

# **Everett Public Schools**

## **Assessment of Student Learning**

### **Student Packet**



### **Coached Reading Assessment**

### **Grade 7**

### **Grading Period 2**

“How Did We Learn to Fly Like the Birds?”  
“The Flight of Icarus”  
“Wings”

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Period:** \_\_\_\_\_

## Informational Passage

**Directions:** Read the selection and answer the following questions.



## How Did We Learn to Fly Like the Birds?

### Myths and Legends of Flight

#### 1 Pegasus – An Ancient Greek Legend

Bellerophon the Valiant, son of the King of Corinth, captured Pegasus, a winged horse. Pegasus took him to a battle with the triple-headed monster, Chimera.

#### 2 Icarus and Daedalus – An Ancient Greek Legend

Daedalus was an engineer who was imprisoned by King Minos. With his son, Icarus, he made wings of wax and feathers. Daedalus flew successfully from Crete to Naples, but Icarus tried to fly too high and flew too near to the sun. The wings of wax melted and Icarus fell to his death in the ocean.

#### 3 King Kaj Kaoos of Persia

King Kaj Kaoos attached eagles to his throne and flew around his kingdom.

#### 4 Alexander the Great

Alexander the Great harnessed four mythical winged animals, called Griffins, to a basket and flew around his realm.

### Early Efforts of Flight

#### 5 Around 400 BC – China

The discovery by the Chinese of the kite that could fly in the air started humans thinking about flying. Kites were used by the Chinese in religious ceremonies. They built many colorful kites for fun, also. More sophisticated kites were used to test weather conditions. Kites have been important to the invention of flight as they were the forerunner to balloons and gliders.

#### 6 Humans try to fly like birds

For many centuries, humans have tried to fly just like the birds. Wings made of feathers or light-weight wood have been attached to arms to test the ability to fly. The results were often disastrous as the muscles of the human arms are not like a bird's and can not move with the strength of a bird.

## 7 Hero and the Aeolipile

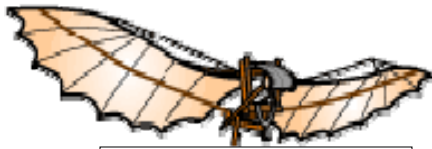


**Aeolipile**

The ancient Greek engineer, Hero of Alexandria, worked with air pressure and steam to create sources of power. One experiment that he developed was the aeolipile which used jets of steam to create rotary motion.

Hero mounted a sphere on top of a water kettle. A fire below the kettle turned the water into steam, and the gas traveled through pipes to the sphere. Two L-shaped tubes on opposite sides of the sphere allowed the gas to escape, which gave a thrust to the sphere that caused it to rotate.

## 8 1485 – Leonardo da Vinci – The Ornithopter



**The Ornithopter**

Leonardo da Vinci made the first real studies of flight in the 1480's. He had over 100 drawings that illustrated his theories on flight.

The Ornithopter flying machine was never actually created. It was a design that Leonardo da Vinci created to show how man could fly. The modern day helicopter is based on this concept.

## 9 1783 – Joseph and Jacques Montgolfier – The First Hot Air Balloon



**Montgolfier  
Balloon**

The brothers, Joseph Michel and Jacques Etienne Montgolfier, were inventors of the first hot air balloon. They used the smoke from a fire to blow hot air into a silk bag. The silk bag was attached to a basket. The hot air then rose and allowed the balloon to be lighter-than-air.

In 1783, the first passengers in the colorful balloon were a sheep, rooster and duck. It climbed to a height of about 6,000 feet and traveled more than 1 mile.

After this first success, the brothers began to send men up in balloons. The first manned flight was on November 21, 1783, the passengers were Jean-Francois Pilatre de Rozier and Francois Laurent.

10 **1799 - 1850's – George Cayley**



**A version of a glider**

George Cayley worked to discover a way that man could fly. He designed many different versions of gliders that used the movements of the body to control. A young boy, whose name is not known, was the first to fly one of his gliders.

Over 50 years he made improvements to the gliders. He changed the shape of the wings so that the air would flow over the wings correctly. He designed a tail for the gliders to help with the stability. He tried a biplane design to add

strength to the glider. He also recognized that there would be a need for power if the flight was to be in the air for a long time.



**One of the many drawings  
of gliders**

- 11 Cayley wrote *On Ariel Navigation* which shows that a fixed-wing aircraft with a power system for propulsion and a tail to assist in the control of the airplane would be the best way to allow man to fly.

*Adapted from History of Flight, NASA*  
[www.veet.nasa.gov/capialstudents/historyofflight](http://www.veet.nasa.gov/capialstudents/historyofflight)

**Coached Reading Assessment**  
**Grade 7 – Grading Period 2**  
“How Did We Learn to Fly Like the Birds?”

**Fill in the bubble next to the letter of the best answer.**

1. According to the selection, what happened when humans realized they are not built to fly like a bird? [IA17]  
  
☐ A. They gave up dreams of flight.  
☐ B. They decided to fly kites instead.  
☐ C. They investigated other ways to fly.  
☐ D. They used wings to extend their arms.
  
