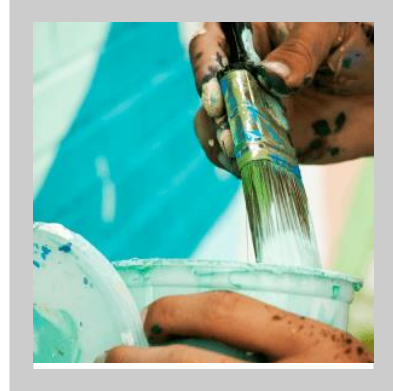


Name \_\_\_\_\_

Date \_\_\_\_\_

## Mural City

Philadelphia is a city known for many things. It is where the Declaration of Independence was signed in 1776, and it was also the first capital of the United States. But one fact about Philadelphia is not so well-known: it is home to nearly 3,000 murals painted on the sides of homes and buildings around the city. It is said that Philadelphia has more murals than any other city in the world, with the exception of Rome. How did this come to be?



More than 20 years ago, a New Jersey artist named Jane Golden started a program pairing troubled youth with artists to paint murals on a few buildings around the city. From this small project, something magical happened. The young people involved helped to create magnificent pieces of art, but there were other, perhaps more important, benefits. The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural. They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed. They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia.

Take a walk around some of the poorest neighborhoods in Philadelphia—neighborhoods full of broken windows and littered front steps—and you will find beautiful works of art on the sides and fronts of buildings. But murals are not only found in poor neighborhoods. They are found in affluent ones as well. Special buses take tourists to different parts of the city to see the various murals, which range from huge portraits of historical heroes, to cityscapes, to scenes depicting the diverse ethnic groups that call Philadelphia home.

As a result of its success, the mural program created by Jane Golden has now become the nation's largest public art program and a model for other cities throughout the country seeking to help troubled youth.

- 1) This passage focuses mostly upon
- A. an art program designed to help troubled youth
  - B. the tourists who come to Philadelphia
  - C. the many reasons why Philadelphia is a unique city
  - D. how Jane Golden came up with the idea to start a mural program

2) In paragraph 1, the author states, “It is said that Philadelphia has more murals than any other city in the world, with the exception of Rome.” Using this information, we can conclude that

- A. Rome has fewer murals than Philadelphia
- B. Philadelphia has fewer murals than Rome
- C. Rome has the most beautiful murals in the world
- D. Rome and Philadelphia are the only cities with murals in the world

3) According to the passage, the mural program helps troubled youth by teaching them

- I. to be more responsible
- II. how to collaborate with others
- III. to take pride in their community

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

4) As used in paragraph 3, which is the best definition for **affluent**?

- A. popular
- B. clean
- C. well-known
- D. wealthy

5) Are there any spaces in your town where you might want to paint a mural? What should be painted where? Explain.

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## Answers and Explanations

1) A

Core Standard: **Integration of Knowledge**

The main focus of a passage is the controlling idea. To identify the controlling idea, it is helpful to review the content and structure of the passage. Paragraph 1 introduces a little-known fact about Philadelphia: that “it is home to nearly 3,000 murals painted on the sides of homes and buildings.” Paragraph 2 explains that these murals are the product of an art program designed to pair “troubled youth with artists.” It also identifies some of the benefits for the community in addition to the art.

Paragraph 3 describes where the murals are and what they depict. Paragraph 4 states that the art program has gone on to become “the nation’s largest public art program and a model for other cities.” From this information we can understand that the main focus of the passage is the formation of an art program designed to help troubled youth and its effects on the community. Therefore **(A)** is correct.

Paragraph 3 mentions the tourists who come to Philadelphia to see the murals, but because that is only one small detail in the passage, it is not the main focus. This makes **(B)** incorrect.

Only paragraph 1 mentions well-known facts about Philadelphia; the rest of the passage focuses on the art program rather than the reasons why Philadelphia is unique. This means **(C)** is incorrect.

Although Jane Golden is mentioned in the passage, it does not contain information about how she came up with her idea, so **(D)** is incorrect.

2) B

Core Standard: **Integration of Knowledge**

In paragraph 1, the author states, “It is said that Philadelphia has more murals than any other city in the world, with the exception of Rome.” From this information we can understand that Philadelphia has the most murals except for Rome, or in other words, Rome is the only city that has more murals than Philadelphia. Another way to say this is that Philadelphia has fewer murals than Rome. This means **(B)** is correct.

The passage does not provide information to support choices **(A)**, **(C)**, and **(D)**. Therefore they are incorrect.

3) D

Core Standard: **Key Ideas and Details**

Toward the end of paragraph 2, the author describes how the mural program helps troubled youth. The author writes, “They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed.” This supports **option (I)**.

The author also writes, “The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural.” This supports **option (II)**.

The author also writes, “They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia.” This supports **option (III)**. Therefore **(D)** is correct.

4) D

Core Standard: **Craft and Structure**

**Affluent** (*adjective*): having a great deal of money; wealthy.

In paragraph 3, the author describes how murals can be found in poor areas of the city. The author writes, "Take a walk around some of the poorest neighborhoods in Philadelphia—neighborhoods full of broken windows and littered front steps—and you will find beautiful works of art on the sides and fronts of buildings." Directly after this, the author continues to write, "But murals are not only found in poor neighborhoods. They are found in affluent ones as well." In these sentences, the author introduces a contradiction. The author first describes how murals can be found in poor areas. The author then contrasts this idea with the fact that they can be found in affluent neighborhoods as well. Using this information, we can understand that *affluent* is the opposite of poor. The opposite of poor is *wealthy*, so **(D)** is correct.

*Popular* is not the opposite of poor, so **(A)** is incorrect.

Though the passage describes the poor neighborhoods as "full of broken windows and littered front steps," it is not true that poor and "littered," meaning dirty, are synonyms. Therefore *clean* cannot be the opposite of poor, which means **(B)** is incorrect.

*Well-known* is not the opposite of poor, so **(C)** is incorrect.