung away from him then and looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

Which two sentences from the story help readers understand that Jason is nervous about the field trip?

Select the two sentences.

"Jason hoped that no one would discover how he really felt about this field trip."
(paragraph 1)

"Her eyes darted back and forth, searching the ceiling of the cave."
(paragraph 4)

"Not only was his attention on his own thoughts, but his heartbeat was also drowning out the sound of the guide's voice."
(paragraph 5)

"Jason smiled, but only because of the warm feeling spreading throughout his heart."
(paragraph 12)

Passage and Test Question (Paper)

Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
written for the
Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

2 Dawn inched closer to Jason and turned to face him. "What did you say?"

3 "I said, 'This will be so great,'" he replied. "Don't you think so?"

4 "Well, maybe," Dawn replied, sounding a bit unsure of herself. She swung away from him then and looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

2. Which two sentences from the story help readers understand that Jason is nervous about the field trip?

Select the two sentences.

"Jason hoped that no one would discover how he really felt about this field trip."
(paragraph 1)

"Her eyes darted back and forth, searching the ceiling of the cave."
(paragraph 4)

"Not only was his attention on his own thoughts, but his heartbeat was also drowning out the sound of the guide's voice."
(paragraph 5)

"Jason smiled, but only because of the warm feeling spreading throughout his heart."
(paragraph 12)

Each section of scripted questions is concluded by an end of section notification with instructions for Test Monitors. An end of test notification appears at the end of the script.

End of Section Notification for Reading MCA



When the student reaches the end of section, repeat any passages or questions as requested by the student. For both online and paper forms, the student may review their answers before continuing to the next section. For paper forms only, they must seal the current section before continuing. Refer to the *Testing Directions* if today's testing stops at this current point.

End of Test Notification for Reading MCA



When the student reaches the end of the test, repeat any passages or questions as requested by the student. For both online and paper forms, the student may review their answers before final submission. For paper forms only, they must seal the final section when finished. Refer to the *Testing Directions* for information on how to collect and return test materials.

Accessing the Reading SRT Scripts and Corresponding SRTs

The Grades 3–5 Reading SRT script and Grades 6–10 Reading SRT script are located alongside the corresponding grade-level paper SRT under Paper SRTs on the [Minnesota Assessment Hub](#) (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs) > Paper SRTs). Test Monitors are encouraged to reference this introductory information and the script in conjunction with the paper or online SRT being taken by the student.

If a student will be taking the Reading MCA using paper test materials and the script, Test Monitors will need to provide the student with the Grades 3–5 Reading MCA Paper SRT or the Grades 6–10 Reading MCA Paper SRT under Paper SRTs on the [Minnesota Assessment Hub](#) (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs) > Paper SRTs).

Paper SRTs

The paper SRTs provide practice materials for students in each grade-level grouping who are taking the MCA using 12-point, 18-point, and 24-point paper test materials. Braille test materials are available to order.

Grades 3-5 Reading MCA Paper SRT ▾

Grades 6-10 Reading MCA Paper SRT ▾

Grades 3-4 Mathematics MCA Paper SRT ▾

Grades 5-6 Mathematics MCA Paper SRT ▾

Grades 7-8 Mathematics and Reading MCA Paper SRT ▾

Grade 11 Mathematics MCA Paper SRT ▾

All Grades Science MCA Paper SRT ▾

Paper SRTs Guide for Educators

If a student will be taking the online Reading MCA with a script, Test Monitors will need to refer the student to the Script/Human Reader (HR) section of the [online SRTs](#) under Test Supports and Accommodations (Online Student Readiness Tools > Test Supports and Accommodations > Language Supports and Accommodations > Reading > Script/Human Reader (HR)). The student can then later take the remainder of the grade-level online SRTs to prepare for other components of the online test administration.

Student Readiness Tools

Welcome to your Student Readiness Tools (SRTs)!
Play the video to the right to learn about the SRTs.
Then select your grade below to learn more.

[3rd Grade](#)[4th Grade](#)[5th Grade](#)[6th Grade](#)[7th Grade](#)[8th Grade](#)[10th Grade](#)[11th Grade](#)[HS Science](#)

Test Supports and Accommodations

For test supports and accommodations, select the button below.

