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Reading

► Read the selection and answer each question.

Wind Wagon

by Stephanie M. Bearce

- ¹ “What kind of silly contraption are you building?”
- ² Samuel Peppard just laughed at his neighbor’s question and kept on working. Throughout the spring of 1860, Samuel stayed in his barn in Oskaloosa, Kansas, building something big. Something nobody in town had ever seen before. Something called a wind wagon.
- ³ At twenty-seven, Samuel knew something about construction. He was a millwright by trade and earned his money building and repairing mill parts such as wooden wheels and metal gears, which were also used to build wagons.
- ⁴ Having grown up on the Midwestern plains, he also knew something about the prairie winds. These winds seemed to blow constantly, and Samuel thought they would provide the perfect energy source for propelling a wagon. The wind offered many advantages over a horse: it didn’t have to eat, drink, or sleep. The wind wagon seemed to be the ideal transportation for anyone headed to the Colorado gold fields—and that’s just where Samuel planned to go.
- ⁵ All spring Samuel hammered, sewed his sails, and carved out a mast, and with the help of three friends, he built his dream. By early May the wind wagon was ready for a test run. A warm spring wind whipped at their faces as Samuel and his friends hauled the wagon a mile out of town.
- ⁶ Samuel climbed on board the wind wagon and raised the mainsail, and it immediately caught the breeze. The wagon sped forward but then suddenly lunged toward the ground. Samuel held on, afraid the wagon would flip over, and he quickly lowered the large sail and hoisted the small one. The small sail caught less wind, and the wagon raced smoothly through the prairie grass. Samuel and his friends were still cheering when the wagon rolled over a small hill, leaped thirty feet into the air, and crashed.
- ⁷ Samuel crawled out to inspect the damage; it was nothing a good millwright couldn’t fix. Samuel and his friends pushed the wagon back to town, and in two days, it was as good as new.
- ⁸ Samuel waved good-bye to his neighbors as he and his friends loaded food and camping equipment into the wind wagon and then sailed north on the prairie grass to join the Oregon Trail to Fort Kearny.

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- ⁹ At times the prairie winds cooperated, and the wagon zipped through the rolling plains at fifteen miles per hour. His three friends laughed and shouted as Samuel steered past old-fashioned buggies pulled by horses.
- ¹⁰ But other days, the winds died down, and the horse-drawn wagons marched past as the wind wagon sat still.
- ¹¹ It only took fifteen days for the wind wagon to reach Fort Kearny. When it rolled into town there was quite a commotion.
- ¹² "What in the world is that strange wagon?"
- ¹³ "I've never seen anything like it."
- ¹⁴ Samuel Peppard's wind wagon became an instant hit.
- ¹⁵ After Fort Kearny, Samuel and his friends sailed parallel to the Oregon Trail all the way to Fort Morgan, Colorado. There, the wind wagon met its match.
- ¹⁶ "What's that swirling dust?"
- ¹⁷ "Hurry, Samuel, lower the sail!"
- ¹⁸ When the dust devil blew away, the wind wagon lay in a broken heap with no hope of repair. Fortunately, neither Samuel nor his friends were hurt, and by the time they dusted themselves off, they were surrounded by many horse-drawn wagons offering rides.
- ¹⁹ Samuel and his friends hitched a ride with the baggage wagon for the rest of their journey to Denver, but they had crossed over five hundred miles in their wind wagon in only a month.
- ²⁰ Samuel Peppard never built another wind wagon.
- ²¹ But sometimes, when he told the story of his wind wagon, Samuel Peppard heard his grandchildren say:
- ²² "What kind of silly contraption was that?"
- ²³ With a smile, Samuel Peppard would close his eyes and say, "The kind that flew through the wind!"

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- 1 In paragraph 1, Samuel's neighbor states that the wind wagon is a "silly contraption." What does this phrase help the reader understand about the invention?
- (A) It was something people considered practical.
 - (B) It was something people wanted to help build.
 - (C) It was something people had never seen before.
 - (D) It was something people thought was dependable.
- 2 What factors affected the development of the wind wagon? Use details from the passage to support your answer.

- 3 Read the sentences from paragraph 4.

Having grown up on the Midwestern plains, he also knew something about the prairie winds. These winds seemed to blow constantly, and Samuel thought they would provide the perfect energy source for propelling a wagon.

