Read the passage.

A Joint Effort

"What do you want to do this summer?" Brenda asked.
"We could build a glider like they use in the war and push it off the bluff," Frank suggested. "I'd like to see how far I could glide in it."
"I don't imagine your mom would get behind that project," Brenda said, chuckling. "What about something a little more gratifying—something we could do to contribute to the war effort?"

Frank and Brenda were just out of school for the summer and were sitting on a brick wall outside Woolworth's. The United States had entered World War II six months earlier, and the country was engaged in a massive war mobilization program. The effort involved not only recruiting thousands of people for the armed services, but also persuading people on the home front to participate in any way they could.

"Well... I guess we could do something," Frank hesitated, contemplating where this was headed. "But I don't want to spend my vacation cutting up sheets for bandages."
"My mom is putting in twelve hour days at the airplane factory," Brenda said, "and your mom's treating injured soldiers at the VA hospital. Both our dads are overseas fighting. Aren't you interested in doing something to help us get this war over with?"
"Well, yes, of course," Frank answered defensively, "but we're just kids and we've worked hard all year. Is it really so horrible to take the summer off and have some fun?"
"I know!" Brenda said, apparently not having heard any of Frank's excuses. "The city council is sponsoring a scrap metal drive, and whoever collects the most by the Fourth of July—that's you and me of course—gets a pair of tickets to a Cardinals game."

That got Frank's attention, as Brenda knew it would, because he was a huge baseball fan. Still, he wavered, "I don't know, Bren. It seems like a lot of work."
"C'mon, Frank," Brenda pleaded. "You know I can't do this without you. It's too big a job for one person, but with the two of us working together, I'll bet we could win the tickets—and help a lot of soldiers at the same time."
"Okay," Frank said. "Since you've obviously been thinking about this, how are we going to do it?"

"I figure the most important thing is to locate the scrap and put in a claim on it before anyone else can obtain it," Brenda said, "because with so many people looking, it'll be tough to find the good stuff later on."
“So we just collect it and pile it up at some convenient point,” Frank chimed in, “and then we can take it all to the scrap recycling center later.”

“Between the two of us,” Brenda said, “we’ve got family all over this part of town. We can pile the stuff in their backyards so we don’t have to haul it so far, which will give us more time for collecting.”

So the two headed home to find every piece of old metal junk they could uncover. Then they combed the backyards of neighbors, scoured empty lots across town, and checked in at the local junkyards. They piled the scrap in the backyards of family and friends who were glad to encourage the kids in their patriotic endeavor.

One mid-morning, a loud thumping on the front door rattled through Frank’s house. He stumbled to the door and opened it for Brenda, who burst in with great excitement.

“C’mon, Frank, I’ve found the scrap to end all scrap out at Mr. Abington’s house. We’ve got to get it out of there before someone else finds it.”

“What is it?” Frank asked, but Brenda was already halfway down the driveway on her bike.

When they got to Mr. Abington’s house, Brenda took him around back and opened up a garage door. Frank saw what all the excitement was about: a massive old rusted-up road grader sat in the garage. Brenda was beaming at him as Frank’s jaw dropped and he stuttered, “How are we ever going to get that thing to the recycling station?”

“That’s a problem, all right,” said Mr. Abington, who’d just joined them. “It hasn’t run in at least ten years, which is why I haven’t gotten rid of it. Brenda said you’d take it away, so it’s all yours.”

“We can do this!” Brenda said as Frank flopped to the ground in disbelief. “And it’ll ensure we win the tickets. Box seats!” she added, seeing the skeptical look on Frank’s face.

So the two collectors began making their plans. Frank recalled that his older brother’s friend Ned worked for a road construction company. At first, Ned was resistant, but relented when Frank and Brenda reminded him it was for the war effort. They headed over to the road construction company to talk to Ned’s boss about borrowing a truck and flatbed trailer. “My dad and two uncles are in the war,” Brenda pleaded when she saw Mr. Cabrino’s face cloud over, “so this is personal for me. Please—we need your help.”

