

Session 1: Literary Analysis Task

Today you will analyze the stories “A Price Too High” and “Best Friends Forever?” As you read these texts, you will gather information and answer questions about the characters and events so you can write an essay.

Read the story “A Price Too High.” Then answer the questions.

A Price Too High

by John T. Ham

- 1 The money was sitting in a bowl, a weathered mass of green paper, on a countertop in Miguel’s kitchen. Jim had caught sight of it on his way in and realized it was the money from Miguel’s paper route. He had collected it from customers throughout the neighborhood. Miguel would turn over most of the cash to the newspaper to cover his customers’ subscriptions, and whatever was left was his to keep.
- 2 Jim knew this because he had a paper route of his own. But Jim’s route was smaller than Miguel’s and didn’t pay as well. He had never put together a pile of money like this before, and he wished he had his friend’s good fortune. Plus, he was hungry, and after biking ten blocks to Miguel’s house, he was thirsty, too. He had passed a doughnut shop on the way and could just imagine biting into a sweet, moist cake doughnut with chocolate frosting and sprinkles. He pictured himself taking a gulp from a glass of cold milk.
- 3 “You ready to work on this project?” Miguel asked, snapping Jim out of his doughnut reverie. They had to make a video for health class, and Miguel was a wizard with the editing software.
- 4 “Sure,” Jim answered, “let me just get the camera out of my bag.” He took a camcorder out of his backpack, flipped open the view screen, and pointed it at Miguel. “Lights, camera, action,” Jim joked, pointing the camera around the room until his gaze fell again on the bowl of bills.
- 5 “The computer’s in here,” Miguel said as he walked down the hall from the kitchen to his bedroom. Jim watched as he disappeared inside.
- 6 “I’ll be right there,” Jim called. He felt his stomach churn with something more than simple hunger. It was the jolt of electricity that he experienced whenever he was nervous or guilty, and just at the moment, he was both. He reached into the bowl and quickly snatched a faded twenty-dollar bill. He slipped it into his pocket and turned around, still holding the camera up. Miguel was standing in the hall, looking at him expectantly, and Jim felt a wave of panic sweep over him.
- 7 “Are you coming or what?” Miguel asked. When Jim realized he hadn’t been caught, he let out a breath he didn’t realize he’d been holding. He followed Miguel down the hall, and they got to work, spending a couple of hours cutting together their footage.
- 8 “Okay, I’ll see you tomorrow,” Miguel said as Jim pulled on his backpack.
- 9 “Yeah, see you then,” Jim replied, again feeling sick to his stomach as he remembered the money in his pocket. He glanced again at the bowl in the kitchen, then turned, opened the door, and walked out to where his bike was parked in the driveway. Jim looked back and saw Miguel wave from the window, but he was too ashamed to wave back, so he just got on his bike and rode away. As he rode, his legs pumped faster and faster, as though he had to escape from a dangerous pursuer.

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- 10 When he got to the doughnut shop, Jim stood outside for a long moment. He was reluctant now to go through with his plan, as if spending the money would be worse than stealing it in the first place. But he was careful not to use the word *steal* even in his own thoughts. He had “gotten it” or “picked it up,” because he was not a thief, not before today. He couldn’t explain why he had given in to the temptation, but he didn’t let himself think about it. Finally, he went inside and bought a dozen doughnuts to take home and share with his family. Somehow the idea of sharing the doughnuts seemed to make him feel better about things.
- 11 The next morning was a Monday, and Jim had already pushed all thought of the money out of his mind, at least until he got to his locker at school and found Miguel waiting to see him.
- 12 “Hey, Miguel, what’s up?” Jim asked, forcing himself to sound casual. He put one hand against a locker and leaned against it.
- 13 Miguel’s face didn’t reveal much. His eyes were steady and calm, but his voice betrayed a hint of some dark emotion. “I’m missing twenty bucks,” he answered quietly.
- 14 “Oh, yeah?” Jim answered, still pretending to be innocent. He knew that playing dumb was the only way he might possibly save himself, but he also knew that Miguel was not easily fooled.
- 15 “Jim,” Miguel said, “you were the only person who came over yesterday, and now a twenty-dollar bill is gone from my paper route money.” He paused without accusing Jim or demanding to know what happened.
- 16 Jim realized Miguel was giving him a chance to come clean, to confess of his own free will. But Jim chose to say nothing, knowing that his decision to steal money for doughnuts would sound as ridiculous to Miguel as it now sounded to Jim.
- 17 The moment passed, and Miguel’s mask slipped, his eyes flashing with anger. When he spoke next, his voice was hoarse with emotion. “So you have nothing to say to me?” he asked. “I don’t get it, Jim. I thought we were friends. If you needed to borrow some money, you could have just asked me, but you didn’t.”
- 18 Jim started to reply. “We *are* friends,” he said, but Miguel interrupted.
- 19 “How can we be friends if you won’t tell me the truth?” he asked angrily. “Look. If you want to give me back the money, just put it in an envelope and mail it to me. Until then, I don’t think we should hang out.” Miguel stared at Jim for a moment more before whirling around and storming away, disappearing into the noisy crowd of students.
- 20 Jim slumped against the lockers. “How could I ever have thought this was worth it?” he moaned to himself, already thinking of what he was going to say in his letter to Miguel.

1. **Part A**

What is the meaning of the word **reverie** as it is used in paragraph 3 of the story?

- Ⓐ hunger
- Ⓑ daydream
- Ⓒ pleasure
- Ⓓ curiosity

Part B

Which words from paragraph 2 help clarify the meaning of **reverie**?

- Ⓐ “. . . after biking ten blocks to Miguel’s house . . .”
- Ⓑ “. . . passed a doughnut shop on the way . . .”
- Ⓒ “. . . could just imagine . . .”
- Ⓓ “. . . biting into a sweet, moist cake doughnut . . .”

2. **Part A**

Which act causes Miguel to end his friendship with Jim?

- Ⓐ Jim takes a twenty-dollar bill from Miguel’s paper route money.
- Ⓑ Jim does not help Miguel with the video project right away.
- Ⓒ Jim uses Miguel’s money to buy doughnuts for his family.
- Ⓓ Jim chooses not to apologize or explain his actions to Miguel.

Part B

Which sentence from the story **best** supports the answer to Part A?

- Ⓐ “‘The computer’s in here,’ Miguel said as he walked down the hall from the kitchen to his bedroom.” (paragraph 5)
- Ⓑ “Miguel was standing in the hall, looking at him expectantly, and Jim felt a wave of panic sweep over him.” (paragraph 6)
- Ⓒ “‘Jim,’ Miguel said, ‘you were the only person who came over yesterday, and now a twenty-dollar bill is gone from my paper route money.’” (paragraph 15)
- Ⓓ “The moment passed, and Miguel’s mask slipped, his eyes flashing with anger.” (paragraph 17)

3. **Part A**

Which of the following sentences **best** states an important theme in the story?

- Ⓐ The most hurtful thing we can do is betray our friends.
- Ⓑ It is better to share what you steal than keep it for yourself.
- Ⓒ Nothing is more important than helping out a friend.
- Ⓓ Friendships come in many different forms.

