



Ready™ New York CCLS Practice

8

English Language Arts

Addresses latest
NYS Test
updates from 11/20/12
Replaces Practice Test 3



To the Student

Ready New York CCLS Practice is a review program for the Common Core Learning Standards for English Language Arts. In this practice test, you will answer 73 ELA questions (63 multiple choice, 8 short response, and 2 extended response).

Your teacher will explain how you will do the practice test and record your answers. Be sure to follow the directions. As you complete the practice test, read the passages and answer the questions carefully. Use the Answer Form on page 59 to record your answers to the multiple-choice questions. Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully. You will write out your answers to the short- and extended-response questions in the book.

While you work on the practice test, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test taker.

Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

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Read the passage. Then answer the questions that follow.

The Gift of the Flute

*a Brule Sioux legend
retold by Isabella Stroud*

1 Long ago, in the land of the Sioux, there was a time before the People had flutes. They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

2 One day, a young hunter left his village to follow the fresh tracks of an elk. He carried with him a new wooden bow and a deerskin quiver holding arrows carved of wood, with fine feathers and flint stone arrowheads as sharp as glass. Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him. The elk's tracks led deep into a forest—where, as night fell, both they and the elk disappeared.

3 As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost. He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank. Then he wrapped himself in his fur robe and tried to sleep. But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening. The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before. It was a sound of wind—though not only of wind—and it was strangely lovely, yet dry and mournful, like the whistle of a ghost. And it was somewhat frightening. With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

4 When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept. The bird flitted to another tree, and to another, each time looking back as if to say, "Follow!" Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest until the bird came to a great cedar. There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood. When the wind entered the holes the woodpecker had carved, the branch whistled with the lovely, strange sound. "Kola—friend," said the hunter to the woodpecker, "permit me to take this branch back to my people!"

5 So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.

Go On

1 Closely reread this sentence from paragraph 1 of the passage.

They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

What effect does this sentence create for the reader as the story develops?

- A** The reader believes that the woodpecker has created the flute on purpose.
- B** The reader knows the whistling sound is a flute even though the hunter does not.
- C** The reader thinks the woodpecker is the one making the unusual sound.
- D** The reader understands that the hunter was sleeping under the tree making the noise.

2 Read this sentence from the passage.

But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening.

Why does the author use personification in the sentence?

- A** to show that the animals are speaking to the hunter
- B** to show that the hunter wanted to get some sleep
- C** to make the forest seem more inviting
- D** to make the forest seem more alive

3 Closely reread this line from paragraph 3.

With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

What causes the hunter to gather his robe around himself?

- A** He is afraid of the dark night.
- B** He sees a large imposing animal.
- C** He is cold in the forest without a fire.
- D** He hears a beautiful yet disturbing sound.

4 Read the following sentence from paragraph 4.

There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood.

How does the use of the word “hammering” affect the tone of the story?

- A** The word helps to resolve the mysterious tone showing how powerful the bird can be.
- B** The word creates a sad tone because the large oak tree is powerless against the bird.
- C** The word further develops the frightening tone because the hunter is already nervous.
- D** The word creates a humorous tone because the hunter is now amused by his fear.

5 Read this sentence from the story.

“Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

What does this dialogue suggest about the character of the hunter?

- A** He is respectful because he could take the branch without asking but chooses to ask anyway.
- B** He is greedy because he wants something that the woodpecker doesn’t want him to have.
- C** He is sneaky because he plans to steal the branch from the woodpecker while the woodpecker isn’t looking.
- D** He is weak because he has to ask permission from a tiny bird even though he is a grown man.

6 The hunter begins his journey in pursuit of an elk but ends up discovering the flute instead. Which theme is supported by this turn of events?

- A** Taking time to understand nature can lead to rewarding friendships with animals.
- B** It is generally better to settle for something unimportant than to leave empty-handed.
- C** If people remain motivated and focused, they can accomplish any goal that they set.
- D** If people are not distracted by what they think they want, they can find great surprises.

Go On

7

Which sentence from the story **best** explains why the hunter has to stay in the woods overnight?

- A** "One day, a young hunter left his village to follow the fresh tracks of an elk."
- B** "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him."
- C** "As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost."
- D** "But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening."

8

Which of these **best** summarizes the plot of this story?

- A** A Sioux hunter follows an elk into a forest. The elk stays too far ahead of him, so the hunter loses sight of the elk. The hunter decides to stay the night in the forest and look for the elk in the morning. When he wakes up, the hunter cannot find the elk. The hunter walks home and finds a flute on the way. He plays it for his people.
- B** A Sioux hunter follows an elk into a forest, and then night falls. Realizing it's too dark to get home, he lies down and listens to the sounds of the forest. He hears an unusual sound, and in the morning, hears the noise again and follows a woodpecker who makes a flute. With permission from the woodpecker, the hunter takes the gift to his people.
- C** A Sioux hunter foolishly follows an elk into the forest. He lies down to fall asleep but is kept awake all night by the sounds of animals and trees. He also hears an unusual sound which frightens him because he is a coward. When he wakes up in the morning, he sees a woodpecker putting holes in some trees. This gives him an idea to make a flute.
- D** A Sioux hunter follows an elk into a forest until it gets dark. Then, he stays the night in the forest but is too worried about finding the elk to get any sleep. He hears the wind, the trees, and the animals of the forest. All the noises are very loud and frighten the hunter. He is given a flute on the way home.

Read the passage. Then answer the questions that follow.

The Basques

by Cameron Watson, Faces

“Everyone who has visited the Basque Country longs to return; it is a blessed land.”

—Victor Hugo (1802–85), French poet and novelist

1 The Basques, who live in the rolling foothills and plains east of the Pyrenees Mountains, have been considered the mystery people of Europe for hundreds of years. That is partly because Basque history has rarely been written from the Basque point of view. It is also because the ancient origins of the Basques themselves are so old they have been lost over time. As a result, it is an ongoing struggle to keep the Basques’ heritage separate from that of their more well-known neighbors.

2 The Basques may be the sole survivors of Europe’s earliest modern humans—the Ice Age hunters who drifted across the continent 40,000 years ago. Evidence suggests that by the Neolithic period (around 5000 to 4000 B.C.) people resembling the Basques had settled in the area known today as Euskal Herria (the Basque Country). That may mean that the Basques had been living in their corner of the world for thousands of years when the Indo-European tribes invaded Europe in 2000 B.C. Those tribe members are the ancestors of most of Europe’s present-day people.

3 The Basques have preserved their unique language and culture for 4,000 years. They have been able to maintain their identity despite many obstacles. Their identity has survived repeated invasions of armies and the division of the Basque homeland when the border between France and Spain was created. Between the 7th and 11th centuries, the Basques were a minority in their own land. Invading groups, such as the Romans, Goths, and Franks controlled the land. However, the Basques still managed some independence by creating the Dukedom of Vasconia and the Kingdom of Navarre.

4 Between the 12th and 15th centuries, Christianity was becoming the dominant religion of the Iberian Peninsula. Also Spain was becoming a separate country made up of several different peoples. The Spanish rewarded the Basques for their loyalty by giving them certain rights known as *fueros*. At the same time, Basques had a government in place that centered on *biltzarrak*, or local popular assemblies. This form of government reflected the independent spirit of the Basques. The *fueros* were upheld by the Basque government.

5 However, Basque unity was split by the creation of the border between France and Spain in 1512. A new chapter in Basque history began. For the past 500 years, Basque history has been split between and become part of the histories of France and Spain.

6 In Iparralde (the northern Basque Country), Basque culture suffered under the stifling French government. French officials insisted there be one government and one language for the entire country. From the early 16th century through the modern era, Basques in Iparralde have been continually denied their own government and the use of their language.

7 In Hegoalde (the southern Basque Country), the *fueros* allowed Basques to be involved in the Spanish exploration of the New World while holding on to their cultural identity. Because of their involvement in Spain’s voyages between the 16th and 18th centuries, the Basques earned a reputation for being skilled and valuable sailors, traders, soldiers, and explorers.

Go On

8 Christopher Columbus sailed on the Basque-owned Santa María with a predominantly Basque crew when he made his historic voyage of 1492. Juan de Elcano, the first sailor to circumnavigate the globe between 1519 and 1522, was a Basque. De Elcano finished the voyage after its original leader, Ferdinand Magellan, died in the Philippines.

9 Basques were also prominent in the development of Latin America. Perhaps the most famous land-based explorer of Basque descent was Juan de Oñate, who in 1601 traveled as far north as present-day Kansas. Later, he explored the Colorado River area (including what is today Arizona) to the Pacific coast at Baja California. It was also a man of Basque descent, Simón Bolívar, who rose up to challenge the Spanish Empire and lead the countries of Latin America to their independence in the early 18th century. Basques were thus central to the development of the New World and renowned for their strong and independent spirit.

10 Yet major changes were to take place in Hegoalde in the 19th century. After two civil wars, a new constitution in Spain removed the Basques' regional rights. After 1876, Spanish officials promoted the Castilian language and lifestyle as the only true Spanish culture. Modern industry also appeared in the Basque country. The new industry attracted large numbers of non-Basque people from other parts of Spain. Many Basques feared the influx of Spanish people and ways would wipe out their culture. This Basque nationalism movement reached its most troubling point in the Spanish Civil War of 1936–39. This war is perhaps remembered most for Nazi German planes bombing the Basque city of Guernica. Spanish dictator Francisco Franco ordered the bombing.

11 Following the war, the Spanish government further suppressed Basque culture. The dictatorship, which lasted until 1975, prohibited all use of Euskara, the Basque language. Basques could not use their language in public or private. That meant Euskara could not be written in books or magazines or used in conversations. In school, Basque children were taught in Spanish and were forbidden to use Euskara. Furthermore, parents could not give their children Basque names, and any Basque words or names were removed from tombstones.

12 After 1975, Spain became a democracy and Basque culture survived Franco's attempt to erase its existence. Today, the Basque Country remains politically divided not just between France and Spain but also within the Spanish state. The Basque Autonomous Community is made up of three of the four Spanish provinces—Nafarroa is not included. However, past triumphs have given the Basques confidence in the future. If you go to the Basque city of Bilbao today, you will see a modern, thriving metropolis with industry and major stores, a modern communication system, and world-famous cultural centers.

9 Read this sentence from paragraph 2.

That may mean that the Basques had been living in their corner of the world for thousands of years when the Indo-European tribes invaded Europe in 2000 B.C.

