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fiction, obscure group comparison	A Retelling of The Epic of Gilgamesh

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Read the following and answer the questions below:

**Excerpt from Frankenstein**

Excerpt from Frankenstein

*Excerpt from* **Frankenstein**

by Mary Wollstonecraft Shelley

***In Mary Wollstonecraft Shelley's Frankenstein; or, The Modern Prometheus, the narrator, Captain Robert Walton, composes a series of letters to his sister back in England. In the letters, he describes the progress of the dangerous mission to the North Pole that he and his crew have undertaken. In this letter, taken from Volume I, Walton describes the initial phase of the journey.***

*To Mrs. SAVILLE, England.*

St. Petersburg *russia*, Dec. 11th, 17—.

You will rejoice to hear that no disaster has accompanied the commencement of an enterprise which you have regarded with such evil forebodings. I arrived here yesterday; and my first task is to assure my dear sister of my welfare, and increasing confidence in the success of my undertaking.

I am already far north of London; and as I walk in the streets of Petersburg, I feel a cold northern breeze play upon my cheeks, which braces my nerves, and fills me with delight. Do you understand this feeling? This breeze, which has travelled from the regions towards which I am advancing, gives me a foretaste of those icy climes. Inspirited by this wind of promise, my day dreams become more fervent and vivid. I try in vain to be persuaded that the pole is the seat of frost and desolation; it ever presents itself to my imagination as the region of beauty and delight. There, Margaret, the sun is for ever visible; its broad disk just skirting the horizon, and diffusing a perpetual splendour. There—for with your leave, my sister, I will put some trust in preceding navigators—there snow and frost are banished; and, sailing over a calm sea, we may be wafted to a land

surpassing in wonders and in beauty every region hitherto discovered on the habitable globe. Its productions and features may be without example, as the phænomena of the heavenly bodies undoubtedly are in those undiscovered solitudes. What may not be expected in a country of eternal light? I may there discover the wondrous power which attracts the needle; and may regulate a thousand celestial observations, that require only this voyage to render their seeming eccentricities consistent for ever. I shall satiate<sup>1</sup> my ardent curiosity with the sight of a part of the world never before visited, and may tread a land never before imprinted by the foot of man. These are my enticements, and they are sufficient to conquer all fear of danger or death, and to induce me to commence this laborious voyage with the joy a child feels when he embarks in a little boat, with his holiday mates, on an expedition of discovery up his native river. But, supposing all these conjectures<sup>2</sup> to be false, you cannot contest the inestimable benefit which I shall confer on all mankind to the last generation, by discovering a passage near the pole to those countries, to reach which at present so many months are requisite;<sup>3</sup> or by ascertaining the secret of the magnet, which, if at all possible, can only be effected by an undertaking such as mine.

These reflections have dispelled the agitation with which I began my letter, and I feel my heart glow with an enthusiasm which elevates me to heaven; for nothing contributes so much to tranquillize the mind as a steady purpose,—a point on which the soul may fix its intellectual eye. This expedition has been the favourite dream of my early years. I have read with ardour the accounts of the various voyages which have been made in the prospect of arriving at the North Pacific Ocean through the seas which surround the pole. You may remember that a history of all the voyages made for purposes of discovery composed the whole of our good uncle Thomas's library. My education was neglected, yet I was passionately fond of reading. These volumes were my study day and night, and my familiarity with them increased that regret which I had felt, as a child, on learning that my father's dying injunction had forbidden my uncle to allow me to embark in a sea-faring life.

These visions faded when I perused, for the first time, those poets whose effusions<sup>4</sup> entranced my soul, and lifted it to heaven. I also became a poet, and for one year lived in a Paradise of my own creation; I imagined that I also might obtain a niche in the temple where the names of Homer and Shakespeare are consecrated. You are well acquainted with my failure, and how heavily I bore the disappointment. But just at that time I inherited the fortune of my cousin, and my thoughts were turned into the channel of their earlier bent.

Six years have passed since I resolved on my present undertaking. I can, even now, remember the hour from which I dedicated myself to this great enterprise. I commenced by inuring<sup>5</sup> my body to hardship. I accompanied the whale-fishers on several expeditions to the North Sea; I voluntarily endured cold, famine, thirst, and want of sleep; I often worked harder than the common sailors during the day, and devoted my nights to the study of mathematics, the theory of medicine, and those branches of physical science from which a naval adventurer might derive the greatest practical advantage. Twice I actually hired myself as an under-mate in a Greenland whaler, and acquitted myself to admiration. I must own I felt a little proud, when my captain offered me the second dignity in the vessel, and entreated<sup>6</sup> me to remain with the greatest earnestness; so valuable did he consider my services.

And now, dear Margaret, do I not deserve to accomplish some great purpose? My life might have been passed in ease and luxury; but I preferred glory to every enticement that wealth placed in my path. Oh, that some encouraging voice would answer in the affirmative! My courage and my resolution is firm; but my hopes fluctuate, and my spirits are often depressed. I am about to proceed on a long and difficult voyage, the emergencies of which will demand all my fortitude: I am required not only to raise the spirits of others, but sometimes to sustain my own, when their's are failing.

This is the most favourable period for travelling in Russia. They fly quickly over the snow in their sledges; the motion is pleasant, and, in my opinion, far more agreeable than that of an English stage-coach. The cold is not excessive, if you are wrapped in furs, a dress which I have already adopted; for there is a great difference between walking the deck and remaining seated motionless for hours, when no exercise prevents the blood from actually freezing in your veins. I have no ambition to lose my life on the post-road between St. Petersburg and Archangel.

I shall depart for the latter town in a fortnight or three weeks; and my intention is to hire a ship there, which can easily be done by paying the insurance for the owner, and to engage as many sailors as I think necessary among those who are accustomed to the whale-fishing. I do not intend to sail until the month of June: and when shall I return? Ah, dear sister, how can I answer this question? If I succeed, many, many months, perhaps years, will pass before you and I may meet. If I fail, you will see me again soon, or never.

Farewell, my dear, excellent Margaret. Heaven shower down blessings on you, and save me, that I may again and again testify my gratitude for all

your love and kindness.

Your affectionate brother,

R. WALTON.

<sup>1</sup> **satiate:** satisfy completely

<sup>2</sup> **conjectures:** judgments based on incomplete information

<sup>3</sup> **requisite:** required

<sup>4</sup> **effusions:** outpourings

<sup>5</sup> **inuring:** becoming accustomed to something unpleasant

<sup>6</sup> **entreated:** asked for in earnest; begged

Excerpt from *Frankenstein* by Mary W. Shelley. Published by Colburn and Bentley, 1831. In the public domain.

**232.** In a film version of *Frankenstein*, which event described in the excerpt would most likely be shown in a flashback sequence?

- A.** the narrator preparing to sail to the North Pole
- B.** the narrator writing a letter to his sister Catherine
- C.** the narrator serving on a Greenland whaling ship
- D.** the narrator walking through the Petersburg streets

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Read the following and answer the questions below:

Play

Play

"Play"  
Excerpt from **Study of Child Life**  
by Marion Foster Washburne

***Marion Foster Washburne was an early proponent of "kindergarten" and a proponent of self-directed play, movement, free activity, and sensory toys. She was a lecturer on early-childhood development, served as associate editor of Mother's Magazine, and wrote a number of books, including Study of Child Life (1907), which is excerpted here.***

Even given freedom and sympathy, the child needs something more in order to play well: he needs the right materials. The best materials are those that are common to him and to the rest of the world, far better than expensive toys that mark him apart from the world of less fortunate children. Such toys are not in any way desirable, and they may even be harmful. What he needs are various simple arrangements of the elements—earth, air, and water.

### **(1) Earth.**

*Mud-pies*

The child has a noted affinity for it, and he is specially happy when he has plenty of it on hands, face, and clothes. The love of mud-pies is universal; children of all nationalities and of all degrees of civilization delight in it. No activity could be more wholesome.

*Sand*

Next to mud comes sand. It is cleaner in appearance and can be brought into the house. A tray of moistened sand, set upon a low table, should be in

every nursery, and the sand pile in every yard.

### *Clay*

Clay is more difficult to manage indoors, because it gets dry and sifts all about the house, but if a corner of the cellar, where there is a good light, can be given up for a strong table and a jar of clay mixed with some water, it will be found a great resource for rainy days. If modeling aprons of strong material, buttoned with one button at the neck, be hung near the jar of clay, the children may work in this material without spoiling their clothes. Clay-modeling is an excellent form of manual training, developing without forcing the delicate muscles of the fingers and wrists, and giving wide opportunity for the exercise of the imagination.

### *Digging*

Earth may be played with in still another way. Children should dig in it; for all pass through the digging stage and this should be given free swing. It develops their muscles and keeps them busy at helpful and constructive work. They may dig a well, make a cave, or a pond, or burrow underground and make tunnels like a mole. Give them spades and a piece of ground they can do with as they like, dress them in overalls, and it will be long before you are asked to think of another amusement for them.

### *Gardens*

In still another way the earth may be utilized, for children may make gardens of it. Indeed, there are those who say that no child's education is complete until he has had a garden of his own and grown in it all sorts of seeds from pansies to potatoes. But a garden is too much for a young child to care for all alone. He needs the help, advice, and companionship of some older person. You must be careful, however, to give help only when it is really desired; and careful also not to let him feel that the garden is a task to which he is driven daily, but a joy that draws him.

## **(2) The Air.**

### *Kites, Windmills, Soap-bubbles*

The next important plaything is the air. The kite and the balloon are only two

instruments to help the child play with it. Little windmills made of colored paper and stuck by means of a pin at the end of a whittled stick, make satisfactory toys. One of their great advantages is that even a very young child can make them for himself. Blowing soap-bubbles is another means of playing with air. By giving the children woolen mittens the bubbles may be caught and tossed about as well as blown.

### (3) Water.

Perhaps the very first thing he learns to play with is water. Almost before he knows the use of his hands and legs he plays with water in his bath, and sucks his sponge with joy, thus feeling the water with his chief organs of touch, his mouth and tongue. A few months later he will be glad to pour water out of a tin cup. Even when he is two or three years old, he may be amused by the hour, by dressing him in a woolen gown, with his sleeves rolled high, and setting him down before a big bowl or his own bath-tub half full of warm water. To this may be added a sponge, a tin cup, a few bits of wood, and some paper. They should not be given all at once, but one at a time, the child allowed to exhaust the possibilities of each before another is added. Still later he may be given the bits of soap left after a cake of soap is used up. Give him also a few empty bottles or bowls and let him put them away with a solid mass of soap-suds in them and see what will happen.

<b>LIST OF TOYS SUITABLE FOR VARIOUS AGES</b>	
Ball, rubber ring, soft animals and rag dolls.....	Before 1 year
Blocks and Bells.....	1 year
Small chair and table.....	1 1/2 years
Noah's Ark.....	2 years
Picture books.....	2 years
Materials and instruments.....	2 to 3 years
Carts, stick-horses, and reins.....	2 1/2 to 3 years
Boats, ships, engines, tin or wooden animals, dolls, dishes, broom, spade, sand-pile, bucket, etc. ....	3 years
Hoop, games and story books.....	5 years

"Play" in the public domain.

98. Which sentence from "Play" best supports the inference that all children can and should be provided toys from nature in order to make the world



a more fair and equitable place in which to live?

- A. "Even given freedom and sympathy, the child needs something more in order to play well: he needs the right materials."
  - B. "The best materials are those that are common to him and to the rest of the world, far better than expensive toys that mark him apart from the world of less fortunate children."
  - C. "Indeed, there are those who say that no child's education is complete until he has had a garden of his own and grown in it all sorts of seeds from pansies to potatoes."
  - D. "They should not be given all at once, but one at a time, the child allowed to exhaust the possibilities of each before another is added."
99. In "Play," Marion Foster Washburne claims that children do not need manufactured toys. Do you agree or disagree with this claim? Write one or two paragraphs to explain, using details from "Play" to support your answer. Make sure to use a formal style and objective tone in your answer.
100. Which sentence provides the best explanation for why the author of "Play" recommends earth, air, and water as superior play materials for children?
- A. They are safe for children to use.
  - B. They require children to be outdoors.

**C.** They allow children to be more creative.

**D.** They are naturally appealing to children.

**101.** What is the main idea covered by Marion Foster Washburne in "Play"? Write one to two paragraphs summarizing the main idea and key points in the passage. Use evidence from the passage for support.