2. Which sentence tells how the inventions of Hero of Alexandria and Joseph and Jacques Montgolfier are similar? [IA16]  
  
☐ A. They both used rotary motion.  
☐ B. They both used heat as a source of power.  
☐ C. They both built hot air balloons similar to those used today.  
☐ D. They both created a design for flight during the same time period.
  
3. What is most likely the author’s purpose for writing this selection? [IT18]  
  
☐ A. To demonstrate that man has been persistent over time in his attempts to fly.  
☐ B. To describe man’s early interest in flight that ended in disaster.  
☐ C. To entertain the reader with several humorous myths.  
☐ D. To inform the reader that beginning flight was easy.

## Literary Passage: Greek Myth

Directions: Read the selection and answer the following questions.

### The Flight of Icarus

Retold by Sally Benson

#### Cast of Characters

**King Minos** - Tyrant leader of Crete, enemy of Athens

**Theseus** - Hero from Athens held captive by Minos. Daedalus helped him escape from the labyrinth\* on Crete.

**Daedalus** - Great Athenian architect who built the labyrinth on Crete

**Icarus** - Daedalus's young son

- 1 When Theseus escaped from the labyrinth\*, King Minos flew into a rage with its builder, Daedalus, and ordered him shut up in a high tower that faced the lonely sea. In time, with the help of his young son, Icarus, Daedalus managed to escape from the tower, only to find himself a prisoner on the island. Several times he tried by bribery to stow away on one of the vessels sailing from Crete, but King Minos kept strict watch over them, and no ships were allowed to sail without being carefully searched.
- 2 Daedalus was an ingenious artist and was not discouraged by his failure. "Minos may control the land and sea," he said, "but he does not control the air. I will try that way."
- 3 He called his son, Icarus, to him and told the boy to gather up all the feathers he could find on the rocky shore. As thousands of gulls soared over the island, Icarus soon collected a huge pile of feathers. Daedalus then melted some wax and made a skeleton in the shape of a bird's wing. The smallest feathers he pressed into the soft wax and the large ones he tied on with thread. Icarus played about on the beach happily while his father worked, chasing the feathers that blew away in the strong wind that swept the island and sometimes taking bits of the wax and working it into strange shapes with his fingers.
- 4 It was fun making the wings. The sun shone on the bright feathers; the breezes ruffled them. When they were finished, Daedalus fastened them to his shoulders and found himself lifted upwards, where he hung poised in the air. Filled with excitement, he made another pair for his son. They were smaller than his own, but strong and beautiful.
- 5 Finally, one clear, wind-swept morning, the wings were finished, and Daedalus fastened them to Icarus's shoulders and taught him how to fly. He bade him watch the movements of the birds, how they soared and glided overhead. He pointed out the slow, graceful sweep of their wings as they beat the air steadily, without fluttering. Soon Icarus was sure that he, too, could fly and, raising his arms up and down, skirted over the white sand and even out over the waves, letting his feet touch the snowy foam as the water thundered and broke over the sharp rocks. Daedalus

\* *labyrinth*, intricate structure of interconnecting passages through which it is hard to find one's way

watched him proudly but with misgivings. He called Icarus to his side and, putting his arm round the boy's shoulders, said, "Icarus, my son, we are about to make our flight. No human being has ever traveled through the air before, and I want you to listen carefully to my instructions. Keep at a moderate height, for if you fly too low, the fog and spray will clog your wings, and if you fly too high, the heat will melt the wax that holds them together. Keep near me and you will be safe."

- 6 He kissed Icarus and fastened the wings more securely to his son's shoulders. Icarus, standing in the bright sun, the shining wings drooping gracefully from his shoulders, his golden hair wet with spray, and his eyes bright and dark with excitement, looked like a lovely bird. Daedalus's eyes filled with tears, and turning away, he soared into the sky, calling to Icarus to follow. From time to time, he looked back to see that the boy was safe and to note how he managed his wings in his flight. As they flew across the land to test their prowess before setting out across the dark wild sea, plowmen below stopped their work and shepherds gazed in wonder, thinking Daedalus and Icarus were gods.
- 7 Father and son flew over Samos and Delos, which lay on their left, and Lebinthus, which lay on their right. Icarus, beating his wings in joy, felt the thrill of the cool wind on his face and the clear air above and below him. He flew higher and higher up into the blue sky until he reached the clouds. His father saw him and called out in alarm. He tried to follow him, but he was heavier and his wings would not carry him. Up and up Icarus soared, through the soft, moist clouds and out again toward the glorious sun. He was bewitched by a sense of freedom and beat his wings frantically so that they would carry him higher and higher to heaven itself. The blazing sun beat down on the wings and softened the wax. Small feathers fell from the wings and floated softly down, warning Icarus to stay his flight and glide to earth. But the enchanted boy did not notice them until the sun became so hot that the largest feathers dropped off and he began to sink. Frantically he fluttered his arms, but no feathers remained to hold the air. He cried out to his father, but his voice was submerged in the blue waters of the sea, which has forever been called by his name.
- 8 Daedalus, crazed by anxiety, called back to him, "Icarus! Icarus, my son where are you?" At last he saw the feathers floating from the sky, and soon his son plunged through the clouds into the sea. Daedalus hurried to save him, but it was too late. He gathered the boy in his arms and flew to land, the tips of his wings dragging in the water from the double burden they bore. Weeping bitterly, he buried his small son and called the land Icaria in his memory.
- 9 Then, with a flutter of wings, he once more took to the air, but the joy of his flight was gone and his victory over the air was bitter to him. He arrived safely in Sicily, where he built a temple to Apollo and hung up his wings as an offering to the god, and in the wings he pressed a few bright feathers he had found floating on the water where Icarus fell. And he mourned for the birdlike son who had thrown caution to the winds in the exaltation of his freedom from the earth.

