

Threads & Themes Grade 7, Unit 2, Investigation 1 Summative Assessment

Name: _____ Date: _____ Class: _____

PASSAGE 1

“What the Yearbook Holds”

(1) Anyone who has worked on a high school yearbook knows the strange experience of cracking open the finished book at the end of a school year and turning its pages. Images appear that the editors had forgotten they'd ever photographed. The pages reflect edits that writers argued over for hours. Photographs of special events feel like they happened a lifetime ago. The yearbook has become a record of a year that has ended. But that record will outlast almost every other piece of writing produced in the school that year.

(2) Few records preserve as much of a school's essence as the yearbook does. A school newspaper covers individual events. A school website holds announcements that change every week. The yearbook does something different. It captures every student's face, the names of every team and club, the unrehearsed energy of an afternoon practice, and the awkward dignity of a lab partner photograph. It includes the band's group photo, the drama club's costume crew, and the pages where seniors write quotes beneath their portraits. Together, these pieces become a portrait of a year in the life of a school community. There is no other source that does this work.

(3) Some critics argue that yearbooks are too curated to be reliable historical records. They point to the careful selection of photographs, the polished captions, and the absence of conflict from many spreads. There is something to this view. But even a yearbook with images that have been carefully selected preserves more about its school's year than almost any other source. The dance team's group photograph, the science club's three-paragraph summary, and the senior portraits with their handwritten quotes are all records that exist because someone took the time to make them. They hold details that no other school record captures.

(4) Local historians have learned to value yearbooks for exactly this reason. A small-town museum researching what its high school looked like in the 1960s has very few alternative options: minutes from school board meetings and occasional newspaper clippings are really the only other choices. Yearbooks, more than any other source, show who the students were, what activities filled the school day, and what the building and the community looked like that year. These volumes have become a primary source for the kind of community history that other records cannot supply.

(5) Families know this, too. A grandparent who hands a yearbook to a grandchild offers something more specific than a story. The yearbook holds an actual page on which a younger version of the grandparent appears, surrounded by classmates and teachers, in clothing and a

classroom that the grandchild can study. The book closes the gap between past and present in a way that few other records do. A reader who knows where to look can find a single face in a crowd and connect it to a relative, a neighbor, or a name in a town's history.

(6) None of this means that yearbooks are perfect records. A careful reader has to ask questions of any record. Who took the photographs? Who wrote the captions? Who decided which clubs received a full page and which received a single paragraph? What was left out, and why? These questions matter, but they are the questions a historian asks of any source. They do not change the basic fact that yearbooks preserve material that other records do not. A reader who treats a yearbook as one source among many — one that should be questioned, compared, and read carefully — will find more in it than in almost any other school document.

(7) The strange thing, looking back at one's own yearbook, is how much of the year survives in those pages and how much, even so, gets lost. A photograph of a hallway at lunchtime preserves the hallway and the lunch and the people in it. It cannot preserve everything that everyone was thinking, hoping, or worrying about. What the yearbook does well is keep the surface of the year intact, ready for the next reader to recognize, study, and remember. Students who help make the book are also helping make the school's history, even if the work feels, at the time, like meeting a deadline and choosing one more photo for one more page.

ITEMS — PASSAGE 1

Item 1

In paragraph 3, the writer mentions critics who argue that yearbooks are too curated to be reliable historical records. What is the writer MAINLY doing by including this view?

- A) supporting the position of these critics
- B) presenting an opposing view in order to argue against it
- C) providing examples of why certain yearbooks have failed
- D) suggesting that yearbooks should be more complete

Item 2

Read this sentence from paragraph 3 of “What the Yearbook Holds.”

But even a yearbook with images that have been carefully selected preserves more about its school's year than almost any other source.

The writer uses the phrase *carefully selected* instead of the word *screened*. What does this word choice suggest about the writer's view of yearbook editors?

- A) The writer believes that yearbook editors hide important information.
- B) The writer believes that yearbook editors waste time on small choices.
- C) The writer treats the editors' choices as thoughtful work.
- D) The writer treats the editors' choices as difficult to make.

Item 3

How does the example of the small-town museum in paragraph 4 develop the writer’s argument?