It was a tough sell, but in the end they even persuaded Mr. Cabrino to come along and supervise the loading and transportation.

The road grader made quite an impression at the scrap metal recycling center as they weighed it and checked it in under Brenda’s and Frank’s names. Later that week, Brenda recruited a cousin who had a pickup truck, while Frank got a friend’s dad who had a trailer to help haul the scrap from all their collection points to the recycling center.

On July 4, Frank and Brenda stood on the podium and accepted the mayor’s official congratulations, and the baseball tickets.
Answer the following questions.

1. Read all parts of the question before responding.
   Part A
   From what point of view is the story told?
   A. Frank's first-person point of view
   B. Brenda's first-person point of view
   C. a limited point of view
   D. a third-person omniscient point of view
   Part B
   Underline two pieces of text evidence that helped you answer Part A.
   Part C
   Choose a point of view you did not select in Part A. Describe how the passage might be different if it were told from that point of view.
   If the passage had been told from Frank's first person pt. of view we would know more about how Frank felt about his mother not being at home to raise him and instead working at a VA hospital.

2. Read the following sentence from the passage.
   Then they combed the backyards of neighbors, scoured empty lots across town, and checked in at the local junkyards.
   Which is the best definition of combed as it is used in the sentence?
   A. prepared
   B. searched
   C. explored
   D. untangled
Part A

Read each description of Brenda in the box. Decide whether it is a character trait or a motivation. Write the description in the correct column.

- help the war effort
- good at planning
- patriotic
- motivator
- persuade others to help
- win the competition

<table>
<thead>
<tr>
<th>Traits</th>
<th>Motivations</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at planning</td>
<td>help the war effort</td>
</tr>
<tr>
<td>patriotic</td>
<td>win the competition</td>
</tr>
<tr>
<td>motivator</td>
<td></td>
</tr>
<tr>
<td>persuade others</td>
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</tbody>
</table>

Part B

Choose one motivation from the right-hand column and explain how it is influenced by the setting of the passage. Cite text evidence in your answer.

Brenda was motivated to help the war effort. The setting is during WWII. "The United States had entered WWII six months earlier, and the country was engaged in a massive war mobilization program."
This question has two parts. First, answer Part A. Then, answer Part B.

Part A
Circle the theme below that is most developed in the passage.

<table>
<thead>
<tr>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagreeing never furthers a cause.</td>
</tr>
<tr>
<td>Everyone has a responsibility during wartime.</td>
</tr>
<tr>
<td>People can accomplish much by working together.</td>
</tr>
<tr>
<td>The value of friendship cannot be overstated.</td>
</tr>
</tbody>
</table>

Part B
Circle three paragraphs from the passage that develop the theme you identified in Part A. Underline details in each paragraph that support the theme.

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A
Read the following excerpt from the passage. Underline three setting details in the excerpt.

Frank and Brenda were just out of school for the summer and were sitting on a brick wall outside Woolworth's. The United States had entered World War II six months earlier, and the country was engaged in a massive war mobilization program. The effort involved not only recruiting thousands of people for the armed services, but also persuading people on the home front to participate in any way they could.

Part B
Which setting detail in Part A has the biggest influence on the plot? Explain your answer using evidence from the passage.

The setting detail that influences the plot the most is the fact that the passage takes place during WWII. The characters work together to gather support in order to gather scrap metal to support the U.S. troops.
Read the passage.

The Day We Flew!

Cast of Characters
ORVILLE WRIGHT
WILBUR WRIGHT, Orville's brother
JOHN T. DANIELS, a crew member at a nearby lifesaving station
FIVE OTHER STATION CREW MEMBERS

Act I, Scene 1

It is the morning of December 17, 1903, on a sandy strip of beach at Kitty Hawk, North Carolina. The Wright Flyer sits on a single rail used as a runway. The engine is running. Orville and Wilbur Wright and the station crew members stand nearby talking. One, John T. Daniels, is eyeing a camera that has been set up.