**Coached Reading Assessment**  
**Grade 7 – Grading Period 2**  
“The Flight of Icarus”

**Fill in the bubble next to the letter of the best answer.**

4. Which sentence tells how Daedalus and Icarus were different? [LA06]
- ☐ A. Daedalus was caring and Icarus was hateful.
  - ☐ B. Daedalus was reckless and Icarus was careful.
  - ☐ C. Daedalus was serious and Icarus was careless.
  - ☐ D. Daedalus was cautious and Icarus was precise.
5. What is wrong with Icarus’ reasoning in the story? [LT09]
- ☐ A. Icarus listened to his father’s advice which led to his death.
  - ☐ B. Icarus decided to fly even though human beings weren’t meant to fly.
  - ☐ C. Icarus was careful to fly far away from the sun and crashed into the sea.
  - ☐ D. Icarus disregarded his father’s warnings despite the dangerous consequences.
6. Based on the information in the story, what generalization can the reader draw about being a parent? [LT10]
- ☐ A. Parenting has many trials and rewards.
  - ☐ B. Parenting leads to heartache and loneliness.
  - ☐ C. Parents need to keep children safe from new experiences.
  - ☐ D. Parents can not always protect children from their own choices.



7. **Short Answer- 2pts**

Explain why Daedalus could not save his son. Include **two** details from the selection in your answer. [LA07]

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8. **Short Answer- 2pts**

What is the author's purpose for writing the story? Provide **one** detail from the story to support your answer. [LT08]

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## Literary Passage: Poem

Directions: Read the selection and answer the following questions.

### Wings

By Bronwen Anne Gilbert

1       The same dream again,  
2                               and again,  
3                               and again.  
4       It begins, I sit on a lonely beach.  
5       The waves curl around my feet,  
6       sliding through my toes,  
7       And the sea gulls soar overhead.  
8               The gulls.  
9       I long to be part of their flight.  
10      I stand and run with the birds,  
11      leaping, jumping, skipping.  
12      Abruptly I come to a cliff.  
13      I dive.  
14      For one wonderful, fleeting moment  
15      I glide  
16      on wings of purest gold. A wish come true.  
17      Then comes the Voice ... echoing.  
18      “You can’t fly...can’t fly...can’t fly...”  
19      The wings are gone.  
20      I plunge dizzily down to the raging sea miles below.  
21      Moments before I splash, I awake, sweating, gasping for air.

22      I long for the day when I am able to defy the Voice,  
23      to soar, to glide, to join the birds at last.  
24      Until then I will hold tight to the single moment of flight that is mine.



Source: *Elements of Literature, Collection 7, Our Classical Heritage*

**Coached Reading Assessment**  
**Grade 7 – Grading Period 2**  
“Wings”

**Fill in the bubble next to the letter of the best answer.**

9. According to the poem, what happens when the speaker is falling and about to hit the ocean surface? [LA07]
- ☐ A. She wakes up.
  - ☐ B. She sees the rocks below.
  - ☐ C. She hears the Voice again.
  - ☐ D. She suddenly soars with the gulls.
10. Which sentence best describes the poet's attitude about the Voice in the poem? [LT08]
- ☐ A. The author admires the Voice.
  - ☐ B. The author trusts the Voice.
  - ☐ C. The author is jealous of the Voice.
  - ☐ D. The author is irritated with the Voice.
11. Which statement is the most important conclusion the reader can draw from the poem? [LT09]
- ☐ A. It is wise to listen to voices that warn of danger.
  - ☐ B. Negative attitudes can interfere with one's goals.
  - ☐ C. People weren't meant to fly and soar like the birds.
  - ☐ D. Be cautious of voices you hear in repeating dreams.
12. Based on the information in the poem, what generalization can the reader draw when the author states in line 22, “I long for the day when I am able to defy the Voice”? [LT10]
- ☐ A. People long to silence the voices within their heads.
  - ☐ B. People long to soar and glide like birds in their dreams.
  - ☐ C. People long to defy authority when following their dreams.
  - ☐ D. People long for courage to follow their dreams despite what others think.

**13. Extended Response- 4 pts**

What are **two** ways the flight of Icarus is like the flight of the poet? Include information from the selection “The Flight of Icarus” and the poem in your answer. [LA06]

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What are **two** ways the flight of Icarus is different than the flight of the poet? Include information from the selection “The Flight of Icarus” and the poem in your answer.

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