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Read the following and answer the questions below:

### The Art of Melted Sand

The Art of Melted Sand

### The Art of Melted Sand

*On a beach in the Mediterranean:*

*The night was cool. In an effort to ward off the ocean chill, Phoenician sailors collected driftwood and started a fire on the beach where they were making camp. Boxes of cargo lay stacked around them, and one sailor unpacked the nearest box to reach a large block of salt to season their dinner. He removed the kettle from the fire and absentmindedly set it on the block of salt. When he lifted it later, he noticed the surface of the block had crystallized into a strange, transparent surface.*

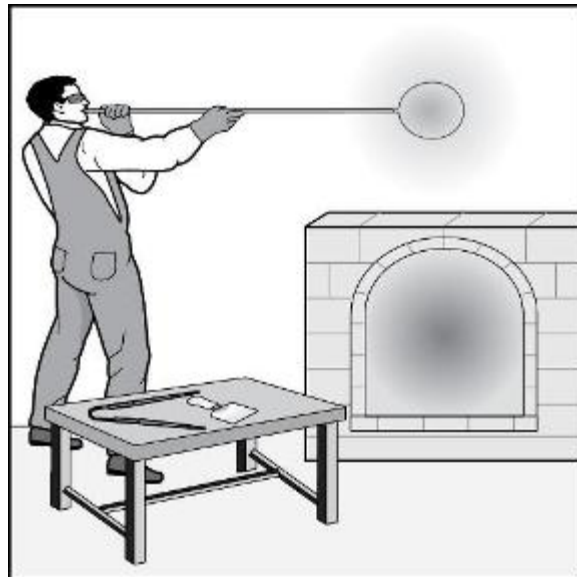
Though that story of the invention of glass has been told for centuries, historians are not convinced it is true. While the earliest examples of glass do exhibit a mixture of sand melded with natron, a salt-like substance known as sodium carbonate, the creation of glass is a complicated process undertaken by skilled craftspeople. Nature's version is to strike a beach or desert with lightning. The heat from the lightning bolt is so intense it instantly melts the sand into glass. Since humans in ancient times did not have the capability of harnessing the electric power of a lightning bolt, they had to be more creative.

Ancient cultures discovered ways to make fire burn hotter. They developed stoves, or kilns, to bake pottery and bricks and to soften iron. Certain elements that raised fire temperatures, such as wood ashes from certain trees, were added. In the process of glass-making, lime was also added to the sand to stabilize the transformation. It is interesting to note that, despite the advances of technology, glass-making has not changed much since its origin.

Early civilizations used melted glass to create vessels that could contain and preserve substances such as wine and oils. They chose a soft material such as clay or even dung and fashioned it into a shape for the inside core of the vessel. They wrapped semi-liquid ropes of glass around this soft core and added dyes for decoration before letting it cool. The flexible ropes were

smoothed and heated repeatedly until they fused together. Once the glass had hardened, the core was removed.

Initially, the art of glass-making was regarded as a secret privy only to those noble or educated enough to be deemed worthy of learning the art form. As necessity became the master of invention, village craftsmen began to experiment with glass, and they created mosaics, jars, and glass beads for sale. Through trade, the secret of glass-making slowly spread across the Middle East, Asia, and eventually into Europe.



Around 50 BCE, the Syrians completed the next step in glass-making's evolution. They realized that if one took a hollow tube or straw and used it to blow air into a blob of melted glass, different shapes could be created without the trouble of making a core. Glass was blown into molds designed to give the glass a particular shape. This allowed a glass-maker to make many copies of a jar in half the time it took to make one the old way. Once this process became known, glass became more common and thus more accessible to all classes of people.

For artisans, glass-blowing was an exciting discovery. While much of the manufacturing of glass went towards functional pieces, each region developed its own style and method. The Romans were the first to cut shapes inside their molds so that their glass had decorative imprints. They also developed rich colors and added precious metals such as gold and bronze. The lavish designs were often used to store priceless perfumes and

oils. As the market expanded, glass was also used for decorative purposes such as creating intricate glass mosaics or adorning ceilings.

Though the creation of glass was progressing, the effect of wars and poor economy took its toll. During the Dark Ages in Europe, the population was suffering from a combination of disease, economic failure, and war fatigue. The European countries' coffers had been depleted from waging war against each other and abroad. Bankrupt nobles squeezed their farmers and tenants for money, leaving them unable to plant crops, raise livestock, or harvest honey. The demand for glass, for both frivolous and utilitarian purposes, faded.

In the Middle East, war with Europe had also left the region vulnerable, and in 1400 AD the Mongols destroyed Damascus—a capital city as well as the center of Islamic glass production. With glass on the decline in both eastern and western centers of civilization, little advancement in the craft was made. The exception appeared to be a small region in Italy called Venice.

Venice is a city of water canals, and much of the transport is via a type of canoe called a gondola. In 1291 AD, wanting to control both the industry and to avoid disastrous fires from glass-makers' kilns, officials banished all glass-blowers to the nearby island of Murano. For a short while, Venice enjoyed the economic boost of trading to both the Middle East and Western Europe. Venetian glass was highly desirable, so officials guarded their glass-making secrets closely and even established punitive laws against glass-makers leaving the island. Still, some glass-blowers escaped their island prison and began teaching their trade to other countries.

By the 1600s, a man with knowledge of Venetian glass-making secrets published a tell-all book about the secrets of the industry. He described how to make and blow the glass and even how to build the equipment. Glass-makers across the world used this information and formed their own types of glass. They established their own factories so that their specialty glass could be identified by the specific business "house" from which it originated. The glass-making industry had begun.

### Notable Events in Glass-making

1500s	Venetians invent a clear glass and line it with reflective tin to invent the first flat glass mirrors.
1608	Glass-making is introduced to the continent of North America.
1676	English glass-maker George Ravenscroft developed a process using lead to make glass easier to fashion and more durable.
1820s	Mechanical press was invented to expedite the production of glass.
1903	Michael Owens creates an automatic glass bulb blowing machine capable of manufacturing a million light bulbs per day.
1851	The first World's Fair is held in a massive "crystal" palace made of approximately 300,000 panes of glass.

62. Which sentence best reflects how the central idea is developed and supported in "The Art of Melted Sand"?
- A. The passage highlights economic changes throughout history that affected glass-making.
  - B. The passage explains how glass is made and details different techniques in glass-making.
  - C. The passage shows how wars at different points in history changed the demand for glass and the health of the glass-making industry.
  - D. The passage provides an overview of the history of glass-making with key, specific events in history that affected the glass-making industry.
63. Which excerpt from "The Art of Melted Sand" best explains why the glass

industry grew around 50 BCE?

- A.** “. . . village craftsmen began to experiment with glass, and they created mosaics, jars, and glass beads for sale. Through trade, the secret of glass-making slowly spread across the Middle East, Asia, and eventually into Europe.”
  
- B.** “. . . the Syrians . . . realized that if one took a hollow tube or straw and used it to blow air into a blob of melted glass, different shapes could be created without the trouble of making a core.”
  
- C.** “Venetian glass was highly desirable, so officials guarded their glass-making secrets closely and even established punitive laws against glass-makers leaving the island.”
  
- D.** “Still, some glass-blowers escaped their island prison and began teaching their trade to other countries.”

## ***I, Too, Sing America***

by Langston Hughes

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*Also called "I, Too" this poem was initially called "Epilogue" when it appeared in Langston Hughes' poetry collection, *The Weary Blues* (1926). Hughes is known for his insightful portrayals of black life in America in the 1920's through 1960's with jazz poetry.*

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I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed--

I, too, am America.



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Read the following and answer the questions below:

**The Work of the Colorado River**

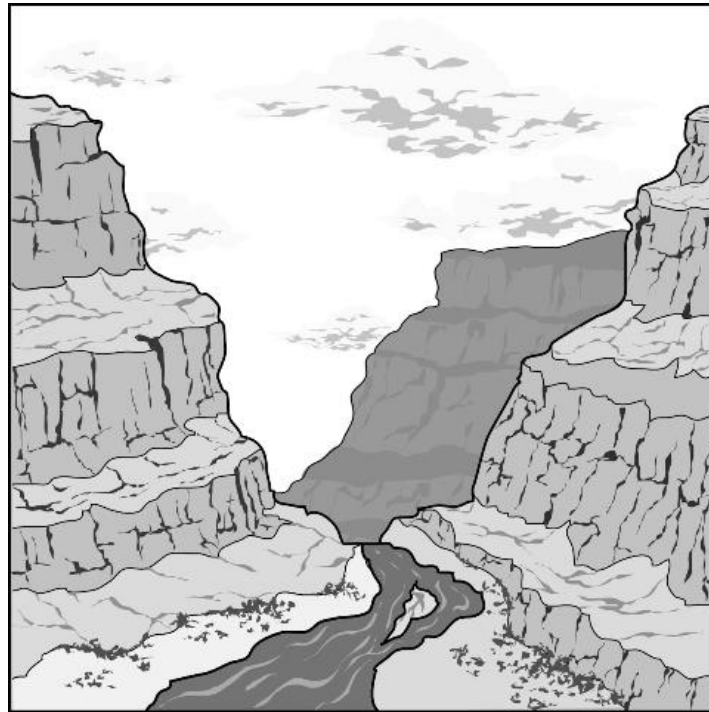
The Work of the Colorado River

**“The Work of the Colorado River”**

*Excerpt from The Western United States:*

**A Geographical Reader**

by Harold Wellman Fairbanks



**The Western United States: A Geographical Reader was published in 1904 to provide high school readers information about Earth's most interesting physical features and the influence these features have had on human civilization. The Colorado River is one of the many features detailed in the Reader.**

The Colorado River is not old, as we estimate the age of rivers. It was born when the Rocky Mountains were first uplifted to the sky, when their lofty peaks, collecting the moisture of the storms, sent streams dashing down to the plains below. Upon the western slope of the mountains a number of these streams united in one great river, which wound here and there,

seeking the easiest route across the plateau to the Gulf of California.

At first the banks of the river were low, and its course was easily turned one way or another. From the base of the mountains to the level of the ocean there is a fall of more than a mile, so that the river ran swiftly and was not long in making for itself a definite channel.

Many thousands of years passed. America was discovered. The Spaniards conquered Mexico and sent expeditions northward in search of the cities of Cibola, where it was said that gold and silver were abundant. One of these parties is reported to have reached a mighty canyon, into which it was impossible to descend. The canyon was so deep that rocks standing in the bottom, which were in reality higher than the Seville cathedral, appeared no taller than a man.

Another party discovered the mouth of the river and called it, because of their safe arrival, The River of Our Lady of Safe Conduct. They went as far up the river as its shallow waters would permit, but failed to find the seven cities of which they were in search, and turned about and went back to Mexico. For years afterward the river remained undisturbed, so far as white men were concerned. A great part of the stream was unknown even to the Indians, for the barren plateaus upon either side offered no inducements to approach.

Trappers and explorers in the Rocky Mountains reached the head waters of the river nearly one hundred years ago, and followed the converging branches down as far as they dared toward the dark and forbidding canyons. It was believed that no boat could pass through the canyons, and that once launched upon those turbid waters, the adventurer would never be able to return.

The Colorado remained a river of mystery for nearly three centuries after its discovery. When California and New Mexico had become a part of the Union, about the middle of the last century, the canyon of the Colorado was approached at various points by government exploring parties, which brought back more definite reports concerning the rugged gorge through which the river flows.

In 1869 Major Powell, at the head of a small party, undertook the dangerous trip through the canyon by boat. After enduring great hardships for a number of weeks, the party succeeded in reaching the lower end of the canyon. Major Powell's exploit has been repeated by only one other company, and some members of this party perished before the dangerous feat was accomplished.

The Colorado is a wonderful stream. It is fed by the perpetual snows of the Rocky Mountains. For some distance the tributary streams flow through fertile valleys, many of them now richly and widely cultivated. But soon the branches unite in one mighty river which, seeming to shun life and sunlight, buries itself so deeply in the great plateau that the traveller through this region may perish in sight of its waters without being able to descend far enough to reach them. After passing through one hundred miles of canyon, the river emerges upon a desert region, where the rainfall is so slight that curious and unusual forms of plants and animals have been developed, forms which are adapted to withstand the almost perpetual sunshine and scorching heat of summer.

Below the Grand Canyon the river traverses an open valley, where the bottom lands support a few Indians who raise corn, squashes, and other vegetables. At the Needles the river is hidden for a short time within canyon walls, but beyond Yuma the valley widens, and the stream enters upon vast plains over which it flows to its mouth in the Gulf of California.

No portion of the river is well adapted to navigation. Below the canyon the channels are shallow and ever changing. At the mouth, enormous tides sweep with swift currents over the shallows and produce foam-decked waves known as the "bore."

