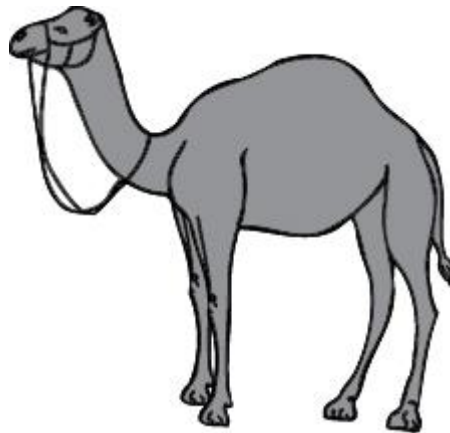


Please read the selection below and then answer the questions that follow.

How the Camel Got His Hump From Just So Stories

by Rudyard Kipling



In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles, most 'scruciating idle ¹ and when anybody spoke to him he said 'Humph!' Just 'Humph!' and no more.

Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, 'Camel, O Camel, come out and trot like the rest of us.'

'Humph!' said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, 'Camel, O Camel, come and fetch and carry like the rest of us.'

'Humph!' said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck and said, 'Camel, O Camel, come and plough like the rest of us.'

'Humph!' said the Camel; and the Ox went away and told the Man.

At the end of the day the Man called the Horse and the Dog and the Ox together, and said, 'Three, O Three, I'm very sorry for you (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it.'

That made the Three very angry (with the world so new-and-all).

Presently there came along the Djinn ²in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and he stopped to palaver and pow-pow with the Three.

'Djinn of All Deserts,' said the Horse, 'is it right for any one to be idle, with the world so new-and-all?'

'Certainly not,' said the Djinn.

'Well,' said the Horse, 'there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot.'

'Whew!' said the Djinn, whistling, 'that's my Camel, for all the gold in Arabia! What does he say about it?'

'He says "Humph!"' said the Dog; 'and he won't fetch and carry.'

'Does he say anything else?'

'Only "Humph!"; and he won't plough,' said the Ox.

'Very good,' said the Djinn. 'I'll humph him if you will kindly wait a minute.'

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

'My long and bubbling friend,' said the Djinn, 'what's this I hear of your doing no work, with the world so new-and-all?'

'Humph!' said the Camel.

The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

'You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness,' said the Djinn; and he went on thinking Magics, with his chin in his hand.

'Humph!' said the Camel.

'I shouldn't say that again if I were you,' said the Djinn; 'you might say it once too often. Bubbles, I want you to work.'

And the Camel said 'Humph!' again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

'Do you see that?' said the Djinn. 'That's your very own humph that you've brought upon your very own self by not working. To-day is Thursday, and you've done no work since Monday, when the work began. Now you are going to work.'

'How can I,' said the Camel, 'with this humph on my back?'

'That's made a-purpose,' said the Djinn, 'all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!'

And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

¹ 'scruciating idle—very, very lazy

² Djinn—genies or supernatural creatures in Arab folklore and Islamic teachings

STANDARD: 4.RL.1

This task has more than one (1) part. Read each part carefully and respond.

Part A

The camel repeats "Humph!" throughout the story. What does the reader learn about the camel from this? Write a short paragraph that includes details from the story to support your response.

Part B

Explain why the author chose "Humph" as the word repeated by the camel. Write a short paragraph using details from the story to support your explanation.

**Be sure to complete ALL parts of the task.
Answer with complete sentences, and use correct punctuation and grammar.**

Rubric:

Score	Designation	Description
4	Thoroughly Demonstrated	The student provides a thorough explanation of why it was important for the Camel's character (Part A) and for the story (Part B) that the author chose the word <i>humph</i> by using many specific relevant details from the text. The response must demonstrate a thorough command of the conventions of standard English. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
3	Clearly Demonstrated	The student provides a simple but accurate explanation in each paragraph of why it was important that the author chose the word <i>humph</i> . The student provides a few relevant details from the text; some may be general. The response must demonstrate a command of the conventions of standard English. There may be a few distracting errors in grammar and usage, but meaning is clear.
2	Basically Demonstrated	The student provides a general explanation of why it was important that the author chose the word, <i>humph</i> with minimal support and some support may be incorrect or irrelevant OR The student writes one paragraph that is developed and one that is not clear or is not as developed. Some minimal text support may be incorrect or irrelevant. The response may demonstrate an inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.
1	Minimally Demonstrated	The student provides only a limited explanation of why it was important for either the Camel's character or the story that the author chose the word, <i>humph</i> OR The student writes one very underdeveloped paragraph with no text support. The response may demonstrate limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that impede understanding.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

Rubric		
Score	Designation	Description
4	Thoroughly Demonstrated	The student provides a thorough explanation of why it was important for the Camel's character (Part A) and for the story (Part B) that the author chose the word <i>humph</i> by using many specific relevant details from the text. The response must demonstrate a thorough command of the conventions of standard English. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
3	Clearly Demonstrated	The student provides a simple but accurate explanation in each paragraph of why it was important that the author chose the word <i>humph</i> . The student provides a few relevant details from the text; some may be general. The response must demonstrate a command of the conventions of standard English. There may be a few distracting errors in grammar and usage, but meaning is clear.
2	Basically Demonstrated	The student provides a general explanation of why it was important that the author chose the word, <i>humph</i> with minimal support and some support may be incorrect or irrelevant OR The student writes one paragraph that is developed and one that is not clear or is not as developed. Some minimal text support may be incorrect or irrelevant. The response may demonstrate an inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.
1	Minimally Demonstrated	The student provides only a limited explanation of why it was important for either the Camel's character or the story that the author chose the word, <i>humph</i> OR The student writes one very underdeveloped paragraph with no text support. The response may demonstrate limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that impede understanding.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

Exemplar

Part A

"Humph" is an important word in the story, because it shows over and over again how the Camel feels about work. He says it because he is complaining. Saying it is his way of complaining. The camel says it when he is supposed to come out and trot and fetch and carry and plough. He just says "humph" to say he hates to work.