Part B

Find a sentence in the story with details that support the answer to Part A. Write the sentence on the lines below.

Find a second sentence in the story with details that support the answer to Part A. Write the sentence on the lines below.

Read the story “Best Friends Forever?” Then answer the questions.

Best Friends Forever?

by Julian Green

- 1 In 1992, the summer after sixth grade, Izzy’s best friend, Samara, moved to Colorado, leaving Izzy the only girl her age in their apartment building in Chicago. They had been constant companions until then, playing hours of ping-pong, air hockey, and foosball in the rec room and watching cheesy movies every Friday night. They loved the same books, the same music, and the same breakfast cereal. Because of that, you can imagine how distraught they were when they found out Samara was going to live a thousand miles away.
- 2 In those days, they didn’t have e-mail or text messages, so the girls needed to rely on long-distance phone calls—which their parents didn’t often allow because they were expensive—and handwritten letters. It turned out, though, that letter-writing was not one of their shared loves. At first they wrote every week, and then every month, and then not at all.
- 3 Two years later, Samara called out of the blue one day to tell Izzy that her family was going to be in town for the holidays. They flew in that Saturday, and Izzy spent all morning watching taxis from her window. At last, Samara appeared, and Izzy was amazed to see that everything about her friend had changed.
- 4 “Oh my gosh, you’re so tall!” Izzy shouted to her, loud enough to make Samara laugh. “And your hair is so long, I can’t believe it. You look so great!”
- 5 “Thanks, Izzy,” Samara replied. “You look really different, too!” She hugged Izzy, and for a long moment they just stared at each other with matching grins, admiring each other’s clothes and marveling at all the changes.
- 6 “Hey,” Izzy said, “they put in a new air hockey table downstairs. Do you want to check it out?”
- 7 “Air hockey!” Samara said, like Izzy had invited her to Mars. “Wow, I haven’t played air hockey in such a long time.” They headed down to the rec room they had spent so much time in as children.
- 8 Over the clatter of paddles whacking the puck back and forth, Izzy kept up the conversation. “What’s your soccer team like in Colorado?”
- 9 “Actually, I don’t play soccer anymore,” Samara answered, frowning. “I’ve been taking dance classes, though. Tap and hip-hop. What about you?”
- 10 “Still on the team,” Izzy answered. “I play with Jackie and the Emilys, and we’ve been winning a lot of games this year.” Izzy was usually proud of her soccer friends, but all of a sudden she felt a little embarrassed about it.
- 11 “That’s cool,” Samara told her, a bit half-heartedly. Then, her face lit up as she thought of something. “I got to go to a Waterlilies concert in February, and they sounded even better live. Did you get their last album?”
- 12 Izzy hadn’t thought about the Waterlilies in ages. Still, she didn’t want to disappoint Samara, so she said, “Yeah, I think so. Is that the one with the silver cover?”

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- 13 Samara looked crestfallen as she silently shook her head. When the air hockey puck zipped past her paddle and thumped into the goal, Samara didn't reach to take the puck out. "I don't really feel like air hockey right now," she said, and at that moment, Izzy didn't, either.
- 14 They spent another two hours together that day. Izzy caught Samara up on what had been going on with their old friends, and Samara told Izzy a little about her new friends. But hanging over them like a storm cloud was the inescapable fact that they had grown apart. They had new friends, changing tastes, and separate interests. They still got along, and they still had a lot of fond memories together, but still. The longer they were together, the less they had to say to each other.
- 15 When it was time for Samara to leave again, the melancholy that had settled on them grew heavier, and the two friends began to cry, hugging each other tightly. "Don't forget about me when I'm gone," Samara whispered into Izzy's ear, and Izzy whispered back, "Only if you promise not to forget me."
- 16 But as Izzy watched Samara's cab drive away, she had a feeling that what memories remained would be only of the girls they used to be.

4. **Part A**

What is the meaning of the word **distraught** as it is used in this sentence from paragraph 1?

Because of that, you can imagine how distraught they were when they found out Samara was going to live a thousand miles away.

- (A) upset
- (B) curious
- (C) concerned
- (D) doubtful

Part B

Which phrase from the story **best** helps the reader understand the meaning of **distraught**?

- (A) “. . . the summer after sixth grade . . .” (paragraph 1)
- (B) “. . . had been constant companions until then . . .” (paragraph 1)
- (C) “. . . didn’t have e-mail or text messages . . .” (paragraph 2)
- (D) “. . . they wrote every week . . .” (paragraph 2)

5. **Part A**

Which line of dialogue **best** reveals that Samara’s interests have changed?

- (A) “Wow, I haven’t played air hockey in such a long time.” (paragraph 7)
- (B) “I’ve been taking dance classes, though.” (paragraph 9)
- (C) “I got to go to a Waterlilies concert in February, and they sounded even better live.” (paragraph 11)
- (D) “I don’t really feel like air hockey right now, . . .” (paragraph 13)

Part B

Which line of dialogue reveals that Izzy’s interests have changed?

- (A) “And your hair is so long, I can’t believe it.” (paragraph 4)
- (B) “. . . they put in a new air hockey table downstairs.” (paragraph 6)
- (C) “What’s your soccer team like in Colorado?” (paragraph 8)
- (D) “Is that the one with the silver cover?” (paragraph 12)

6. The stories “A Price Too High” and “Best Friends Forever?” focus on events leading to the end of a friendship. Consider how the main character in each story participates in the incidents that occur, especially through what he or she says through dialogue. Write an essay in which you analyze how each character’s dialogue propels the action and reveals aspects of his or her character. Remember to use details from both texts to support your ideas.

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Read the excerpt from the novel *Five Weeks in a Balloon*. Then answer questions 7 through 10.

from *Five Weeks in a Balloon*

by Jules Verne

published by George Routledge and Sons, 1876

- 1 Dr. Ferguson had a friend—not another self, indeed, an alter ego, for friendship could not exist between two beings exactly alike.
- 2 But, if they possessed different qualities, aptitudes, and temperaments, Richard Kennedy and Samuel Ferguson lived with one and the same heart, and that gave them no great trouble. In fact, quite the reverse. . . .
- 3 The acquaintanceship of these two friends had been formed in India, when they belonged to the same regiment. While Richard would be out in pursuit of the tiger and the elephant, Samuel would be in search of plants and insects. Each could call himself expert in his own province, and more than one rare botanical¹ specimen, that to science was as great a victory won as the conquest of a pair of ivory tusks, became the doctor's booty.
- 4 Since their return to England they had been frequently separated by the doctor's distant expeditions; but, on his return, the latter never failed to go, not to ask for hospitality, but to bestow some weeks of his presence at the home of his crony Richard.
- 5 The Scot talked of the past; the doctor busily prepared for the future. The one looked back, the other forward. Hence, a restless spirit personified in Ferguson; perfect calmness typified in Kennedy—such was the contrast.
- 6 After his journey to the Thibet, the doctor had remained nearly two years without hinting at new explorations; and Richard, supposing that his friend's instinct for travel and thirst for adventure had at length died out, was perfectly enchanted. They would have ended badly, some day or other, he thought to himself; no matter what experience one has with men, one does not travel always with impunity² among cannibals and wild beasts. So, Kennedy besought the doctor to tie up his bark for life, having done enough for science, and too much for the gratitude of men.
- 7 The doctor contented himself with making no reply to this. He remained absorbed in his own reflections, giving himself up to secret calculations, passing his nights among heaps of figures, and making experiments with the strangest-looking machinery, inexplicable to everybody but himself. It could readily be guessed, though, that some great thought was fermenting³ in his brain.
- 8 "What can he have been planning?" wondered Kennedy, when, in the month of January, his friend quitted him to return to London.