In this sentence, the words “in their corner of the world” suggest that the Basque people

- A** were isolated
- B** were influential
- C** had an ancient history
- D** had spread far apart

10 Which of the following states a central idea from the passage that is supported by the details in paragraph 3?

- A** The Basques have maintained their culture and language despite many challenges.
- B** The Basques were invaded by the Romans, Goths, and Franks.
- C** The Basque homeland was split by the creation of France and Spain.
- D** The Basques are a mysterious people, and little is known about their political history.

11 Closely reread this sentence from paragraph 10.

Many Basques feared the influx of Spanish people and ways would wipe out their culture.

What is the effect of the phrase “wipe out”?

- A** The phrase shows the weaknesses of the Basques.
- B** The phrase creates an angry tone in the passage.
- C** The phrase illustrates the anxious mood of the Basques.
- D** The phrase represents the conflicts throughout the world.

- 12** Which sentence in paragraph 12 **most clearly** develops the idea that the Basque people continue to face challenges?
- A** “After 1975, Spain became a democracy and Basque culture survived Franco’s attempt to erase its existence.”
 - B** “Today, the Basque Country remains politically divided not just between France and Spain but also within the Spanish state.”
 - C** “However, past triumphs have given the Basques confidence in the future.”
 - D** “If you go to the Basque city of Bilbao today, you will see a modern, thriving metropolis with industry and major stores, a modern communication system, and world-famous cultural centers.”

- 13** Which sentence **best** describes the author’s point of view and the kinds of details used to support it in the passage?
- A** The writer is negative and provides details about the events that have caused the Basque culture to almost completely disappear.
 - B** The writer is neutral and provides facts without any statements of opinion about the Basque history or future.
 - C** The writer is doubtful and provides details showing that the Basque culture will probably not survive the next century.
 - D** The writer is positive and includes details that show how the Basques have overcome difficulties and remain hopeful.

- 14** Which detail from the passage **most strongly** supports the idea that the Basques are an ancient people?
- A** The Basque history has rarely been written from their own perspective.
 - B** The Basque people have preserved their culture and writing for over 4,000 years.
 - C** Indo-European tribes were ancestors of most of Europe’s present-day people.
 - D** The Nazi government bombed Basque territory in the Spanish Civil War.

- 15** Which detail **best** supports the claim that the Basque people have had great influence outside Spain and France?
- A** The Basques may be descendents of the earliest humans in Europe.
 - B** The Basque city of Bilbao is a thriving metropolis with many modern conveniences.
 - C** The Spanish rewarded the Basques with special rights called fueros.
 - D** Simón Bolívar led a revolution in Latin America against the Spanish Empire.

- 16** Which is the **best** summary of the passage?
- A** The ancient Basques live east of the Pyrenees Mountains. They have preserved their language and culture for thousands of years despite invasions and a division of their homeland, which has been part of France and Spain for 500 years. The Basques faced stifling rules under both French and Spanish governments. Today, although the Basque Country remains divided, the Basque people remain committed to their culture.
 - B** The Basques are a mysterious people with an ancient culture, and their story has rarely been told from their perspective. They have been invaded by many peoples, including Romans, Goths, and Franks, and they were bombed by the Germans during the Spanish Civil War. The Spanish rewarded the Basques for their loyalty by giving them certain rights known as fueros.
 - C** The Basques live in the rolling foothills east of the Pyrenees Mountains. They are an ancient people whose roots may be traced back to Europe's earliest modern humans. Between the 7th and 11th centuries, they create the Dukedom of Vasconia and the Kingdom of Navarre. The northern part of Basque country became part of France, and the southern part became part of Spain.
 - D** The Basque people have an ancient culture. Basque sailors traveled with Christopher Columbus to the new world. Basques were treated poorly by the French and Spanish governments. Basques were not allowed to speak their own language. In Spain, the Basques couldn't use their language in schools or at home, and any words in their language were even deleted from their tombstones. They were bombed during the Spanish Civil War.

Read the passage. Then answer the questions that follow.

Organic Foods: Yum or Yuck?

by Mary Cerny, Current Health

1 Eating organic is an everyday thing for Hannah Lazarté, 15, and many of her friends in Blacksburg, Va. Whether at home or out, Hannah might have an organic veggie burger or indulge in some organic chocolate. She also loves Annie’s Homegrown organic macaroni and cheese and prefers fruits and vegetables from local farmers’ markets.

2 Like Hannah, much of what Robert Alfredson, a 12-year-old from Raleigh, N.C., eats, drinks, and snacks on is organic. At first, Robert admits, he had to eat organic foods after his dad decided to replace nonorganic (also known as “conventional”) foods in his home with organic options. But now Robert especially loves organic four-bean enchiladas.

3 If it seems that you’re seeing or hearing more about organic food, it’s not just your imagination. Nearly 75 percent of all grocery stores carry some organic products. National chains such as Wal-Mart have launched their own organic food lines. Another company, Whole Foods, even has a “Whole Kids Organic” line. The reasons people eat organic foods are varied, but many believe that the foods are fresher and healthier.

4 So what makes a food organic, anyway?

5 Basically, organic foods are grown without chemicals and drugs. Conventional foods are grown using certain kinds of chemicals and drugs to keep insects off produce (fruits, vegetables, and grains) and to make produce and animals grow larger.

6 “The biggest benefit of buying or eating organic food,” says Gail Feenstra, a nutritionist at the University of California, Davis, “is that you’re supporting a healthier, cleaner environment.”

7 Organic products have to be checked out by a government inspector, who makes sure that farmers meet rules created by the U.S. Department of Agriculture’s National Organic Program. Those rules include proof that the food or product was made without pesticides (chemicals used to kill plant and animal pests) and artificial treatments. For example, farm animals must eat natural foods and be able to spend time outdoors. They also cannot be given antibiotics or hormones to make them grow larger.

8 You might be surprised to learn, however, that scientists don’t know whether it’s better for people to eat organic foods. “There is no clear evidence one way or the other that organic foods have greater nutritional value than nonorganic foods,” says Feenstra. It’s also not clear whether the amounts of pesticides found on foods can harm a person’s health, although being exposed to high levels of pesticides can cause serious problems. Those include dizziness, nausea, blurred vision, breathing difficulties, and even memory loss.

9 So should you be worried about pesticides? There’s not just one answer. Kids who eat conventional foods have five to seven times higher levels of pesticides in their bodies than kids who eat organic foods, according to a study by the University of Washington. However, the amounts of pesticides in most conventional foods are considered safe, according to one report by the Environmental Protection Agency.

10 Robert thinks there's a huge difference between organic and nonorganic. "Organic fruits and veggies might have a few imperfections on the outside," says Robert, "but the difference in taste is gigantic!" But, he admits, "more natural food might not taste as good at first if you're not used to it." While there's no proof that organic foods taste better than conventional foods, fresh foods usually taste better than foods that aren't as fresh. And locally grown fruits and vegetables, whether organic or not, are usually the freshest.

11 One of the best things you can do is eat a variety of nutritious foods, organic or conventional. "It's definitely . . . important to eat lots of fruits and vegetables," says Cynthia Curl, a scientist at an environmental and health research company in Seattle. So don't let concerns about pesticides stop you from eating those foods. It's always a good idea to thoroughly wash all foods before eating them.

12 If you like the idea of organic foods but aren't sure where to start, remember that even small changes can make a difference. As Hannah says, "Sometimes little decisions about what you eat can have a big effect on everything else, like your health or the environment."

- 17** In the passage, why does the author call nonorganic foods "conventional"?
- A** It emphasizes the ill effects of eating chemically treated foods.
 - B** It identifies the foods that are prepared in the most common way.
 - C** It emphasizes the shift that is taking place toward organic foods.
 - D** It highlights the similarities between those foods and organic foods.

- 18** How does the text make a connection between Hannah Lazarté and Robert Alfredson?
- A** by describing how both shop at farmers' markets
 - B** by stating that both mainly eat organic foods
 - C** by noting that both live in North Carolina
 - D** by telling how both enjoy veggie burgers

- 19** Which of the following details from the passage **best** supports the idea that organic foods are becoming increasingly popular options?
- A** Organic farms have to be checked out by a government inspector.
 - B** Families like Robert's have replaced conventional foods with organic ones.
 - C** Organic foods can be found in about 75 percent of all grocery stores.
 - D** Fruits and vegetables that are locally grown are usually the freshest products.

Go On

20

What distinction does the author make between organic foods and conventional foods?

- A** Organic foods are grown without using chemicals, while conventional foods are treated with chemicals and drugs.
- B** Organic foods are linked to dizziness and nausea, but conventional foods are free of any side effects.
- C** Organic foods have been proven to be healthier and more nutritious than conventional foods.
- D** Organic foods are guaranteed to have a fresher, bolder taste than most conventional foods.

21

Which detail from the text is the strongest piece of evidence in support of the claim that organic foods are safer for people than conventional foods?

- A** Chemicals and drugs are often used when growing conventional foods to increase the size of produce and animals.
- B** Government inspectors make sure that organic foods and products are made without pesticides and artificial treatments.
- C** Kids who eat conventional foods have higher levels of pesticides in their bodies than those who eat organic products.
- D** The Environmental Protection Agency has reported that the amount of pesticides in most foods is not harmful.

22

Based on the information presented in this text, why did the author most likely choose to write about organic foods?

- A** to persuade shoppers to start buying more organic products such as chocolate and enchiladas
- B** to make the argument that organic produce is healthier than conventional fruits and vegetables
- C** to entertain readers by describing the personal experiences of two teenagers who eat organic foods
- D** to inform people about what makes foods organic and why some people prefer these products

23 Which is the **best** summary of the passage?

- A** Organic foods are growing more popular. People today have no trouble finding organic products. Most grocery stores now carry them, and some national chains even have their own organic food lines.
- B** Many people are now eating more organic foods. Organic foods are grown without chemicals. The advantage of organic foods is that they are healthier for the environment, but there is no evidence that they are healthier for people.
- C** Organic products help support a cleaner environment. In order to be declared organic, a food must be inspected by a government inspector and meet certain rules set by the federal government. These rules limit the use of pesticides and restrict what animals can eat.
- D** Many kids like organic foods. At first the change to organic foods took some time to get used to, but eventually kids came to prefer their organic foods over conventional foods. This gave them better taste without putting more pesticides in their bodies.