Part B

The author chose "humph" as the word the camel repeats because it is very similar to hump. Camels have humps. The camel gets a hump because when the Camel says "humph" to the Djinn, the Djinn is mad and says to the Camel, "I shouldn't say that again if I were you," but he does anyway. The Djinn then uses his magic to give the Camel a hump (humph) on his back.

Exemplar

Part A

“Humph” is an important word in the story, because it shows over and over again how the Camel feels about work. He says it because he is complaining. Saying it is his way of complaining. The camel says it when he is supposed to come out and trot and fetch and carry and plough. He just says “humph” to say he hates to work.

Part B

The author chose “humph” as the word the camel repeats because it is very similar to hump. Camels have humps. The camel gets a hump because when the Camel says “humph” to the Djinn, the Djinn is mad and says to the Camel, “I shouldn’t say that again if I were you,” but he does anyway. The Djinn then uses his magic to give the Camel a hump (humph) on his back.

Score 4

B. The author choose "humph" as the word repeated by the camel because it was really close to the word "hump". It was also a way to express that he was lazy and did not like doing any type of work. "Humph means you are ignoreing others if they are trying to talk to you.

The student demonstrates a clear understanding by providing a simple but accurate explanation of why it was important for the Camel's character that the author chose the word *humph* (*It was also a way to express that he was lazy and did not like doing any type of work. "Humph means you are ignoreing others if they are trying to talk to you)* and for the story (*B. The author choose "humph" as the word repeated by the camel because it was really close to the word "hump"*). The student provides a few relevant details from the text; some are general (*It was also a way to express that he was lazy and did not like doing any type of work*). The response demonstrates a command of the conventions of standard English. There is one distracting error in grammar and usage, but meaning is clear (*B. The author choose "humph" as the word repeated by the camel*).

Score 3

PART A. When the Camel says "Humph" the reader learns that he doesn't want to be bothered and is lazy and doesn't want to do work at all. PART B. because the camel says "humph" and the last time he said "humph" the Djinn gave him a "humph" and since he didn't work for 3 days until he caught up his work he could not eat.

The student demonstrates a basic understanding by providing an explanation of why it was important for the Camel's character (*PART A. When the Camel says "Humph" the reader learns that he doesn't want to be bothered and is lazy and doesn't want to do work at all*) and for the story that the author chose the word *humph* (*PART B. because the camel says "humph" and the last time he said "humph" the Djinn gave him a "humph"*). Some minimal text support is irrelevant (*. . . since he didn't work for 3 days until he caught up his work he could not eat*). The response demonstrates an inconsistent command of the conventions of standard English. There is a pattern of errors that occasionally impedes understanding (*PART B. because the camel says "humph" and the last time he said "humph" the Djinn gave him a "humph" and since he didn't work for 3 days until he caught up his work he could not eat*).

Score 2

The camel repeats Humph because at the end of the story the Djinn goes and talks to the camel because he won't stop saying the word Humph to everyone. When he talks to him he notices a large humph on his back. And the camel wonders how he will work. Then he finds a way. But today we call it a hump.

Part A

The student demonstrates a basic understanding by providing an explanation of why it was important for the Camel's character (. . . *the Djinn goes and talks to the camel because he won't stop saying the word Humph*) and for the story that the author chose the word *humph* (*When he talks to him he notices a large humph on his back. . . But today we call it a hump*). Some minimal text support is irrelevant (*And the camel wonders how he will work. Then he finds a way*). The response demonstrates an inconsistent command of the conventions of standard English. There are a few errors that occasionally impede understanding.

Score 2

Part A what the reader learns from this is that the camel is mean by not helping the three other animals. Part B the reason I think the author used the word humph is because saying humph one two many times gave him his hump.

The student demonstrates a basic understanding by providing an explanation using minimal support from the text of why it was important for the Camel's character (*Part A what the reader learns from this is that the camel is mean by not helping the three other animals*) and for the story that the author chose the word *humph* (*Part B the reason I think the author used the word humph is because saying humph one two many times gave him his hump*). The response demonstrates a command of the conventions of standard English. There are a few errors, but meaning is clear (*Part A what the reader learns. . . .Part B the reason I think the author used the word humph*).

Score 2

Part B: The author chose the word humph because its talking about a camel and the camel didn't have a humph but then the Djinn gave him a humph. Part A: The reader can learn that some camels might some humph and that the camel got his humph from that.

The student provides only a limited explanation of why it was important that the author chose the word *humph* (. . . *the camel didn't have a humph but then the Djinn gave him a humph*. . .). The response demonstrates an inconsistent command of the conventions of standard English. There are a few errors that occasionally impede understanding.

Score 1

Part A:About the camel's hump. Part B:Humph is like saying hump.

The student provides only a limited explanation of why it was important for either the Camel's character or the story that the author chose the word *humph* (*Part B: Humph is like saying hump*). The response demonstrates an inconsistent command of the conventions of standard English. There are a few errors that may occasionally impede understanding (*Part A: About the camel's hump*).

Score 1

he has a hump on his back

The student provides only a limited explanation of why it was important for the story that the author chose the word *humph* (*he has a hump on his back*). The response demonstrates an inconsistent command of the conventions of standard English.

Score 1

Well, I think he said humph because his humph hert or he was trying to say something

The response is incorrect.

Score 0

he can't carry and feat

The response is incorrect.

Score 0