[All Grades](#)

Reading

English Glossary

This section shows you how to use the English glossary to see and hear the definitions of certain words.

[All Grades](#)

Script/Human Reader (HR)

This section allows you to practice answering test questions as your teacher reads them aloud.

[Grades 3-5](#)[Grades 6-10](#)[Back](#)

Scripts for Use with the Student Readiness Tools

To reflect test administration with a script as closely as possible, the SRT scripts are similar to the MCA scripts in content and function. However, to allow for the inclusion of additional and varying content within the paper and online SRTs, the SRT scripts differ slightly from the MCA scripts. Because the instructions for answering questions in the SRT test book and the Script/Human Reader (HR) SRT are different, the instructions in the SRT scripts have been modified to accommodate both. Additionally, because the SRTs contain fewer questions than the MCAs, the questions are not organized into sections. The following examples indicate the modified language and item instructions in the SRT scripts.

Grades 3–5 Reading SRT Script

Out of the Dark

Say Out of the Dark

Say Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
written for the
Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

2 Dawn inched closer to Jason and turned to face him. "What did you say?"

3 "I said, 'This will be so great,'" he replied. "Don't you think so?"

4 "Well, maybe," Dawn replied, sounding a bit unsure of herself. She swung away from him then and looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

5 Jason took a deep breath as the line began to move, following the guide around a bend where the group could no longer see the light from the entrance. Only a few low lights shone from the sides of the cave. Silence fell as the guide motioned for the line to stop, and he began to explain the rules of cave exploration. Jason was not listening, however. Not only was his attention on his own thoughts, but his heartbeat was also drowning out the sound of the guide's voice. He felt like the cave was swallowing him.

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Creatures of the Night

Say For multiple-response questions, select your answers or select your answers by marking the boxes provided.

Which two details from the article show that bats are mammals rather than birds?

Select the two details.

Bats have fur covering their bodies
 Bats have faces like mice
 Female bats nurse their young
 Bats can fly

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Grades 3–5 Reading Paper SRT Sample Questions

Creatures of the Night

For multiple-choice questions, circle the answer in your test book. The sample question shows you how to do this.

Sample Question

Based on the information in paragraph 2, how long do most bats live?

- A. Five to nine years
- B. Ten to twenty years
- C. Thirty to forty years
- D. Fifty to one hundred years

Creatures of the Night

For multiple-response questions, select your answers by marking the boxes provided. The sample question shows you how to do this.

Sample Question

Which two details from the article show that bats are mammals rather than birds?

Select the two details.

- A. Bats have fur covering their bodies
- B. Bats have faces like mice
- C. Female bats nurse their young
- D. Bats can fly

Go on to the next page ►

5

Go on to the next page ►

6

Grades 3–5 Reading Script/HR Online SRT Sample Questions

Creatures of the Night

written for the Minnesota Department of Education

- 1 What is that flying around in the dark? Is it a bird? Is it a mouse? Is it a flying mouse?
- 2 Popular myths make bats seem frightening.

For multiple-choice questions, select your answer.

Based on the information in paragraph 2, how long do most bats live?

- A. Five to nine years
- B. Ten to twenty years
- C. Thirty to forty years
- D. Fifty to one hundred years

For multiple-response questions, select your answers.

Which two details from the article show that bats are mammals rather than birds?

Select the two details.

- A. Bats have fur covering their bodies
- B. Bats have faces like mice
- C. Female bats nurse their young
- D. Bats can fly

Creatures of the Night

written for the Minnesota Department of Education

- 1 What is that flying around in the dark? Is it a bird? Is it a mouse? Is it a flying mouse?
- 2 Popular myths make bats seem frightening. However, they are actually helpful creatures in danger of vanishing. Disease and human beings are threats to

Because questions are not organized into sections in the SRT, end of section pages do not appear in the SRTs and are not reflected in the SRT scripts. Instead, only an end of SRT notification appears at the end of the scripts.

End of SRT Notification for SRTs



When the student reaches the end of the SRT, repeat any passages or questions as requested by the student. The student may review answers before finishing the SRT.

Student Readiness Tools (SRTs)

Grades 6–10 Script

Verify Prior to Online Test Administration

- This script is to be read aloud by a Test Monitor to students who are preparing for testing with the Grades 6–10 reading paper Student Readiness Tools or the Script/Human Reader (HR) online Student Readiness Tool.