Visit the Colorado River whenever you will, at flood time in early summer, or in the fall and winter when the waters are lowest, you will always find it deeply discolored. The name "Colorado" signifies red, and was given to the river by the Spaniards. Watch the current and note how it boils and seethes. It seems to be thick with mud. The bars are almost of the same color as the water and are continually changing. Here a low alluvial bank is being washed away, there a broad flat is forming. With the exception of the Rio Grande in New Mexico, and the Gila, which joins the Colorado at Yuma, no other river is known to be so laden with silt. No other river is so rapidly removing the highlands through which it flows.



"The Work of the Colorado River" in the public domain.

**89.** Which statement from "The Work of the Colorado River" best supports the claim that the river has interesting physical features?

- A.** "At first the banks of the river were low, and its course was easily turned one way or another."
- B.** "The canyon was so deep that rocks standing in the bottom, which were in reality higher than the Seville cathedral, appeared no taller than a man."
- C.** "Another party discovered the mouth of the river and called it, because of their safe arrival, The River of Our Lady of Safe Conduct."
- D.** "The Colorado is a wonderful stream. It is fed by the perpetual snows of the Rocky Mountains."

**90.** What is the author’s point of view and purpose in “The Work of the Colorado River”? How does the author use imagery and rhetoric to advance the point of view and purpose? Explain your response in one to two paragraphs using details from the passage for support.

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Read the following and answer the questions below:

### **Blame It on the Moon**

Blame It on the Moon

#### **Blame It on the Moon**

The moon is more than just a pretty face in the night sky. The moon is in continual dynamic interaction with the Earth. It is responsible for far more than just tides and love songs about beautiful nights.

#### **It's a...Moon?**

Many people do not realize that the Earth "gave birth" to the moon. Before the moon existed, Earth was struck by a large object about the size of Mars. At impact, several events may have occurred. According to one theory, a large piece of space debris struck Earth at an angle and with enough force that a piece of Earth broke off. Rather than becoming lost to space, Earth's gravitational pull kept this piece in orbit and it eventually became the moon. Another theory postulates that when the large object struck Earth, many pieces of Earth were flung into space, and these pieces later aggregated to form the moon.

One reason scientists study and have visited the moon is that the moon may hold secrets about the composition of Earth when the moon was created. Since the moon is either made from Earth or contains many of the smaller pieces that were flung from Earth, the moon may hold secrets about Earth's past which Earth can no longer share. As Earth formed, its early magma surface eventually sunk into its core. Weather, erosion, and the movement of tectonic plates have obliterated evidence of what the surface of Earth was like when the moon was formed. The moon, however, is like a tiny specimen of Earth from the time period when the moon was born. In addition, smaller pieces of Earth that may have landed on the moon are likely to still be there either on or just below the surface. Given the opportunity, scientists' study of the moon could help us better understand Earth.

#### **Metals on Earth**

Another consequence of the moon's creation is that pieces of the large object that struck Earth remain in Earth's mantle or outer layer. A current theory says that some of the metals Earth exhibits in its mantle today are derived from the spread of the metals located in the core of the original

object that struck the Earth. Metals are essential to many products we take for granted, like computers and cell phones. The metals in these objects may have once been part of an object large enough to create the moon!

### **The Moon Keeps Us from Getting Off Kilter**

The moon is important to life on Earth in other ways as well. One way is that the moon is responsible for keeping Earth at a 23.5 degree axial tilt. A stable axial tilt is essential for maintaining climates in the various regions of the planet. If Earth's axial tilt were to change, climates would change dramatically everywhere on the planet. For example, the axial tilt of Mars has changed many times because of the gravitational pull from other planets in the solar system on Mars. Consequently, ice located at its poles sometimes ends up at its equator. Such an event would have enormous ramifications for life on Earth. The moon, especially because of its size compared to Earth, has prevented much change in Earth's axial tilt, allowing for a far more stable climate over a far longer period of time.

Another way the moon helps keep Earth's climate appropriate for the life living on it is by slowing the rotation of the Earth. The moon's gravitational pull on Earth prevents Earth from spinning faster and exhibiting shorter days. A shorter day would provide less time for Earth to warm itself in the sun. Shorter days would cause colder climates and prevent the existence of many of Earth's plants and animals.

### **Tides**

When the moon first formed, it was much closer to Earth than it is now and much larger. The moon may have appeared ten or twenty times larger in the night sky. Tides at this time may have been nearly a kilometer (or 0.62 miles) high. Tidal ranges are smaller now, but depending on latitude and various land features, high tides occur in some areas of the planet. The tidal range of the English Channel between Great Britain and Europe can be ten meters (or about 32 feet). In the Bay of Fundy in Canada, the tidal range can be as much as 20 meters (or about 64 feet). In most areas near the equator, however, the tidal range is barely a few centimeters (0.30 inches).

Tides are important to many species that rely on the predictable movement of water on and off of shorelines. Grunions, a small fish, and horseshoe crabs, for example, both wait for specific tide levels before they come ashore and lay eggs. The eggs incubate in their sandy nests until the next high tide arrives. Then the eggs hatch, and the offspring are swept away into the ocean on the outgoing tide. This cycle is essential to the existence of these creatures.

## By the Light of the Moon

One of the most pertinent reasons the moon is helpful became obsolete with the advent of electric lights. At one time, the moon was an important source of illumination for nighttime activities. For animals and plants, it still is. One reason why so many animals hunt at night is that the moon provides just enough light for animals to see, but not enough so that animals cannot remain hidden. Moonlight is essential to the dynamic of the hunter and the hunted.

Further study of the moon will only provide more insights into the dynamic relationship between Earth and its closest neighbor. More than just a glowing crescent or orb in the sky, the moon is essential for life on Earth as we know it.

108. Which of the following paragraphs best summarizes the central idea of "Blame It on the Moon"?
- A. Studying the moon further will provide additional insight into the dynamic relationship between Earth and its closest neighbor. More than just a glowing crescent or orb in the sky, the moon is essential for life on Earth as we know it.
  - B. The moon came from Earth and is still connected to Earth in many ways. The moon and Earth share a similar composition. Earth's rotation, axis, and tides are maintained by the steady gravitational pull of the moon. Last, the moon provides essential night-time light to sustain nocturnal hunting activities.
  - C. The moon helps to maintain life on Earth by providing an axial tilt of 23.5 degrees. The moon possesses a similar composition to Earth, including metals that can be used in cell phones and computers—materials that may have been part of the object that originally struck Earth and formed the moon in the first place. Finally, the moon helps many animals to hunt at night—essential to the dynamic of the hunter and the hunted.



**D.** The moon is the most important astronomical object to Earth because it provides several methods of determining the nature of Earth. The moon's composition can reveal information about Earth's internal composition. The moon maintains the necessary structures of Earth to keep animals alive and helps them hunt while still giving them enough shadows for cover. Last, the moon maintains the speed of Earth to allow us to keep warm enough to live.

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Read the following and answer the questions below:

**Address to the Congress on Women's Suffrage**

Address to the Congress on Women's Suffrage

*Excerpt from* **Address to the Congress on Women's Suffrage**  
by Carrie Chapman Catt

Carrie Chapman Catt (1859–1947), the second president of the National American Woman Suffrage Association (NAWSA), campaigned tirelessly on behalf of the Nineteenth Amendment, which gave American women the right to vote. The following passage is excerpted from Catt's "Address to the Congress on Women's Suffrage."

Woman suffrage is inevitable. Suffragists knew it before November 4, 1917; opponents afterward. Three distinct causes made it inevitable.

First, the history of our country. Ours is a nation born of revolution, of rebellion against a system of government so securely entrenched in the customs and traditions of human society that in 1776 it seemed [unassailable]. From the beginning of things, nations had been ruled by kings and for kings, while the people served and paid the cost. The American Revolutionists boldly proclaimed the heresies: "Taxation without representation is tyranny." "Governments derive their just powers from the consent of the governed." The colonists won, and the nation which was established as a result of their victory has held unfailingly that these two fundamental principles of democratic government are not only the spiritual source of our national existence but have been our chief historic pride and at all times the sheet anchor of our liberties.

Eighty years after the Revolution, Abraham Lincoln welded those two maxims into a new one: "Ours is a government of the people, by the people, and for the people." Fifty years more passed, and the president of the United States, Woodrow Wilson, in a mighty crisis of the nation, proclaimed to the world: "We are fighting for the things which we have always carried nearest to our hearts: for democracy, for the right of those who submit to authority to have a voice in their own government" ...

With such a history behind it, how can our nation escape the logic it has never failed to follow, when its last un-enfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars

paid in taxes by women to whom he refuses "representation." Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women public school teachers from whom many of these men [learned] all they know of citizenship and patriotism, to women college presidents, to women who ... interpret law in our courts, preside over our hospitals, write books and magazines, and serve in every uplifting moral and social enterprise. Is there a single man who can justify such inequality of treatment, such outrageous discrimination? Not one...

Second, the suffrage for women already established in the United States makes women suffrage for the nation inevitable. When Elihu Root, as president of the American Society of International Law, at the eleventh annual meeting in Washington, April 26, 1917, said, "The world cannot be half democratic and half autocratic. It must be all democratic or all Prussian.<sup>1</sup> There can be no compromise," he voiced a general truth. Precisely the same intuition has already taught the blindest and most hostile foe of woman suffrage that our nation cannot long continue a condition under which government in half its territory rests upon the consent of half of the people and in the other half upon the consent of all the people, a condition which grants representation to the taxed in half of its territory and denies it in the other half, a condition which permits women in some states to share in the election of the president, senators, and representatives and denies them that privilege in others. It is too obvious to require demonstration that woman suffrage, now covering half our territory, will eventually be ordained in all the nation. No one will deny it. The only question left is when and how will it be completely established.

Third, the leadership of the United States in world democracy compels the enfranchisement of its own women. The maxims of the Declaration were once called "fundamental principles of government." They are now called "American principles" or even "Americanisms." They have become the slogans of every movement toward political liberty the world around, of every effort to widen the suffrage for men or women in any land. Not a people, race, or class striving for freedom is there anywhere in the world that has not made our axioms the chief weapon of the struggle. More, all men and women the world around, with farsighted vision into the [verity] of things, know that the world tragedy of our day is not now being waged over ... commercial competition, nor national ambitions, nor the freedom of the seas. It is a death grapple between the forces which deny and those which uphold the truths of the Declaration of Independence ...

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Read the following and answer the questions below:

**Excerpt from "Decade Speech: On the Progress of Education and Industrial Avocations for Women"**

Excerpt from "Decade Speech: On the Progress of Education and Industrial Avocations for Women"  
*Excerpt from* **"Decade Speech: On the Progress of Education and Industrial Avocations for Women"**

by Matilda Joslyn Gage

***Matilda Joslyn Gage was a dedicated abolitionist, whose home was on the Underground Railroad. She was eventually attracted to the women's suffrage movement, becoming a speaker and writer for the cause from the mid- to late-1800s. The following excerpt is from a speech of hers called "Decade Speech: On the Progress of Education and Industrial Avocations for Women."***

[I]t has fallen upon me to especially call your attention to the advanced educational facilities enjoyed by the women of 1870, compared with those enjoyed by the women of 1850 ...

The progress of education for women was for years very slow. Although the first grant of land in the United States for a public schoolhouse was made by a woman, it was not the sex to which she belonged that enjoyed its benefits. Even the common-school system of Massachusetts, which is pointed to with so much pride, was originated for boys alone. Thomas Hughes, in his Boston speech the other day, declared that England had derived her educational inspiration from the common-school system of Massachusetts. It was the admission of girls to its benefits, an admission primarily made by certain districts to secure their quota of school money. It was the admission of girls to common-school advantages, which made of that system what it now is.

Twenty years ago girls stood upon an equality with boys in common-schools, but not elsewhere had they equal educational advantages. Two colleges at that time, Oberlin and Antioch, professed to admit women upon an equality, but in 1850, no woman in them was allowed to deliver, or even read her own graduating oration. Her presence upon the platform was considered out of place, and if her thoughts were given to the world, the college demanded their utterance through a man's mouth.

In looking over the Holliday library recently sold at auction in this city, I found a book of political caricatures. They were English-coarse, colored wood-prints, but very sharp and laughable. One of them represented a noted politician with a speaking trumpet to his mouth, but he did not give utterance to his own thoughts, for the trumpet passed through the head and out of the mouth of another man. Just so at Oberlin, twenty years ago, were the orations of women graduates trumpeted to the world through a man's mouth. But in 1853, such had already been the advance of public opinion in regard to woman's opportunities, that Oberlin College authorities granted its lady graduates permission to read their orations, though under strict charge not to lay aside the protecting paper. A brave young girl ascended the platform with her oration in her hand, placed it behind her, and, to the astonishment of the faculty and the delight of her hearers, delivered it unaided by man or paper. This was a step in the education of woman whose ultimate results have not yet been reached.