- A) It proves that most museums include yearbooks in their collections.
- B) It suggests that yearbooks should be donated to museums.
- C) It compares yearbooks to school board minutes to argue that minutes are difficult to find.
- D) It demonstrates how yearbooks preserve community information that other records cannot supply.

Item 4

In paragraph 6, the writer says that “a careful reader has to ask questions of any record.” How does this idea fit with the writer’s overall argument about yearbooks?

- A) It refines the writer’s claim by accepting that yearbooks should be viewed critically.
- B) It provides a counterargument to the rest of the passage by suggesting yearbooks may be unreliable.
- C) It introduces a new topic related to yearbooks that the writer will explore later in the passage.
- D) It calls on readers to stop using yearbooks as historical sources and to turn toward other materials.

Item 5

Read these sentences from paragraph 6 of “What the Yearbook Holds.”

Who took the photographs? Who wrote the captions? Who decided which clubs received a full page and which received a single paragraph? What was left out, and why?

What is the function of these questions in paragraph 6?

- A) to introduce a new claim that the writer will defend in the next paragraph
- B) to provide direct quotations from a historian who studies yearbooks
- C) to illustrate the kinds of questions a thoughtful reader would ask about a source
- D) to offer a complete list of questions that can be asked about a yearbook

Item 6 — L.7.4.b | morphology — prefix re- | DOK 2 | MC

Read this sentence from paragraph 7 of “What the Yearbook Holds.”

What the yearbook does well is keep the surface of the year intact, ready for the next reader to recognize, study, and remember.

The word recognize contains the prefix re-. Based on the meaning of this prefix, what does recognize MOST closely mean as it is used in the sentence?

- A) to write a description of something for the first time
- B) to identify something that has been seen or known before

- C) to refuse to understand something
- D) to teach others about an unfamiliar topic

Item 7

Select the **TWO** sentences from “What the Yearbook Holds” that **BEST** support the idea that yearbooks preserve information about a school year that other school records cannot.

- A) “Anyone who has worked on a yearbook knows the strange experience of cracking open the finished book at the end of a school year and turning its pages.”
- B) “A school newspaper covers individual events.”
- C) “It captures every student’s face, the names of every team and club, the unrehearsed energy of an afternoon practice, and the awkward dignity of a lab partner photograph.”
- D) “Yearbooks, more than any other source, show who the students were, what activities filled the school day, and what the building and the community looked like that year.”
- E) “These questions matter, but they are the questions a historian asks of any source.”

Item 8

Which sentence **BEST** summarizes “What the Yearbook Holds”?

- A) Yearbooks are especially important to groups such as grandparents and small-town historians.
- B) Because most school records are unreliable, they should be questioned by readers.
- C) The work of producing a yearbook is challenging but worthwhile.
- D) Despite their possible shortcomings, yearbooks provide a valuable resource for learning about the past.

Item 9

Which detail from the “What the Yearbook Holds” **BEST** supports its central idea?

- A) “The pages reflect edits that writers argued over for hours.”
- B) “But that record will outlast almost every other piece of writing produced in the school that year.”
- C) “The strange thing, looking back at one’s own yearbook, is how much of the year survives in those pages and how much, even so, gets lost.”
- D) “It cannot preserve everything that everyone was thinking, hoping, or worrying about.”

PASSAGE 2

“Yearbooks as Records”

Framing note: The following is excerpted from a guide for school journalism advisers and yearbook staff.

(1) Yearbooks vary dramatically in their value as historical records. Open one yearbook and find a multi-page section on the year the school's music program was cut from the budget: interviews with students about what the program had meant, photographs of the student walkout that followed the school board's decision, and the petition students brought to the next board meeting. The pages do not flatter the school or the board. They record what was on the community's mind that year, and they record it from a student's point of view. Open another yearbook from the same year, from a school five miles away that faced similar pressures, and find polished sports portraits, posed club photos, and a senior section so smoothly produced that nothing of the year's actual concerns appears anywhere. The activities, the awards, and the dances are there; the mess and debate of the year are not. The book reads like a brochure rather than a record. The two yearbooks would seem to have been produced for different purposes. In a way, they were.