24 How does the author acknowledge different viewpoints in this passage?

- A** by comparing the eating habits of two teenagers
- B** by describing unfair government policies
- C** by reporting what experts say about organic foods
- D** by contrasting different methods of growing foods

Read the passage. Then answer the questions that follow.

Fighting the Factory: The Arts and Crafts Movement

by Jerome McDonald

1 Plain, functional furniture. Simple woven rugs. Decorative hand-made wall hangings inspired by nature. Handmade jewelry. These were just some of the objects produced and purchased by those who supported the Arts and Crafts Movement, a back-to-basics style that first emerged in Britain during the latter half of the nineteenth century.

2 The Arts and Crafts movement was about much more than just eye-catching objects inspired by the simple country life. It was based on ideals, and fueled by the dissatisfaction of many of Britain's citizens. A dresser executed in the Arts and Crafts style was suddenly no longer just a dresser. It was a symbol of the beliefs of both the maker and the buyer.

The Arts and Crafts Movement: Understanding the Times

3 Looking at the historical context of the Arts and Crafts Movement is vital to understanding its deeper meaning. At the time, Britain was becoming very industrialized. Many people moved from small rural communities to large cities. In these urban areas, factory work was a way of life. The practice of mass production was catching on. As a result, there was a dramatic shift in how many objects were produced.

4 A description of furniture making before and after industrialization provides a good illustration of the extent of the change. Before industrialization, craftspeople spent years perfecting their technique. They knew how to create a certain object from start to finish. They would gather the wood or other materials they needed. They would use tools to cut and shape these materials into individual pieces, and then assemble them. Finally, they would add any finishing touches. This might involve applying wood stain or adding some decorative metal accents. The final result was a truly one-of-a-kind creation of the highest quality.

5 As Britain became more industrialized, furniture was often made in factories using a principle called division of labor. Each worker would be responsible for a tiny part of the production process. One person might just screw on legs or only apply paint. They did this hour after hour, day after day. Little skill was needed. Many virtually identical pieces were produced very quickly.

The Philosophy Behind Arts and Crafts

6 Those who helped found the Arts and Crafts Movement also developed its underlying philosophy. Ideas behind the movement included the notion that craftspeople should get a deep satisfaction and pleasure from their work. This could not be achieved by dividing the production process into small tasks to be performed separately by many individuals. Rather, it required a "master craftsman" who had honed the skill and talent needed to be personally invested in and responsible for the final product. Some—but by no means all—supporters of this movement were also against the use of any machinery during the production process.

The Hallmarks of Arts and Crafts Design

7 The Arts and Crafts Movement did not have a set of rigid rules. However, pieces produced in this style did share some basic characteristics. They were made using traditional techniques developed by craftspeople in their “workshops in the country.” Using materials in their natural form was also an important aspect of the Arts and Crafts Movement. For instance, the wood used to make a dresser might be stained to embellish its grain, but it would likely not be completely covered with paint. Simple shapes were used in the creation of pieces, and designs were often inspired by plants, flowers, and other objects found in nature. Overall, designs could be accurately described as simple and plain, but this also gave Arts and Crafts works their rustic charm.

The Legacy of the Arts and Crafts Movement

8 The principles of Britain’s Arts and Crafts Movement played a part in the development of similar styles and movements in other parts of Europe and the United States. Clearly, though, the Arts and Crafts Movement did not succeed in halting the trend toward mass production, either in Europe or elsewhere. Walk into any furniture store today and you will see shelves containing dozens of identical lamps and vases, as well as tables put together piece by piece, screw by screw, on factory assembly lines.

9 As a final note, it’s important to keep in mind that the goods currently sold by large department stores and national chains don’t tell the entire story. There are many exhibitions, shows, and local markets where the spirit of the Arts and Crafts Movement is alive and well. Craftspeople and artists can still be found selling pottery, jewelry, and other decorative objects made the old-fashioned way. As long as there are talented and dedicated people out there willing to part with their unique, high quality, handmade creations, the legacy of the Arts and Crafts Movement will live on.

25 Read this sentence from paragraph 7.

Overall, designs could be accurately described as simple and plain, but this also gave Arts and Crafts works their rustic charm.

In this sentence, what does the phrase “rustic charm” suggest?

- A** Arts and Crafts pieces were not as plain as they seemed.
- B** Arts and Crafts pieces represent a simpler way of life.
- C** The decorative accents appealed to people from the city.
- D** The designs were inspired by old, rusty antiques.

- 26** Which statement **best** expresses a major difference between Arts and Crafts creations and products of the industrial movement?
- A** Arts and Crafts pieces refer to a simple existence, while industrial works suggest life in the city.
 - B** Arts and Crafts pieces derive from a single mind, while industrial works allow for the ideas of many workers.
 - C** Arts and Crafts works are generally unique, while industrial pieces are uniform in appearance.
 - D** Arts and Crafts works are assembled all at once, while industrial pieces take many steps.

- 27** Which of the following illustrates an important distinction between the Arts and Crafts and industrial movements?
- A** Arts and Crafts work was driven by a personal philosophy, while industrial work was about efficiency of labor.
 - B** The industrial movement invested in the value of the individual, while Arts and Crafts followers saw little use in the distinct talents of craftspeople.
 - C** Arts and Crafts methods necessarily create interesting pieces, while it is impossible for industrially produced works to be pleasing.
 - D** Modern stores reflect a public acceptance of industrial work, while Arts and Crafts lives on only in the spirit of its ideas.

- 28** Which paragraph develops the idea that building furniture should require more than just physical skill?
- A** the fifth
 - B** the second
 - C** the fourth
 - D** the sixth

29

Closely reread this sentence from the last paragraph of the passage.

As a final note, it's important to keep in mind that the goods currently sold by large department stores and national chains don't tell the entire story.

What information does the author want to relay by making this comment?

- A** Arts and crafts can now be found almost anywhere.
- B** Factory-made goods now are made by master craftspeople.
- C** Handmade objects can be found if one knows where to look.
- D** Factory workers for national chains are treated unfairly.

30

Which of the following sentences should be included in a summary of this passage?

- A** Arts and Crafts designs were motivated by a love for precisely copying natural forms.
- B** The problem with industrial production is more about how industry treats its workers.
- C** Due to demand, furniture stores today almost always feature uniquely crafted items.
- D** The Arts and Crafts movement still has followers in certain corners of the modern world.

Go On

Read the passage. Then answer the questions that follow.

Geothermal Energy

by The United States Energy Information Administration,
<http://www.eia.gov/kids>, U.S. Energy Information Administration

GEOTHERMAL BASICS

What Is Geothermal Energy?

1 The word *geothermal* comes from the Greek words *geo* (earth) and *therme* (heat). So, geothermal energy is heat from within the Earth. We can recover this heat as steam or hot water and use it to heat buildings or generate electricity.

2 Geothermal energy is a renewable energy source because the heat is continuously produced inside the Earth.

Geothermal Energy Is Generated Deep Inside the Earth

3 Geothermal energy is generated in the Earth's core. Temperatures hotter than the sun's surface are continuously produced inside the Earth by the slow decay of radioactive particles, a process that happens in all rocks. . . .

4 The Earth's crust is broken into pieces called plates. Magma comes close to the Earth's surface near the edges of these plates. This is where volcanoes occur. The lava that erupts from volcanoes is partly magma. Deep underground, the rocks and water absorb the heat from this magma. The temperature of the rocks and water gets hotter and hotter as you go deeper underground.

5 People around the world use geothermal energy to heat their homes and to produce electricity by digging deep wells and pumping the heated underground water or steam to the surface. We can also make use of the stable temperatures near the surface of the Earth to heat and cool buildings.

WHERE GEOTHERMAL ENERGY IS FOUND

6 Naturally occurring large areas of hydrothermal resources are called **geothermal reservoirs**. Most geothermal reservoirs are deep underground with no visible clues showing above ground. But geothermal energy sometimes finds its way to the surface in the form of:

- **Volcanoes** and **fumaroles** (holes where volcanic gases are released)
- **Hot springs**
- **Geysers**

Most Geothermal Resources Are Near Plate Boundaries

7 The most active geothermal resources are usually found along major plate boundaries where earthquakes and volcanoes are concentrated. Most of the geothermal activity in the world occurs in an area called the **Ring of Fire**. This area encircles the Pacific Ocean.

8 When magma comes close to the surface, it heats ground water found trapped in porous rock or water running along fractured rock surfaces and faults. These features are called **hydrothermal**. They have two common ingredients: water (hydro) and heat (thermal).

9 Geologists use various methods to look for geothermal reservoirs. Drilling a well and testing the temperature deep underground is the most reliable method for finding a geothermal reservoir.

U.S. Geothermal Power Plants Are Located in the West

10 Most of the geothermal power plants in the United States are located in the Western states and Hawaii, where geothermal energy resources are close to the surface. California generates the most electricity from geothermal energy. “The Geysers” dry steam reservoir in northern California is the largest known dry steam field in the world and has been producing electricity since 1960.

The United States Is the Leader in Geothermal Power Generation

11 The United States leads the world in electricity generation with geothermal power. In 2011, U.S. geothermal power plants produced about 17 billion kilowatt-hours (kWh), or 0.4% of total U.S. electricity generation. In 2011, five states had geothermal power plants:

- California had 35 geothermal power plants, which produced 80% of U.S. geothermal electricity.
- Nevada had 20 geothermal power plants, which produced 16% of U.S. geothermal electricity.
- Utah had two plants, and Hawaii and Idaho each had one geothermal plant.

Geothermal Contributes Significant Share of Power Generation in Several Countries

12 Twenty four countries including the United States had geothermal power plants in 2010, which generated a total of about 63.9 billion kWh. The Philippines was the second largest geothermal power producer after the United States at 9.4 billion kWh, which equaled about 16% of the country’s total power generation. Iceland, the 7th largest producer at 4.3 billion kWh, produced 26% of its total electricity using geothermal energy.

GEOTHERMAL HEAT PUMPS

Using the Earth’s Constant Temperatures for Heating and Cooling

13 While temperatures above ground change a lot from day to day and season to season, temperatures 10 feet below the Earth’s surface hold nearly constant between 50° and 60°F. For most areas, this means that soil temperatures are usually warmer than the air in winter and cooler than the air in summer. Geothermal heat pumps use the Earth’s constant temperatures to heat and cool buildings. They transfer heat from the ground (or water) into buildings in winter and reverse the process in the summer.