Think about the prefix *pro-*. What is the meaning of propelling as it is used above?

- (A) blowing through
 - (B) moving forward
 - (C) lifting upward
 - (D) spinning fast
- 4 During the test run, what caused the wind wagon to slow down?
- (A) The wind stopped.
 - (B) The hills steepened.
 - (C) The brakes were used.
 - (D) The sails were changed.

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5 Read paragraph 9.

At times the prairie winds cooperated, and the wagon zipped through the rolling plains at fifteen miles per hour. His three friends laughed and shouted as Samuel steered past old-fashioned buggies pulled by horses.

How does the phrase “old-fashioned buggies pulled by horses” help the reader understand Samuel’s invention?

- Ⓐ It proves that the wind wagon is a better way to travel.
- Ⓑ It shows that the wind wagon was built stronger by comparison.
- Ⓒ It shows how the wind wagon is a modern invention by comparison.
- Ⓓ It proves that the wind wagon would reach its destination before the others did.

6 Read paragraphs 11–14.

It only took fifteen days for the wind wagon to reach Fort Kearny. When it rolled into town there was quite a commotion.

“What in the world is that strange wagon?”

“I’ve never seen anything like it.”

Samuel Peppard’s wind wagon became an instant hit.

What does the phrase “quite a commotion” suggest about how people reacted to the wind wagon?

- Ⓐ It made them excited.
- Ⓑ It made them scared.
- Ⓒ It made them proud.
- Ⓓ It made them upset.

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Writing

► Read the selection and choose the best answer to each question.

Hannah wrote a report about her love of cycling. Read the first part of the report and look for any changes she should make. When you finish reading, answer the questions that follow.

My Love of Cycling

(1) I remember when my dad first taught me how to ride a bike. (2) I must of been nine years old when I first got on that tiny bike and pedaled as fast as my little legs could go. (3) Within a month I no longer needed the training wheels. (4) My dad and I began to ride our bikes together on the trails near our house.

(5) One day, when we was riding along the trail, a deer jumped out in front of our bikes. (6) Luckily, my dad has taught me how to properly use my brakes, and I slowed down just enough to avoid the deer. (7) Coming to a stop, I heard my dad shout, "Great job, Hannah!"

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- 1 What change should be made to sentence 2?
- (A) Change *of* to **has**.
 - (B) Change *of* to **have**.
 - (C) Change *pedaled* to **pedals**.
 - (D) Change *pedaled* to **pedaling**.
- 2 What change should be made to sentence 5?
- (A) Change *was* to **is**.
 - (B) Change *was* to **are**.
 - (C) Change *was* to **were**.
 - (D) No change is needed.
- 3 What change should be made to sentence 6?
- (A) Change *has* to **had**.
 - (B) Change *has* to **have**.
 - (C) Change *has* to **having**.
 - (D) No change is needed.

Answer Key: Module 7, Week 3 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	C	M7W3: Comprehension: Author's Craft	2
2	See rubric on p. R1.	M7W3: Comprehension: Central Idea	3
	Sample two-point response: There were two key factors that affected the development of the wind wagon: Samuel's experience and his understanding of nature. Because of his past work as a millwright, Samuel knew about mechanics and how to make things operate. This experience helped Samuel build the wind wagon. Samuel's understanding of the prairie winds also helped the development of the wind wagon. He believed that the wind would provide a perfect source of energy for his wind wagon, and it did prove to be useful when it was blowing.		
3	B	M7W3: Generative Vocabulary: Prefix <i>pro-</i>	2
4	D	M7W3: Comprehension: Text Structure	1
5	C	M7W3: Comprehension: Author's Craft	2
6	A	M7W3: Comprehension: Author's Craft	2
WRITING			
1	B	M7W3: Grammar: The Verbs <i>Be</i> and <i>Have</i>	2
2	C	M7W3: Grammar: The Verbs <i>Be</i> and <i>Have</i>	2
3	A	M7W3: Grammar: The Verbs <i>Be</i> and <i>Have</i>	2

Constructed-Response Rubric

Points	Description
2	2 points <ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the text.
1	1 point <ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with limited details (in quantity or quality) from the text.
0	0 points <ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.