

Common Core Aligned Comprehension Assessment

You Wouldn't Want to Be a Worker on the Statue of Liberty CCSS Assessment

Name: _____
Score: / 9

Directions:

Use what you know about **You Wouldn't Want to Be a Worker on the Statue of Liberty** to answer each of the following questions.

1. What was the author's purpose in writing about how you wouldn't want to have been a worker on the Statue of Liberty?

- ☐ A To explain just how difficult it was to get the Statue of Liberty built
- ☐ B To persuade you to build your own statue
- ☐ C To inform you with "Handy Hints" for building
- ☐ D To entertain you with fictional stories of the workers that might have built the statue

2. Which detail supports the main idea that helping to build the statue was dangerous?

- ☐ A They kept running out of money, and work would have to stop.
- ☐ B They had to measure each part of the scale model in order to get the full-size numbers.
- ☐ C Heating copper ore created deadly poisonous fumes workers would breathe in.
- ☐ D When plastering, they had to work quickly to get it right before it would dry.

3. Why did Bartholdi want to get American support for the statue before it was even built?

- ☐ A Perhaps he wanted to get some workers to take back with him.
- ☐ B Maybe he wanted to make sure Americans liked his idea, and might be willing to raise money.
- ☐ C Perhaps he just wanted to see America.
- ☐ D Maybe Laboulaye told him he had to go visit to be respectful.

4. What does the carpenter's golden rule, "measure twice, cut once" mean?

- ☐ A It means you should take two measurements, then do some cutting, then repeat.
- ☐ B It means cutting is hard.
- ☐ C It means to treat people.
- ☐ D It means to double check.

CCSS Assessment

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



5. How is most of the information that explains how the statue was built organized? (RI.4.5)

- ☐ A The overall structure is comparing and contrasting Lady Liberty to the Eiffel Tower.
- ☒ B The overall structure is sequence (telling steps in order).
- ☐ C It is nonfiction with text boxes and illustrations.
- ☐ D The book describes what it is like to visit the State of Liberty.

6. Is it possible to get a first-hand account of what it was like to work on the Statue of Liberty? (RI.4.6)

- ☒ A Yes, if some of the workers wrote down their experiences and those were preserved.
- ☐ B No, because no one is still alive from that time.
- ☐ C Yes, you could write a letter to one of the workers.
- ☐ D John Malam, the author, could give you his first-hand account.

7. What text feature did the author include to help you understand the information about the statue? (RI.4.7)

- ☐ A Timeline – to show how many years it took to build
- ☐ B Maps – to show where it traveled and where it ended up
- ☐ C Glossary – to help with unfamiliar words
- ☒ D All of the above answers.

8. Copper was chosen to cover the iron frame. How is copper different than other metals? (RI.4.9)

- ☐ A Copper stays brownish in color instead of silver like other metals.
- ☒ B Copper does not crack or rust like other metals will.
- ☐ C Copper is magnetic, but other metals are not.
- ☐ D Copper is easy to find and to get out of the ground.

9. Why did the author write this selection like you (the reader) could be an actual worker? (RI.4.10)

- ☒ A It allowed you to think about the information in a different and personal way.
- ☐ B He wrote it for people actually thinking of building statues.
- ☐ C The author was a worker on the Statue of Liberty.
- ☐ D It is the only way to explain how the statue was built.

Answer Key