¹botanical—relating to plants

²impunity—being free from punishment or harm

³fermenting—being in a state of intense activity

- 9 He found out one morning when he looked into the *Daily Telegraph*.
- 10 “Merciful Heaven!” he exclaimed, “the lunatic! the madman! Cross Africa in a balloon! Nothing but that was wanted to cap the climax! That’s what he’s been bothering his wits about these two years past!”
- 11 . . . On that very evening Kennedy, half alarmed, and half exasperated, took the train for London, where he arrived next morning.
- 12 Three-quarters of an hour later a cab deposited him at the door of the doctor’s modest dwelling, in Soho Square, Greek Street. Forthwith he bounded up the steps and announced his arrival with five good, hearty, sounding raps at the door.
- 13 Ferguson opened, in person.
- 14 “Richard! You here?” he exclaimed, but with no great expression of surprise, after all.
- 15 “Richard himself!” was the response. . . .
- 16 “And what have you come to town for?”
- 17 “To prevent the greatest piece of folly that ever was conceived.”
- 18 “Folly!” said the doctor.
- 19 “Is what this paper says, the truth?” rejoined Kennedy, holding out the copy of the *Daily Telegraph*, mentioned above.
- 20 “Ah! That’s what you mean, is it? These newspapers are great tattlers! But, sit down, my dear Richard.”
- 21 “No, I won’t sit down!—Then, you really intend to attempt this journey?”
- 22 “Most certainly! All my preparations are getting along finely, and I—”
- 23 “Where are your traps? Let me have a chance at them! I’ll make them fly! I’ll put your preparations in fine order.” And so saying, the gallant Scot gave way to a genuine explosion of wrath.
- 24 “Come, be calm, my dear Richard!” resumed the doctor. “You’re angry at me because I did not acquaint you with my new project.”
- 25 “He calls this his new project!”
- 26 “I have been very busy,” the doctor went on, without heeding the interruption; “I have had so much to look after! But rest assured that I should not have started without writing to you.”
- 27 “Oh, indeed! I’m highly honored.”
- 28 “Because it is my intention to take you with me.”
- 29 Upon this, the Scotchman gave a leap that a wild goat would not have been ashamed of among his native crags.
- 30 “Ah! Really, then, you want them to send us both to Bedlam!”
- 31 “I have counted positively upon you, my dear Richard, and I have picked you out from all the rest.”
- 32 Kennedy stood speechless with amazement. . . .
- 33 But he made up his mind to oppose his friend’s departure by all means in his power, and so pretended to give in, at the same time keeping on the watch. As for the doctor, he went on diligently with his preparations.

7. **Part A**

Read the following sentence from paragraph 27 of the excerpt.

Oh, indeed! I'm highly honored!

How should the sentence “I'm highly honored!” be interpreted in the context of the scene?

- Ⓐ It should be read as an ironic statement because Richard Kennedy is not being sincere.
- Ⓑ It should be taken literally because Richard Kennedy is touched by the doctor's reassurance.
- Ⓒ It should be seen as humorous because Richard Kennedy is trying to make the doctor laugh.
- Ⓓ It should be regarded as an exaggeration because Richard Kennedy is only slightly honored.

Part B

Which detail from the excerpt **best** supports the answer to Part A?

- Ⓐ “holding out the copy of the Daily Telegraph” (paragraph 19)
- Ⓑ “the gallant Scot gave way to a genuine explosion of wrath” (paragraph 23)
- Ⓒ “the Scotchman gave a leap that a wild goat would not have been ashamed of” (paragraph 29)
- Ⓓ “stood speechless with amazement” (paragraph 32)

8. **Part A**

How does the characters' relationship contribute to the theme of the excerpt?

- Ⓐ It shows that friendship is far more important than success.
- Ⓑ It shows that true friends are willing to forgive past mistakes.
- Ⓒ It shows that keeping secrets from a friend can lead to problems.
- Ⓓ It shows that true friendships are formed through difficult circumstances.

Part B

Which sentence from the excerpt **best** supports the answer to Part A?

- Ⓐ “The acquaintanceship of these two friends had been formed in India, when they belonged to the same regiment.” (paragraph 3)
- Ⓑ “Forthwith he bounded up the steps and announced his arrival with five good, hearty, sounding raps at the door.” (paragraph 12)
- Ⓒ “To prevent the greatest piece of folly that ever was conceived.” (paragraph 17)
- Ⓓ “You're angry at me because I did not acquaint you with my new project.” (paragraph 24)

9. **Part A**

Which of the following describes the difference in the points of view of Ferguson and Kennedy regarding the proposed balloon trip across Africa?

- Ⓐ Ferguson sees it as an exciting opportunity; Kennedy sees it as a life-threatening risk.
- Ⓑ Ferguson hopes it will renew their friendship; Kennedy thinks it will end their friendship.
- Ⓒ Ferguson wants to keep his plans a secret; Kennedy thinks the public should be informed.
- Ⓓ Ferguson thinks he is well prepared for the trip; Kennedy believes Ferguson will fail without him.

Part B

What effect does the difference in points of view described in Part A create for the reader?

- Ⓐ It creates humor because each of the two men thinks he knows what is best.
- Ⓑ It creates irony because the reader knows that both men are wrong in their views.
- Ⓒ It creates suspense because the men both worry that their friendship will not survive.
- Ⓓ It creates tension because the two men see the plan in very different ways.

10. Below is a summary of the ancient Greek poem *The Odyssey*.

***The Odyssey* tells of the journey Odysseus makes to return to his home after the Trojan War and of the many obstacles he faces and strange worlds he encounters.**

Read the sentences below about how the universal theme of journey is different in the passage from *Five Weeks in a Balloon*. Select an excerpt from the passage that best supports each statement. Write the excerpt in the box below the statement it best supports.

How the Universal Theme of Journey Is Different in *Five Weeks in a Balloon*

The main character makes plans for his journey in secret.

The main character chooses to leave home and seek out adventure.



Session 2: Research Simulation Task

Today you will research the topic of Abraham Lincoln's life. You will read the passage "The Rise of a President." Then you will read the passage "Lincoln's Famous Address" and the passage "Grace Bedell and the President's Beard." As you review these sources, you will gather information and answer questions about these different parts of Lincoln's life so you can write an essay.

Read the passage "The Rise of a President." Then answer the questions.