Geothermal Heat Pumps Are Energy Efficient and Cost Effective

14 According to the U.S. Environmental Protection Agency (EPA), geothermal heat pumps are the most energy efficient, environmentally clean, and cost effective systems for temperature control. Although most homes still use traditional furnaces and air conditioners, geothermal heat pumps are becoming more popular. In recent years, the U.S. Department of Energy and the EPA have partnered with industry to promote the use of geothermal heat pumps.

Go On

GEOTHERMAL ENERGY & THE ENVIRONMENT

15 The environmental impact of geothermal energy depends on how it is being used. Direct use and heating applications have almost no negative impact on the environment.

Geothermal Power Plants Have Low Emission Levels

16 Geothermal power plants do not burn fuel to generate electricity, so their emission levels are very low. They release less than 1% of the carbon dioxide emissions of a fossil fuel plant. Geothermal plants use scrubber systems to clean the air of hydrogen sulfide that is naturally found in the steam and hot water.

17 Geothermal plants emit 97% less acid rain-causing sulfur compounds than are emitted by fossil fuel plants. After the steam and water from a geothermal reservoir have been used, they are injected back into the Earth.

Many Geothermal Features Are National Treasures

18 Geothermal features in national parks, such as geysers and fumaroles in Yellowstone National Park, are protected by law, to prevent them from being disturbed.

31 Which statement **best** summarizes the central idea of the passage?

- A** A naturally occurring energy source, geothermal energy has many applications in the places where it can be utilized.
- B** Geothermal energy is produced by the slow decay of radioactive particles inside Earth, a process that happens in all rocks.
- C** Heat pumps take advantage of steady temperatures below the surface of Earth to provide heating and cooling for buildings.
- D** The United States is the world's leader in geothermal energy, but other countries use smaller amounts of geothermal power.

32 Based on information in the text, areas with heavy incidence of geothermal resources are likely to be

- A** located in cool climates
- B** at risk for earthquakes
- C** polluted by carbon dioxide
- D** located near the Atlantic Ocean

33 Closely reread this sentence from paragraph 8.

When magma comes close to the surface, it heats ground water found trapped in porous rock or water running along fractured rock surfaces and faults.

Which **best** tells how the word “porous” is used in this sentence?

- A** to describe liquid that sits underneath the rock
- B** to describe liquid that clings to the rock
- C** to describe liquid that can pass through the rock
- D** to describe liquid that sits on top of the rock

34 Read this sentence from the passage.

Geothermal plants emit 97% less acid rain-causing sulfur compounds than are emitted by fossil fuel plants.

In this sentence, “emit” most clearly means

- A** permit
- B** discharge
- C** prevent
- D** fulfill

35 Closely reread paragraph 13 of the text.

While temperatures above ground change a lot from day to day and season to season, temperatures 10 feet below the Earth’s surface hold nearly constant between 50° and 60°F. For most areas, this means that soil temperatures are usually warmer than the air in winter and cooler than the air in summer. Geothermal heat pumps use the Earth’s constant temperatures to heat and cool buildings. They transfer heat from the ground (or water) into buildings in winter and reverse the process in the summer.

Why does the author discuss the transfer of heat in the last sentence of the paragraph?

- A** to explain how the heat pump can help people stay warm and cool
- B** to convince the reader that a heat pump is a worthwhile investment
- C** to show what makes geothermal activity happen under Earth’s crust
- D** to argue that geothermal energy is superior to gas or electricity

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Which of these is the **best** summary of “Geothermal Energy”?

- A** People around the world use geothermal energy to heat their homes. Heat pumps are energy efficient, environmentally clean, and becoming more popular as years go by. The United States leads the world in geothermal electricity generation. California is the national leader in geothermal electricity. Many California homes use heat pumps.
- B** Geothermal energy occurs naturally and often comes to the surface of Earth in volcanoes, fumaroles, geysers, or hot springs. Many of these are found in western states and Hawaii. Some geothermal features are located in national parks like Yellowstone, where they are protected. Some are found in Iceland and the Philippines.
- C** Geothermal energy comes from heated water or steam. Most of the major geothermal activity in the world is located around the Ring of Fire, which circles the Pacific Ocean. People who live in these areas can use heat pumps to get the energy out. This is because soil temperatures are usually cool in summer and warm in winter.
- D** Geothermal energy is recovered from water or steam heated by forces beneath Earth. Geysers and hot springs are natural sources of this heat energy, which is widely used to generate electricity in the United States and elsewhere. Heat energy can also be used to power heat pumps, which are clean and efficient methods of heating and cooling.

Read the passage. Then answer the questions that follow.

The Bar of Gold

by Lillian M. Gask

from *The Junior Classics, Vol. 6*, ed. by William Patten, Charles W. Eliot, William Allan Neilson,
published by The Collier Press, 1912.

1 Long years ago there lived a poor laboring man who never knew what it was to sleep in peace. Whether the times were good or bad, he was haunted by fears for the morrow, and this constant worrying caused him to look so thin and worn that the neighboring farmers hesitated to give him work. . . .

2 One day as he sat by the roadside with his head on his hands, a kindly and charitable doctor from the town close by stopped his carriage to ask him what was the matter. . . .

3 “Come, come!” said the doctor briskly. “Get up at once, man, and I will do my best for you. I can see that if you do not kill worry, worry will kill you.” Helping the poor fellow into his carriage, he told the coachman to drive straight home, and when they arrived at his comfortable mansion, he led him into his surgery¹.

4 “See here,” he cried, pointing to a shining bar in a glass case, “that bar of gold was bequeathed² to me by my father, who was once as poor as you are now. By means of the strictest economy, and hard work, he managed to save sufficient money to purchase this safeguard against want. When it came to me, I, too, was poor, but by following his example, and keeping a brave heart, in cloud and storm as well as sunshine, I have now amassed a fortune that is more than sufficient for my needs. Therefore, I will now hand over to you the bar of gold, since I no longer require it. Its possession will give you confidence for the future. Do not break into it if you can avoid it, and remember that sighing and weeping should be left to weak women and girls.”

5 The laborer thanked him with much fervor, and hiding the bar of gold beneath his coat, sped joyfully homeward. . . .

6 From that day John was a changed man. He sang and whistled merrily as he went about his work, and bore himself like a prosperous citizen. His cheeks filled out, and his eye grew bright; no longer did he waste his leisure in lamentations³, but dug and planted his little garden until it yielded him richly of the fruits of the earth, and the proceeds helped to swell the silver coins in his good wife’s stocking. . . .

7 “That bar of gold has brought us luck,” he would sometimes say blithely to his wife, who held her tongue like a wise woman, although she was tempted to remind him that the “luck” had come since he had given up weeping and lamentations concerning the future.

8 One summer’s evening, long afterwards, as they sat in the wide porch, while their grandchildren played in the meadow beyond, and the lowing of the cows on their peaceful farm mingled with the little people’s merry shouts, a stranger came up the pathway and begged for alms. Though torn and tattered, and gaunt with hunger, he had an air of gentleness and refinement, and, full of compassion, the worthy couple invited him in to rest. They set before him the best they had, and when he tried to express his gratitude, John laid his hand on his shoulder.

¹ **surgery:** physician’s office

² **bequeathed:** given or handed down

³ **lamentations:** sadness or grief

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9 “My friend,” he said, “Providence⁴ has been good to us, and blessed the labor of our hands. In times gone by, however, I was as wretched as you appeared to be when you crossed the road, and it is owing to a stranger’s kindness that I am in my present position.” He went on to tell him of the bar of gold, and, after a long look at his wife, who nodded her head as if well pleased, he went and fetched it from the cellar, where it had lain hidden all these years.

10 “There!” he exclaimed. “I am going to give it to you. I shall not want it now, and my children are all well settled. It is fitting that you should have it, since your need is very great.”

11 Now the stranger understood the science of metals, for he was a learned man who had fallen on evil times. As he took the gleaming bar in his hands, while murmuring his astonished thanks, he knew by its weight that it was not gold.

12 “You have made a mistake, my friends,” he cried. “This bar is not what you think it, though I own that most men would be deceived.”

13 Greatly surprised, the old woman took it from him, and polished it with her apron in order to show him how brightly it gleamed. As she did so, an inscription appeared, which neither she nor her husband had noticed before. Both listened with great interest as the stranger read it out for them.

14 “It is less a matter of actual want,” it ran, “than the fear of what the morrow will bring, which causes the unhappiness of the poor. Then tread the path of life with courage, for it is clear that at last you will reach the end of your journey.”

15 When the stranger paused there was a dead silence, for the old man and woman were thinking many things, and words do not come quickly when one is deeply moved. At last John offered the stranger a tremulous⁵ apology for the disappointment he must now be suffering through their innocent mistake.

16 “On the contrary,” he replied warmly, “the lesson that bar has taught me is worth far more than any money that you could give me. I shall make a new start in life, and, remembering that we fail through fear, will henceforth bear myself as a brave man should.”

17 So saying, he bade them adieu⁶, and passed out into the fragrant twilight.

⁴ **providence:** divine guidance

⁵ **tremulous:** nervous

⁶ **adieu:** goodbye

37 Which of the following portions of dialogue **best** explains why the doctor gives the bar of gold to John?

- A** “that bar of gold was bequeathed to me by my father,”
- B** “he managed to save sufficient money to purchase this safeguard”
- C** “I have now amassed a fortune that is more than sufficient”
- D** “Its possession will give you confidence for the future.”

38 Read these sentences from the story.

“Get up at once, man, and I will do my best for you. I can see that if you do not kill worry, worry will kill you.”

Why does the doctor say this to John?

- A** He wants to describe John’s problem in the simplest way possible.
- B** He is trying to make John feel comfortable about going with him.
- C** He wants to test John to see if he will take orders from someone.
- D** He is trying to determine whether John can understand him.

39 Which sentence from the story **best** helps to further develop the theme of courage?

- A** “‘See here,’ he cried, pointing to a shining bar in a glass case, ‘that bar of gold was bequeathed to me by my father, who was once as poor as you are now.’”
- B** “They set before him the best they had, and when he tried to express his gratitude, John laid his hand on his shoulder.”
- C** “Now the stranger understood the science of metals, for he was a learned man who had fallen on evil times.”
- D** “‘I shall make a new start in life, and, remembering that we fail through fear, will henceforth bear myself as a brave man should.’”

40 Reread the following sentence from the story.

At last John offered the stranger a tremulous apology for the disappointment he must now be suffering through their innocent mistake.

