



**Grade 10**  
**English Language Arts/Literacy**  
**Literary Analysis Task**

**2017 Released Items**

## **2017 Released Items: Grade 10 Literary Analysis Task**

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2017 blueprint for PARCC's grade 10 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 10**

<b>Text Type:</b> LAT		
<b>Passage(s):</b> from <i>The Lotos-Eaters</i> / from <i>The Odyssey</i>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VH134881	<b>Item Type: EBSR</b> <b>Part A:</b> B <b>Part B:</b> C	RL 10.1.1 RL 10.4.1
VH134907	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> B, F	RL 10.1.1 RL 10.3.2
VH134914	<b>Item Type: EBSR</b> <b>Part A:</b> B <b>Part B:</b> A	RL 10.1.1 RL 10.4.1 RL 10.5.1
VH135543	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> B, F	RL 10.1.1 RL 10.3.2
VH134985	<b>Item Type: EBSR</b> <b>Part A:</b> B <b>Part B:</b> D	RL 10.1.1 L 10.5.1
VH134990	<b>Item Type: EBSR</b> <b>Part A:</b> A <b>Part B:</b> A	RL 10.1.1 RL 10.5.1
VH134951	<b>Item Type: PCR</b> Refer to Grade 10 Scoring Rubric	RL 10.1.1 RL 10.9.1

**Today you will read and analyze passages from two poems. As you read these passages, you will gather information and answer questions about each passage individually and about the relationships between the passages so you can write an analytical essay.**

Read the passage from *The Lotos-Eaters*, a poem by the English author Alfred, Lord Tennyson (1809–1892). Then answer the questions.

from *The Lotos-Eaters*

by Alfred, Lord Tennyson

The Lotos blooms below the barren peak:  
The Lotos blows by every winding creek:  
All day the wind breathes low with mellow tone:  
Thro' every hollow cave and alley lone

**5** Round and round the spicy downs the yellow Lotus-dust is blown.

We have had enough of action, and of motion we,  
Roll'd to starboard, roll'd to larboard, when the surge was seething free,  
Where the wallowing monster spouted his foam-fountains in  
Let us swear an oath, and keep it with an equal mind,

**10** In the hollow Lotos-land to live and lie reclined

On the hills like Gods together, careless of mankind.  
For they lie beside their nectar, and the bolts are hurl'd  
Far below them in the valleys, and the clouds are lightly curl'd  
Round their golden houses, girdled with the gleaming world:

**15** Where they smile in secret, looking over wasted lands,

Blight and famine, plague and earthquake, roaring deeps and fiery sands,  
Clanging fights, and flaming towns, and sinking ships, and praying hands.  
But they smile, they find a music centred in a doleful song  
Steaming up, a lamentation and an ancient tale of wrong,

**20** Like a tale of little meaning tho' the words are strong;

Chanted from an ill-used race of men that cleave the soil,  
Sow the seed, and reap the harvest with enduring toil,  
Storing yearly little dues of wheat, and wine and oil;  
Till they perish and they suffer—some, 'tis whisper'd—down in hell

**25** Suffer endless anguish, others in Elysian valleys dwell,  
Resting weary limbs at last on beds of asphodel.  
Surely, surely, slumber is more sweet than toil, the shore  
Than labour in the deep mid-ocean, wind and wave and oar;  
Oh rest ye, brother mariners, we will not wander more.

From "The Lotos-Eaters" by Alfred, Lord Tennyson—Public Domain

**1. Part A**

What is the meaning of **girdled** as it is used in line 14?

- A. glowing
- B. encircled
- C. prominent
- D. imprisoned

**Part B**

Which quotation helps clarify the meaning of **girdled**?

- A. "On the hills like Gods together . . ." (line 11)
- B. ". . . the bolts are hurl'd / Far below . . ." (lines 12–13)
- C. ". . . the clouds are lightly curl'd / Round . . ." (lines 13–14)
- D. ". . . they smile in secret, looking over wasted lands," (line 15)

**2. Part A**

How does the speaker develop over the course of the passage?