The Rise of a President

by Thomas Billings

- 1 He took office in a time of national division and crisis. He commanded the armed forces in the costliest war America has ever fought. He ended one of the worst injustices in history and saved the nation from self-destruction. And he did all this in just four years. His name was Abraham Lincoln, and many consider him the greatest president of all time. His rise from humble beginnings to the heights of power represents the essence of the American dream.
- 2 Lincoln was born in a log cabin in Hardin County, Kentucky, in 1809. His father, Thomas, was a farmer, but he lost his property in 1816. He was forced to move his family to Indiana and start anew. Just two years later, Lincoln's mother, Nancy, died. Because of this, his older sister, Sarah, had to help raise him. Thomas Lincoln left his children alone on their remote farm to travel to Kentucky and marry another woman. When they returned, the children were "wild—ragged and dirty," as Lincoln's stepmother wrote.
- 3 Thomas Lincoln was uneducated, and Abraham's education was limited to what his mother and stepmother taught him and brief stints in school. Mostly, he taught himself by reading and rereading whatever books he could find. He knew that he was gifted and took responsibility for feeding his intellectual curiosity. Even at an early age, he listened to his father tell stories to visitors, memorizing them and retelling them to his friends. This talent for storytelling would become valuable when Lincoln later became a lawyer and politician.
- 4 Lincoln grew into a tall, strong teenager who worked hard and became talented with an axe. He continued to seek out and devour books of all kinds, jotting down favorite passages as he read. Lincoln's love of books was considered odd in the rural farm community he grew up in, which valued labor and strength more than knowledge. Thomas Lincoln sometimes grew angry about his son's habits and even destroyed some of his books. But Lincoln continued both to read and to prove himself a dedicated worker when Thomas hired him out to neighbors. Lincoln resented his father's distaste for learning, however, and left home for Illinois when he was 22.
- 5 In the town of New Salem, Abraham Lincoln worked in a variety of jobs. His most important job was the one he did at night, however, continuing his study of literature and grammar. He tried his hand at politics for the first time here by running for state office. But he left his campaign to fight in the Black Hawk War, and when he returned a few months later, he had lost. At 25, he decided to become a lawyer, borrowing law books from a friend and once again being his own teacher. He ran for a seat in the Illinois General Assembly and won.
- 6 In 1837, Lincoln moved to the larger community of Springfield, with little money and nowhere to stay. In a general store, he met a man named Joshua Speed. Speed invited Lincoln to share his room and later became Lincoln's life-long friend. During the years they lived together, the men discussed their plans and dreams, their thoughts on politics, and their love of reading. Meanwhile, Lincoln continued his work in the statehouse. He argued for improvements to roads, waterways, and railroads, which would help poor farmers like his father bring their crops to market. But the high cost of the improvements made them unpopular, and Lincoln decided not to seek a fifth term.

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- 7 In 1840, he became engaged to Mary Todd, an intelligent and outgoing woman from a wealthy Kentucky family. She shared Lincoln's love of politics, as well as of books and poetry. Their relationship was sometimes rocky, and Lincoln broke off the engagement. Months later, they met again at a party and soon renewed their engagement. They married in 1842 and quickly started a family, having two sons in the first four years of their marriage.
- 8 Lincoln returned to his political ambitions in 1846 with a successful run for Congress. He moved his family to Washington, D.C., and co-wrote a bill to abolish slavery in that city. He opposed the Mexican-American War and continued to work for improvements to railroads and other public facilities. He also campaigned for Zachary Taylor, making speeches in support of the future president. Lincoln had promised he would serve only one term, so two years later, he returned to his Springfield law practice. He traveled to county seats twice a year and took any case he could.
- 9 Lincoln re-entered politics once again in 1854, running for the Senate to oppose the Kansas–Nebraska Act. The act would have expanded the regions of the country where slavery was legal. In one speech, Lincoln proclaimed that he hated the act “because of the monstrous injustice of slavery itself.” Lincoln lost this race but ran again in 1858 against his long-time rival, Democrat Stephen Douglas. The two politicians conducted a famous series of debates, bringing Lincoln to national prominence even though he lost the election.
- 10 The stage was set for Lincoln's 1860 presidential bid, and Lincoln won the nomination of the new Republican Party through clever management of the party's factions. Lincoln again ran against Douglas, with the issue of slavery's boundaries at the center of the contest. Lincoln conducted what was called a “front porch campaign,” never leaving Illinois or giving speeches. His supporters spoke for him, and Lincoln pointed to his earlier speeches and writings to demonstrate his views. When at last the election was held, Lincoln won decisively, though without winning a single Southern state. Before Lincoln even took office, seven Southern states withdrew from the Union. Lincoln maintained hope that the nation could remain whole. In his First Inaugural Address, he told Southerners, “We are not enemies, but friends. We must not be enemies.”
- 11 But the die was cast. One month later, on April 12, 1861, Confederate forces attacked Fort Sumter in South Carolina. The Civil War began, and Lincoln would take his place in history as the man who preserved the Union.

11. **Part A**

Read the sentence from paragraph 9 of the passage.

The two politicians conducted a famous series of debates, bringing Lincoln to national prominence even though he lost the election.

What is the meaning of the word **prominence** as it is used in the sentence?

- (A) embarrassment
- (B) recognition
- (C) disrespect
- (D) suspicion

Part B

Which word from the sentence **best** helps the reader understand the meaning of **prominence**?

- (A) “conducted”
- (B) “famous”
- (C) “lost”
- (D) “election”

12. **Part A**

What is the author’s point of view about Abraham Lincoln in this passage?

- (A) He feels Lincoln was typical of the people who have become president.
- (B) He believes Lincoln was poorly suited to the responsibilities of the presidency.
- (C) He thinks Lincoln achieved greatness by working hard to improve himself.
- (D) He has no strong opinion about Lincoln’s performance as a president.

Part B

Which of the following sentences **best** supports the answer to Part A?

- (A) “His rise from humble beginnings to the heights of power represents the essence of the American dream.” (paragraph 1)
- (B) “This talent for storytelling would become valuable when Lincoln later became a lawyer and politician.” (paragraph 3)
- (C) “Lincoln returned to his political ambitions in 1846 with a successful run for Congress.” (paragraph 8)
- (D) “When at last the election was held, Lincoln won decisively, though without winning a single Southern state.” (paragraph 10)

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13. Create a summary of the article “The Rise of a President” by numbering six statements from the list in chronological order. Note that not all statements will be used.

_____ Lincoln left home and became a lawyer and an Illinois lawmaker.

_____ Abraham Lincoln was the greatest U.S. president, and the story of his life is inspiring.

_____ Lincoln was born in Kentucky to a poor farming family, raised by his sister and stepmother.

_____ After serving in Congress, Lincoln ran unsuccessfully for the Senate, becoming known for his debates with Stephen Douglas.

_____ Although he received little education, Lincoln taught himself by reading and listening to stories.

_____ Lincoln’s political career was largely unsuccessful because he favored unpopular positions.

_____ Lincoln was elected president without Southern support, and Southern states left the Union soon after the election.

_____ Lincoln married Mary Todd and started a family before returning to politics.

Read the passage “Lincoln’s Famous Address.” Then answer the questions.