Why does John think that the stranger may be suffering?

- A** The stranger tells John that he had been deceived by the doctor.
- B** John thinks that the stranger could benefit greatly from the bar of gold.
- C** John thinks the stranger misunderstood the doctor’s story.
- D** The stranger leaves John’s home and continues on his path unchanged.

41 Closely reread this sentence from paragraph 8 of the passage.

Though torn and tattered, and gaunt with hunger, he had an air of gentleness and refinement, and, full of compassion, the worthy couple invited him in to rest.

In this sentence, the word “gaunt” **most clearly** means

- A** lively and eager
- B** angry and upset
- C** weak and lean
- D** bitter and broken

42 Closely reread this sentence from paragraph 7 of the story.

“That bar of gold has brought us luck,” he would sometimes say blithely to his wife, who held her tongue like a wise woman, although she was tempted to remind him that the “luck” had come since he had given up weeping and lamentations concerning the future.

What effect does the wife’s knowledge have on the reader?

- A** The reader learns that the bar of gold is not actually made of gold.
- B** The reader understands that luck is created through hard work and dedication.
- C** The reader knows that the bar of gold will be passed along to another.
- D** The reader realizes that luck is created through gifts that are given to others.

STOP

Read the passage. Then answer the questions that follow.

Seeing in the Third Dimension

by Lisa S. Torrey

1 Most likely, you've watched a movie while wearing a geeky-looking pair of glasses that made an alien creature leap out of the flat, two-dimensional screen and grab you with its slimy green claws. Of course, the alien creature didn't really enter your three-dimensional world, but that's a pretty cool visual effect. (And I'll bet you either screamed or jumped out of your chair!) Those geeky-looking glasses—known as 3-D glasses—helped create the illusion of a third dimension.

2 Most movies are two-dimensional. The images have height and width but not depth, so they appear flat. In order to make a movie resemble the real, three-dimensional world, filmmakers rely on an optical illusion. It fools the eyes into seeing depth where there is only a flat screen. How do 3-D movies create the illusion of a third dimension? Basically, they imitate how most people's eyes work.

3 You can start to understand this process by doing the following simple experiment: With both eyes open, look at a nearby object, such as a desk or chair. Now cover one eye with your hand so you can still see the object. Next, cover the other eye with your hand. You'll still see the object, but from a slightly different perspective. Both eyes see the same object, but because our eyes are spaced slightly apart, each eye sees it from a slightly different position. Our brains receive the images from each eye and fuse them into a single image, which allows us to perceive depth—in other words, to know how far away things are.

4 Movies in 3-D take advantage of the way our brains work to trick our eyes. When filmmakers create 3-D films, they use two camera lenses placed side by side that record the action like a pair of high-tech human eyes. Both images are then projected onto the screen, and the 3-D glasses filter the two images so that one image enters the left eye, and the other image enters the right. As usual, our brains work to combine these two images, and the result is a 3-D illusion.

5 Today, there are many different types of 3-D glasses. Two of the most common types of 3-D glasses are red-and-blue glasses and polarized glasses. Each uses a different method to enable us to see the visual effect of a third dimension created on film. Which type of 3-D glasses is needed to view a film depends on the kind of light filters that were used when the film was made.

6 Red-and-blue 3-D glasses have been in use for many decades. They became popular during the 1950s, when 3-D movies were a film fad. In these movies, filmmakers shot footage for the left eye using a red filter, which produced a red image. Film footage for the right eye was shot with a blue filter, which created a blue image. Then, in the movie theater, two projectors superimposed the blue and red images on the screen. Viewers wore 3-D glasses with red and blue filters for the lenses. The red filter allowed only the blue images to reach the right eye, and the blue filter allowed only the red images to reach the left eye. Viewers' brains did the rest of the work, fusing the two images together. And to everyone's delight, Godzilla and other imaginary creatures roared to life in three dimensions.

7 However, because the red-and-blue method uses color to separate images, the range of colors possible in these 3-D films is limited. The modern method of using polarized filters on cameras and glasses has

Go On

brought a vibrant rainbow of color to 3-D films. In this method, the two camera lenses have polarizing filters. A polarizing filter blocks all light waves, except for the ones going in a certain direction. One filter polarizes images on a horizontal plane for the left eye. The other filter polarizes images on a vertical plane for the right eye. As in the red-and-blue method, two movies are made at the same time. One is intended for viewers' left eyes, the other for viewers' right eyes. Also similar to the red-and-blue method, in the movie theater two projectors show the two reels of footage at the same time. As the movie reels are rolling, two different polarized images are layered on top of each other. The 3-D glasses separate the polarized images, sending one image to the left eye and one to the right. Once again, viewers' brains jump into action, turning the two images into a single, three-dimensional world flickering in full color on a flat screen.

8 What's next in the technology of three-dimensional viewing? Researchers are already experimenting with new methods that do not require viewers to wear glasses. But what fun would it be to watch a 3-D movie without geeky-looking glasses?

43 As used in the first paragraph, the word "illusion" is **closest** in meaning to

- A** fantasy
- B** uncertainty
- C** appearance
- D** performance

44 Closely reread the following sentence from paragraph 4 of the passage.

When filmmakers create 3-D films, they use two camera lenses placed side by side that record the action like a pair of high-tech human eyes.

Why does the author include this sentence in the paragraph?

- A** to illustrate how the camera lenses mimic human sight
- B** to describe the way glasses help viewers see depth
- C** to explain the types of cameras that filmmakers use
- D** to show how advanced and powerful human eyesight is

45 Which of the following is listed in the passage as a method for creating a three-dimensional image?

- A** using new technology developed for gaming systems
- B** filming with two camera lenses placed side by side
- C** using width and height to create the feel of human eyes
- D** filming with special lighting that creates certain effects

46 Which statement **best** describes the distinction between 3-D movies and other movies?

- A** 3-D movies are more frightening than any other kind of movie.
- B** 3-D movies were popular in the 1950s but are not popular today.
- C** 3-D movies are always about imaginary creatures such as aliens.
- D** 3-D movies create the illusion of depth so they do not appear flat.

47 Which of these details is **least** important to include in a summary of “Seeing in the Third Dimension”?

- A** 3-D glasses are fun to wear because they look geeky.
- B** 3-D glasses often use red and blue filters in the lenses.
- C** 3-D glasses play a visual trick on viewers’ brains.
- D** 3-D glasses create the illusion of a third dimension.

48 Read this sentence from paragraph 8.

Researchers are already experimenting with new methods that do not require viewers to wear glasses.

What can the reader infer about the future of 3-D movies?

- A** Two projectors will separate the new polarized images and layer them.
- B** New technology will include filming with one filter in blue and one in red.
- C** New technology may be required for filming and viewing new movies in 3-D.
- D** Three projectors may show reels of footage at the same time for new 3-D movies.

49 Which sentence from the passage shows the **main** similarity between red-and-blue 3-D glasses and polarized 3-D glasses?

- A** “Which type of 3-D glasses is needed to view a film depends on the kind of light filters that were used when the film was made.”
- B** “The red filter allowed only the blue images to reach the right eye, and the blue filter allowed only the red images to reach the left eye.”
- C** “The 3-D glasses separate the polarized images, sending one image to the left eye and one to the right.”
- D** “Once again, viewers’ brains jump into action, turning the two images into a single, three-dimensional world flickering in full color on a flat screen.”

50 In paragraph 3 of the passage, what is the author’s main purpose in asking the reader to do the experiment?

- A** to explain how things might look different with 3-D glasses
- B** to describe the process filmmakers take when filming 3-D movies
- C** to illustrate how the brain can join together two different images
- D** to show how objects around us can look different with one eye covered

Read the passage. Then answer the questions that follow.

Code Breaking and Computers in Bletchley Park

by Thomas Bender

1 If you didn't know the history of Bletchley Park, it would be easy to walk by this sprawling yet unassuming mansion in England without giving it a second look. Today, it is the location of both the National Codes Centre and the National Museum of Computing. However, during the Second World War, it was a top-secret location where undercover codebreakers reported for duty. The codebreakers quietly but determinedly helped the Allies (the countries that joined together against German forces) to win the war. The work done at Bletchley Park was significant both because it allowed the Allies to gather information from behind enemy lines, and because it was where the first computer was developed.

Communication During War Time

2 The Germans went to great lengths to protect sensitive military information during World War II. One of the ways they did this was by using codes to communicate. Sending important military and intelligence messages by code was meant to keep them secret from the enemy. For instance, the following string of letters uses a substitution code: GISSN. In this "word," G is used in place of H, I in place of E, S in place of L, and N in place of O. Once a person has this information, it is easy to see that these letters spell "hello." This is a simplified example, but it shows the idea of how using a code worked.

3 During the war, a person who received an encoded message would be able to comprehend its meaning because he or she would have the key necessary to interpret it. However, an average person would merely see what looked like a random string of numbers, letters, or symbols. It wouldn't make any sense at all.

4 The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher. Those who worked at Bletchley Park and other key players ultimately proved them wrong.

The Players in the Code Game

5 The names of certain individuals—especially the mathematician Alan Turing—are practically synonymous with Bletchley Park. But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.

6 These individuals can be divided into four main groups: the informers, the interceptors, the decoders, and the reporters. The first group consisted of insiders in Poland. They not only broke an early version of the German Enigma code, but they also succeeded in recreating a machine used to read it. They shared what they knew with Britain. Without this vital information, it's quite possible nobody would know the name of Bletchley Park today. The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley. Here, the codebreakers made sense of the communications. The final group used the decoded messages to compile intelligence reports focusing on the activities of the German Navy, Army, and Air Force.

Enigma: Cracking The Code

7 Enigma was a very clever code that involved using a machine by the same name. German officials would rotate the wheels of the machine into a certain position and then type their message. The recipient of the message could unscramble it using the same machine only because they knew the position of its wheels. Billions of code variations could be produced using this deceptively simple-looking contraption. The Germans also changed the code regularly to prevent anyone who might be trying to crack it from making progress.

8 The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood. The machine worked by using the process of elimination principle. By ruling out potential code variations, the correct one could eventually be pinpointed.

9 The Bombe creators knew that messages often had commonly used words and phrases. They also knew that no letter would ever stand for itself; the letter A, for instance, would always represent another letter. This knowledge allowed them to reduce the billions of possibilities down to a more manageable number.