Buckle says the boasted civilizations of antiquity were [mostly] one-sided, and that they fell because society did not advance in all its parts, but sacrificed some of its constituents in order to secure the progress of others.

Through the past, this has been ... the case in regard to woman. Education, except in accomplishments, has been for her ignored. She has been called the ornament of life, and her advantages have been of an ornamental character. She has not been treated as a component part of humanity, but as a being having a life outside of her own interests, and not until she herself arose and demanded the enjoyment of all opportunities, was the plan of her education changed. The fact of such demand on the part [of] women is in itself an evidence of advanced civilization ...

While men have failed to see woman's needs in respect to education, she has seen them herself, and step by step has claimed opportunities, until today the highest universities are opening their doors for her admission. Within the past year, Michigan University has admitted women, and at the present time, a period of only about seven months, there are seventeen women students in its medical department alone, besides those entered in its literary and legal departments.

In Iowa, the admission of women to all branches of its university, is rendered compulsory by her state constitution.

Washington University, of Missouri, has just now opened its doors to women. Baker University, of Kansas; Howard University, of Washington; St. Lawrence University, of New York; and, I believe, also universities in Illinois and Indiana, admit women. So numerous are becoming the colleges and

universities which admit women to equal educational advantages with men, or which have recently been founded for women alone, that I shall not attempt to give them more than a passing glance. Most states can boast those of greater or less reputation, and each year—almost each month—adds to their number. One of the latest is the Regent’s University, of California; and at our own Cornell University, a woman recently passed a successful examination. No state university can, in common equity, refuse to admit women, as the grant of public lands for their endowment was proportionate to the representation from each state, and women are counted equally with men as the basis of representation.

A good evidence of the change of thought in regard to woman’s education is found in school advertisements. One, which recently caught my eye, was of an old school—now in its forty-third year—originally a boys’ school. The present year’s advertisement reads thus: “In accordance with the request of several families who wish their daughters to have education similar to their sons, girls will be admitted to all departments of the school.”

Besides the schools, colleges and universities opening to women, we find the change of public sentiment has spread to literary and scientific associations. Both in 1869 and 70, women were on the list of officers of the American Social Science Association ... The New York State Historical Society has, within the year, admitted its first lady members ... Libraries for women have been instituted ... They fill, with distinguished honor, various college and university chairs, and not they alone, but their classes, give evidence of woman’s capacity both as teacher and learner.

Excerpt from speech, “Decade Speech: On the Progress of Education and Industrial Avocations for Women,” by Matilda Joslyn Gage. Published by Journeymen Printers’ Co-operative Association, 1871.

**122.** What is the most likely reason Gage adds specific examples to the final paragraph of “Excerpt from Decade Speech: On the Progress of Education and Industrial Avocations for Women”?

- A.** to illustrate the changing status of girls’ education
- B.** to suggest that few parents support girls’ education

- C.** to propose that public opposition to girls' education persists
  
- D.** to emphasize the necessity of expanding girls' educational opportunities

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Read the following and answer the questions below:

### Equal Rights for Women

Equal Rights for Women

*Excerpt from **Equal Rights for Women**  
by Shirley Chisholm*

***In 1968 Shirley Chisholm became the first African-American woman ever elected to the U.S. Congress. She served as a member of the New York delegation in the House of Representatives from 1969–1983. The following passage is Chisholm’s speech called “Equal Rights for Women,” delivered May 21, 1969.***

Mr. Speaker, when a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even demeaning experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, “Do you type?”

There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress?

The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

It has been observed before, that society for a long time, discriminated against another minority, the blacks, on the same basis—that they were different and inferior ...

As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black.

Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales



and the classification of most of the better jobs as “for men only.”

More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of tokenism<sup>1</sup> yet. No women sit on the AFL-CIO<sup>2</sup> council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one senator and 10 representatives.

Considering that there are about 3 1/2 million more women in the United States than men, this situation is outrageous.

It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to oppression and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the younger segment of the population.

As in the field of equal rights for blacks, [Latinos], the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those who are most abused, and to begin the process of evolutionary change by compelling the insensitive majority to reexamine its unconscious attitudes.

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

Let me note and try to refute two of the commonest arguments that are offered against this amendment. One is that women are already protected under the law and do not need legislation. Existing laws are not adequate to secure equal rights for women. Sufficient proof of this is the concentration of women in lower paying, menial, unrewarding jobs and their incredible scarcity in the upper level jobs. If women are already equal, why is it such an event whenever one happens to be elected to Congress?

It is obvious that discrimination exists. Women do not have the opportunities that men do. And women that do not conform to the system, who try to break with the accepted patterns, are stigmatized<sup>3</sup> as “odd” and “unfeminine.” The fact is that a woman who aspires to be chairman of the board, or a Member of the House, does so for exactly the same reasons as any man. Basically, these are that she thinks she can do the job and she wants to try.

A second argument often heard against the equal rights amendment is that it would eliminate legislation that many states and the federal government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos.

As for the marriage laws, they are due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books. Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally. That one sex needs protection more than the other is a male supremacist myth as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time.

<sup>1</sup> **tokenism**: making only a symbolic effort

<sup>2</sup> **AFL-CIO**: American Federation of Labor–Congress of Industrial Organizations

<sup>3</sup> **stigmatized**: regarded as worthy of disgrace or extreme disapproval

“Equal Rights for Women” in the public domain.

**54.** Read this excerpt from “Equal Rights for Women.”

**Mr. Speaker, when a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even demeaning experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, “Do you type?”**

What can the reader conclude from the excerpt?

**A.** Most women were eager to go to college and seek jobs as office

workers.

- B.** Colleges often did not prepare women well enough for entering the job market.
- C.** Most employers believed that women were qualified only to work as secretaries.
- D.** Interviewers generally asked women a greater number of questions than they asked men.

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Read the following and answer the questions below:

**Excerpt from A Negro Explorer at the North Pole**

Excerpt from A Negro Explorer at the North Pole

*Excerpt from* **A Negro Explorer at the North Pole**

by Matthew A. Henson



African American explorer Matthew A. Henson was born in 1866 in Maryland. He had been working aboard ships since he was 13 years old when he met polar explorer Robert E. Peary in 1887. Impressed with Henson's skills, Peary hired Henson. The two men set out to explore the Arctic in 1890, and on April 6, 1909, they reached the farthest point north ever reached by previous explorers-175 miles from the Pole. The narrative in this excerpt from Henson's autobiography is interspersed with description from a diary Henson kept during those journeys.

**The Magnificent Desolation of the Arctic**

While we waited here, we had time to appreciate the magnificent desolation

about us. Even on the march, with loaded sledges and tugging dogs to engage attention, unconsciously one finds oneself with wits wool-gathering and eyes taking in the scene, and suddenly being brought back to the business of the hour by the fiend-like conduct of his team.

There is an irresistible fascination about the regions of northern-most Grant Land that is impossible for me to describe. Having no poetry in my soul, and being somewhat hardened by years of experience in that inhospitable country, words proper to give you an idea of its unique beauty do not come to mind. Imagine gorgeous bleakness, beautiful blankness. It never seems broad, bright day, even in the middle of June, and the sky has the different effects of the varying hours of morning and evening twilight from the first to the last peep of day. Early in February, at noon, a thin band of light appears far to the southward, heralding the approach of the sun, and daily the twilight lengthens, until early in March, the sun, a flaming disk of fiery crimson, shows his distorted image above the horizon. This distorted shape is due to the mirage caused by the cold, just as heat-waves above the rails on a railroad-track distort the shape of objects beyond.

The south sides of the lofty peaks have for days reflected the glory of the coming sun, and it does not require an artist to enjoy the unexampled splendor of the view. The snows covering the peaks show all of the colors, variations, and tones of the artist's palette, and more. Artists have gone with us into the Arctic and I have heard them rave over the wonderful beauties of the scene, and I have seen them at work trying to reproduce some of it, with good results but with nothing like the effect of the original. As Mr. Stokes said, "it is color run riot."

To the northward, all is dark and the brighter stars of the heavens are still visible, but growing fainter daily with the strengthening of the sunlight.

When the sun finally gets above the horizon and swings his daily circle, the color effects grow less and less, but then the sky and cloud-effects improve and the shadows in the mountains and clefts of the ice show forth their beauty, cold blues and grays; the bare patches of the land, rich browns; and the whiteness of the snow is dazzling. At midday, the optical impression given by one's shadow is of about nine o'clock in the morning, this due to the altitude of the sun, always giving us long shadows. Above us the sky is blue and bright, bluer than the sky of the Mediterranean, and the clouds from the silky cirrus mare's-tails to the fantastic and heavy cumulus are always objects of beauty. This is the description of fine weather.

Almost any spot would have been a fine one to get a round of views from; at Cape Sheridan, our headquarters, we were bounded by a series of land

marks that have become historical; to the north, Cape Hecla, the point of departure of the 1906 expedition; to the west, Cape Joseph Henry, and beyond, the twin peaks of Cape Columbia rear their giant summits out to the ocean.

From Cape Columbia the expedition was now to leave the land and sledge over the ice-covered ocean four hundred and thirteen miles north-to the Pole!

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## Ready for the Dash to the Pole

*The Diary-February 23: Heavy snow-fall and furious winds; accordingly intense darkness and much discomfort.*

There was a heavy gale blowing at seven o'clock in the morning, on February 22, and the snow was so thick and drifty that we kept close to our igloos and made no attempt to do more than feed the dogs. My igloo was completely covered with snow and the one occupied by Dr. Goodsell was blown away, so that he had to have another one, which I helped to build.

The wind subsided considerably, leaving a thick haze, but after breakfast, Professor MacMillan, Mr. Borup, and their parties, left camp for Cape Colan, to get the supplies they had dumped there, and carry them to Cape Aldrich. I took one Esquimo, Poadloonah, and one sledge from the Captain's party, and with my own three boys, Ooblooyah, Ootah, and I-forget-his-name, and a howling mob of dogs, we left for the western side of Cape Columbia, and got the rest of the pemmican and biscuits. On the way back, we met the Captain, who was out taking exercise. He had nothing to say; he did not shake hands, but there was something in his manner to show that he was glad to see us. With the coming of the daylight a man gets more cheerful, but it was still twilight when we left Cape Columbia, and melancholy would sometimes grip, as it often did during the darkness of midwinter.

Captain Bartlett helped us to push the loaded sledges to Cape Aldrich and nothing was left at Cape Columbia.

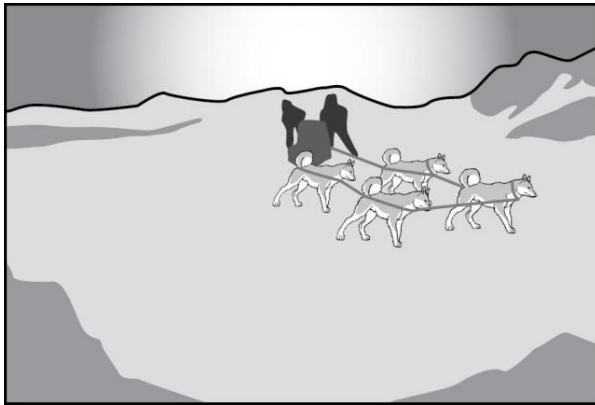
When we got back to camp we found Professor Marvin and his party of three Esquimos there. They had just reached the camp and were at work building an igloo.

Professor Marvin came over to our igloo and changed his clothes; that is, in a temperature of at least 45° below zero, by the light of my lantern he coolly and calmly stripped to the pelt, and proceeded to cloth himself in the new suit of reindeerskin and polar bearskin clothing, that had been made for him

by the Esquimo woman, Ahlikahsingwah, aboard the Roosevelt. It had taken him and his party five days to make the trip from Sheridan to Columbia.

February 26: This from my log: "Clear, no wind, temperature 57° below zero." Listen! I will tell you about it. At seven a. m. we quit trying to sleep and started the pot a-boiling. A pint of hot tea gave us a different point of view, and Professor Marvin handed me the thermometer, which I took outside and got the reading; 57° below; that is cold enough. I have seen it lower, but after forty below the difference is not appreciable.

I climbed to the highest pinnacle of the cape and in the gathering daylight gazed out over the ice-covered ocean to get an idea of its condition. At my back lay the land of sadness, just below me the little village of snow-houses, the northern-most city on the earth (Commander Peary give it the name Crane City), and, stretching wide and far to the northward, the irresistible influence that beckoned us on; broken ice, a sinister chaos, through which we would have to work our way. Dark and heavy clouds along the horizon gave indication of open water, and it was easy to see that the rough and heavy shore-ice would make no jokes for us to appreciate.