General Instructions for Test Monitors for SRTs

- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).
- If the student will be testing with a braille test book, refer also to the *SRT Braille Test Administration Notes* included with the braille SRT materials.
- In the reading SRT, questions are based on a passage. Title pages appear at the beginning of each passage. In the script, scripted content from each passage precedes the questions.
 - For paper SRT materials, students will use the passages book to access information about the passages and a separate test book to answer questions. Ensure students practice answering questions in the test book.
 - For the Script/Human Reader (HR) online SRT, students access passages on the left side of their screen. All questions appear on the right side of the screen.
 - All of the information in the passage will be read first in the script. The student may ask you to repeat part of the passage as they practice answering questions. This means you may need to navigate within the script to go back to the passage or forward to a question.
 - For passages with paragraph or line numbers, the numbers should not be read aloud.
- For signed interpretation, also refer to the [Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments](#) for detailed American Sign Language (ASL) guidance. Contact your District or School Assessment Coordinator for this guidance, as needed.

Guidelines for Reading the Script Aloud

General Guidelines

- Read aloud all SRT content, including text in parentheses, exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the passages or questions, answer options, or instructions in the script.
- This script is the only source you may use to read the SRT to the student. This prepares the student for test administration since reading any test content from the test materials or screen is not allowed.

Respond to the Student’s Needs

- Adjust your reading speed and volume if requested by the student.
- After a passage or question has been read, allow the student time to respond. If the pause has been lengthy, you may ask, “Do you want me to repeat the passage or question or any part of it again?” before continuing. The student may also ask you to repeat any passages or questions as many times as they need.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to determine the correct answer to a question while reading, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, ask, “Do you want the other answer options read?” before continuing.

Guidelines for Signed Interpretation of Script

General Guidelines

- Sign all SRT content, including text in parentheses, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the passages or questions, answer options, or instructions in the script.
- This script is the only source you may use to sign the SRT to the student. This prepares the student for test administration since signing any test content from the test materials or screen is not allowed.

Use Professional Judgment when Signing

- Do your best to use the same signs if the student requests a portion to be repeated.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word to reduce any ambiguity. You may also spell the word after signing it to remove any doubt about which word is intended.
- If you are unsure how to sign and/or pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- In cases where signs give clues to the answer, fingerspelling must be used.

Respond to the Student's Needs

- Adjust your signing speed if requested by the student.
- Spell any words requested by the student.
- After a passage or question has been signed, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to sign the passage or question or any part of it again?" before continuing. The student may also ask you to sign any passages or questions as many times as they need.

Use Appropriate Physical/Facial Expressions

- Use facial expressions consistent with sign-language delivery; do not use expressions that may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to determine the correct answer to a question while signing, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been signed, ask, "Do you want the other answer options signed?" before continuing.

Grades 6–10 Reading SRT Script

For use with Online and Paper SRTs



Use the information in the passages to answer the questions.



From the Diary of Pierre Rocher



Read the following diary entries about the creation of the Eiffel Tower. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

From the Diary of Pierre Rocher

written for the
Minnesota Department of Education

January 23, 1887

- 1 I left home this morning to begin work on the new tower. The weather was bitterly cold, with a damp chill coming from the river. But I am happy to have the work, as it will keep food on our table for two years, maybe three. This does seem to be a very odd project, however. I was able to catch a glimpse of the architect's designs; from what I can tell, this tower is not exactly a building. More like the inside of a building. A skeleton without a body. No walls, no windows; simply interlacing girders with a point at the apex. A building that a small child would construct from sticks, and perhaps just as useless. I was told the structure will be more than three hundred meters tall when it is finished. The tallest building in the world, they claim. Apparently, this is important to some people. Arrogance, I say. Simone fears for my safety, though she knows how much we need the steady money I will be earning. Our baby, due this summer, cannot live on air and promises. Let us hope fortune smiles on Mr. Eiffel's lofty plans, and that his workers remain healthy and safe until the tower is complete.