Lincoln’s Famous Address

by Roselynn Marquez

- 1 “Four score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.” These familiar words begin the greatest and most famous speech by an American president. This was Abraham Lincoln’s Gettysburg Address. In a text of just 270 words, Lincoln memorialized the soldiers who had died in that place. He also declared a purpose in the fight to preserve the nation.
- 2 What made the speech so memorable? One reason is that it was extremely short, especially by the standards of the time. Lincoln’s speech followed a formal dedication by Edward Everett, a respected politician. Everett’s speech, by contrast, was two hours long. In it, Everett described the battles that had taken place at Gettysburg. He also referenced both history and literature. But Lincoln’s speech drew the most praise, both immediately and as time passed. Historian Doris Kearns Goodwin quotes the account of George Gitt, who witnessed the Gettysburg Address: “The extreme brevity of the address . . . had so astonished the hearers that they stood transfixed.” Everett himself wrote to Lincoln, “I should be glad if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes.”
- 3 The length of Lincoln’s address was hardly the only aspect that made it so effective. Another was the simplicity of its language. As historian Allen Guelzo notes, “the address relies on crisp, plain vocabulary.” He points out that most of the words are one-syllable. Doris Kearns Goodwin concludes, “Lincoln had translated the story of his country . . . into words and ideas accessible to every American.” By making his ideas easy to grasp, Lincoln gave them directness and power.
- 4 But, as Guelzo continues, “the Gettysburg Address is not so simple or compact as it seems.” He praises its complex ideas and its use of memorable triplets. These are phrases that come in groups of three, such as “government of the people, by the people, for the people.” He says that Lincoln had an important task in the speech. He wanted to persuade the world that democracy could rise above even the deep divisions that had led to civil war. Lincoln argued that soldiers had given their lives in the name of self-government. He offered hope that ordinary people would fight to keep democracy alive.

GO ON ►

14. **Part A**

Read this sentence from paragraph 3 of the passage.

The length of Lincoln’s address was hardly the only aspect that made it so effective.

What impact does the author’s word choice in this sentence have on the tone of the passage?

- Ⓐ It suggests there were many things about the speech that made it a success.
- Ⓑ It shows the author’s attitude against those who might criticize the speech.
- Ⓒ It creates a sense that Lincoln already knew the speech was going to be famous.
- Ⓓ It makes readers feel that the author is looking down on them.

Part B

Which statement about the Gettysburg Address **best** supports the answer to Part A?

- Ⓐ The speech performed the important job of memorializing fallen soldiers.
- Ⓑ The speech may be controversial, but those who deny its greatness are short-sighted.
- Ⓒ The speech is mostly famous because it is short and therefore easy to remember.
- Ⓓ The speech was able to convey complicated ideas in simple, poetic ways.

15. **Part A**

What is the central idea of the passage?

- Ⓐ The Gettysburg Address was made to pay respect to fallen soldiers and to renew people’s faith in democracy.
- Ⓑ The Gettysburg Address was superior to Edward Everett’s speech because it was only a few minutes long.
- Ⓒ The Gettysburg Address is the greatest presidential speech because it is short, vivid, and meaningful.
- Ⓓ The Gettysburg Address is not actually simple because it uses small words; it also uses complex sentences and devices.

Part B

Select **two** details from the passage that **best** support the answer to Part A.

- Ⓐ “This was Abraham Lincoln’s Gettysburg Address.” (parargaph 1)
- Ⓑ “One reason is that it was extremely short, especially by the standards of the time.” (paragraph 2)
- Ⓒ “But Lincoln’s speech drew the most praise, both immediately and as time passed.” (paragraph 2)
- Ⓓ “By making his ideas easy to grasp, Lincoln gave them directness and power.” (paragraph 3)
- Ⓔ “He praises its complex ideas and its use of memorable triplets.” (paragraph 4)
- Ⓕ “He offered hope that ordinary people would fight to keep democracy alive.” (paragraph 4)

Read the passage “Grace Bedell and the President’s Beard.” Then answer the questions.

Grace Bedell and the President’s Beard

by Rebecca Harrison

- 1 When we picture Abraham Lincoln, we tend to focus on a few key details like his stovepipe hat, his long, lanky legs, and his craggy face and beard. But Lincoln did not rise to political power while looking like a Halloween costume version of himself. In fact, it was late in his first presidential campaign in 1860 that Lincoln grew his iconic beard. For that, we can thank the suggestion of an eleven-year-old girl named Grace Bedell.
- 2 Bedell’s father was a loyal Republican and a supporter of Lincoln’s campaign. He brought his daughter a picture of Lincoln and vice-presidential nominee Hannibal Hamlin. Bedell later recalled looking at Lincoln’s “high forehead over those sadly pathetic eyes, the angular lower face with the deep cut lines about the mouth.” She told her mother, “He would look better if he wore whiskers, and I mean to write and tell him so.”
- 3 Grace Bedell’s letter began with wishes for Lincoln’s success but quickly shifted to her advice. She informed Lincoln that “if you let your whiskers grow . . . you would look a great deal better for your face is so thin.” She added, “All the ladies like whiskers and they would tease their husbands to vote for you and then you would be President.” With a few more pleasantries, Bedell closed her letter with a request that Lincoln “answer this letter right off,” and a few days later, he did.
- 4 Lincoln’s letter was brief but polite. He answered her questions about his family and then turned to the matter of a beard, stating, “As to the whiskers having never worn any,” and asked “do you not think people would call it a piece of silly affection if I were to begin it now?” Despite his protest of the suggestion, Lincoln soon after grew the beard by which he would be remembered 150 years later.
- 5 Abraham Lincoln was elected president just three weeks later on November 6, 1860. In February 1861, he traveled from his home state, Illinois, to Washington, D.C., to be sworn into office. The route of Lincoln’s train took him through the state of New York, where Grace Bedell’s family lived. Reaching her hometown of Westfield, Lincoln made a stop and greeted a crowd of thousands. He told the story of Bedell’s letter and said he would like to meet the girl if she were there.
- 6 Bedell was in attendance with her father, who brought her forward through the crowd to meet the president-elect. As Bedell later told the story, “He climbed down and sat down with me on the edge of the station platform. ‘Gracie,’ he said, ‘look at my whiskers. I have been growing them for you.’ Then he kissed me. I never saw him again.”
- 7 Bedell’s story became famous, particularly after Lincoln’s assassination. More than a century later, the city of Westfield erected a statue of Bedell meeting Lincoln in a local park. It serves as a reminder of the open, kindhearted man Abraham Lincoln was.

GO ON ►

16. **Part A**

What is the author's **main** purpose in the passage?

- (A) to persuade readers that Abraham Lincoln was a kind man
- (B) to inform readers of a little-known story about Abraham Lincoln
- (C) to argue that Grace Bedell changed the outcome of the election
- (D) to explain an important aspect of Abraham Lincoln's career

Part B

Which sentence **best** states why this passage might be important to a reader?

- (A) By learning about Lincoln's reaction to one young girl, we can gain a better sense of his overall character.
- (B) By learning about one young girl's impact on a nation, we can be inspired to make changes in our own lives.
- (C) By reading about how one person viewed Abraham Lincoln, we can understand why some liked him more than others.
- (D) By reading about the author's personal thoughts, we can understand how Abraham Lincoln was important to her.

17. **Part A**

What is the purpose of the following sentence from paragraph 4?

Despite his protest of the suggestion, Lincoln soon after grew the beard by which he would be remembered 150 years later.