(2) The deciding factor is editorial practice. A yearbook produced with prior review by administrators tends to be less complete than a yearbook produced with significant student authority. The narrower book reflects what the administration wanted to celebrate. The richer book reflects what the students themselves identified as worth recording. The first book is, in an important sense, an institutional document. The second book is something closer to a community record.

(3) The school journalism community has long recognized this distinction. National adviser organizations have argued that scholastic journalism is, at its best, real journalism, not school promotion. Published guidance from those organizations treats student editorial decision-making as the foundation of strong scholastic journalism. The adviser provides instruction in writing, design, journalism law, and the judgment that responsible reporting requires. Editorial decisions about content, however, remain with the student staff. Where this division of work is followed, the adviser teaches and the students decide.

(4) Where this guidance is followed, yearbooks become substantive records. Student staff report on their school's actual concerns: budget pressures, mental health, and the social patterns that adults sometimes prefer not to address. The published yearbook reflects students' authority to report on what mattered that year. Years later, the same yearbook can be read by historians, graduates returning for reunions, and researchers studying how American schools operated in a particular era, and it will give them something real to digest. It becomes the kind of source that holds up to questioning.

(5) Where this guidance is not followed, the slope toward censorship is real and well-documented. Prior review by administrators usually starts as a safety check. Over time, it can shift into pre-publication editing of content the administration finds embarrassing or unwelcome. The line between safety review and content control is sometimes hard to mark precisely. However, the long-term effect on the publication is clear. Yearbooks that have been pre-screened tend to be weaker records of student life than yearbooks that have not. Themes that complicate the school's image quietly disappear. The pages that survive look polished and untroubled, and the school year, on the page, reads the same way.

(6) The case for student-led editorial practice is partly a journalism case and partly a historical case. The journalism case is that students cannot learn responsible journalism without making real decisions about content, including the difficult ones. They learn the craft by practicing it, with appropriate instruction and adviser support, but with the editorial decisions remaining theirs. The historical case is that yearbooks become useful records of student life only when they reflect what students themselves chose to record. Both cases point in the same direction: a yearbook in which the students hold editorial authority is both a stronger publication and a stronger record.

(7) None of this is to argue that any yearbook produced by a student staff is a strong historical record. Student-led publications can fail in their own ways: through inattention, through self-censorship, through editorial choices that go unexamined. But the path to a yearbook that future historians will value runs through student authority over editorial decisions, supported by adviser instruction in the craft of journalism. That is what makes the difference between a yearbook that acts as a journalistic record and one that acts as an advertisement.

ITEMS — PASSAGE 2

Item 10

How does the description of two contrasting yearbooks in paragraph 1 develop the writer’s argument?

- A) It shows that there are more and less common ways to construct yearbooks.
- B) It explains why arts programs are typically featured in yearbooks.
- C) It establishes that yearbooks can be quite different in what they present.
- D) It proves that yearbooks are flawed as historical records.

Item 11

Read this part of paragraph 1 from “Yearbooks as Records.”

...polished sports portraits, posed club photos, and a senior section so smoothly produced that nothing of the year’s actual concerns appears anywhere.

What does the writer’s choice of the words polished and smoothly produced suggest about the second yearbook the writer is describing?

- A) The yearbook looks attractive on the surface but may lack substance.
- B) The yearbook took longer than expected to produce.
- C) The yearbook was assembled by professionals rather than students.
- D) The yearbook will be valued more highly by future readers.

Item 12

Read this sentence from paragraph 4 of “Yearbooks as Records.”

Where this guidance is followed, yearbooks become substantive records.

Based on how **substantive** is used in the sentence and the surrounding paragraph, what does the word **MOST** closely mean?

- A) shorter than expected
- B) carrying real meaning
- C) decorated and detailed
- D) rare and difficult to find

Item 13

How does the description in paragraph 5 of what happens “where this guidance is not followed” develop the writer’s argument?

- A) It explains that most yearbooks are subject to interference.
- B) It argues that administrators should wait to read yearbooks until after publication.
- C) It shows how prior review can reduce the value of a yearbook as a record.
- D) It identifies specific schools where yearbook censorship has occurred.