Keeping Up: Deciphering Later Codes and the First Computer

10 After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected. The British called this new code Fish. By 1944, cracking the code by hand was no longer possible. It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing.

11 The ultimate solution to figuring out Fish was a machine called Colossus. It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat to a tiger. They are related, but the differences are at least as numerous as the similarities.

12 Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes. Still, its capabilities were impressive, at least for the time. Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours. This allowed them to do the extensive work necessary to crack the mind-boggling German code. Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today.

51 Read this sentence from the passage.

The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley.

The prefix *inter-* means "between" and the word part *cept* means "to take." What does the word "interceptor" mean?

- A** one who broadcasts radio messages to bring down his enemy
- B** one who can't decide between two sides, as in a war or argument
- C** one who seizes something that is on its way from one place to another
- D** one who takes part in cracking codes by means of a hidden key

Go On

52 Read these sentences from the passage.

Billions of code variations could be produced using this deceptively simple-looking contraption. The Germans also changed the code regularly to prevent anyone who might be trying to crack it from making progress.

Which main idea do these sentences support?

- A** The Allies began the war with superior computing technology.
- B** The Germans were skilled and innovative codemakers.
- C** No one but Alan Turing would have been able to break such a complex code.
- D** A critical aspect of code creation involves the capacity to understand machines.

53 Read the last paragraph of the passage. Which sentence **most clearly** develops the idea that a technology's effect is relative to its era?

- A** "Still, its capabilities were impressive, at least for the time."
- B** "Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours."
- C** "This allowed them to do the extensive work necessary to crack the mind-boggling German code."
- D** "Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today."

54 Which statement from the passage suggests that speed was an essential element of codebreaking?

- A** "However, an average person would merely see what looked like a random string of numbers, letters, or symbols."
- B** "Billions of code variations could be produced using this deceptively simple-looking contraption."
- C** "After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected."
- D** "It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing."

55 Which describes an important similarity between codemakers and codebreakers?

- A** Both groups depend on perfect secrecy to accomplish their missions.
- B** Historically, both groups have relied on machines to do their work.
- C** Both groups need the code, but not necessarily the key, to do their jobs.
- D** In order to succeed, both groups must constantly improve their technology.

56 Which statement should be included in an objective summary of the passage?

- A** Bletchley Park, now a home to the National Museum of Computing, was once a top-secret location where codebreakers worked during the Second World War.
- B** Bletchley Park, once an important computing center, was where top-secret informers, such as Polish interceptors, helped to decode messages during the Second World War.
- C** During the Second World War, the Germans thought their code system, a system of random letters, numbers, and symbols, was foolproof.
- D** During the Second World War, the British built an enormous computer that they named Colossus, an ancestor to the more modern-day faster and more compact computers.

Read the passage. Then answer the questions that follow.

The Swan Song

by Katherine Brooks

from *Standard Selections: A Collection and Adaptation of Superior Productions from Best Authors for Use in Class Room and on the Platform*, ed. by Robert Irving Fulton, Thomas Clarkson Trueblood, Edwin P. Trueblood, published by Athenaeum Press, 1907.

1 “Pshaw!” he exclaimed, scornfully, after Carl had finished. “Is that all? just for a few paltry thalers and a beggarly violin, to work myself to death? No! I don’t think I shall trouble myself about it.”

2 “Oh, Raoul!” cried Franz, the little fellow who sat by Carl, “you forget that it is to be the most beautiful violin in Germany, and to be given to us by the Empress herself. And the two hundred thalers—just think of that!” and Franz’s dark eyes grew bright to think what he could do with them. . . .

3 The Empress once a year gave a prize to the school, but this year it was to be finer than usual, and her Majesty had sent to Herr Bach and requested him to choose five of his best boys, each of whom was to compose a piece of his own. No one was to see it until the end of three weeks, when they were to play it at a grand concert, which the imperial family were to attend with the whole court. . . .

4 “We’ve got it! We’re chosen—you, Gottfried, Johann, old hateful Raoul, and I!”

5 The boys worked very hard, for there was only a short time given them. Franz put his whole soul into his composition, and made himself almost sick over it. Raoul went about declaring, in his usual contemptuous manner, that he did not intend to kill himself over it, but secretly he worked with great industry.

6 One lovely moonlight night, as he sat by his window composing, for the moon was so bright he could see very well, he impatiently flung his pen down and muttered, “There is no use; I can never do it; this will never do!” and began angrily to tear up one of the music sheets, when suddenly he stopped and raised his head and listened intently. Such a lovely melody, so soft and clear, rising and falling in the sweetest cadences, now growing louder and louder in a wild, passionate crescendo, and then dying slowly away!

7 For a moment, the boy remained silent; then, suddenly springing to his feet, he cried: “It is Franz! I know it, for no one but he could write anything so beautiful. But it shall be mine, for it is the piece that will gain the prize! Ah, Franz, I play before you, and what I play shall be—”

8 He stopped, and the moonlight streaming in at the window glanced across the room, and revealed a look of half triumph, half shame on his dark, haughty face. Why had he stopped? Perhaps his guardian angel stood behind him, warning him against what he was about to do. For a moment, a fierce struggle seemed to take possession of the boy, between his good and his evil spirit. But, alas! the evil conquered, and, sitting down, he wrote off what he had heard, aided by his wonderful memory; and, after an hour, he threw down the piece, finished. Then, with an exulting smile, he cried, “The prize is mine!” and, throwing himself on the bed, he fell into a troubled sleep.

9 The time had come at last for the great concert, and the boys were so excited they could hardly keep still; even Franz, whose cheeks glowed with a brilliant hectic flush, and whose eyes were strangely bright. The hall was crowded. The imperial family was there, together with the whole court.

10 The concert began with an overture from the orchestra. Then came Fraulein, the prima donna of the Imperial Opera, and then the boys. Carl came first, and played a brilliant, sparkling little piece, and was loudly applauded; next Gottfried and Johann, and then Raoul. When he stepped out upon the platform, his handsome face and fine form seemed to make an impression on the audience, for they remained perfectly silent. Raoul commenced. At first Franz paid no attention to him, then suddenly he started. The melody flowed on; louder and louder, clearer and clearer it rose. Franz stood motionless, listening in strained, fixed attention, until at last, overcome with grief and astonishment, he sank upon the floor and cried out piteously, with tears streaming down his face:

11 “Oh, Raoul! Raoul! how could you, could you do it—my own little piece that I loved so much? Oh, mother! mother!”—and, burying his head in his arms, he sobbed in an agony of grief. . . .

12 At first, he trembled so that he could hardly begin; then a sudden inspiration seemed to come to him—a quick light swept across his face. He raised the violin to his shoulder and began.

13 The audience at first paid no attention; but presently all became quiet, and they leaned forward in breathless attention. What a wonderful song it was!—for it was a song. The violin seemed almost to speak, and so softly and sweetly and with such exquisite pathos were the notes drawn forth that the eyes of many were filled with tears. For it was pouring out all little Franz’s griefs and sorrows; it was telling how the little heart was almost broken by the treachery of the friend; it was telling how hard he had worked to win, for the dear mother’s sake; and it was telling, and the notes grew sweeter as it told, how the good God had not forsaken him. . . .

14 For a moment the vast audience seemed spell-bound; then, all rising with one uncontrollable impulse, and breaking into a tempest of applause that rocked the building to its very foundations, they rained down bouquets on his head.

15 But the boy stood with a far-off look in his large and beautiful eyes, and then, giving a little sigh, fell heavily to the floor.

16 When he returned to consciousness, he heard a voice say, “Poor child!” . . .

17 The sweet face of the Empress, made lovely by its look of tender pity, bent over him, and she kissed him and murmured, “Poor little one!” Then she placed the beautiful violin in his arms, and the thalers in his hands. . . .

57

Based on the author’s descriptions throughout the text, how does Franz **most likely** feel about the contest?

- A** confident that he will win
- B** distracted by the other students
- C** dedicated to playing his very best
- D** afraid to take the risk of competing

Go On

58 Read this sentence from the story that describes Raoul.

He stopped, and the moonlight streaming in at the window glanced across the room, and revealed a look of half triumph, half shame on his dark, haughty face.

For what reason does Raoul feel half triumph and half shame?

- A** He knows that he will help his friend while consequently losing the prize.
- B** He believes that he will win the prize, but at the cost of hurting his friend.
- C** He will play a famous song that he believes nobody has heard before.
- D** He thinks that he will win, but he is sad that all his friends will lose.

59 Which of the following **best** summarizes the story?

- A** Several classmates work hard to create songs for a contest. Raoul is troubled with the thought of stealing his friend's song. At the end, Raoul loses the contest.
- B** The Empress is giving a violin and 200 thalers to anyone who can win her heart in a contest. Raoul wants to win so badly that he will do anything to succeed.
- C** Franz puts his emotions into a new song after a classmate, Raoul, steals his. Franz goes on to win the adoration of the Empress, who honors him with the prize.
- D** The royal family offers a violin and 200 thalers to the winner of a contest. Raoul does not want to enter the contest, but he ends up copying Franz's song to try to win.

60 Read this line of dialogue spoken by Raoul in the first paragraph.

"Is that all? just for a few paltry thalers and a beggarly violin, to work myself to death?"

Why does Raoul say this to his classmates?

- A** He truly does not care about the contest and thinks the prize is unworthy.
- B** He does not want his classmates to know that he actually cares about the prize.
- C** He wants the other students to beg him to do the contest with them.
- D** He thinks that his classmates would not approve of him playing in this type of contest.

61 Closely reread this sentence from paragraph 14.

For a moment the vast audience seemed spell-bound; then, all rising with one uncontrollable impulse, and breaking into a tempest of applause that rocked the building to its very foundations, they rained down bouquets on his head.

In this sentence, “rained down bouquets” means that the audience

- A** appreciates Franz’s performance
- B** throws flowers at Raoul in anger
- C** dislikes the way Raoul has behaved
- D** sympathizes with Franz’s sadness

62 Closely reread these sentences from paragraph 10.

Raoul commenced. At first Franz paid no attention to him, then suddenly he started.

What is the effect of these sentences as the story develops?

- A** The reader already knows Franz will win the contest, although Raoul is just learning.
- B** The reader just realizes that Raoul is going to steal the song away from Franz.
- C** The reader already knows what Raoul has done, although Franz is just learning.
- D** The reader just realizes that Franz does not know what Raoul has done to him.

