

LEAP 2025

English Language Arts Practice Test English I Communication Assistance Script

Students who are deaf or hard of hearing and require an Interpreter to use sign language to read aloud the test or use braille and have the accommodation of read aloud will use this Communication Assistance Script. This script is to be used by the Teacher, Test Administrator, or Interpreter to assist in signing the test or reading aloud a braille test to those that have the accommodation *Communication Assistance*. This is a secure document and must be kept in a locked, secure area before and after testing. It must be returned immediately to the School Test Coordinator after the scheduled testing has ended for the day. When testing is completed, the School Test Coordinator must return the script to the District Test Coordinator.

Instructions for Signing the Test

This script is written as it should be signed or read to the student. Pause when <pause> is inserted in text.

Session 1

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Today you will read and analyze a short story and a passage from another short story. As you analyze these texts, you will gather information and answer questions about each text and its relationship to the other so that you can craft a written response. <pause>

Read the story “Departure,” about a young man leaving home, by United States writer Sherwood Anderson (1876 to 1941). Then answer the questions. <pause>

Departure <pause>

by Sherwood Anderson <pause>

- 1 Young George Willard got out of bed at four in the morning. It was April and the young tree leaves were just coming out of their buds. The trees along the residence streets in Winesburg are maple and the seeds are winged. When the wind blows they whirl crazily about, filling the air and making a carpet underfoot. <pause>
- 2 George came downstairs into the hotel office carrying a brown leather bag. His trunk was packed for departure. Since two o'clock he had been awake thinking of the journey he was about to take and wondering what he would find at the end of his journey. The boy who slept in the hotel office lay on a cot by the door. His mouth was open and he snored lustily. George crept past the cot and went out into the silent deserted main street. The east was pink with the dawn and long streaks of light climbed into the sky where a few stars still shone. <pause>
- 3 Beyond the last house on Trunion Pike in Winesburg there is a great stretch of open fields. The fields are owned by farmers who live in town and drive homeward at evening along Trunion Pike in light creaking wagons. In the fields are planted berries and small fruits. In the late afternoon in the hot summers when the road and the fields are covered with dust, a smoky haze lies over the great flat basin of land. To look across it is like looking out across the sea. In the spring when the land is green the effect is somewhat different. The land becomes a wide green billiard table on which tiny human insects toil up and down. <pause>
- 4 All through his boyhood and young manhood, George Willard had been in the habit of walking on Trunion Pike. He had been in the midst of the great open place on winter nights when it was covered with snow and only the moon looked down at him; he had been there in the fall when bleak winds blew and on summer evenings when the air vibrated with the song of insects. On the April morning he wanted to go there again, to walk again in the silence. He did walk to where the road dipped down by a little stream two miles from town and then turned and walked silently back again. When he got to Main Street clerks were sweeping the sidewalks before the stores. “Hey, you George. How does it feel to be going away?” they asked. <pause>

- 5 The westbound train leaves Winesburg at seven forty-five in the morning. Tom Little is conductor. His train runs from Cleveland to where it connects with a great trunk line railroad with terminals in Chicago and New York. Tom has what in railroad circles is called an “easy run.” Every evening he returns to his family. In the fall and spring he spends his Sundays fishing in Lake Erie. He has a round red face and small blue eyes. He knows the people in the towns along his railroad better than a city man knows the people who live in his apartment building. <pause>
- 6 George came down the little incline from the New Willard House at seven o'clock. Tom Willard carried his bag. The son had become taller than the father. <pause>
- 7 On the station platform everyone shook the young man's hand. More than a dozen people waited about. Then they talked of their own affairs. Even Will Henderson, who was lazy and often slept until nine, had got out of bed. George was embarrassed. Gertrude Wilmot, a tall thin woman of fifty who worked in the Winesburg post office, came along the station platform. She had never before paid any attention to George. Now she stopped and put out her hand. In two words she voiced what everyone felt. “Good luck,” she said sharply and then turning went on her way. <pause>
- 8 When the train came into the station George felt relieved. He scampered hurriedly aboard. Helen White came running along Main Street hoping to have a parting word with him, but he had found a seat and did not see her. When the train started Tom Little punched his ticket, grinned and, although he knew George well and knew on what adventure he was just setting out, made no comment. Tom had seen a thousand George Willards go out of their towns to the city. It was a commonplace enough incident with him. In the smoking car there was a man who had just invited Tom to go on a fishing trip to Sandusky Bay. He wanted to accept the invitation and talk over details. <pause>
- 9 George glanced up and down the car to be sure no one was looking, then took out his pocketbook and counted his money. His mind was occupied with a desire not to appear green. Almost the last words his father had said to him concerned the matter of his behavior when he got to the city. “Be a sharp one,” Tom Willard had said. “Keep your eyes on your money. Be awake. That's the ticket. Don't let anyone think you're a greenhorn.” <pause>
- 10 After George counted his money he looked out of the window and was surprised to see that the train was still in Winesburg. <pause>
- 11 The young man, going out of his town to meet the adventure of life, began to think but he did not think of anything very big or dramatic. Things like his mother's death, his departure from Winesburg, the uncertainty of his future life in the city, the serious and larger aspects of his life did not come into his mind. <pause>

- 12 He thought of little things—Turk Smollet wheeling boards through the main street of his town in the morning, a tall woman, beautifully gowned, who had once stayed overnight at his father’s hotel, Butch Wheeler the lamp lighter of Winesburg hurrying through the streets on a summer evening and holding a torch in his hand, Helen White standing by a window in the Winesburg post office and putting a stamp on an envelope. <pause>
- 13 The young man’s mind was carried away by his growing passion for dreams. One looking at him would not have thought him particularly sharp. With the recollection of little things occupying his mind he closed his eyes and leaned back in the car seat. He stayed that way for a long time and when he aroused himself and again looked out of the car window the town of Winesburg had disappeared and his life there had become but a background on which to paint the dreams of his manhood. <pause>

Question 1.

Part A <pause>

In paragraph 9, what does the phrase **a desire not to appear green** suggest about George? <pause>

- A. that he wants to appear healthy and energetic
- B. that he wants other people to think he is clever and mature
- C. that he wants to be well-mannered throughout his trip
- D. that he wants other people to learn from his high moral standards

Part B <pause>

Which quotation provides evidence that **contradicts** the answer to Part A? <pause>

- A. “All through his boyhood and young manhood George Willard had been in the habit of walking on Trunion Pike.” (paragraph 4)
- B. “Tom Willard carried his bag. The son had become taller than the father.” (paragraph 6)
- C. “On the station platform everyone shook the young man’s hand.” (paragraph 7)
- D. “One looking at him would not have thought him particularly sharp.” (paragraph 13)

Question 2.

Part A <pause>

Which statement describes George’s interaction with the townspeople in paragraphs 7 and 8 of the story? <pause>

- A. The townspeople wish George well, but their attention makes him uncomfortable.
- B. The townspeople eagerly await George’s departure, and he is glad to be seeking new adventures elsewhere.
- C. The townspeople support George's ambitions, and he resolves to fulfill their hopes for him.
- D. The townspeople and George will miss each other, but he is comforted by their heartfelt goodbyes.

Part B <pause>

Select **one** quotation from paragraph 7 and **one** quotation from paragraph 8 that **best** support the answer to Part A. <pause>

- A. “Then they talked of their own affairs.” (paragraph 7)
- B. “Even Will Henderson, who was lazy and often slept until nine, had got out of bed.” (paragraph 7)
- C. “In two words she voiced what everyone felt. ‘Good luck,’ she said sharply and then turning went on her way.” (paragraph 7)
- D. “When the train came into the station George felt relieved. He scampered hurriedly aboard.” (paragraph 8)
- E. “Helen White came running along Main Street hoping to have a parting word with him, but he had found a seat and did not see her.” (paragraph 8)
- F. “It was a commonplace enough incident with him.” (paragraph 8)

Question 3.