Item 14

Read these sentences from paragraph 5 “Yearbooks as Records.”

The line between safety review and content control is sometimes hard to mark precisely. However, the long-term effect on the publication is clear.

What is the function of the word **However** at the start of the second sentence?

- A) to signal that what follows contrasts with what was just said
- B) to signal a cause-and-effect relationship between the two sentences
- C) to provide an example of the idea in the previous sentence
- D) to introduce a list of reasons to support an argument

Item 15

Read this sentence from paragraph 5 of “Yearbooks as Records.”

Themes that complicate the school’s image quietly disappear.

What does the writer’s choice of the phrase **quietly disappear** suggest about how the change happens?

- A) The change is announced before it takes place.
- B) The change happens without drawing attention to itself.
- C) The change is completed in partnership with students.
- D) The change is temporary and may be reversed.

Item 16

In paragraph 7, the writer states that a yearbook produced by a student staff is not automatically a strong historical record. How does this statement fit with the writer’s overall argument?

- A) It provides a counterargument to the rest of the passage.
- B) It signals that the writer is introducing a new topic.
- C) It offers a lesson to those who might serve as advisers to students.
- D) It refines the argument of the writer by acknowledging a related idea.

Item 17

Which sentence from “Yearbooks as Records” BEST supports the idea that editorial practice is what makes a yearbook valuable as a historical record?

- A) “Open one yearbook and find a multi-page section on the year the school’s music program was cut from the budget...” (paragraph 1)
- B) “A yearbook produced with prior review by administrators tends to be less complete than a yearbook produced with significant student authority.” (paragraph 2)
- C) “National adviser organizations have argued that scholastic journalism is, at its best, real journalism, not school promotion.” (paragraph 3)
- D) “They learn the craft by practicing it, with appropriate instruction and adviser support, but with the editorial decisions remaining theirs.” (paragraph 6)

Item 18

Which sentence BEST summarizes paragraph 3 of “Yearbooks as Records”?

- A) Guidance from national adviser organizations suggests that students should be taught the fundamentals of journalism and then be allowed to make important decisions.
- B) There are national adviser organizations that offer guidelines about what students should be taught about journalism and decision-making.
- C) Students should decide whether to follow the guidelines offered by national adviser organizations regarding foundational topics in journalism such as writing and design.
- D) The role of the adviser is to teach students according to the directions provided by national adviser organizations that are part of the school journalism community.

Item 19

Which statement BEST expresses the central idea of “Yearbooks as Records”?

- A) Yearbooks become real journalism when they are reviewed by administrators and advisers.
- B) The value of a yearbook as a historical record depends on whether students have the authority to make important decisions.
- C) A yearbook produced by professionals tends to outlast one produced by students.
- D) Yearbooks are at their best when they focus on difficult or controversial topics.

ITEMS — BOTH PASSAGES

Item 20

Read each statement below. Sort the statements based on which passage MOST closely emphasizes each idea.

Drag each statement into the column for the passage that MOST closely emphasizes it.

Categories:

- 1) Emphasized in “What the Yearbook Holds”
- 2) Emphasized in “Yearbooks as Records”

Statements to sort:

- A)** Even a carefully curated yearbook preserves more about a school’s year than other sources do.
- B)** Editorial practice is the deciding factor in whether a yearbook becomes a strong historical record.
- C)** Local historians value yearbooks because they show what other records cannot supply.
- D)** Prior review of a yearbook by administrators can shift over time into content control.
- E)** A reader who treats a yearbook as one source among many may find more in it than in other school documents.

Item 21

Both passages discuss yearbooks as historical records. Which statement correctly compares the two texts?

- A)** Both writers argue that yearbooks have significant shortcomings.
- B)** Both writers focus on the ways photography can influence editorial practice.
- C)** The first writer argues that yearbooks can be unreliable; the second argues that they are helpful resources.
- D)** The first writer argues that yearbooks are a valuable resource; the second argues that this value depends on editorial practice.

SPELLING

Item 22

Write the spelling word you heard:

Item 23

Write the spelling word you heard:

Item 24

Write the spelling word you heard:

Item 25

Write the spelling word you heard:
