

Every year about two million people visit Mount Rushmore, where the faces of four U.S. presidents were carved in granite by sculptor Gutzon Borglum and his son, the late Lincoln Borglum. The creation of Mount Rushmore monument took 14 years – from 1927 to 1941 – and nearly a million dollars. These were times when money was difficult to come by and many people were jobless. To move the more than 400, 000 tons of rock, Borglum hired laid-off workers from the closed-down mines in the Black Hills area. He taught these men to dynamite, drill, carve, and finish the granite as they were hanging in midair in his specially devised chairs, which had many safety features. Borglum was proud of the fact that no workers were killed or severely injured during the years of blasting and carving.

During the carving, many changes in the original design had to be made to keep the carved heads free of large fissures that were uncovered. However, not all the cracks could be avoided, so Borglum concocted a mixture of granite dust, white lead, and linseed oil to fill them.

Every winter, water from melting snows gets into the fissures and expands as it freezes, making the fissures bigger. Consequently, every autumn maintenance work is done to refill the cracks. The repairers swing out in space over a 500-foot drop and fix the monument with the same mixture that Borglum used to preserve this national monument for future generations.

1. This passage is mainly about

- 1) the visitors to the Mount Rushmore monument
- 2) the sculptor of the Mount Rushmore monument
- 3) the creation of the Mount Rushmore monument.

2. According to the passage, Borglum's son

- 1) is dead
- 2) was a president
- 3) spent a million dollars.

3. The word "these" in line 4 refers to

- 1) faces
- 2) dollars
- 3) times

4. The men who Borglum hired were

- 1) trained sculptors
- 2) Black Hills volunteers
- 3) unemployed miners.

5. The word "devised" in line 7 is closest in meaning to

- 1) designed
- 2) described
- 3) elevated.

6. It can be inferred from the passage

- 1) the heads are not as originally planned
- 2) the workers made mistakes when blasting.
- 3) The cracks caused serious injuries.

7. In line 11, the word "fissures" refers to

- 1) designs
- 2) cracks
- 3) heads.

8. The word "avoided" in line 11 is closest in meaning to

- 1) circumvented
- 2) prevented
- 3) improvised.

9. Borglum's mixture for filling cracks was

- 1) very expensive
- 2) bought at the Black Hills miners
- 3) invented by the sculptor himself.

10. Today, Mount Rushmore needs to be

- 1) polished for tourists
- 2) restored during the winter
- 3) repaired periodically.

10th Grade Multiple Choice Comprehension Passages

Graeme Cane



10th Grade Multiple Choice Comprehension Passages:

Grade Booster Question Bank ICSE Multiple Choice Questions class 10 Chetan Sandhu, 2025-09-22 The Grade Booster ICSE Multiple Choice Questions for Class 10 is an extensive practice companion designed to help students master the MCQ pattern of the ICSE exams It provides chapter wise multiple choice questions across all major subjects each with clear explanations and accurate solutions The book highlights important concepts common error alerts and tips to improve speed and accuracy With its structured approach students can self assess their preparedness identify weak areas and reinforce learning through consistent practice Ideal for revision before exams this resource ensures familiarity with the question patterns and builds the confidence needed to score higher marks in ICSE Class 10 examinations *CliffsTestPrep FCAT Grade 10 Reading and Math* Enrique Ortiz, EdD, Thomas R. Davenport, 2007-05-21 Your guide to a higher score on the Florida Comprehensive Assessment Test Why CliffsTestPrep Guides Go with the name you know and trust Get the information you need fast Written by test prep specialists About the contents This book is two study guides in one With a detailed description of the exam plus 5 practice reading tests and 5 practice math tests it s the practical way to prepare for the Florida Comprehensive Assessment Test which you must pass as a requirement for graduation The Reading Test Overview with the types of questions and how to answer them Test taking strategies 5 practice reading tests with answers and explanations The Math Test Overview with the types of questions and how to answer them Test taking strategies 5 practice math tests with answers and explanations Test Prep Essentials from the Experts at CliffsNotes More than Notes CliffsAP CliffsComplete CliffsQuickReview CliffsTestPrep CliffsStudySolver *Paired Passages: Linking Fact to Fiction Grade 8* Ruth Foster, 2009-07 Help students develop and practice the skills they need to compare and contrast fiction and nonfiction passages After each of the 25 pairs of passages students are asked both multiple choice and open ended questions **Roadmap to the Grade 10 FCAT Reading** Princeton Review, 2002-11 Assists students with reading skills outlined in the Sunshine State Standards and prepares them for the Florida Comprehensive Assessment Test FCAT in reading *Show What You Know on the 10th Grade FCAT*, 2001-11 Teaching English in Multilingual Contexts Graeme Cane, 2011-01-18 This collection of innovative thought provoking papers discusses contemporary issues practices and research related to the role and teaching of English in multilingual countries The papers written by experienced practitioners in the field from a number of different countries examine how the English language can be more effectively taught to students in Asia who speak English as their second third or fourth language The book will be of interest not only to linguists language teachers and educators but also to social science researchers involved in exploring the effects language policy can have on education and society at large The eleven chapters in this book are divided into three sections multilingual aspects in the teaching and learning of English code switching and code mixing and assessment Their authors came to Karachi from different academic cultural and geographic backgrounds and with diverse experiences of the world of English Language Teaching in order to participate in the Fifth

International Seminar hosted by the Aga Khan University Centre of English Language The contributors are all multi linguals for whom the question of how best to teach languages is a challenge they face on a daily basis This small collection of papers is likely to become a powerful resource for English teachers scholars and researchers interested in the problems facing language educators in today s multilingual multi cultural world

NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis,1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS

Nonfiction Reading Comprehension Grade 2 Teacher Created Resources,2002-09 After reading brief nonfiction passages about science geography or history topics students answer multiple choice and short answer questions to build seven essential comprehension skills

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