ORVILLE: (looking back at the plane) Cold morning for a flight, but I'm not going to complain.

WILBUR: (shivering as he checks a machine) You'll forget the cold once you're in the air. The weather seems good. Good, steady wind about 22 to 27 miles per hour according to the anemometer. Is that camera aimed for the takeoff?

ORVILLE: Yeah. You ready to snap the shutter, John?

JOHN: Yep. I just have to pick the right second. It ought to be a good one.

WILBUR: (glancing over at the plane) Everything looks set and the engine should be good and warmed up. Are you ready?

ORVILLE: (enthusiastically) Absolutely. I can't wait to see what this thing will do!

(Orville climbs onto the center of the wing of the plane and lies down, gripping the controls in his hands. Wilbur steadies a wing while John stands beside the camera and another man stands at the rear of the plane ready to release it.)
Act I, Scene 2

The men are rejoicing over the short but successful first attempt.

WILBUR: That was truly a great beginning, Orville.

ORVILLE: (very excited) What do you think, about 120 feet?

WILBUR: Yes, about that, and I think it must have lasted about 12 seconds. We didn't stop the watch quite on time. Too excited, I guess. What was your impression of the machine?

ORVILLE: (still lively, gesturing enthusiastically) It felt fantastic, better than the glider because of that little engine pumping away. It has good lift, too, like we expected, but it's hard to manage. The rudder seems to catch too much air and jerks the flyer around before I can react. It's probably something we can learn to handle, but I'd rather figure out how to fix it. Better safe than sorry, huh? (to John) Hey, Johnny, did you get that picture?

JOHN: (smiling sheepishly) I don't know. I think so, but I was so excited I don't remember for sure if I snapped the shutter.

WILBUR: I hope so. That takeoff couldn't have been any cleaner. We didn't need to worry about the tail hitting the truck as it jumped off. I'll have to think about that rudder, why it's proving difficult to manage. I'll see what I can do on the next attempt.
Act II, Scene 1

Two hours have passed. Orville, Wilbur, and the crew members carry the Wright Flyer up from its third flight down the beach and set it down on the launch railing.

WILBUR: (breathless) Whew! This flying machine gets heavier every time we have to haul it back.

ORVILLE: (laughing) That’s because we have to haul it farther each time, and I’m happy for that. What did you say, 200 feet? That’s pretty good, but we can do better.

WILBUR: (analytically) We’re starting to get a better feel for the rudder control. I think the problem is that it’s balanced too near the center, making it kind of unsteady. A little more wind hits it than we expect, and it just pushes that rudder too far one way or the other and we start veering off center. We’ll adjust that later—for now, I’m happy with what we’ve accomplished. I think we’ve got one more flight in us, though.

ORVILLE: I agree, and we need a good one. We need to better what we can do with a glider, and so far we’re not even close. C’mon, it’s your turn. Give us that record flight to prove that this thing really is powered flight and not just gliding.

Act II, Scene 2

Farther down the beach, the Wright Flyer has just landed. Wilbur climbs out of the flyer as the others run over excitedly.

ORVILLE: (leaping on his brother and hugging him) That was a fantastic flight, Will. We did it! We flew today with a powered flying machine!

WILBUR: (with a huge smile) We sure did, brother. It’s been a grand day. Say, how long was I in the air? Must’ve been a minute or so.

ORVILLE: Fifty-nine seconds exactly, and I figure it was about 900 feet.

WILBUR: That sounds right to me. We’ll have to measure it exactly before we leave. (looking closely at the flyer) I hit the ground kind of hard there, and I think the rudder’s pretty badly broken up. The main frame seems OK, though. I don’t see a bit of damage to it. That’s lucky.

JOHN: (smiling happily) You two are a fantastic team. No one else could have done this.