**82.** How does "*Excerpt from A Negro Explorer at the North Pole*" develop the central idea that Henson is an expert on the Arctic?

- A.** It contrasts him with less capable members of the expedition.
- B.** It includes his accounts of different areas that the expedition traveled to.

- C.** It shows him performing tasks needed for survival and interpreting the terrain.
  - D.** It reveals he is aware that long periods of darkness can affect people's moods.
- 83.** According to details in "Excerpt from A Negro Explorer at the North Pole," the most vivid colors of the Arctic are displayed at what time of the day?
- A.** midday
  - B.** twilight
  - C.** early morning
  - D.** late afternoon



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Read the following and answer the questions below:

**Excerpt from Completing the Transcontinental Railroad, 1869**

Excerpt from Completing the Transcontinental Railroad, 1869

*Excerpt from* **Completing the Transcontinental Railroad, 1869**

by Alexander Topence

***The completion of the Transcontinental Railroad culminated with a ceremony at Promontory, Utah, with Governor Stanford of California and President of the Union Pacific Railroad, Thomas Durant, taking turns pounding a Golden Spike into the final tie that united the railroad's east and west sections. Alexander Topence witnessed the event.***

"I saw the Golden Spike driven at Promontory, Utah, on May 10, 1869. I had a beef contract to furnish meat to the construction camps of Benson and West ...

On the last day, only about 100 feet were laid, and everybody tried to have a hand in the work. I took a shovel from an Irishman, and threw a shovel full of dirt on the ties just to tell about it afterward.

A special train from the west brought Sidney Dillon, General Dodge, T. C. Durant, John R. Duff, S. A. Seymour, and a lot of newspaper men ...

Another train made up at Ogden carried the band from Fort Douglas, and the leading men of Utah Territory ...

California furnished the Golden Spike. Governor Tuttle of Nevada furnished one of silver. General Stanford ... presented one of gold, silver, and iron from Arizona. The last tie was of California laurel.

When they came to drive the last spike, Governor Stanford, president of the Central Pacific, took the sledge, and the first time he struck he missed the spike and hit the rail.

What a howl went up! ... [E]verybody yelled with delight. 'He missed it. Yee.' The engineers blew the whistles and rang their bells. Then Stanford tried it again and tapped the spike and the telegraph operators had fixed their instruments so that the tap was reported in all the offices east and west, and

set bells to tapping in hundreds of towns and cities ... Then Vice President T. C. Durant of the Union Pacific took up the sledge and he missed the spike the first time. Then everybody slapped everybody else again and yelled, 'He missed it too, yow!'

It was a great occasion, everyone carried off souvenirs and there are enough splinters of the last tie in museums to make a good bonfire.

When the connection was finally made the Union Pacific and the Central Pacific engineers ran their engines up until their pilots touched. Then the engineers shook hands and had their pictures taken and each broke a bottle of champagne on the pilot of the other's engine and had their picture taken again.

The Union Pacific engine, the 'Jupiter,' was driven by my good friend, George Lashus, who still lives in Ogden.

Both before and after the spike driving ceremony there were speeches, which were cheered heartily. I do not remember what any of the speakers said now ..."

"Completing the Transcontinental Railroad, 1869" in the public domain.

## **The Transcontinental Railroad and the American West**

The Transcontinental Railroad and the American West

### **The Transcontinental Railroad and the American West**

On May 10, 1869, a crowd of railroad workers, politicians, and local citizens gathered at Promontory Point, Utah. They cheered as a final, gold-plated railroad spike was driven in, linking the Central Pacific Railroad and the Union Pacific Railroad. Together, the railroads helped connect the eastern United States and the western United States, forming the first transcontinental railroad. This railroad stretched for 1,907 miles, from Sacramento, California, to Council Bluffs, Iowa. At Council Bluffs, the railroad connected to other rail lines, which ran to eastern and midwestern cities.

The project was the result of a great deal of effort and expense. Research on potential routes for a transcontinental railroad had begun in 1853, as scientists and surveyors spent years gathering information on western

terrain. Their maps and data filled twelve substantial volumes. In 1862, President Abraham Lincoln signed the Pacific Railroad Bill, allocating funds and public lands to construct the railroad over the course of seven years. The total cost of construction was about \$50 million. Some 20,000 workers raced to lay track advancing the Union Pacific line westward from Omaha, Nebraska, and the Central Pacific eastward from Sacramento, California. They lifted 700-pound rails in five-man teams to blast through rock and gouge tunnels out of the mountains. Workers endured the cold weather of the Sierra Nevada Mountains, the searing heat of the desert, and harsh winds sweeping across the plains. Some performed this arduous labor three shifts a day, six days a week. Critics of the project complained that workers, many of them immigrants or former slaves, were not paid enough to endure the harsh conditions. Others noted that the railroad companies were more focused on finishing the work quickly than on constructing durable railroad tracks—resulting in spans of track that needed to be repaired shortly after the railroad was completed.

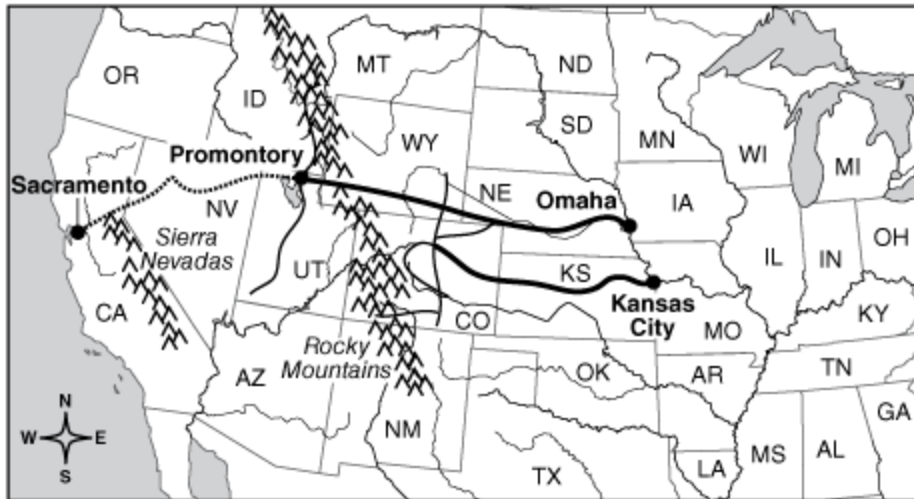
While the construction of the railroad led to many hardships, the completed railroad brought numerous benefits and transformed the nation. Previously, a journey from San Francisco to New York could last up to six months and could cost up to one thousand dollars. Using the transcontinental railroad, the journey took about six days for a fraction of the cost. The railroad helped farmers transport crops more cheaply and easily, meaning that perishable foods could be shipped hundreds or thousands of miles away. The development of refrigeration cars in the 1870s allowed cattle ranchers to ship and sell their meat in far-away markets. For the first time, residents of eastern cities could purchase fresh oranges from California, while residents of western towns could purchase meat from Chicago stockyards. Miners used the railroad to travel between mining sites and ship ore to distant cities. The transcontinental railroad also revolutionized American mail delivery by replacing the significantly slower Pony Express.




Perhaps most significantly, the transcontinental railroad helped Americans settle the west. The Homestead Act of 1862 offered parcels of western land to all heads of household who agreed to tend the land for five years and could pay a simple filing fee. The transcontinental railroad made the journey west much easier, allowing immigrants, poor farmers, and newly freed slaves the opportunity to develop their own farms. Thanks in part to the railroad, new cities, towns, and settlements sprang up, leading to the end of the western frontier near the end of the nineteenth century, as little uncharted land remained in the continental United States.

The completion of the transcontinental railroad led to the construction of

other railroad lines in the west. These new rail lines traversed from north to south and from east to west, shipping people and goods quickly and easily. As time passed, many sections were abandoned, but hundreds of miles of the original transcontinental railroad route are still in service. Today, the freight rail system continues to be crucial to the American economy, using about 140,000 miles of active railroad track.

### TRANSCONTINENTAL RAILROAD, 1869



KEY	
	Union Pacific Railroad Line
	Central Pacific Railroad Line
	Mountain Range

**123.** According to “The Transcontinental Railroad and the American West,” the completed railroad “brought numerous benefits” to the nation. Write one to two paragraphs explaining the benefits the railroad brought to working people and the poor. Use details from the passage to support your response.

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Read the following and answer the questions below:

**Excerpt from "Wilhelm Tell"**

Excerpt from "Wilhelm Tell"

*Excerpt from "Wilhelm Tell"*

*Excerpt from Dramatic Works of Friedrich Schiller*

by Johann Christoph Friedrich von Schiller

***German writer Johann Christoph Friedrich von Schiller wrote "Wilhelm Tell" in 1804. It tells the story of a 14th-century Swiss archery marksman and his role in the Swiss battle for independence. In this excerpt, Governor Gessler forces Tell to prove his archery skills. Gessler has Tell's son, Walter, placed underneath a lime tree with an apple on his head. Tell must shoot the apple without harming his son.***

MELCHTHAL (to the country people): What! Is this outrage to be perpetrated Before our very eyes? Where is our oath?

STAUFFACHER: Resist we cannot! Weapons we have none.  
And see the wood of lances round us! See!

MELCHTHAL: Oh! would to heaven that we had struck at once!  
God pardon those who counsell'd the delay!

GESSLER (to Tell): Now to your task! Men bear not arms for naught.  
To carry deadly tools is dangerous,  
And on the archer oft his shaft recoils.  
This right, these haughty peasant churls assume,  
Trenches upon their master's privileges:  
None should be armed, but those who bear command.  
It pleases you to carry bow and bolt—  
Well—be it so. I will prescribe the mark.

TELL (bends the bow, and fixes the arrow): A lane there! Room!

STAUFFACHER: What, Tell? You would—no, no!  
You shake—your hand's unsteady—your knees tremble.

TELL (letting the bow sink down): There's something swims before mine

eyes!

WOMEN: Great Heaven!

TELL: Release me from this shot! Here is my heart!

(Tears open his [shirt].)

Summon your troopers—let them strike me down!

GESSLER: 'Tis not thy life I want—I want the shot,

Thy talent's universal! Nothing daunts thee!

The rudder thou canst handle like the bow!

No storms affright thee, when a life's at stake.

Now, saviour, help thyself—thou savest all!

(Tell stands fearfully agitated by contending emotions, his hands moving convulsively, and his eyes turning alternately to the Governor and Heaven. Suddenly he takes a second arrow from his quiver, and sticks it in his belt. The Governor notes all he does.)

WALTER (beneath the lime tree): Shoot, Father, shoot! fear not!

TELL: It must be!

(Collects himself and levels the bow.)

RUDENZ (who all the while has been standing in a state of violent excitement, and has with difficulty restrained himself, advances): My lord, you will not urge this matter further;

You will not. It was surely but a test.

You've gained your object. Rigour push'd too far

Is sure to miss its aim, however good,

As snaps the bow that's all too straitly bent.

GESSLER: Peace, till your counsel's ask'd for!

RUDENZ: I will speak!

Ay, and I dare! I reverence my king;

But acts like these must make his name abhorr'd.

He sanctions not this cruelty. I dare

Avouch<sup>1</sup> the fact. And you outstep your powers

In handling thus my harmless countrymen.

GESSLER: Ha! thou grow'st bold, methinks!

RUDENZ: I have been dumb

To all the oppressions I was doomed to see.

I've closed mine eyes to shut them from my view,

Bade my rebellious, swelling heart be still,  
And pent its struggles down within my breast.  
But to be silent longer, were to be  
A traitor to my king and country both.

BERTHA (casting herself between him and the Governor): Oh, Heavens! you  
but exasperate his rage!

RUDENZ: My people I forsook—renounced my kindred—  
Broke all the ties of nature, that I might  
Attach myself to you. I madly thought  
That I should best advance the general weal<sup>2</sup>

By adding sinews to the Emperor's power.  
The scales have fallen from mine eyes—I see  
The fearful precipice on which I stand.  
You've led my youthful judgment far astray—  
Deceived my honest heart. With best intent,  
I had well-nigh achiev'd my country's ruin.

GESSLER: Audacious boy, this language to thy lord?

RUDENZ: The Emperor is my lord, not you! I'm free.  
As you by birth, and I can cope with you  
In every virtue that beseems a knight.  
And if you stood not here in that king's name,  
Which I respect e'en where 'tis most abused,  
I'd throw my gauntlet<sup>3</sup> down, and you should give  
An answer to my gage<sup>4</sup> in knightly sort.  
Ay, beckon to your troopers! Here I stand;  
But not like these

(Pointing to the people,)

—unarmed. I have a sword, And he that stirs one step—

STAUFFACHER (exclaims): The apple's down!

