

CISD Grade ELAR 6 Unit 04B

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The Enchanting Bird

Adapted from *The Enchanting Song of the Magical Bird*

by Nelson Mandela

1) *Throughout most of history and almost all cultures, there have been tales, stories, and legends of giant birds. There continue to be reports of huge birds and flying creatures being sighted around the country to this day. Such sightings include thunderbirds over Illinois, giant avians from American Indian lore, and even cloud dragons over Texas. However, physical evidence of those sightings, which includes photos, footprints, and feathers has not really been produced.*

2) **Narrator 1:** Long ago in a small village, a gigantic bird appeared on a branch of the village tree. From that very moment the villagers noticed many changes. There was misery in every part of the land.

3) **Narrator 2:** Yes, every member of the village felt this misery. Anything planted in the fields would disappear in the dark of night. Each morning there were fewer and fewer sheep, goats, and chickens. Because of this, the villagers shook their heads hopelessly and whispered, "Force majeure." No one in the village knew what to do to save their plants and animals from this force.

4) **Villager Man 1:** When I come home from a day of working in the fields, my storehouse is open, and my food supplies are depleted.

5) **Villager Woman:** There is a thief among us. We have no food left for the coming winter. We will starve without our food.

6) **Narrator 1:** The villagers were devastated. Everywhere in the village was the sound of crying and moaning.

7) **Headman:** Our people try and try, but we cannot catch the gigantic bird. It is just too quick and tricky for us.

8) **Villager Man 2:** Well, we hardly ever see it. There is only the rushing of great wings as it perches on the branch of the yellowwood tree. The tree has such a thick canopy of leaves that hides the bird from us.

9) **Headman:** I am so frustrated with that outlandish bird. Yesterday it entered my own storehouse and plundered my winter supplies. I demand you to sharpen your axes and machetes. We will cut down the tree and that will be the end of the bird in our village.

- 10) **Villager Man 1:** Our axes and machetes are always razor sharp, and we are ready to chop the tree to the ground. This bird will no longer devastate our village.
- 11) **Narrator 2:** With axes and machetes in hand, the older men of the village set out to cut down the tree. The first chop of the axes landed heavily and cut deeply into the core of the trunk, and, with another swing, there was a mighty shuddering of leaves. From the thick bunch of leaves the strange and mysterious bird emerged.
- 12) **Villager Man 2:** I swung my machete right into the crown of the tree when I heard a song as sweet as honey. I felt my body begin to shake with fear, but the bird continued to sing. The sound was so enchanting that the machetes and the axes fell out of our hands.
- 13) **Village Man 1:** Every one of us fell to our knees and begged the bird to continue singing. We were stunned by its brilliantly colored feathers which cast a shadow over us.
- 14) **Village Woman:** Such a beautiful bird could not be the cause of such damage and destruction. My husband came back to the village as if he were sleepwalking. I did not believe it until I looked out to hear that sweet sound penetrating through the air. The splendid bird took my breath away.
- 15) **Headman:** I am so angry. I will call the young men of the tribe to help me. They will be able to break the power of the bird.
- 16) **Narrator 1:** The next morning the younger men of the tribe headed toward the tree with their blades drawn. Again they hit the trunk with axes and machetes, biting into the flesh of the trunk. And again the leaves parted and out came the bird in all its finery.
- 17) **Young Man:** When I saw the gigantic bird fly from the canopy, it was singing right to me. It spoke about love and courage that awaited me. I thought that this bird could not be the one destroying our village. My arms became so weak that I dropped my machete. I don't know how long I sat listening to the beautiful melody.
- 18) **Narrator 2:** When the sun set in the sky, the young men stumbled back to the village to confront the Headman.
- 19) **Young Man:** We are so sorry. No one can stop the magical power of this fantastic bird. It has such a melodious song, and it is not a danger to our village.

20) **Headman:** I am so furious with every man in the village. I will lead the children of our village against this bird. Children are so honest about what they hear and see. We will go to the tree in the morning.

21) **Narrator 1:** The Headman and the children went to the tree where the strange bird was resting. Cautiously, one small boy approached the tree with his axe raised about his head. The blindingly beautiful bird appeared with that first bite of the axe. The skies filled with one melody after another, but the children did not even look up and kept right on chopping to the rhythm of their own music.

22) **Headman:** *(Bird singing)* The bird seemed determined to capture the children's attention just as it had with the adults. I heard the beautiful song for the first time. There is nothing to compare to that melodious sound. My hands are beginning to feel so weak. This sound is just as my men have described. Oh, wonderful. The children are not responding to the bird. No matter how enchantingly the bird seems to sing, our children are staying focused on chopping the tree. They chop, chop, and chop away at the heart of that great tree.

23) **Village Woman:** I cannot believe my eyes. The tree has begun to creak and split apart. How unbelievable to see that very large tree crashing to the ground. *(Woman gasping as the gigantic bird falls through the canopy of leaves.)*

24) **Headman:** *(With a slow hesitation the Headman rushes toward the tree.)* How could any such bird have come to our village? No wonder we have no crops because I have never seen such a magnificent bird. There under that large branch I now see the bird crushed by the weight of several branches.