ORVILLE: (still jubilant) And we couldn’t have done it today without all you fellows helping out and lugging that flyer all over the beach (pausing, then suddenly solemn). John, all of you that helped us out, this has been a historic occasion—I’m betting one of the most historic occasions of all time. Human beings have learned to fly today. This is just the start, but it’s a great start.

WILBUR: Precisely, Orville. It’s just the beginning.
Answer the questions.

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

Part A
Based on Orville’s and Wilbur’s dialogue, what inference can you make about their characters?

A. Orville is more enthusiastic, while Wilbur is more analytical.
B. Orville is more stubborn, while Wilbur is more humorous.
X. Orville is more outgoing, while Wilbur is more anxious.
X. Orville is more scientific, while Wilbur is more confrontational.

Part B
Write two pieces of dialogue that support your answer to Part A.

Orville: "Cold morning for a flight, but I'm not going to complain."

Wilbur: "I'll have to think about that rudder, why it's proving difficult to manage."

7. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A
Underline a figure of speech in this excerpt from the play.

The rudder seems to catch too much air and jerks the flyer around before I can react. It's probably something we can learn to handle, but I'd rather figure out how to fix it. Better safe than sorry, huh?

Part B
Which best describes the figure of speech you underlined in Part A?

A. metaphor
B. idiom
X. allude
D. personification
Choose the statement that best describes how the play is structured.

- Act I, Scenes 1 and 2 describe how the Wright brothers prepare to fly the Wright Flyer; Act II, Scenes 1 and 2 describe their reaction to that flight.

- Scene 1 in each act describes what happens before a flight; Scene 2 in each act describes the reaction to the flight in the previous scene.

- Act I, Scenes 1 and 2 describe how the Wright brothers repair their plane; Act II, Scenes 1 and 2 describe how the plane was damaged.

- Scene 1 in each act describes how the Wright brothers repair their plane, Scene 2 in each act describes how they prepare for a flight.

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

Read this excerpt from the play.

**ORVILLE:** *(still jubilant)* And we couldn't have done it today without all you fellows helping out and lugging that flyer all over the beach *(pausing, then suddenly solemn)*. John, all of you that helped us out, this has been a historic occasion—I'm betting one of the most historic occasions of all time. Human beings have learned to fly today. This is just the start, but it's a great start.

**Part A**

Choose the device that best describes the excerpt.

- verbal irony *(sarcasm)*

- stage direction

- soliloquy *(speech in which a character reveals his/her thoughts and feelings to the audience but NOT to the other characters)*

- monologue *(a speech given by one actor)*

**Part B**

Explain how the dialogue in Part A is used to develop a theme of the play.

The dialogue is used to develop the theme that with everyone working together and a lot of hard work and persistence, amazing things can become possible; dreams can become a reality. In the dialogue, Orville thanks all of the people who have helped them create such a historic occasion.
PERFORMANCE TASK

Have the students create a T-chart (or a web) to prewrite.

Both passages you have read explore important historical events: World War II in “A Joint Effort” and the Wright brothers’ first airplane flight in “The Day We Flew.” Write an essay in which you compare and contrast how each passage helps you better understand the historical event it describes. Include an analysis of how the characters react to the events, as well as a description of how the themes reflect the history that is taking place at the time. Remember to use textual evidence to support your ideas.

Write your answer on the lines provided.

**WWII:** How does the story help me to understand the historical event?

“A Joint Effort” – People wanted to contribute to the war effort. Sense of patriotism felt by many. They worked together.

“The Day We Flew” –

**Character’s Reactions to the Events** (analysis)

**1. Paul:** They wanted to gather resources and motivate/encourage people to work together for the war effort.

**2. Wilbur/Orville:** They were inspired and driven by the possibilities of flight and advances in transportation.

**Themes:** Describe how they reflect the history of the time.

**Themes:** There is strength in numbers. Anything worth doing is worth doing well. Never give up! These reflect the history of the time because during WWII, everyone had to work together to equip our soldiers and survive.

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