Summarize the story by selecting **four** major elements from the list. Drag the statements to the chart and drop them in the correct order. *<pause>*

| ? | |
|--------|--|
| First | |
| Second | |
| Third | |
| Fourth | |

Townsppeople gather to say good-bye to a young man.
A young man counts his money on the train.
A train transports a young man from his hometown.
A young man remembers moments from his past.
A young man revisits important places in his town before leaving.
A train conductor is pleasant to a young man while thinking about a fishing trip.

The table rows are labeled First, Second, Third, Fourth. *<pause>*

The statements are: *<pause>*

Townsppeople gather to say good-bye to a young man. *<pause>*

A young man counts his money on the train. *<pause>*

A train transports a young man from his hometown. *<pause>*

A young man remembers moments from his past. *<pause>*

A young man revisits important places in his town before leaving. *<pause>*

A train conductor is pleasant to a young man while thinking about a fishing trip. *<pause>*

After being away for ten years, Howard McLane is returning home to visit his family. An old farmer, McTurg, is driving Howard from the train station to Howard's family farm in rural Wisconsin. Read the passage from the short story "Up the Coolly" by United States writer Hamlin Garland (1860–1940). Then answer the questions. <pause>

from "Up the Coolly" <pause>

by Hamlin Garland <pause>

- 1 It all swept back upon Howard in a flood of names and faces and sights and sounds; something sweet and stirring somehow, though it had little of aesthetic charms at the time. They were passing along lanes now, between superb fields of corn, wherein ploughmen were at work. Kingbirds flew from post to post ahead of them; the insects called from the grass. The valley slowly outspread below them. The workmen in the fields were "turning out" for the night. They all had a word of chaff with McTurg.
<pause>
- 2 Over the western wall of the circling amphitheatre the sun was setting. A few scattering clouds were drifting on the west wind, their shadows sliding down the green and purpled slopes. The dazzling sunlight flamed along the luscious velvety grass, and shot amid the rounded, distant purple peaks, and streamed in bars of gold and crimson across the blue midst of the narrower upper Coolies. <pause>
- 3 The heart of the young man swelled with pleasure almost like pain, and the eyes of the silent older man took on a far-off, dreaming look, as he gazed at the scene which had repeated itself a thousand times in his life, but of whose beauty he never spoke.
<pause>
- 4 Far down to the left was the break in the wall through which the river ran on its way to join the Mississippi. They climbed slowly among the hills, and the valley they had left grew still more beautiful as the squalor of the little town was hid by the dusk of distance. Both men were silent for a long time. Howard knew the peculiarities of his companion too well to make any remarks or ask any questions, and besides it was a genuine pleasure to ride with one who understood that silence was the only speech amid such splendors. <pause>
- 5 Once they passed a little brook singing in a mournfully sweet way its eternal song over its pebbles. It called back to Howard the days when he and Grant, his younger brother, had fished in this little brook for trout, with trousers rolled above the knee and wrecks of hats upon their heads. <pause>
- 6 "Any trout left?" he asked. <pause>
- 7 "Not many. Little fellers." Finding the silence broken, William asked the first question since he met Howard. "Le' 's see: you're a show feller now? B'long to a troupe?"
<pause>

- 8 “Yes, yes; I’m an actor.” <pause>
- 9 “Pay much?” <pause>
- 10 “Pretty well.” <pause>
- 11 That seemed to end William’s curiosity about the matter. <pause>
- 12 “Ah, there’s our old house, ain’t it?” Howard broke out, pointing to one of the houses farther up the Coolly. “It’ll be a surprise to them, won’t it?” <pause>
- 13 “Yep; only they don’t live there.” <pause>
- 14 “What! They don’t!” <pause>
- 15 “No.” <pause>
- 16 “Who does?” <pause>
- 17 “Dutchman.” <pause>
- 18 Howard was silent for some moments. “Who lives on the Dunlap place?” <pause>
- 19 “Nother Dutchman.” <pause>
- 20 “Where’s Grant living, anyhow?” <pause>
- 21 “Farther up the Coolly.” <pause>
- 22 “Well, then, I’d better get out here, hadn’t I?” <pause>
- 23 “Oh, I’ll drive ye up.” <pause>
- 24 “No, I’d rather walk.” <pause>
- 25 The sun had set, and the Coolly was getting dusk when Howard got out of McTurg’s carriage and set off up the winding lane toward his brother’s house. He walked slowly to absorb the coolness and fragrance and color of the hour. The katydids sang a rhythmic song of welcome to him. Fireflies were in the grass. A whippoorwill in the deep of the wood was calling weirdly, and an occasional night-hawk, flying high, gave his grating shriek, or hollow boom, suggestive and resounding. <pause>