(While the attention of the crowd has been directed to the spot where  
Bertha had cast herself between Rudenz and Gessler, Tell has shot.)

ROSSELMANN: The boy's alive!

MANY VOICES: The apple has been struck!

(Walter Furst staggers and is about to fall. Bertha supports him.)

GESSLER (astonished): How? Has he shot? The madman!

BERTHA: Worthy Father!  
Pray you, compose yourself. The boy's alive.

WALTER (runs in with the apple): Here is the apple, Father! Well I knew  
You would not harm your boy.

<sup>1</sup> **Avouch:** confirm, declare as a fact

<sup>2</sup> **weal:** well-being

<sup>3</sup> **gauntlet:** protective glove, worn as part of medieval armor

<sup>4</sup> **gag:** something that is thrown down as a challenge to fight; in this case, the gauntlet

Excerpt from play "Wilhelm Tell," by Friedrich Schiller. Found in *Dramatic Works of Friedrich Schiller*, translated by Coleridge, Churchill, and Martin. Published by George Bell and Sons, 1908.

- 238.** What can readers infer about the political structure of Switzerland at the time "Wilhelm Tell" takes place?
- A.** Governors had power but ultimately answered to the emperor.
  - B.** The tyranny of governors was a widespread national problem.
  - C.** Competing bands of citizens fought among each other for power.
  - D.** There was some tolerance among political leaders for democracy.



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Read the following and answer the questions below:

**An Excerpt from The Count of Monte Cristo**

An Excerpt from The Count of Monte Cristo

*An Excerpt from* **The Count of Monte Cristo**

*by Alexander Dumas*

*Finding no game off the coast of Italy, Baron Franz d'Epinaay is looking for new places to hunt when the boat captain tells him about The Island of Monte Cristo.*

"Do you see that island?" continued the captain, pointing to a conical pile rising from the indigo sea.

"Well, what is this island?"

"The Island of Monte Cristo."

"But I have no permission to shoot over this island."

"Your excellency does not require a permit, for the island is uninhabited."

"Ah, indeed!" said the young man. "A desert island in the midst of the Mediterranean must be a curiosity."

"It is very natural; this island is a mass of rocks, and does not contain an acre of land capable of cultivation."

"To whom does this island belong?"

"To Tuscany."

"What game shall I find there!"

"Thousands of wild goats."

"Who live upon the stones, I suppose," said Franz with an incredulous smile.

"No, but by browsing the shrubs and trees that grow out of the crevices of the rocks."

"Where can I sleep?"

“On shore in the grottos, or on board in your cloak; besides, if your excellency pleases, we can leave as soon as you like—we can sail as well by night as by day, and if the wind drops we can use our oars.”

As Franz had sufficient time, and his apartments at Rome were not yet available, he accepted the proposition. Upon his answer in the affirmative, the sailors exchanged a few words together in a low tone.

“Well,” asked he, “what now? Is there any difficulty in the way?”

“No.” replied the captain, “but we must warn your excellency that the island is an infected port.”

“What do you mean?”

“Monte Cristo although uninhabited, yet serves occasionally as a refuge for the smugglers and pirates who come from Corsica, Sardinia, and Africa, and if it becomes known that we have been there, we shall have to perform quarantine for six days on our return to Leghorn.”

“The deuce! That puts a different face on the matter. Six days! Why, that’s as long as the Almighty took to make the world! Too long a wait—too long.”

“But who will say your excellency has been to Monte Cristo?”

“Oh, I shall not,” cried Franz.

“Nor I, nor I,” chorused the sailors.

“Then steer for Monte Cristo.”

The captain gave his orders, the helm was put up, and the boat was soon sailing in the direction of the island. Franz waited until all was in order, and when the sail was filled, and the four sailors had taken their places—three forward, and one at the helm—he resumed the conversation. “Gaetano,” said he to the captain, “you tell me Monte Cristo serves as a refuge for pirates, who are, it seems to me, a very different kind of game from the goats.”

“Yes, your excellency, and it is true.”

“I knew there were smugglers, but I thought that since the capture of Algiers, and the destruction of the regency, pirates existed only in the romances of Cooper and Captain Marryat.”

“Your excellency is mistaken; there are pirates, like the bandits who were believed to have been exterminated by Pope Leo XII., and who yet, every day, rob travellers at the gates of Rome. Has not your excellency heard that the French charge d’affaires was robbed six months ago within five hundred

paces of Velletri?"

"Oh, yes, I heard that."

"Well, then, if, like us, your excellency lived at Leghorn, you would hear, from time to time, that a little merchant vessel, or an English yacht that was expected at Bastia, at Porto-Ferraio, or at Civita Vecchia, has not arrived; no one knows what has become of it, but, doubtless, it has struck on a rock and foundered. Now this rock it has met has been a long and narrow boat, manned by six or eight men, who have surprised and plundered it, some dark and stormy night, near some desert and gloomy island, as bandits plunder a carriage in the recesses of a forest."

"But," asked Franz, who lay wrapped in his cloak at the bottom of the boat, "why do not those who have been plundered complain to the French, Sardinian, or Tuscan governments?"

"Why?" said Gaetano with a smile.

"Yes, why?"

"Because, in the first place, they transfer from the vessel to their own boat whatever they think worth taking, then they bind the crew hand and foot, they attach to every one's neck a four and twenty pound ball, a large hole is chopped in the vessel's bottom, and then they leave her. . . . Do you understand now," said the captain, "why no complaints are made to the government, and why the vessel never reaches port?"

It is probable that if Gaetano had related this previous to proposing the expedition, Franz would have hesitated, but now that they had started, he thought it would be cowardly to draw back. He was one of those men who do not rashly court danger, but if danger presents itself, combat it with the most unalterable coolness. Calm and resolute, he treated any peril as he would an adversary in a duel,—calculated its probable method of approach; retreated, if at all, as a point of strategy and not from cowardice; was quick to see an opening for attack, and won victory at a single thrust. "Bah!" said he, "I have travelled through Sicily and Calabria—I have sailed two months in the Archipelago, and yet I never saw even the shadow of a bandit or a pirate."

"I did not tell your excellency this to [discourage] you," replied Gaetano, "but you questioned me, and I have answered; that's all."

"Yes, and your conversation is most interesting; and as I wish to enjoy it as long as possible, steer for Monte Cristo."

The wind blew strongly, the boat made six or seven knots an hour, and they

were rapidly reaching the end of their voyage. As they drew near the island seemed to lift from the sea, and the air was so clear that they could already distinguish the rocks heaped on one another, like cannon balls in an arsenal, with green bushes and trees growing in the crevices. As for the sailors, although they appeared perfectly tranquil yet it was evident that they were on the alert, and that they carefully watched the glassy surface over which they were sailing, and on which a few fishing-boats, with their white sails, were alone visible. They were within fifteen miles of Monte Cristo when the sun began to set behind Corsica, whose mountains appeared against the sky, showing their rugged peaks in bold relief; this mass of rock, like the giant Adamastor<sup>1</sup>, rose dead ahead, a formidable barrier, and intercepting the light that gilded its massive peaks so that the voyagers were in shadow. Little by little the shadow rose higher and seemed to drive before it the last rays of the expiring day; at last the reflection rested on the summit of the mountain, where it paused an instant, like the fiery crest of a volcano, then gloom gradually covered the summit as it had covered the base, and the island now only appeared to be a gray mountain that grew continually darker; half an hour after, the night was quite dark.

<sup>1</sup>**Adamastor:** mythological character that symbolizes forces of nature

Excerpt from *The Count of Monte-Cristo* by Alexandre Dumas. Published by Chapman and Hall, 1846. In the public domain.

**138.** Both “The Sapphires of Lily McGill” and the excerpt from *The Count of Monte Cristo* feature a main character who is going on a journey. Write one paragraph comparing the two characters’ journeys. How does the author of “The Sapphires of Lily McGill” develop details from Dumas’s writing in a new way? Use details from the passages to support your answer.

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Read the following and answer the questions below:

**Excerpt from Theodore Roosevelt: An Intimate Biography**

Excerpt from Theodore Roosevelt: An Intimate Biography

*Excerpt from* **Theodore Roosevelt: An Intimate Biography**

by William Roscoe Thayer

Nothing better illustrates the elasticity of American democratic life than the fact that within a span of forty years Abraham Lincoln and Theodore Roosevelt were Presidents of the United States. Two men more unlike in origin, in training, and in opportunity, could hardly be found.

Lincoln came from an incompetent Kentuckian father, a pioneer without the pioneer's spirit of enterprise and push; he lacked schooling; he had barely the necessaries of life measured even by the standards of the Border; his companions were rough frontier wastrels, many of whom had either been, or might easily become, ruffians. The books on which he fed his young mind were very few, not more than five or six, but they were the best. And yet in spite of these handicaps, Abraham Lincoln rose to be the leader and example of the American Nation during its most perilous crisis, and the ideal Democrat of the nineteenth century.

Theodore Roosevelt, on the contrary, was born in New York City, enjoyed every advantage in education and training; his family had been for many generations respected in the city; his father was cultivated and had distinction as a citizen, who devoted his wealth and his energies to serving his fellow men. But, just as incredible adversity could not crush Abraham Lincoln, so lavish prosperity could not keep down or spoil Theodore Roosevelt.

In his "Autobiography" he tells us that "about 1644 his ancestor, Claes Martensen van Roosevelt, came to New Amsterdam as a 'settler'—the euphemistic name for an immigrant who came over in the steerage of a sailing ship in the seventeenth century. From that time for the next seven generations from father to son every one of us was born on Manhattan Island." For over a hundred years the Roosevelts continued to be typical Dutch burghers in a hard-working, God-fearing, stolid Dutch way, each leaving to his son a little more than he had inherited. During the Revolution,

some of the family were in the Continental Army, but they won no high honors, and some of them sat in the Congresses of that generation—sat, and were honest, but did not shine. Theodore's great-grandfather seems to have amassed what was regarded in those days as a large fortune.

His grandfather, Cornelius Van Schaack Roosevelt, a glass importer and banker, added to his inheritance, but was more than a mere money-maker.

His son Theodore, born in 1831, was the father of the President. Inheriting sufficient means to live in great comfort, not to say in luxury, he nevertheless engaged in business; but he had a high sense of the obligation which wealth lays on its possessors. And so, instead of wasting his life in merely heaping up dollars, he dedicated it to spending wisely and generously those which he had. There was nothing puritanical, however, in his way of living. He enjoyed the normal, healthy pleasures of his station. He drove his coach and four and was counted one of the best whips in New York. Taking his paternal responsibilities seriously, he implanted in his children lively respect for discipline and duty; but he kept very near to their affection, so that he remained throughout their childhood, and after they grew up, their most intimate friend.

What finer tribute could a son pay than this which follows?

'My father, Theodore Roosevelt, was the best man I ever knew. He combined strength and courage with gentleness, tenderness, and great unselfishness. He would not tolerate in us children selfishness or cruelty, idleness, cowardice, or untruthfulness. As we grew older he made us understand that the same standard of clean living was demanded for the boys as for the girls; that what was wrong in a woman could not be right in a man. With great love and patience and the most understanding sympathy and consideration he combined insistence on discipline. He never physically punished me but once, but he was the only man of whom I was ever really afraid.'

"Theodore Roosevelt; An Intimate Biography" in the public domain

**51.** Which statement from "An Excerpt from Theodore Roosevelt: An Intimate Biography" best supports the author's claim that all men can be successful in America?

- A.** "And yet in spite of these handicaps, Abraham Lincoln rose to be the leader and example of the American Nation during its most perilous

crisis, and the ideal Democrat of the nineteenth century."

- B.** "But, just as incredible adversity could not crush Abraham Lincoln, so lavish prosperity could not keep down or spoil Theodore Roosevelt."
- C.** "Theodore's great-grandfather seems to have amassed what was regarded in those days as a large fortune."
- D.** "Taking his paternal responsibilities seriously, he implanted in his children lively respect for discipline and duty; but he kept very near to their affection so that he remained throughout their childhood, and after they grew up, their most intimate friend."

**52.** How does the author develop the idea of "the elasticity of American democratic life" at the beginning of "Excerpt from *Theodore Roosevelt: An Intimate Biography*"?

- A.** by contrasting the lives of two American presidents
- B.** by describing the ancestors of an American president
- C.** by explaining the advantages an American president had while growing up
- D.** by revealing the relationships two American presidents had with their fathers

**53.** What organizational pattern does the author of "An Excerpt from Theodore Roosevelt: An Intimate Biography" use to develop his main ideas?