From the Diary of Pierre Rocher

Say

July 12, 1887

2 I yearn for the icy grip of winter. Although the work pays well, I often find myself resisting the urge to resign. It was sweltering today; it has been sweltering for weeks. They say horses are fainting on the Paris streets. Yet Jacques, Philippe, and I find ourselves fifty-seven meters closer to the sun than any other human being on the planet, driving rivets into a hot girder. Our sweat dances and disappears on the hot, reflecting metal. It is amazing that none of us has followed the example of the horses, especially since Mr. Eiffel is determined to stay on schedule, heat wave or no. But he, too, feels warmth of a different kind. Many artists have been writing to the newspapers, condemning the tower as a work of folly. I also hear mocking comments in the cafés we frequent after our daily work is done. The tower is, indeed, a strange beast; however, I am beginning to detect some beauty in the delicate steel arches. Jacques claims that the heat has affected my head. Perhaps he is right. The only person suffering more from the heat is poor Simone, with the baby due any day now. But she never complains. She is stronger than I.

September 22, 1888

3 We worked today with hearts as heavy as the metal to which we cling. We lost a brother yesterday, the first to give his life to this never-ending tower. We were all sick at heart. Mr. Eiffel allowed us to leave early, though I could tell he was of two minds about it. He is bound and determined to have his tower finished on time. Still, even he could not justify retaining us after the incident. I went home and hugged my wife and my son with an almost desperate intensity. I did not tell Simone about the accident, since I know she would worry even more, but I am sure she could read the truth in my eyes. Almost no sleep. Today was work as usual, as though nothing had happened. However, the illusion of invincibility is gone. I work, though I am angry. Accidents happen in construction. We all know that. Without risk, no great buildings would ever be built. But this one, as unusual as it is, is all for nothing, a trifling curiosity for a fair that no one will likely remember.

From the Diary of Pierre Rocher

Say

March 31, 1889

4 Today was the unveiling, although the tower has certainly not been hidden. We completed work last week; the tower is officially open. Despite all the difficulties, I am proud of our efforts. The tower may be without purpose, but it is magnificent nonetheless. The artists still howl in outrage, but no one listens to their voices today. I saw faces of every description gazing upward in astonishment. I believe that I know what some were thinking. Like me, they had not considered a steel edifice to be capable of beauty. Perhaps this is the actual purpose of the tower. All the workers and their families were there for the opening, as of course was Mr. Eiffel, ever the showman in his silk hat. I brought Simone and little Pierrot. He is not quite two years old, but I hope he will somehow remember this day. It pains my heart to think this tower will be torn down in just a few years. All that work for naught. Perhaps I will be hired for that project as well. Years from now, few if any will even remember that the tower once existed. Perhaps they will consider it a dream from their youth.

Say

For multiple-choice questions, select your answer or circle the answer in your test book.

When was the Eiffel Tower officially opened to the public?

- A. January 23, 1887
- B. July 12, 1887
- C. September 22, 1888
- D. March 31, 1889

From the Diary of Pierre Rocher

 Say

For multiple-response questions, select your answers or select your answers by marking the boxes provided.

Which two sentences show that Pierre is concerned about building the tower?

Select the two sentences.

- "A building that a small child would construct from sticks, and perhaps just as useless."
(paragraph 1)
- "Although the work pays well, I often find myself resisting the urge to resign."
(paragraph 2)
- "Without risk, no great buildings would ever be built."
(paragraph 3)
- "Today was the unveiling, although the tower has certainly not been hidden."
(paragraph 4)

The Eiffel Tower

Say

The Eiffel Tower

Say

Read the following article about the creation of the Eiffel Tower. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

The Eiffel Tower

written for the
Minnesota Department of Education

- 1 The soaring arcs and delicate latticework patterns of the Eiffel Tower are known throughout the world. When the tower was completed in 1889, it was the tallest structure on the planet. It enjoyed this distinction until 1929, when the Chrysler Building in New York supplanted it. Yet this tower, a celebrated icon, was initially designed as a temporary structure and received a decidedly chilly reception from many of the most influential artists in Paris at the time of its construction. If its fate had been determined by this confederation of celebrities, the Eiffel Tower would not exist today.
- 2 The Eiffel Tower was built for the 1889 *Exposition Universelle*, a world's fair held in Paris to showcase French technological progress and to celebrate the one hundredth anniversary of the French Revolution. The fair required an architectural centerpiece, so Expo officials held a contest that encouraged people to submit designs of an appropriate industrial marvel. A man named Gustave Eiffel, an engineer who had already made a fortune designing bridges and railway stations, won the contest.
- 3 Eiffel's design was a triumph of innovative engineering. He used mathematics to devise a stable structure that was artistically pleasing and, despite its unprecedented height, capable of withstanding strong winds. When the tower was finished, its size dismayed many Americans, who had taken pride in the fact that the Washington Monument was—until that time—the tallest building in the world.