- (A) It helps develop the author's assertion that Lincoln was particularly kind to children.
- (B) It emphasizes the reluctance with which Lincoln considered changing his appearance.
- (C) It illustrates the idea that Lincoln was willing to act on the ideas of a young girl.
- (D) It shows that Lincoln understood that his beard would become a defining part of his look.

Part B

Find a sentence in the passage that serves a similar purpose as the one in Part A. Write the sentence on the lines below.

Refer to the passages “The Rise of a President,” “Lincoln’s Famous Address,” and “Grace Bedell and the President’s Beard.” Then answer question 18.

- 18. You have read three passages that describe different aspects of Abraham Lincoln’s life. Consider how each author’s details contributed to the idea that Lincoln was an exceptional president. Write an essay in which you define Abraham Lincoln as a president, based on factors each author describes. Remember to use evidence from all three texts to support your response.

Blank writing area with horizontal lines for an essay response.

GO ON ►

Lined writing area with 25 horizontal lines.



Session 3: Reading Literature and Informational Texts

Read the passage “Women Warriors.” Then answer the questions.

Women Warriors

by Jeannine Davis-Kimball, *Dig*

- 1 Legends of the women warriors known to history as Amazons have been passed down from generation to generation and seem as popular today as they were 2,000 years ago.
- 2 It is the account of the fifth-century B.C. Greek writer Herodotus, who is said to have visited the entire known world of his time, that is the most commonly told today. According to Herodotus:
- 3 Courageous and bold, Amazons fought with great dignity. They were never portrayed in art or words as cruel or cowardly. Among their most widely known exploits was their battle with Scythian warriors who lived along the northern shores of the Black Sea. Mortified when they discovered that they were fighting women, the Scythians later began to court the Amazons. In time, the two nations united, but the independent lifestyle of the Amazons did not allow the women to remain with their Scythian mates. So, the women beseeched their mates to gather the sheep and horses and leave. The Scythians did so and migrated north and east. The children they took with them and the generations that followed became known as the nomadic Sauromatians.
- 4 Today, we can imagine Herodotus, known also as the “Father of History,” on a visit to Scythia. We can picture him spending time with caravan drivers as they arrived from trading forays far to the east. At night around a crackling fire in a caravanserai (an inn or open court), travelers would exchange tales of the Issedones, who were pushed from their land by the one-eyed Arimaspians. They also told of the guardians of gold, huge griffins (mythical monsters), with birds’ heads and lions’ feet.
- 5 Almost certainly, the traders recounted the exploits of the nomadic Sauromatian and Sarmatian warrior women. They lived along the tributaries of the great Volga River, on the steppes south of the Ural Mountains—where Europe meets Asia. As these women galloped away from an enemy, they were said to fire over their shoulders a deadly barrage of arrows from their bows.

All for a Belt

- 6 In recent years, archaeologists have excavated the kurgan (mound) burials of these people, which date from the sixth to the fourth century B.C. The women’s burials have revealed the belongings of a warrior: bronze and iron arrowheads, daggers and swords, and occasionally iron armor plates.
- 7 Contrary to Herodotus’ account that the Amazons paired on a permanent basis with the Scythians, the Amazons never married. They dwelt in northern Asia Minor (modern Turkey), in the area where the Thermodon River spills into the southern Black Sea. Perhaps Herodotus combined the romance of the Sauromatian and Sarmatian warrior women with the tale of the Amazons.
- 8 In Greek mythology, the Amazons won renown for their heroic battles against such highly honored Greek heroes as Theseus and Heracles. One such battle took place when Heracles was living at the ancient religious city of Delphi in north-central Greece. There, the attending priestess directed him to perform 12 labors. The ninth was to capture the sacred belt that belonged to the Amazon queen Hippolyte. The queen had received the belt from Ares, the Greek god of war, and had vowed never to surrender it willingly. The result was war. Many Amazons were killed before Heracles managed to slay Hippolyte and take his booty.

GO ON ►

A Power Play?

- 9 Tradition also informs us that the Amazons founded cities in Asia Minor. Among these were Cyme and Smyrna, each named for an Amazon queen. Others were Myrine, named for the queen of the earlier Libyan Amazons in North Africa, and Ephesus. In Ephesus, the Amazons are credited with building a great temple to the goddess Artemis. The Amazons honored Artemis as a moon goddess and as the patron of animals. They depicted her as a huntress with arrows fashioned of gold.
- 10 To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors. For this reason, the tales seem to be simply mythological. There are many, however, who believe that Greek men created these legends to keep their wives under control. In ancient Greece, women had few rights and remained mostly at home. Amazonian society was said to be matriarchal (woman-dominated) and egalitarian (equal rights for all). However, Greek orators advised women not to behave like Amazons or to engage in battle. If they did so, then certainly they would share the fate of the ancient Amazons—death at the hands of Greece’s masterful warriors.

19. **Part A**

Which statement **best** summarizes the central idea of the article?

- Ⓐ The Amazons married the Scythians to create the Sauromatians.
- Ⓑ Mythology and reality mix to create modern knowledge of the Amazons.
- Ⓒ The Amazons were religious and honored the goddess Artemis with a temple in Ephesus.
- Ⓓ Ancient people sometimes feared and sometimes admired the military skills of the Amazons.

Part B

Which sentence from the article **best** supports the answer to Part A?

- Ⓐ “Legends of the women warriors known to history as Amazons have been passed down from generation to generation and seem as popular today as they were 2,000 years ago.” (paragraph 1)
- Ⓑ “Today, we can imagine Herodotus, known also as the ‘Father of History,’ on a visit to Scythia.” (paragraph 4)
- Ⓒ “Contrary to Herodotus’ account that the Amazons paired on a permanent basis with the Scythians, the Amazons never married.” (paragraph 7)
- Ⓓ “Many Amazons were killed before Heracles managed to slay Hippolyte and take his booty.” (paragraph 8)

20. Read the two sections of text from the article on the left. Then draw lines to match each section of text with one type of text structure on the right. Two of the text structures on the right do not have matches.

Contrary to Herodotus’ account that the Amazons paired on a permanent basis with the Scythians, the Amazons never married. They dwelt in northern Asia Minor (modern Turkey), in the area where the Thermodon River spills into the southern Black Sea.

problem and solution

cause and effect

To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors. For this reason, the tales seem to be simply mythological.

chronology

compare and contrast

21. **Part A**

What is the meaning of **fate** as it is used in paragraph 10 of the article?

- Ⓐ chance
- Ⓑ fortune
- Ⓒ doom
- Ⓓ luck

Part B

Which word from the last sentence in paragraph 10 **best** helps the reader understand the meaning of **fate**?

- Ⓐ “ancient”
- Ⓑ “death”
- Ⓒ “masterful”
- Ⓓ “warriors”

22. **Part A**

Which statement **best** describes how the author acknowledges the viewpoint that stories of the Amazons may be myths?

- Ⓐ She refers to the works of Herodotus and then questions whether any of the history he wrote was accurate.
- Ⓑ She tells about other tribes of warrior women and then considers how they could have survived in ancient times.
- Ⓒ She mentions other Greek myths and then suggests that tales of the Amazons are part of that tradition.
- Ⓓ She discusses lack of physical evidence and then gives a reason why the Amazon myths may have been created.