- A. spatial order
- B. cause and effect
- C. chronological order
- D. compare and contrast



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Read the following and answer the questions below:

**Lyndon Johnson's Great Society Speech**

Lyndon Johnson's Great Society Speech

*Excerpt from The Great Society Speech*

by Lyndon B. Johnson

***On May 22, 1964, President Lyndon B. Johnson explained his vision for a better United States of America, which he referred to as The Great Society. He described ways he thought the United States could achieve this vision.***

For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

Your imagination and your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

“The Great Society Speech” in the public domain.

97.

**Student Directions:** In President Roosevelt’s and President Johnson’s speeches, each president described challenges faced by Americans. You will write an essay in which you identify the challenges outlined in each speech and the various programs that each president endorsed as a way of addressing these problems: Roosevelt’s New Deal programs and Johnson’s Great Society programs.

**Part 1:**

Conduct research to answer the following questions:

- What were some of the major programs that President Roosevelt, under the New Deal, proposed in order to attempt to improve the economic conditions of the country? What programs, if any, addressed other issues?
- What were some of the major programs that President Johnson, under the Great Society, proposed in order to improve economic and social conditions for Americans? What programs, if any, addressed other issues?

Use reliable outside sources to answer the questions and make notes on your findings. Be sure to record publication information, such as the title, author, and publication date, and to clearly identify notes from each source so that you can cite it appropriately in your essay.

**Part 2:**

Use the speeches and your research notes to write an essay that explains the major concerns each president addresses and the programs that they promoted to address these concerns. Include an introduction and a conclusion that compares the major concerns and the associated programs for each administration.

**Scoring:**

Your essay will be scored based on the following criteria:

- You have researched and organized material into clear notes, using outside sources and other media to support the notes you have made.
- You have synthesized information from the speeches to determine the major challenges each president addresses.
- You have organized your essay logically around a main purpose and have included accurate details and support from the passage and your research.

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Read the following and answer the questions below:

**Excerpt from Why Social Security?**

Excerpt from Why Social Security?

*Excerpt from **Why Social Security?***

by the Social Security Board

***A 32-page Social Security Board booklet, "Why Social Security?" was published in 1937 as part of the Board's efforts to explain to the American public the rationale underlying the new Social Security program. The section entitled "The Social Security Act of 1935" appears below.***

The Social Security Act of 1935 ... consolidates our past experience in meeting insecurity. It also sets up a bulwark against some of the newer kinds of insecurity that threaten large numbers of us in this twentieth century.

Several parts of the Social Security Act deal with groups of people whose troubles we have recognized for many years. These provisions consider the people who are too young or too old to earn or are physically handicapped. The act authorizes Federal grants-in-aid to enable the States to broaden and extend regular allowances for needy mothers, the needy blind, and the needy aged. It authorizes grants-in-aid for State services for child welfare, for crippled children, and for physically handicapped people who can be helped to work again ...

These sections of the Social Security Act draw on our national resources to help all States to do better what most or all have undertaken in some way and to some degree. They give a way to put into effect the best measures we have been able to devise for helping people who are unable to help themselves.

Other provisions of the Social Security Act recognize the risks of sickness—risks which affect all of us, young and old, rich and poor. The act authorizes Federal grants-in-aid to help States to give service for the health of mothers and children and to strengthen and extend public-health services. It authorizes funds for the study of national and interstate health problems ...

Finally, two provisions deal with insecurity in earning ...

Under one of these provisions, the Social Security Act sets up a framework to protect the States which wish to enact laws for unemployment compensation. Federal funds are authorized to help a State to do this by meeting the costs of administration ...

The act thus helps States to find ways in which workers and employers can steady livelihood. It also provides ways to build up the livelihood of wage earners in old age.

The Social Security Act establishes a system of Federal old-age benefits which will provide monthly payments, in 1942 and after, to many workers when they reach the age of 65. The amount of a man's benefit depends on the wages he has received in his working years, after 1936, as defined in the act. Thus old-age benefits are based on wage records.

Under another provision of the act grants are made to the States for old-age assistance. Old-age assistance is not the same as old-age benefits. In old-age assistance Federal, State, and local funds are used to help old people who lack means of their own. Regular assistance may be given to any aged person who is entitled to aid under a State plan approved by the Social Security Board. Thus old-age assistance is helping those who now are old and in need.

Old-age benefits, on the other hand, offer future provision for large groups of people who now are working and earning. Under the plan for old-age benefits, the majority of the Nation's wage earners can look forward to a definite old-age income of their own. Their old-age benefits will supplement any savings these workers have been able to make. They do not have to prove that they are needy. The benefits are theirs regardless of need.

If a worker dies before he has received his benefits, his estate receives a lump sum equal to 3½ percent of his wages counted toward benefits.

In general, the Social Security Act helps to assure some income to people who cannot earn and to steady the income of millions of wage earners during their working years and their old age. In one way and another taxation is spread over large groups of people to carry the cost of giving some security to those who are unfortunate or incapacitated at any one time. The act is a foundation on which we have begun to build security as States and as a people, against the risks which families cannot meet one by one.

The colonists and frontiersmen wanted independence. They wanted a chance for themselves and their children.

They wanted a place of their own and an active share in the life of their times.

There is no reason to think that our wants have changed.

These are the things that most Americans ask today. What has changed is the way we take to get them. Families no longer can carve out security for themselves. Our security is the security of a people.

“Why Social Security?” in the public domain.

### **Social Security Act Congressional debate, 1935**

Social Security Act Congressional debate, 1935

#### **Social Security Act Congressional debate, 1935**

*Excerpt from Congressional Record - House: April 12, 1935*

The Social Security Act was the subject of intense debate in Congress in 1935, at time when the country was still in the midst of the Great Depression. Below, Representative Allen Treadway of Massachusetts expresses his concerns about and objections to selected aspects of the bill.

This bill contains such vital issues that it should be thoroughly and completely discussed, and, I hope, very materially amended before it reaches a final vote...

It has been my firm effort to become convinced of the merits of the bill, and I have approached the several subjects with an open mind. However, I have come to the conclusion that the demerits of the measure far outweigh the merits...

#### **FAVOR OLD-AGE PENSIONS, AID TO CHILDREN, ETC.**

In the first class are titles I, IV, V, and VI. granting aid to the States for old-age pensions, for the care of dependent children, for maternal and child welfare, and for public health. They carry with them an appropriation for each of the various purposes, which will aggregate less than \$100,000,000 the first year. I am in favor of all of these titles.

#### **OPPOSED TO OTHER TITLES**

The other group consists of titles II and VIII relating to compulsory contributory annuities<sup>1</sup>, and titles III and IX relating to unemployment

insurance. I am opposed to these four titles of the bill. They are not in any sense emergency measures. They would not become effective in time to help present economic conditions, but on the contrary, would be a definite drag on recovery...

#### UNEMPLOYMENT INSURANCE

Titles III and IX of the bill seek to coerce the States into enacting laws for the payment of unemployment compensation...

#### DIRECT COERCION ON STATES UNDER TITLE IX

The coercion under title IX, in the guise of a tax, is more direct. Employers of 10 or more persons are required, beginning next year, to pay a Federal tax on their pay roll, but are permitted to offset against this tax, up to 90 percent thereof, any contributions made by such employers to State unemployment-insurance funds.

If the employer's State has no unemployment-insurance law, he gets no credit, but must pay the Federal tax in full. His employees, however, get no unemployment benefits, since the receipts from the tax are simply covered into the general revenues of the Government. Thus, employers will have the burden of a pay-roll tax whether their State has an unemployment-insurance law or not, and they can escape the major portion of the Federal tax only by prevailing upon their State legislature to enact such a law. In effect, title IX forces employers to pay a tax either to the Federal Government or to the State.

#### RATES OF TAX AND TAX BURDEN

The rate of tax under title IX would be 1 percent in 1936, 2 percent in 1937, and 3 percent in 1938 and subsequent years. The burden which it would impose on business and industry is estimated by the committee at \$228,000,000 in the first year, \$500,000,000 in the second year, and from \$800,000,000 to \$900,000,000 annually thereafter.

#### TAX WOULD INCREASE UNEMPLOYMENT AND WOULD BE A BURDEN ON BUSINESS

At this point I want to say that I have approached the subject of unemployment insurance with an open mind. I believe in it in principle and favor its ultimate enactment under State laws. However, I cannot support titles III and IX of the present bill, because I am convinced that instead of contributing to the relief of the unemployment problem they would aggravate it. This would result in the following manner:

First, by putting the penalty on pay rolls the tax under title IX would

admittedly have the effect of increasing unemployment.

Second, by imposing a tremendous additional burden on industry and business the tax would seriously retard business recovery.

Moreover, there is a constitutional question involved, since the tax under title IX is not a true tax, but a legislative "club" to force State action along certain lines.

#### EMPLOYERS WILL REDUCE NUMBER OF EMPLOYEES TO ESCAPE OR MINIMIZE TAX

That the tax will increase unemployment should be rather obvious. In the first place, employers of less than 10 persons are exempted. The natural tendency for employers of slightly more than 10 persons will be to reduce the number below that figure and thereby escape all tax. If, for example, 11 or 12 persons are employed, the tax 'must be paid on the pay roll of all, but if only 9 are employed: no tax whatever is imposed.'

The bill, therefore, offers a direct invitation to reduce the number of employees in a business to nine or less wherever that is possible. At the same time it offers an inducement to larger employers to get along with as little help as possible in order to minimize the pay-roll tax. It is quite apparent, therefore, that, although the tax is in the long term supposed to be of benefit to the unemployed, it actually will increase their ranks.

#### INOPPORTUNE TIME FOR ENACTMENT

To summarize my position on the subject of unemployment insurance, I may say that while I am in complete sympathy with its general purpose, I do not believe that the present is an opportune time to put it into effect, nor do I believe that the method adopted by the bill is the best or only method for dealing with the problem.

<sup>1</sup> **annuities:** a sum of money payable yearly

"Congressional Record - House: April 12, 1935" in the public domain.

**48.** On which statement would the authors of both passages most likely agree?

- A.** It is important for all businesses to help families secure their livelihoods.



- B. The granting of aid to the states for old-age pensions is a necessary emergency measure.
  - C. The granting of aid to the states for unemployment compensation will reduce unemployment drastically.
  - D. It is important for all businesses to pay additional payroll taxes regardless of their number of employees.
49. The authors of "Why Social Security?" end the passage with a reference to the colonists and frontiersmen. Write one paragraph explaining why the authors chose to use this reference to support their position. Use details from the passage to support your answer.

50. Read this excerpt from "Why Social Security?"

**Under one of these provisions, the Social Security Act sets up a framework to protect the States which wish to enact laws for unemployment compensation. Federal funds are authorized to help a State to do this by meeting the costs of administration ... The act thus helps States to find ways in which workers and employers can steady livelihood. It also provides ways to build up the livelihood of wage earners in old age.**

Which statement best represents a possible weakness in the authors' argument?

- A. The authors did not suggest the ways in which the federal funds would be delivered to states.
- B. The authors did not clarify whether older workers with jobs would be

given priority over unemployed people.

- C.** The authors did not suggest the possibility that states would spend the funds put aside for unemployed people.
  
- D.** The authors did not clarify how federal funds put towards administration costs would help lessen unemployment.

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Read the following and answer the questions below:

### The "Art" of the Filibuster

The "Art" of the Filibuster

### The "Art" of the Filibuster

On March 5, 1841, the United States Senate found itself deep in debate over who should be the official Senate printer. The majority of senators wanted to fire the current printer while the minority supported their retention and were willing to talk at length about the subject. In fact, they talked for six days, taking advantage of a Senate rule which allowed them to refuse to yield the floor to others. This debate was the Senate's first filibuster.

Essentially, the filibuster is a tactic used to extend, potentially indefinitely, debate on a measure. This effectively prevents the measure from coming to a "Yea" or "Nay" vote. The origin of the word filibuster reflects its somewhat questionable status. The word refers to the buccaneers who plundered Spanish ships plying the commercial trade route between Spain and South America. A filibusterer was essentially a pirate.

What is ironic is that the Founders saw the Senate, with its six-year terms and representation of a whole state instead of a single region, as practicing a more mature and thoughtful approach to legislation than the House. The filibuster was intended to be a check against partisan actions and feelings. However, the dramatic increase in the use of the filibuster has made it more a partisan strategy than a deliberative tool.