The Eiffel Tower

Say

- 4 Dismay of a different sort could be heard in Paris before construction of the tower even started. Paris was home to hundreds of influential artists and writers, and many were horrified by a building they considered ugly and structurally flawed. One person even disparagingly referred to the tower as a “gigantic black smokestack.” When the Expo selection committee made Eiffel’s winning design public, these artists assumed that public outcry would influence this group to change its plans. Ground was broken for the construction of Eiffel’s design, however, and the artists began a public campaign against the tower.
- 5 The Artists’ Protest officially commenced with the publication of “Protest Against the Tower of Monsieur Eiffel” in the February 14, 1887, edition of *Le Temps*, a prominent French newspaper. This letter was addressed to the director of works for the Exposition Universelle and was signed by many poets, authors, and artists. In all, forty-seven individuals joined together to stop construction of a structure they described as a “half-built factory pipe” and a “mast of iron gymnasium apparatus, incomplete, confused and deformed.”
- 6 The artists’ displeasure was based partly on a disagreement about the essential nature of art. In the nineteenth century, many artists and intellectuals looked down on engineers and their lack of formal training in literature and the arts. The idea that a work of engineering could also be considered a work of art was deemed absurd. Many artists were taken aback when Eiffel defended his creation in a subsequent issue of *Le Temps*, justifying his design on artistic terms and declaring that his tower was a bold demonstration of scientific progress. The Expo committee stood behind its choice, and construction went on as planned.
- 7 Gustave Eiffel continued to defend his tower from critics while it was being built. People living near the construction site were terrified that heavy iron girders might come crashing through their roofs. One resident even sued the city, an effort that halted construction for several months. Desperate to return to work, Eiffel pledged that he would be financially responsible for any damage his tower might cause. He even declared that he would destroy his creation if it proved to be dangerous. Work on the tower resumed.

The Eiffel Tower

Say

- 8 When the Eiffel Tower officially opened in 1889, it was an immediate sensation with visitors from around the world. A new industry arose, dedicated to creating souvenirs featuring the image of the world's tallest building. Still, once the Exposition Universelle was over, the detractors reappeared. They argued that since the event was now past, Eiffel's tower should be torn down, as no one had ever agreed that the construction would be permanent. Indeed, the original contract called for Eiffel to disassemble his tower after twenty years. Eiffel was ready for the foes of his creation, however. He showed how the tower aided scientific research, and he made the tower available to the French military to use for its radio network. Radio signals are still broadcast from the top of the Eiffel Tower, which now bristles with dozens of antennae.
- 9 When the Eiffel Tower was built, many Parisians declared that the structure would make France the laughingstock of the world. Gustave Eiffel had the last laugh. He lived until 1923, long enough to witness his "temporary" building become an icon of his country.

Say

1. Based on the information in paragraph 8, what strategy did Gustave Eiffel use to ensure his tower would not be demolished after the twenty-year contract expired?
 - A. He petitioned government intervention
 - B. He charged tourist entry fees
 - C. He demonstrated scientific research value
 - D. He converted the tower to a museum

The Eiffel Tower

Say

2. Which two details from the article best support the conclusion that Parisian artists were opposed to the construction of the Eiffel Tower?

Select the two details.

- “Eiffel’s design was a triumph of innovative engineering.”
(paragraph 3)
- “Paris was home to hundreds of influential artists and writers, and many were horrified by a building they considered ugly and structurally flawed.”
(paragraph 4)
- “The Artists’ Protest officially commenced with the publication of ‘Protest Against the Tower of Monsieur Eiffel’ in the February 14, 1887, edition of *Le Temps*, a prominent French newspaper.”
(paragraph 5)
- “Gustave Eiffel continued to defend his tower from critics while it was being built.”
(paragraph 7)



When the student reaches the end of the SRT, repeat any passages or questions as requested by the student. The student may review answers before finishing the SRT.