63 In the Bible story of Adam and Eve, Eve is tempted to eat a piece of forbidden fruit. Which line from “The Swan Song” shows a character burdened with temptation?

- A** “‘And the two hundred thalers—just think of that’ and Franz’s dark eyes grew bright to think of what he could do with them.”
- B** “Then, with an exulting smile, he cried, ‘The prize is mine!’ and, throwing himself on the bed, he fell into a troubled sleep.”
- C** “‘Oh, Raoul! Raoul! how could you, could you do it—my own little piece that I loved so much? Oh, mother! mother!’”
- D** “At first, he trembled so that he could hardly begin; then a sudden inspiration seemed to come to him—a quick light swept across his face.”

STOP

Read the poem and story. Then answer the questions that follow.

The legend of John Henry originated in the late 1800s during the construction of a system of railroads in the United States. Scholars disagree about the actual origin of the legend, but most agree that, although the details have been exaggerated, the legend may contain some seeds of truth.

The Ballad of John Henry

*an American folk song
from The Century, November 1896–April 1897*

When John Henry was a little tiny baby
Sitting on his mama's knee,
He picked up a hammer and a little piece of steel
Saying, "Hammer's going to be the death of me, Lord, Lord,
5 Hammer's going to be the death of me."

John Henry was a man just six feet high,
Nearly two feet and a half across his breast.
He'd hammer with a nine-pound hammer all day
And never get tired and want to rest, Lord, Lord,
10 And never get tired and want to rest.

John Henry went up on the mountain
And he looked one eye straight up its side.
The mountain was so tall and John Henry was so small,
He laid down his hammer and he cried, "Lord, Lord,"
15 He laid down his hammer and he cried.

John Henry said to his captain,
"Captain, you go to town,
Bring me back a twelve-pound hammer, please,
And I'll beat that steam drill down, Lord, Lord,
20 I'll beat that steam drill down."

The captain said to John Henry,
"I believe this mountain's sinking in."
But John Henry said, "Captain, just you stand aside—
It's nothing but my hammer catching wind, Lord, Lord,
25 It's nothing but my hammer catching wind."

John Henry said to his shaker,
“Shaker, boy, you better start to pray,
'Cause if my twelve-pound hammer miss that little piece of steel,
Tomorrow'll be your burying day, Lord, Lord,
30 Tomorrow'll be your burying day.”

John Henry said to his captain,
“A man is nothing but a man,
But before I let your steam drill beat me down,
I'd die with a hammer in my hand, Lord, Lord,
35 I'd die with a hammer in my hand.”

The man that invented the steam drill,
He figured he was mighty high and fine,
But John Henry sunk the steel down fourteen feet
While the steam drill only made nine, Lord, Lord,
40 The steam drill only made nine.

John Henry hammered on the right-hand side.
Steam drill kept driving on the left.
John Henry beat that steam drill down.
But he hammered his poor heart to death, Lord, Lord,
45 He hammered his poor heart to death.

Well, they carried John Henry down the tunnel
And they laid his body in the sand.
Now every woman riding on a C and O train Says,
“There lies my steel-driving man, Lord, Lord,
50 There lies my steel-driving man.”

John Henry: Man vs. Machine

by Robert San Souci, Faces

1 Folks say lightning flashed and the whole state of Virginia shook the night John Henry was born to Preacher Henry and his wife. The same folks say he weighed 44 pounds at birth.

2 Even as a baby, John loved hammering things. By age 10, he could hammer down fence posts like a grown man. At 18, he was more than six feet tall, weighed about 200 pounds, and was strong as a locomotive. When working on the family's small farm, he would hear a distant train whistle and say, "Someday, I'm gonna be a steel driver for the railroad."

3 So he went to West Virginia and signed on with the Chesapeake & Ohio—called the C&O—railroad crew, working on the Big Bend Tunnel. One and a quarter miles long, it would cut through a mountain and become the longest railroad tunnel in America.

4 John Henry was hired as a "driver," who hammered a steel drill into the rock to make an opening for blasting powder. His every blow drove the drill an inch deeper into solid rock. The work was hard and the days were hot, but John loved the idea that his hammering was helping make a tunnel through which trains would soon roar. His boss boasted, "He's my finest driver. I'd match him against any man."

5 Though tough, John had a tender heart and fell in love with Lucy, who worked as a maid. She was short to his tall, coffee and cream to his ebony—but while she seemed soft, she was a steel-driving woman from a family of railroad workers. She could lay down rails second only to John Henry, if she had a mind to. They were soon married, and lived in one of the little wooden shanties that housed the railroad workers. The whole crew turned out for the wedding. They bought John a new 20-pound hammer and gave Lucy a flapjack turner big enough to flip hotcakes the size of wagon wheels.

The Iron Monster

6 Word reached the tunneling crew that the owners of the C&O railroad were thinking of buying a newly invented steam drill to replace many workers.

7 John Henry and the other men laughed and called it "the iron monster."

8 But the drill's inventor insisted, "My machine will drill a hole faster than any 10 men!" Then John began to worry that he might lose his job and his and Lucy's dream of buying a farm. And it bothered him to think that folks would say the tunnel was dug by a machine, not a good, honest man's work.

9 So John went to his boss and said, "You tell everyone, I've got a man who can swing two 20-pound hammers. He'll beat that steam drill down and prove that a man is better than any iron monster.' But you gotta promise, if I win, you'll keep all the men working until the Big Bend Tunnel is finished."

10 The boss agreed to a 30-minute contest. If the machine outdrilled John Henry, the C&O would buy it and fire the workers. But if John Henry won, they would pay him \$100, and he and the other men could keep their jobs.

11 Lucy was worried, and tried to get him to give up his plan. But John kissed her and said, "The men are countin' on me. And with that money, we can buy our farm. Besides, a man ain't nothin' but a man. I gotta prove that no machine can drill better than a sledgehammer and steel in an honest man's hand."

The Contest

12 The next day, the man-giant and the steam drill lined up side by side, near the end of the tunnel, while a big crowd gathered inside.

13 The boss dropped his flag and the contest began.

14 At first the steam-powered drill pulled ahead.

15 But this only made John Henry slam his hammer down faster. By the time the contest was halfway over, John Henry's spikes were biting just as deep as the machine's, while the men cheered.

16 Soon John's 20-pounders rose and fell so fast they were almost invisible. The sweat poured down his face, and he grunted as he strained to lift his hammers. Still John slammed away. And he smiled when he saw the steam drill begin to overheat and shake.

17 John pulled farther ahead. His muscles were aching and the rock seemed to grow harder, but this only made him pound more forcefully. Just before the boss yelled, "Time!," the mechanical spike driver shook and wheezed and ground to a halt.

18 But John Henry could not slow down at first. He drove his spike several inches deeper, then suddenly fell to the ground. The men carried him out of the tunnel and laid him with his head in Lucy's lap.

19 "Lucy," he gasped. "Did I beat that steam drill?"

20 "You did," she said, her tears falling like cool rain on his burning face.

21 "Oh, Lucy, I hear a roarin' in my head, like a locomotive rushin' down the tracks," John said. Then his soul boarded the train that only he could see.

22 While John Henry died that hot July day, his story became a part of railroad legend. Wherever a train speeds over the tracks, some part of John Henry rides the rails with it.

Closely reread lines 32–35 from the poem “The Ballad of John Henry”:

A man is nothing but a man,
But before I let your steam drill beat me down,
I’d die with a hammer in my hand, Lord, Lord,
I’d die with a hammer in my hand.

How do these lines reflect John Henry’s relationship with the new technology? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

65

Closely reread the sentence from paragraph 11 of "John Henry: Man vs. Machine."

Lucy was worried, and tried to get him to give up his plan.

What effect does Lucy's worry have as the story develops? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

66

In the classic myth of "Beowulf," a great hero decides to save the lives of others by fighting a dragon alone, dying in the process. "Beowulf" was written over a thousand years ago. How do the events of "John Henry: Man vs. Machine" seem similar to the myth of "Beowulf"? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Go On

Planning Page

You may **PLAN** your writing for question 67 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 45 and 46.



Read the passage. Then answer the questions that follow.

The following is an extract of a speech made in 1846 by John C. Calhoun, a distinguished American statesman. The speech was made during a time when Calhoun feared war would ensue between the United States and Great Britain due to our claims to Oregon.

Peace, The Policy of a Nation

by John C. Calhoun

from Elson Grammar School Literature, Book Four, by William H. Elson and Christine Keck, ed., published by Scott, Foresman & Company, 1905.

1 I am opposed to war, as a friend to human improvement, to human civilization, to human progress and advancement. Never, in the history of the world, has there occurred a period so remarkable. The chemical and mechanical powers have been investigated and applied to advance the comforts of human life, in a degree far beyond all that was ever known before. Civilization has been spreading its influence far and wide, and the general progress of human society has outstripped all that had been previously witnessed.

2 The invention of man has seized upon, and subjugated two great agencies of the natural world, which never before were made the servants of man. I refer to steam and to electricity, under which I include magnetism in all its phenomena. We have been distinguished by Providence for a great and noble purpose, and I trust we shall fulfill our high destiny.

3 Again, I am opposed to war, because I hold that it is now to be determined whether two such nations as these shall exist for the future, as friends or enemies. A declaration of war by one of them against the other, must be pregnant with miseries, not only to themselves, but to the world.

4 Another reason is, that mighty means are now put into the hands of both, to cement and secure a perpetual peace, by breaking down the barriers of commerce, and uniting them more closely in an intercourse mutually beneficial. If this shall be accomplished, other nations will, one after another, follow the fair example, and a state of general prosperity, heretofore unknown, will gradually unite and bless the nations of the world.

5 And far more than all. An intercourse like this points to that inspiring day which philosophers have hoped for, which poets have seen in their bright dreams of fancy, and which prophecy has seen in holy vision,—when men shall learn war no more. Who can contemplate a state of the world like this, and not feel his heart exult at the prospect? And who can doubt that, in the hand of an Omnipotent Providence¹, a free and unrestricted commerce shall prove one of the greatest agents in bringing it about?