One of the most famous and noble filibusters is a fictional one: the scene from *Mr. Smith Goes to Washington* in which Jimmy Stewart's character talks to the point of exhaustion to postpone a bill and to assert his innocence concerning a related scandal. Filibusters are rarely so romantic. In 1957, Sen. Strom Thurmond filibustered for 24 hours and 18 minutes against the Civil Rights Act of 1957. In 1964, southern Democratic senators filibustered for 75 hours in order to prevent the passage of the Civil Rights Act of 1964. This included a 14-hour speech by Sen. Robert Byrd that showed "the extent to which a mind warped with . . . prejudice will go—even in the hallowed halls of Congress," according to a local NAACP president upon its completion. Byrd said later that he regretted his remarks.

Filibusters have included things such as Louisiana senator Huey Long's

recitation of Shakespeare and a number of recipes for fried oysters and Roquefort salad dressing. Sen. Ernest F. Hollings of South Carolina filibustered by reading extended excerpts from the memoirs of James F. Byrnes, a political figure also from South Carolina. Sen. Alfonse D'Amato of New York kept a 1992 filibuster going by singing "South of the Border." In all of these cases, the filibuster was blatantly used to serve a political agenda. Long was promoting his leftist philosophy; Byrd, the prejudice of the 1960s; and D'Amato, a typewriter factory.

The filibuster has been used with increasing frequency in the first decade or so of the twenty-first century. The minority party has found it a powerful tool for influencing or blocking legislation. A filibuster need not even be delivered: simply threatening to filibuster is often sufficient to discourage the majority party.

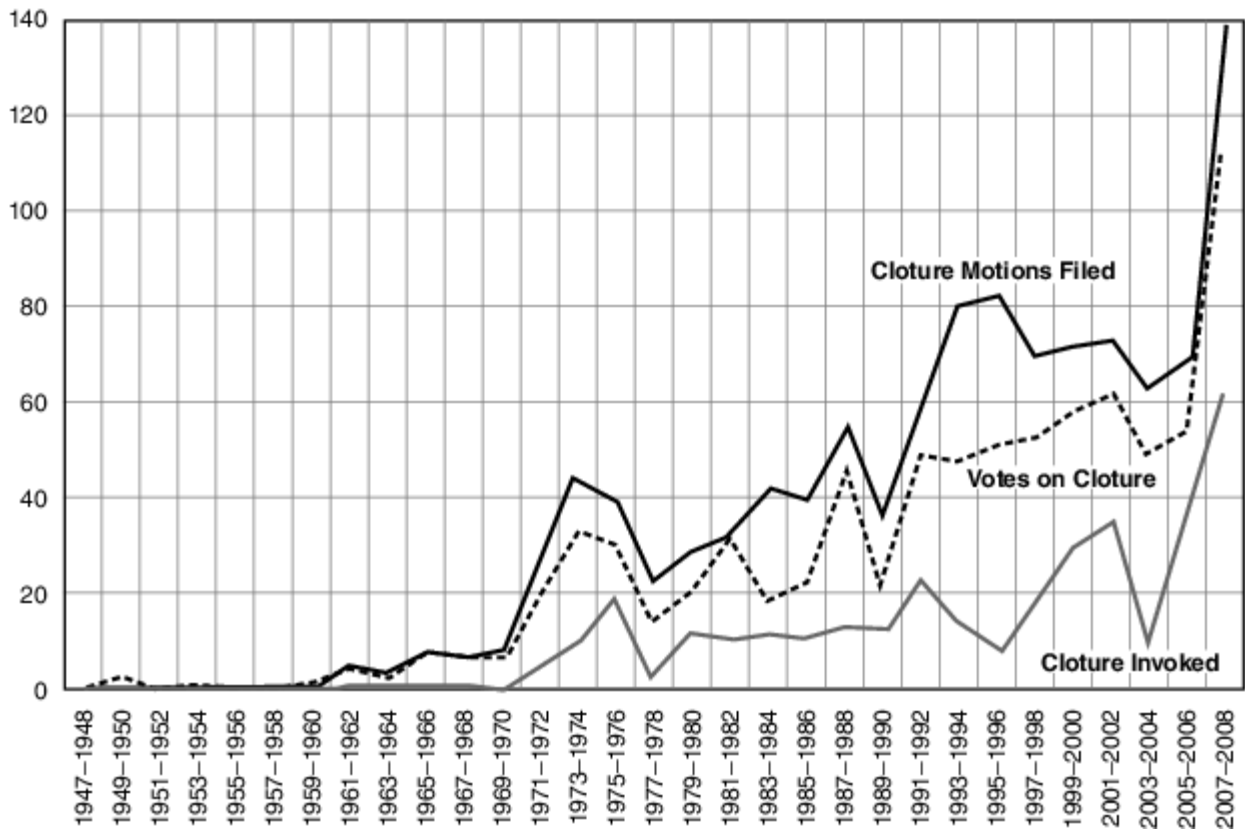
It is possible, although not easy, to end a filibuster. When a filibuster occurs or is threatened, the Senate can invoke a procedure known as "cloture." This is the only procedure the Senate can use to place a time limit on the consideration of a bill or other matter. Under the cloture rule (Rule XXII), the Senate may limit the discussion of a pending matter to an additional 30 hours. Ending a filibuster requires the approval of three-fifths of the Senate—a "supermajority" of 60 votes—and not a simple majority (51 votes). If fewer than 60 senators vote "Yea," then the filibuster continues. In either event, the losing side has no further options.

The number of cloture motions filed, an indicator of the degree to which the majority party fears a filibuster, has increased dramatically in the past 50 years or so. From the Eighty-First Congress (1949–50) through the Ninety-First Congress (1969–70), there were a total of 30 votes on cloture in the Senate. Since then, there has been a noticeable increase. The 110th Congress (2007–08) alone voted on cloture 112 times. Although the Senate Committee on Rules and Administration held a series of monthly public hearings in 2010, the number of cloture votes held to avoid filibusters remains high.

Neither major party has been willing to pass what has been called "the nuclear option." This option argues that constitutionally, the Senate must adhere to "majority rule" when it comes to various procedures in the Senate. Only a simple majority would be needed to override the existing Senate rules and to end a filibuster or any other such obstructive tactic. At present, a supermajority is required. If upheld by a simple majority, the new interpretation would become effective for the current situation and would also serve as a precedent for any possible future actions. Neither party has been willing to invoke it.

Throughout much of the history of the Senate, a small group—sometimes even a single senator—has been allowed to damage legislation through the use of the filibuster. Allowing so few to cause so much damage seems a high price to pay for the right to engage in such a dubious practice that invites disenchantment, at best, with the Senate. However, the minority party in the Senate will almost certainly cling to the filibuster as a last resort to control legislation and appointments. It may not be pretty, but it is democracy, at least as practiced according to the current rules of the Senate.

**CLOTURE VOTING, UNITED STATES SENATE, 1947 TO 2008**



**102.** The author of “The ‘Art’ of the Filibuster” takes a position on the validity of the filibuster as a legislative tool. Write one paragraph that answers these questions:

- What is the author’s position?
- What types of evidence does the author use to support the position (e.g., facts, anecdotes, statistics)?

- Is the evidence valid and sufficient to make a convincing argument?

Support your response with details from the passage.

**103.** How does Johnson present his ideas about a “Great Society” in “Lyndon Johnson’s Great Society Speech”? Write a one-paragraph description of the technique he uses to present his ideas and an explanation of the connections he draws between these ideas. Use details from the speech to support your answer.

**104.** Read this sentence from “Lyndon Johnson’s Great Society Speech.”

**The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.**

How does this sentence support Johnson’s purpose in his speech?

- A.** It emphasizes the need to increase spending for the defense of the nation.
- B.** It gives reasons why Americans should support a change in national direction.
- C.** It provides reasons for Americans to support the necessary increase in federal taxes.
- D.** It emphasizes the fact that the nation has the wealth and ability to improve quality of life.

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Read the following and answer the questions below:

**A Retelling of the Eridu Genesis**

A Retelling of the Eridu Genesis

**A Retelling of the *Eridu Genesis***

***The Eridu Genesis tells many tales from Sumerian mythology. Sumer was a region in southern Mesopotamia, now modern-day Iraq. The Genesis was found on a single fragmented tablet and dated to 2150 BCE. The passage below is the flood story, one tale from the Eridu Genesis. This story describes how the gods grew frustrated with all of the noise humans were making, so they crafted a plan to quiet humanity by flooding the world.***

Ziusudra, a king and priest, prayed and gave reverence to the gods every day. While praying one day, he witnessed visions of the gods in secretive conversation. He learned that the gods were angry with the humans for making such great noise. They were plotting to flood the world to rid themselves of the clamor of humanity. The gods then swore oaths of secrecy by touching their throats, which meant they would forfeit their lives if they broke their oaths.

The god Enki, however, took pity on humanity and warned Ziusudra of the coming flood. Enki told Ziusudra to craft a tremendous boat and to put on the boat a pair of every animal—one male and one female—to help ensure the persistence of life in the world.

The tremendous deluge came as expected, the flood-bearing storm lasting seven days and seven nights and sweeping over the whole of humanity. After the storm subsided, Enlil, greatest among the gods, was enraged to find survivors. However, Ziusudra explained the kindness of the god Enki and offered bountiful sacrifices to the rest of the gods. Enlil's anger subsided, and he decided to reward Ziusudra with immortality, sending him to live east over the mountains of Dilmur.

"A Retelling of the Eridu Genesis" property of the Florida Department of Education.

## A Retelling of The Epic of Gilgamesh

A Retelling of The Epic of Gilgamesh

### A Retelling of The Epic of Gilgamesh

***The Epic of Gilgamesh is an ancient Babylonian poem that was recorded on 12 tablets in the Mesopotamian region (modern Iraq) and dates to the eighteenth century BCE. It tells of the journey and achievements of its hero, Gilgamesh, on his epic quest for immortality. The flood story was originally composed on the eleventh tablet of The Epic of Gilgamesh. In this retold excerpt, Gilgamesh seeks the wisdom of a man named Utnapishtim, who helped preserve humanity by building a great boat to survive a flood, to learn the secret of eternal life.***

Pressed by Gilgamesh, Utnapishtim told him a story that began in a city called Shuruppak, which rested along the Euphrates River. Utnapishtim said that the great gods of their people made plans to cause a great flood to rid the world of humanity. However, the god Ea took pity on humanity and warned Utnapishtim of the gods' plans by whispering to him through the wall of a reed house. Ea told Utnapishtim to tear down his house and to build a large boat to ensure the survival of living things through the flood. The boat was to have equal dimensions throughout.

Utnapishtim submitted to Ea's urgings and agreed to craft the boat. In order to explain himself to the city's people and elders, Utnapishtim told them that the god Enlil had rejected him and that he must leave for lands near the temple of Ea near the city of Eridu. There, Utnapishtim said, Ea would provide him with an abundance of fish, fowl, and crops. After excusing himself from his city, Utnapishtim gathered a group of laborers to begin the planning and construction of his massive boat. The boat measured 120 by 120 cubits and housed Utnapishtim, all of his relatives, the laborers who helped make the boat, all of the beasts and animals known to him, and food and necessities to last the journey. The morning after all were sealed inside, a foreboding, black cloud brought tremendously foul weather. Utnapishtim brought everyone inside the boat and sealed them all inside just as the gods brought a terrific storm over the land that shrouded everything in darkness. The tempest was so violent that even the gods grew to fear it and retreated to hide in heaven. There, they lamented their decision to flood the world and cried out in anguish.



The flooding lasted six days and seven nights, and the raging storm turned all of the humans not secure in Utnapishtim's boat into clay. When all felt calm, Utnapishtim opened a window and felt fresh air on his face, and soon after, his boat became lodged on Mount Nimush, which held it in place for several days. On the seventh day of being held this way, he sent out a dove, which returned to him, having found no hospitable land. He also sent out a swallow, which also returned to him. Finally, he released a raven, which found food and shelter elsewhere and did not return to the boat. With this information, he sent out all of the livestock from his boat, and humanity began anew. In recognition of his great effort to preserve the future of humanity, the gods bestowed on Utnapishtim eternal life.

**155.** *The Epic of Gilgamesh* makes several changes to the story of *Eridu Genesis*. Which is the most significant change to the original story?

- A.** The author mentions that the survivor sends birds to search for hospitable land.
- B.** The author does not mention why the gods decide to rid the world of humanity.
- C.** The author mentions the group of laborers who build a boat for the survivors.
- D.** The author does not mention whether the gods take an oath of secrecy.

**156.** In a theatrical version of "A Retelling of the *Eridu Genesis*," how would an actor playing Ziusudra most likely speak to Enlil?

- A.** in a flustered, angry tone

**B.** in a nervous, respectful tone

**C.** in a mournful, afflicted tone

**D.** in a suspicious, agitated tone