Part B

Select **two** pieces of evidence from the article that **best** support the answer to Part A.

- Ⓐ “It is the account of the fifth-century B.C. Greek writer Herodotus, who is said to have visited the entire known world of his time, that is most commonly told today.” (paragraph 2)
- Ⓑ “In time, the two nations united, but the independent lifestyle of the Amazons did not allow the women to remain with their Scythian mates.” (paragraph 3)
- Ⓒ “Almost certainly, the traders recounted the exploits of the nomadic Sauromatian and Sarmatian warrior women.” (paragraph 5)
- Ⓓ “In Greek mythology, the Amazons won renown for their heroic battles against such highly honored Greek heroes as Theseus and Heracles.” (paragraph 8)
- Ⓔ “To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors.” (paragraph 10)
- Ⓕ “There are many, however, who believe that Greek men created these legends to keep their wives under control.” (paragraph 10)

Read the drama "The Battle Picnic." Then answer the questions.

The Battle Picnic

by Jonas Sellers

- 1 (Scene: a well-furnished drawing room in a fancy Washington, D.C., home, July 16, 1861.)
- 2 MANFRED (Excitedly): Well, the war with the Confederates has finally begun! We are determined to march to Richmond, and we will certainly overcome those rebels before the month has ended. Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways.
- 3 JENNY (Distressed): I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter. Surely that was an easy victory for them, and thankfully no one was killed on either side. But with all the volunteers President Lincoln gathered, why would the Confederate forces try to attack us now? I have heard officials say that our display of strength would frighten the Confederates into submission. [Pausing briefly in thought.] I am anxious about beginning a war; surely, many people will be harmed by such a serious act.
- 4 MANFRED (With a knowing smile): I believe, sister, that you are less worried about war in general than about the safety of your own dear brother. Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.
- 5 JENNY: When must you leave?
- 6 MANFRED: I came to say farewell, dear sister, as we march as soon as we are gathered. (Manfred walks over to the window and looks out.) Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops. What a stirring show of public support!
- 7 JENNY (Joining him at the window): What can they be thinking of, to so merrily follow troops into battle?
- 8 MANFRED: They are thinking that the battle will offer rewarding entertainment. They are thinking they will see our troops easily march to victory, just as I am thinking.
- 9 (Scene: July 21, 1861, along the Bull Run River, near Manassas Junction; there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, and many soldiers dead and dying on the battlefield.)
- 10 JENNY (Totally distraught, staring toward the field): Father, where is Manfred? Can you see Manfred anywhere on the battlefield?
- 11 MR. BENJAMIN (Demandingly): Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. The road is already filled to overflowing with panicky people.
- 12 JENNY: Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?
- 13 MR. BENJAMIN (Squarely facing Jenny): Look at the growing hordes of Confederate soldiers, advancing so quickly. Our troops are fleeing off the field like bats from hell, hurrying back toward Washington, dropping their goods and guns so that they can run even faster.
- 14 JENNY: I do not think they are cowards, Father. Who would stand at such a show of force?
- 15 MR. BENJAMIN: We must go. We can talk later. Before long, the Confederates will be chasing us back to Washington, and who could imagine what might happen if they were to apprehend us?
- 16 JENNY: I knew we should not have come!
- 17 MR. BENJAMIN: Yes, I see that now.
- 18 JENNY (Solemnly): I hope that Manfred makes it home safely. I hope . . . but I am not at all certain.

GO ON ►

23. **Part A**

What is a theme of the drama?

- Ⓐ It is unrealistic to believe that wars are not deadly.
- Ⓑ It is important to stay calm during times of crisis.
- Ⓒ One's attitude toward an event will affect the outcome of that event.
- Ⓓ Believing you can win is more important than actually winning.

Part B

Select **three** pieces of evidence that **best** support the answer to Part A.

- Ⓐ "I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter." (line 3)
- Ⓑ "I came to say farewell, dear sister, as we march as soon as we are gathered." (line 6)
- Ⓒ "What can they be thinking of, to so merrily follow troops into battle?" (line 7)
- Ⓓ ". . . there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington . . ." (line 9)
- Ⓔ "Manfred will have to take care of himself. Sit down and get settled now, quickly as you can." (line 11)
- Ⓕ "Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?" (line 12)
- Ⓖ "I hope that Manfred makes it home safely. I hope . . . but I am not at all certain." (line 18)

24. **Part A**

What does the reader learn about Manfred in the first scene?

- Ⓐ He believes battle is more exciting than daily life.
- Ⓑ He cares for his sister so much that he does not want to frighten her.
- Ⓒ He does not want to fight but feels he must do so for his country.
- Ⓓ He does not care that his sister is concerned for his safety.

Part B

Which sentence from "The Battle Picnic" best supports the answer to Part A?

- Ⓐ "Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways." (line 2)
- Ⓑ "I believe, sister, that you are less worried about war in general than about the safety of your own dear brother." (line 4)
- Ⓒ "Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone." (line 4)
- Ⓓ "Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops." (line 6)

25. Select **two** details from the drama that **best** support the idea that the characters do not fully understand their situation.
- Ⓐ Almost everyone is excited about a picnic on the battlefield.
 - Ⓑ The Union soldiers are preparing to march on the Confederate capital of Richmond.
 - Ⓒ Manfred says he and the other Union soldiers will overcome the Confederates before the month has ended.
 - Ⓓ People decide to leave the battle region as quickly as possible once the Confederates take control.
 - Ⓔ The people fleeing the battle are afraid they will be attacked by the advancing Confederate soldiers.
 - Ⓕ Mr. Benjamin believes that Manfred will be able to take care of himself amidst the chaos of the battlefield.

26. **Part A**

What is the meaning of the word **apprehend** as it is used in line 15 of the drama?

- Ⓐ convert
- Ⓑ capture
- Ⓒ defend
- Ⓓ protect

Part B

Which word from line 15 helps clarify the meaning of **apprehend**?

- Ⓐ “go”
- Ⓑ “talk”
- Ⓒ “chasing”
- Ⓓ “imagine”

Read the article “Showdown in a Paris Theater.” Then answer the questions.