6 Finally, I am against war, because peace—peace is preeminently² our policy. Our great mission, as a people, is to occupy this vast domain,—there to level forests, and let in upon their solitude the light of day; to clear the swamps and morasses, and redeem them to the plow and the sickle; to spread over hill and dale the echoes of human labor, and human happiness, and contentment; to fill the land with cities and towns; to unite

¹ **Omnipotent Providence:** a divine plan for the future

² **preeminently:** most importantly

its opposite extremities by turnpikes and railroads; to scoop out canals for the transmission of its products, and open rivers for its internal trade. War can only impede the fulfillment of this high mission of Heaven; it absorbs the wealth and diverts the energy which might be so much better devoted to the improvement of our country. All we want is peace,—established peace; and then time, under the guidance of a wise and cautious policy, will soon effect for us all the rest. Where we find that natural causes will of themselves work out good, our wisdom is to let them work; and all our task is to remove impediments.³ In the present case, one of the greatest of these impediments is found in our impatience.

7 Yes; time—ever-laboring time—will effect everything for us. Our population is now increasing at the annual average of six hundred thousand. Let the next twenty-five years elapse, and our increase will have reached a million a year, and, at the end of that period, we shall count a population of forty-five millions. Before that day it will have spread from ocean to ocean. The coast of the Pacific will then be as densely populated and as thickly settled with villages and towns as is now the coast of the Atlantic. If we can preserve peace, who shall set bounds to our prosperity, or to our success? With one foot planted on the Atlantic and the other on the Pacific, we shall occupy a position between the two old continents of the world,—a position eminently calculated to secure to us the commerce and the influence of both. If we abide by the counsels of common sense,—if we succeed in preserving our constitutional liberty, we shall then exhibit a spectacle such, as the world never saw.

8 I know that this one great mission is encompassed with difficulties; but such is the inherent⁴ energy of our political system, and such is its expansive capability, that it may be made to govern the widest space. If by war we become great, we can not be free; if we will be both great and free, our policy is peace.

³ **impediments:** something that hinders or obstructs

⁴ **inherent:** permanent and essential

68

Explain how war can ruin the prosperity of nations according to Calhoun. Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

69

At the end of paragraph 6, John C. Calhoun argues that “In the present case, one of the greatest of these impediments is found in our impatience.” Describe how Calhoun believes patience will solve the problems facing the United States in 1846. Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Go On

Read the passages. Then answer the questions that follow.

In 1985, a group of concerned citizens formed a committee called the Parents Music Resource Center. Representatives of the PMRC approached Congress to propose a system of labeling records containing content that they considered inappropriate or damaging to underage listeners. Some of their testimony is presented here.

Susan Baker and Tipper Gore Testimony

from Record labeling: hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-ninth Congress, first session, on contents of music and the lyrics of records, *September 19, 1985*

1 **Mrs. BAKER.** . . . The Parents Music Resource Center was organized in May of this year by mothers of young children who are very concerned by the growing trend in music toward lyrics that are [inappropriate in nature].

2 Our primary purpose is to educate and inform parents about this alarming trend as well as to ask the industry to exercise self-restraint.

3 It is no secret that today's rock music is a very important part of adolescence and teenagers' lives. It always has been, and we don't question their right to have their own music. We think that is important. They use it to identify and give expression to their feelings, their problems, their joys, sorrows, loves, and values. It wakes them up in the morning, and it is in the background as they get dressed for school. It is played on the bus. It is listened to in the cafeteria during lunch. It is played as they do their homework. They even watch it on MTV now. It is danced to at parties, and puts them to sleep at night.

4 Because anything that we are exposed to that much has some influence on us, we believe that the music industry has a special responsibility as the message of songs goes from the suggestive to the blatantly explicit.

5 Our children are faced with so many choices today. What is available to them through the media is historically unique. The Robert Johnson study on teen environment states that young people themselves often feel that they have: One, too many choices to make; two, too few structured means for arriving at decisions; and three, too little help to get there.

6 We believe something can be done, and Tipper Gore will discuss the possible solution. Thank you.

7 **Mrs. GORE.** Thank you

8 We are asking the recording industry to voluntarily assist parents who are concerned by placing a warning label on music products inappropriate for younger children due to [inappropriate content].

9 The Parents Music Resource Center originally proposed a categorical rating system for explicit material. After many discussions with the record industry, we recognize some of the logistical and economic problems, and have adjusted our original suggestions accordingly. We now propose one generic warning label to inform consumers in the marketplace about lyric content. The labels would apply to all music.

10 We have asked the record companies to voluntarily label their own products and assume responsibility for making those judgments. We ask the record industry to appoint a one-time panel to recommend a uniform set of criteria which could serve as a policy guide for the individual companies. Those individual recording companies would then in good faith agree to adhere to this standard, and make decisions internally about which records should be labeled according to the industry criteria.

11 We have also asked that lyrics for labeled music products be available to the consumer before purchase in the marketplace. Now, it is important to clearly state what our proposal is not.

12 A voluntary labeling is not censorship. Censorship implies restricting access or suppressing content. This proposal does neither. Moreover, it involves no Government action. Voluntary labeling in no way infringes upon first amendment rights. Labeling is little more than truth in packaging, by now, a time honored principle in our free enterprise system, and without labeling, parental guidance is virtually impossible.

13 Most importantly, the committee should understand the Parents Music Resource Center is not advocating any Federal intervention or legislation whatsoever. The excesses that we are discussing were allowed to develop in the marketplace, and we believe the solutions to these excesses should come from the industry who has allowed them to develop and not from the Government.

14 The issue here is larger than [inappropriate lyrics]. It is one of ideas and ideal freedoms and responsibility in our society. Clearly, there is a tension here, and in a free society there always will be. We are simply asking that these corporate and artistic rights be exercised with responsibility, with sensitivity, and some measure of self-restraint, especially since young minds are at stake. We are talking about preteenagers and young teenagers having access to this material. That is our point of departure and our concern.

Many musicians disagreed with the goals of the PMRC, and voiced their concerns before Congress. The resulting hearings led to many memorable testimonies, such as this one by singer-songwriter John Denver.

John Denver Testimony

from Record labeling: hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-ninth Congress, first session, on contents of music and the lyrics of records, September 19, 1985.

1 I am here to address the issue of a possible rating system in the recording industry, labeling records where excesses of [inappropriate content] are included in the lyrics.

2 These hearings have been called to determine whether or not the Government should intervene to enforce this practice. Mr. Chairman, this would approach censorship. May I be very clear that I am strongly opposed to censorship of any kind in our society or anywhere else in the world.

3 I have had . . . encounters with this sort of censorship. My song “Rocky Mountain High” was banned from many radio stations . . . This was obviously done by people who had never seen or been to the Rocky Mountains and also had never experienced the elation, celebration of life, or the joy in living that one feels when he observes something as wondrous as the Perseides meteor shower on a moonless, cloudless night, when there are so many stars that you have a shadow from the starlight, and you are out camping with your friends, your best friends, and introducing them to one of nature’s most spectacular light shows for the very first time.

4 Obviously, a clear case of misinterpretation. Mr. Chairman, what assurance have I that any national panel to review my music would make any better judgment? . . .

5 Discipline and self-restraint when practiced by an individual, a family, or a company is an effective way to deal with this issue. The same thing when forced on a people by their government or, worse, by a self-appointed watchdog of public morals, is suppression and will not be tolerated in a democratic society.

6 Mr. Chairman, the suppression of the people of a society begins in my mind with the censorship of the written or spoken word. It was so in Nazi Germany. It is so in many places today where those in power are afraid of the consequences of an informed and educated people.

7 In a mature, incredibly diverse society such as ours, the access to all perspectives of an issue becomes more and more important. Those things which in our experience are undesirable generally prove to be unfulfilling and sooner or later become boring. That process cannot and should not be stifled.

8 On the other hand, that which is denied becomes that which is most interesting. That which is hidden—excuse me. That which is denied becomes that which is most desired, and that which is hidden becomes that which is most interesting. Consequently, a great deal of time and energy is spent trying to get at what is being kept from you. Our children, our people, our society and the world cannot afford this waste.

9 It was my pleasure to meet with radio programmers and broadcasters from all over the country this past week in Dallas. They expressed their concern about this issue and the direction in which it seemed to be going. They also expressed their willingness to practice the discipline and self-restraint that I mentioned earlier, especially when they were given direction by their listeners. I believe this to be true, because they are in the business to please their listening audience.

10 I would like to acknowledge the PMRC for bringing this issue to the attention of not only our industry, but our Government and our people. It is obvious that we are dealing with a real problem which warrants our concern. I would like to point out, however, that we address ourselves not to the problem, but to the symptoms.

11 I suggest that explicit lyrics and graphic videos are not so far removed from what is seen on television every day and night, whether it be in the soap operas or on the news . . .

12 In my experience, sir, all over the world one of the most interesting things about the music that young people are listening to is it gives us as adults a very clear insight as to what is going on in their minds. We can know what they are thinking by listening to the music that they surround themselves with.

13 They do not see things getting better economically. They do not see things getting better for the small businessman, for the small farmer. They do not see a future for themselves. . . . We can turn this around, sir. We can address the reality of a problem and not deal with just the symptoms, and create not only a better world for our children but for ourselves and all of humanity.

70

Describe the main disagreement between Susan Baker and John Denver. Use **two** details from the passages to support your answer.

Write your answer in complete sentences.

71

Explain how the PMRC changed its “original suggestions” to the music industry in regard to record labeling. Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

72

Explain how John Denver connects his personal experience with music censorship to the possible creation of a national panel to review lyrics. Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

Planning Page

You may **PLAN** your writing for question 73 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 56 and 57.



Go On

In the two testimonies, witnesses present their arguments for or against the creation of a music rating system. Using specific details from both passages, evaluate the strengths and weaknesses of the arguments, assessing whether each is supported by sound reasoning and sufficient evidence. In your response, be sure to:

- evaluate the strengths and weaknesses of Susan Baker and Tipper Gore's argument
- evaluate the strengths and weaknesses of John Denver's argument
- assess whether each argument is supported by sound reasoning and sufficient evidence
- use details from both passages in your response



Write your answer in complete sentences.

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Answer Form

Name _____

Teacher _____ Grade _____

School _____ City _____

Book 1

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
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Book 2

43. (A) (B) (C) (D)
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61. (A) (B) (C) (D)
62. (A) (B) (C) (D)
63. (A) (B) (C) (D)

Book 3

- For numbers 64 through 67, write your answers in the book.
64. See page 42.
 65. See page 43.
 66. See page 43.
 67. See page 45.

Book 4

- For numbers 68 through 73, write your answers in the book.
68. See page 49.
 69. See page 49.
 70. See page 53.
 71. See page 54.
 72. See page 54.
 73. See page 56.

Cut along the dotted line.



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