

Skill: Analyze Author's Techniques, including Figurative Language

FICTION: Sir Gobble

6th Grade Assessment

Public Domain Text; Questions by Center for Urban Education

Bessie Curtis resided with her aunt and uncle on a farm. She was very worried. Bessie enjoyed the country, and she loved her uncle and aunt. However, something deeply disturbed her. As the summer passed and the autumn came, she had moments when she looked incredibly sad. What was the reason for her sadness? I can tell you, because I was there.

Early in the spring, her uncle had given her a young turkey. "There, Bessie," he had said, "that is one of the prettiest turkeys I have ever seen. I will give him into your care, and on Thanksgiving Day we will have him on the dinner table."

For some time, Bessie fed the turkey every day without feeling particularly fond of him. Very soon, however, he began to know her; he not only ran to meet her when she brought him his corn and meal, but he would follow her about just the way Mary's little lamb followed HER about.

Her uncle often called after her, "And everywhere that Bessie goes, the turkey's sure to go." Yes, 'round the garden, up and down the avenue, and even into the house itself the turkey followed Bessie. Then why was she so sad? Alas! She remembered her uncle's words when he gave her the turkey, "On Thanksgiving Day we will have him on the table." Thanksgiving Day would be here in a week.

Now, if Bessie had been like some little girls, she would have told her trouble to her uncle. But, she never mentioned it to anyone, although she cried herself to sleep several nights before Thanksgiving Day.

At last the day came, and Bessie, instead of going out to the yard as usual, kept in the house all the morning. She was afraid that if she went outside, she would not find her beloved friend. Dinnertime came and, with a heavy heart, she seated herself at the table. Her uncle and aunt saw how upset she seemed.

"Come, come," said her uncle, "We must cheer up; there are no sad looks on Thanksgiving Day. Maria, BRING IN THE TURKEY." Poor Bessie! She could not bring herself to look up as the door opened, and something was brought in on a big platter. As the platter was placed on the table, she saw that it did indeed hold her turkey, but he was alive and well.

Her uncle said, "Why, Bessie, did you think I would kill your pet? No, indeed, but I told you he should be on the table Thanksgiving Day, so here he is."

Then Bessie's uncle struck the turkey gently with his carving knife, the way the queen strikes a man with a sword when she makes him a knight.

"Behold!" said Bessie's uncle, "I dub you 'Sir Gobble;' you shall never be killed, but die a natural death, and never be parted from Bessie."

Now, you may guess who I am. I was there all the time. I have feathers.

Directions: Choose the best answer for each question.

1. Why does the writer put "BRING IN THE TURKEY" in all capital letters?

- a. It is an order.
- b. It is something said loudly.
- c. It is a surprise.
- d. So Bessie hears it.

2. Who tells the story?

- a. the writer
- b. the turkey
- c. Bessie
- d. Bessie's uncle

3. Why does the writer include dialogue, what people say, in the story?

- a. so you know what they said
- b. to show what they liked
- c. to make it interesting
- d. so you know how they sounded

4. Why does the writer call the story Sir Gobble?

- a. It is about a turkey.
- b. It is about a pet.
- c. It is about making the turkey special.
- d. It is about the uncle.

5. *Write your own answer to this question.*

How does the writer keep you interested in the story?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

| | | | | |
|--------|---|---|---|---|
| Item | 1 | 2 | 3 | 4 |
| Answer | b | b | c | c |

Question 5 is open-ended. Here is a suggested response.

5. Answers may include: events, the surprise, dialogue.

Skill: Analyze Author's Techniques, including Figurative Language

POEM: I've Got Peace Like a River

6th Grade Assessment

This text is in the public domain.

I've got peace like a river
in my soul
I've got a river in my soul

I've got joy like a fountain
in my soul
I've got a fountain in my soul

I've got love like an ocean
in my soul
I've got an ocean in my soul

Directions: Choose the best answer for each question.

6. Why does the writer say peace is “like a river”?

- a. Rivers are water.
- b. Rivers are blue and big.
- c. Rivers keep moving in one direction.
- d. Rivers are busy.

7. Why does the writer say joy is “like a fountain”?

- a. to show that joy is like bubbles
- b. because joy is like water
- c. it washes things
- d. it sparkles

8. Why does the writer say love is “like an ocean”?

- a. Oceans have waves.
- b. Oceans are salt water.
- c. Oceans are very big.
- d. Oceans change.

9. What is the message of the song?

- a. The person is sad.
- b. The person feels good.
- c. The person solves a problem.
- d. The person was worried.

10. *Write your own answer to this question.*

A spiritual is written to help people share a feeling. What feeling does this spiritual give you?

How does it give you that feeling?

TEACHER NOTES: Develop Students’ Skills: Exercise Thinking

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Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

| | | | | |
|--------|---|---|---|---|
| Item | 6 | 7 | 8 | 9 |
| Answer | c | a | c | b |

Question 10 is open-ended. Here is a suggested response.

10. Answers will vary but students should explain how they feel and how the song affected them.