- A. The speaker is initially eager for more adventure, but he quickly grows accustomed to a sedentary life in the land of the Lotos-eaters.
- B. The speaker is initially enamored of the natural beauty of the land of the Lotos-eaters, but he then becomes critical of its inhabitants.
- C. The speaker is initially homesick for his native land, but he eventually grows accustomed to a new life in the land of the Lotos-eaters.
- D. The speaker is initially weary of traveling, but he then becomes weary of active life altogether after visiting the land of the Lotos-eaters.

**Part B**

Which **two** quotations provide the **best** support for the answer to Part A? Choose **one** answer from the first half of the passage and **one** answer from the second half of the passage.

- A. "All day the wind breathes low with mellower tone:" (line 3, first half)
- B. "We have had enough of action, and of motion we," (line 6, first half)
- C. "Let us swear an oath, and keep it with an equal mind," (line 9, first half)
- D. "But they smile, they find a music centred in a doleful song" (line 18, second half)
- E. "Sow the seed, and reap the harvest with enduring toil," (line 22, second half)
- F. "Surely, surely, slumber is more sweet than toil . . ." (line 27, second half)

**3. Part A**

What effect does the phrase **wasted lands** in line 15 have on the structure of the passage as a whole?

- A. It recalls the image of the “barren peak” in line 1, suggesting continuity with the description of the land of the Lotos-eaters in lines 1–14.
- B. It signals a shift in focus, establishing a point of contrast with the description of the land of the Lotos-eaters in lines 1–14.
- C. It foreshadows the fate of the individuals in line 24, who the speaker believes will “perish” and “suffer.”
- D. It introduces a digression, creating mystery and suspense until the speaker returns the focus to the land of the Lotos-eaters in line 27.

**Part B**

Which evidence further develops the effect indicated by the answer to Part A?

- A. the negative imagery of “famine, plague and earthquake” in line 16
- B. the triple rhyme of “soil,” “toil,” and “oil” in lines 21–23
- C. the use of assonance with “seed” and “reap” in line 22
- D. the repetition of the word “surely” in line 27

Read the passage from *The Odyssey* by the ancient Greek epic poet Homer. Then answer the questions.

from *The Odyssey*

by Homer

translated by Robert Fagles

Out of the morning mist they came against us—  
packed as the leaves and spears that flower forth in spring—  
and Zeus presented us with disaster, me and my comrades  
doomed to suffer blow on mortal blow. Lining up,  
**5** both armies battled it out against our swift ships,  
both raked each other with hurtling bronze lances.  
Long as morning rose and the blessed day grew stronger  
we stood and fought them off, massed as they were, but then,  
when the sun wheeled past the hour for unyoking oxen,  
**10** the Cicones broke our lines and beat us down at last.  
Out of each ship, six men-at-arms were killed;  
the rest of us rowed away from certain doom.

From there we sailed on, glad to escape our death  
yet sick at heart for the dear companions we had lost.

- 15** But I would not let our rolling ships set sail until the crews  
had raised the triple cry, saluting each poor comrade  
cut down by the fierce Cicones on that plain.  
Now Zeus who masses the stormclouds hit the fleet  
with the North Wind—  
**20** a howling, demonic gale, shrouding over  
in thunderheads the earth and sea at once—  
and night swept down  
from the sky and the ships went plunging headlong on,  
our sails slashed to rags by the hurricane's blast!  
**25** We struck them—cringing at death we rowed our ships  
to the nearest shoreline, pulled with all our power.  
There, for two nights, two days, we lay by, no letup,

eating our hearts out, bent with pain and bone-tired.  
When Dawn with her lovely locks brought on the third day,  
**30** then stepping the masts and hoisting white sails high,  
we lounged at the oarlocks, letting wind and helmsmen  
keep us true on course . . .  
And now, at long last,  
I might have reached my native land unscathed,  
**35** but just as I doubled Malea's cape, a tide-rip  
and the North Wind drove me way off course  
careering past Cythera.  
Nine whole days  
I was borne along by rough, deadly winds  
**40** on the fish-infested sea. Then on the tenth  
our squadron reached the land of the Lotus-eaters,  
people who eat the lotus, mellow fruit and flower.  
We disembarked on the coast, drew water there  
and crewmen snatched a meal by the swift ships.  
**45** Once we'd had our fill of food and drink I sent  
a detail ahead, two picked men and a third, a runner,  
to scout out who might live there—men like us perhaps,  
who live on bread? So off they went and soon enough  
they mingled among the natives, Lotus-eaters, Lotus-eaters  
**50** who had no notion of killing my companions, not at all,  
they simply gave them the lotus to taste instead . . .  
Any crewmen who ate the lotus, the honey-sweet fruit,  
lost all desire to send a message back, much less return,  
their only wish to linger there with the Lotus-eaters,  
**55** grazing on lotus, all memory of the journey home  
dissolved forever. But *I* brought them back, back  
to the hollow ships, and streaming tears—I forced them,  
hauled them under the rowing benches, lashed them fast  
and shouted out commands to my other, steady comrades:

**60** 'Quick, no time to lose, embark in the racing ships!—  
so none could eat the lotus, forget the voyage home.  
They swung aboard at once, they sat to the oars in ranks  
and in rhythm churned the water white with stroke on stroke.

From THE ODYSSEY by Homer, translated by Robert Fagles, translation copyright © 1996 by Robert Fagles. Used by permission of Viking Penguin, a division of Penguin Group (USA) LLC.

**4. Part A**

Which statement describes the way Odysseus interacts with his comrades over the course of the passage?

- A. Odysseus is initially distrustful of his comrades, but he grows to trust them after he witnesses their heroism against the Cicones.
- B. Odysseus is initially encouraged by his comrades, but he is disappointed by their failure to offer sacrifices to the god Zeus.
- C. Odysseus is initially angry at his comrades, but he grows more tolerant after he eats the lotus flower along with them.
- D. Odysseus is initially sympathetic with his comrades, but he grows angry and impatient with them at the land of the Lotus-eaters.

**Part B**

Which **two** quotations support the development indicated by the answer to Part A?

- A. “. . . Lining up, / both armies battled it out against our swift ships,” (lines 4–5)
- B. “. . . glad to escape our death / yet sick at heart for the dear companions we had lost.” (lines 13–14)
- C. “. . . the ships went plunging headlong on, / our sails slashed to rags . . .” (lines 23–24)
- D. “. . . the North Wind drove me way off course / careering past Cythera.” (lines 36–37)
- E. “Once we’d had our fill of food and drink I sent / a detail ahead . . .” (lines 45–46)
- F. “. . . I forced them, / hauled them under the rowing benches, lashed them fast / and shouted out commands . . .” (lines 57–59)

**5. Part A**

What does the phrase **packed as the leaves and spears that flower forth in spring** suggest about the Cicones in line 2?

- A. They are not intimidating and should not be feared.
- B. They are a powerful force because they are numerous.
- C. They are prone to aggression at certain times of the year.
- D. They are peaceable unless they are provoked by outsiders.

**Part B**

Which quotation **best** supports the answer to Part A?

- A. "Out of the morning mist they came . . ." (line 1)
- B. ". . . battled it out against our swift ships," (line 5)
- C. ". . . the blessed day grew stronger" (line 7)
- D. ". . . massed as they were. . . ." (line 8)

**6. Part A**

What is the relationship of the battle with the Cicones in lines 1–12 to the overall structure of events in the passage?

- A. It establishes the idea that Odysseus and his comrades will experience great hardship on their journey home.
- B. It foreshadows the arrival of Odysseus and his comrades at the land of the Lotus-eaters.
- C. It provides an explanation for Zeus’s anger with Odysseus and his comrades.
- D. It establishes tension between Odysseus and his comrades.

**Part B**

Which lines provide the **best** support for the answer to Part A?

- A. “the Cicones broke our lines and beat us down at last. / Out of each ship, six men-at-arms were killed;” (lines 10–11)
- B. “and night swept down / from the sky and the ships went plunging headlong on,” (lines 22–23)
- C. “our squadron reached the land of the Lotus-eaters, / people who eat the lotus, mellow fruit and flower.” (lines 41–42)
- D. “. . . I sent / a detail ahead, two picked men and a third, a runner, / to scout out who might live there . . .” (lines 45–47)

7. Write an essay analyzing how Tennyson uses Homer's *The Odyssey* as a source for his depiction of the gods in *The Lotos-Eaters*. Be sure to use evidence from both passages in developing your response.