Showdown in a Paris Theater

by Michael Ray Taylor, *Odyssey*

- 1 On April 7, 1864, more than 500 of France’s most famous scientists, journalists, artists, and novelists crowded into an auditorium at the Sorbonne, a Paris university. They had come to see a scientific demonstration.
- 2 An elegantly dressed man stepped onto the stage. “I think we’ve had quite enough of poetry, enough fantasy,” he said. “It is time for the true method, that of science, to assert and exercise its rights.” The man’s name was Louis Pasteur.
- 3 He walked to a table bearing oddly shaped bottles, a microscope, and a recent invention called a Bunsen burner. The lights dimmed. Using another recent invention, the slide projector, Dr. Pasteur began to describe the experiments sitting before him.
- 4 These experiments, he explained, would finally settle one of the biggest scientific controversies of his time: Do microbes “spontaneously generate”? In other words, can life appear from nothing whenever nutrients are present? Scientists once thought that rats grew from cheese placed in a corner, that maggots appeared automatically in rotting meat, and that frogs arose from pond slime. By Pasteur’s time, many scientists had already shown that this was not the case—at least with larger organisms. As early as 1668, an Italian doctor named Francesco Redi had shown that maggots, for example, could grow only from fly eggs laid by adult flies.
- 5 But microorganisms remained poorly understood, and most scientists of the day believed that these smallest life forms could, in fact, appear from nothing. Pasteur was convinced that spontaneous generation was impossible, but he knew it would take clear scientific evidence to sway those who held opposite views. He was certain that this was important, because he believed that the spread of germs—microbes, known today as *pathogens*—was the cause of disease.
- 6 One scientist in the audience, Félix Archimède Pouchet, was director of the Rouen Museum of Natural History. He was already devising the ways he would attack Pasteur’s experiments in a newspaper article the following week. For what Pasteur began to argue up on the stage was that Pouchet’s earlier experiments, which had appeared to support the idea of spontaneous generation, had contained a serious flaw.
- 7 In 1859, Pouchet had sealed boiled water in a glass bottle, then placed the bottle upside down and opened it in a trough filled with mercury. Mercury, a heavy metal, would not allow the water to escape from the bottle. Also, it was thought that mercury would kill any organisms that might otherwise get into the upside-down bottle. Pouchet believed that for spontaneous generation to take place, oxygen had to be present, so he piped some chemically pure oxygen into the bottle through the mercury.
- 8 “But so far, the bottle had only water and oxygen,” Pasteur said, as he demonstrated Pouchet’s experiment to his audience. It still needed a food source.
- 9 “ ‘Next,’ Pouchet writes, ‘a bit of hay massing ten grams, in a vial sealed with emery, is removed from an oven heated to 100 degrees, where it has sat for thirty minutes, and is placed in the flask from below the surface of the mercury.’ ”
- 10 Pasteur uncorked a vial and transferred hay into a flask on-stage, inverted over a vat of mercury in advance.
- 11 “This, gentlemen, is the experiment which has renewed interest in the doctrine of spontaneous generation. And here is its result: After eight days, the infusion contains a fully developed mold.” What is Pouchet’s conclusion? Simply that the atmosphere didn’t serve as the vehicle for these germs, these microscopic beings.

- 12 “When microbes grew in the brew, he argued that they had to have ‘appeared’ there, because no live cells had been in any of his ingredients.” However, Pasteur explained, when he studied the experiments, he observed that Pouchet’s tub of mercury contained a great deal of dust. We now know that dust is full of live germs. What no one knew at the time—but Pasteur guessed—was that some germs would not be harmed by exposure to mercury, especially if surrounded by a protective dust coating.
- 13 Pasteur’s strategy was to design a new type of flask that would let air into it—providing an oxygen source—but would not allow microbes to enter. He created two types of flasks: one with a straight neck, which microbes could easily enter, and another with an S-shaped neck that trapped microbes in the bottom of the curve.
- 14 Pasteur filled these bottles with a variety of food sources—not just hay and water, but chicken and beef broth, too. After he heated everything inside the bottle (water, air, and food) to a temperature that would kill all organisms, microbes readily grew in the bottles with the straight necks. However, nothing grew in the flasks with the S-necks, even though air, but not microbes, could still get inside.
- 15 As Pasteur explained to the rapt audience before him, some of these bottles had been sitting for several years, and yet no germs had grown in the food source below the trap.
- 16 “I have kept away from it the germs that are floating in the air,” he said. “I have kept away from it life, for life is the germ, and the germ is life!”
- 17 Many in the audience rose to give him a standing ovation.
- 18 But not Pouchet.

27. **Part A**

Which statement about Pouchet is supported by evidence in the article?

- Ⓐ He did not believe that Pasteur was a true scientist.
- Ⓑ He would have been happy if Pasteur’s experiments had failed.
- Ⓒ He thought Pasteur was conducting his experiments out of spite.
- Ⓓ He knew that Pasteur’s scientific methods were flawed.

Part B

Which **two** details from the selection **best** support the answer in Part A?

- Ⓐ “One scientist in the audience, Félix Archimède Pouchet, was director of the Rouen Museum of Natural History.” (paragraph 6)
- Ⓑ “He was already devising the ways he would attack Pasteur’s experiments in a newspaper article the following week.” (paragraph 6)
- Ⓒ “For what Pasteur began to argue up on the stage was that Pouchet’s earlier experiments, which had appeared to support the idea of spontaneous generation, had contained a serious flaw.” (paragraph 6)
- Ⓓ “In 1859, Pouchet had sealed boiled water in a glass bottle, then placed the bottle upside down and opened it in a trough filled with mercury.” (paragraph 7)
- Ⓔ “Mercury, a heavy metal, would not allow the water to escape from the bottle.” (paragraph 7)
- Ⓕ “Also, it was thought that mercury would kill any organisms that might otherwise get into the upside-down bottle.” (paragraph 7)
- Ⓖ “Pouchet believed that for spontaneous generation to take place, oxygen had to be present, so he piped some chemically pure oxygen into the bottle through the mercury.” (paragraph 7)

28. Below are three claims that one could make based on the article.

Claims

	Pouchet was confident his ideas would not be disproved.
	People once had good reasons to believe in spontaneous generation.
	Scientific knowledge becomes more accurate over time.

Part A

Draw an X by the claim that is supported by the most relevant and sufficient evidence within the article.

Part B

Write down **two** sentences from the article that best provide evidence to support the claim selected in Part A.

First sentence:

<hr/> <hr/> <hr/>

Second sentence:

<hr/> <hr/> <hr/>

29. **Part A**

What does the word **microorganisms** mean as it is used in paragraph 5?

- Ⓐ a creature that lives in dust and develops into mold
- Ⓑ a living thing that can appear from nothing when the right nutrients are present
- Ⓒ an individual animal or plant that cannot survive when exposed to mercury
- Ⓓ a living being that is too small to be seen with the naked eye

Part B

Which phrase from the article helps you understand the meaning of the word **microorganisms**?

- Ⓐ “maggots appeared automatically” (paragraph 4)
- Ⓑ “these smallest life forms” (paragraph 5)
- Ⓒ “would kill any organisms” (paragraph 7)
- Ⓓ “full of live germs” (paragraph 12)

30. **Part A**

What is the author’s purpose in writing the article?

- Ⓐ to show how science can be more exciting than any stage drama
- Ⓑ to prove that one historical scientist was smarter than another
- Ⓒ to narrate an important event in the history of science
- Ⓓ to challenge the idea of spontaneous generation

Part B

Which sentence from the article **best** supports the answer to Part A?

- Ⓐ “These experiments, he explained, would finally settle one of the biggest scientific controversies of his time: Do microbes ‘spontaneously generate’?” (paragraph 4)
- Ⓑ “Scientists once thought that rats grew from cheese placed in a corner, that maggots appeared automatically in rotting meat, and that frogs arose from pond slime.” (paragraph 4)
- Ⓒ “As early as 1668, an Italian doctor named Francesco Redi had shown that maggots, for example, could grow only from fly eggs laid by adult flies.” (paragraph 4)
- Ⓓ “Pouchet believed that for spontaneous generation to take place, oxygen had to be present, so he piped some chemically pure oxygen into the bottle through the mercury.” (paragraph 7)