25) **Narrator 2:** From everywhere the village people came charging. The older men and the strong, young men could not believe what the children had accomplished.

26) **Headman:** *(Headman, standing over the bird and shouting to his people)* Come join me tomorrow in rewarding our children for what they have done for our village. We will prepare a feast to let these children know that they are the eyes and ears of our tribe. Everyone in the village will thank them for this magnificent feat as we share the meal. Go now and prepare the celebration.

- 1** What is the BEST summary for Paragraph 1?
- A** There are many legends and stories about giant birds that continue throughout history. These birds have been seen in many of the states, but there appears to be no proof of their existence.
 - B** There are many tales and legends about animals causing destruction in the lives of villagers. There was a giant bird that ate all of the food supplies in one particular village.
 - C** The leader of the village sighted a gigantic bird. He had the men of the village cut down the tree. This forced the bird to leave the village. The leader ordered a celebration.
 - D** Giant birds have been sighted in all parts of the United States over many years. There are photos, footprints, and feathers of these creatures in many museums. Many villagers tell stories about these creatures.

- 2** Complete the following analogy.

wing : bird :: _____ : tree

- F** machete
- G** feathers
- H** trunk
- J** plants

- 3** Which of the following BEST states the theme of *The Enchanting Bird*?
- A** Birds are important to village life.
 - B** Physical strength solves many problems.
 - C** Singing is a way of life in the village.
 - D** Focusing on a task can solve the problem.
- 4** *The Enchanting Bird* incorporates the stylistic element of rule of three. Which of the following sets of words demonstrates the function of this element to create the changing mood in the play?
- F** despair, disappointment, surprise
 - G** anger, boredom, surprise
 - H** determined, lonely, doubtful
 - J** distress, frustration, guilt
- 5** If the Headman of the village wrote an article about the children for the village newspaper, what would be the main purpose for the writing?
- A** to share biographical information about the children
 - B** to persuade the readers to donate replacement materials to the village
 - C** to entertain the readers with antics about the bird
 - D** to inform the readers about the heroes in his village

- 6 Which of the following statements is true regarding the body of the play, *The Enchanting Bird*, and the introductory paragraph before the play?
- F They both contain sensory language.
 - G One is literary and one is persuasive.
 - H One is informational and one is literary.
 - J They both develop a plot and have a solution.
- 7 One conclusion that might be made about the Headman at the end of the play is that —
- A he will punish the older men in the village
 - B he thinks the children will continue to serve the village
 - C he thinks the children are more important than other villagers
 - D the village will never have another such problem
- 8 In Paragraph 16, which words help to define the word ***machete***?
- F *tree...trunk*
 - G *blades...hit*
 - H *flesh...finery*
 - J *birds...finery*

- 9 Which of the following phrases BEST describes the meaning of the word ***melodious*** as it is used in Paragraph 19?
- A capturing the children's attention
 - B speaking of love and courage
 - C blindingly beautiful
 - D pleasing to the ear

Snakebot to the Rescue

(1) A hole, deep inside the engine of a navy battleship, needs to be repaired. (2) This, however,

would be quite a project to complete. (3) Today, engineers might have to cut a hole in the wall to

make the repair. (4) Tomorrow, they might send in a snake to do the job. (5) Snakebots are the

new invention from roboticist Howie Choset. (6) Mr. Choset believes that soon the robot will be

able to slither into tight areas inside of mechanical equipment. (7) Howie Choset said in an

interview, I hope that my invention will be used in search and rescue missions. (8) Snake-like

robots already exist Choset is taking many steps to improve the existing ones. (9) He wants this

new robot to locate disaster victims. (10) The work in cramped and risky places was completed

by the robot. (11) In addition, the Navy is interested in these new creatures, it is funding the

research behind them.

11 What change, if any, should be made to Sentence 2?

- A** Change *project* to *projeckt*.
- B** Change *quiet* to *quite*.
- C** Remove the comma after *However*.
- D** Make no change.

12 Which of the following words could BEST join Sentences 2 and 3 into one complex sentence?

- F** *while*
- G** *although*
- H** *if*
- J** *because*

13 Which of the following is the correct use of the verb in Sentence 5?

- A** Change *are* to *is*.
- B** Change *are* to *be*.
- C** Change *are* to *being*.
- D** Make no change.

14 Which of the following sentences would be the BEST way to change the verb from passive to active voice in Sentence 10?

- F** The hope would be to work in cramped and risky places.
- G** The hopes were to work in cramped and risky places.
- H** The robot worked in cramped and risky places.
- J** Cramped and risky places would be the place to work.

15 Which of the following changes could BEST improve Sentence 11?

- A** In addition, the Navy is interested in these new creatures to fund the research behind them.
- B** In addition, the Navy is interested in these new creatures, because it is funding the research behind them.
- C** In addition, the Navy is interested in these new creatures, and it is funding research behind them.
- D** In addition, the Navy is interested in these new creatures. Although it is funding research behind them.