- 26 He had been wonderfully successful, and yet had carried into his success as a dramatic author as well as actor a certain puritanism that made him a paradox to his fellows. He was one of those actors who are always in luck, and the best of it was he kept and made use of his luck. Jovial as he appeared, he was inflexible as granite against drink and tobacco. He retained through it all a certain freshness of enjoyment that made him one of the best companions in the profession; and now, as he walked on, the hour and the place appealed to him with great power. It seemed to sweep away the life that came between. <pause>
- 27 How close it all was to him, after all! In his restless life, surrounded by the glare of electric lights, painted canvas, hot colors, creak of machinery, mock trees, stones, and brooks, he had not lost, but gained, appreciation for the coolness, quiet, and low tones, the shyness of the wood and field. <pause>
- 28 In the farmhouse ahead of him a light was shining as he peered ahead, and his heart gave another painful movement. His brother was awaiting him there, and his mother, whom he had not seen for ten years and who had lost the power to write. And when Grant wrote, which had been more and more seldom of late, his letters had been cold and curt. <pause>
- 29 He began to feel that in the pleasure and excitement of his life he had grown away from his mother and brother. Each summer he had said, “Well, now, I’ll go home *this* year, sure.” But a new play to be produced, or a new yachting trip, or a tour of Europe, had put the home-coming off; and now it was with a distinct consciousness of neglect of duty that he walked up to the fence and looked into the yard, where William had told him his brother lived. <pause>
- 30 It was humble enough—a small white story-and-a-half structure, with a wing set in the midst of a few locust-trees; a small drab-colored barn with a sagging ridge-pole; a barnyard full of mud, in which a few cows were standing, fighting the flies and waiting to be milked. An old man was pumping water at the well; the pigs were squealing from a pen near by; a child was crying. <pause>
- 31 Instantly the beautiful, peaceful valley was forgotten. A sickening chill struck into Howard’s soul as he looked at it all. In the dim light he could see a figure milking a cow. Leaving his valise at the gate, he entered and walked up to the old man, who had finished pumping and was about to go to feed the hogs. <pause>
- 32 “Good-evening,” Howard began. “Does Mr. Grant McLane live here?” <pause>
- 33 “Yes, sir, he does. He’s right over there milkin’.” <pause>
- 34 “I’ll go over there an—” <pause>
- 35 “Don’t b’lieve I would. It’s darn muddy over there. It’s been turrible rainy. He’ll be done in a minute, anyway.” <pause>

- 36 “Very well; I’ll wait.” <pause>
- 37 As he waited, he could hear a woman’s fretful voice and the impatient jerk and jar of kitchen things, indicative of ill-temper or worry. The longer he stood absorbing this farmscene, with all its sordidness, dullness, triviality, and its endless drudgeries, the lower his heart sank. All the joy of the home-coming was gone, when the figure arose from the cow and approached the gate, and put the pail of milk down on the platform by the pump. <pause>
- 38 “Good-evening,” said Howard, out of the dusk. <pause>
- 39 Grant stared a moment. “Good-evening.” <pause>
- 40 Howard knew the voice, though it was older and deeper and more sullen. “Don’t you know me, Grant? I am Howard.” <pause>
- 41 The man approached him, gazing intently at his face. “You are?” after a pause. “Well, I’m glad to see you, but I can’t shake hands. That damned cow had laid down in the mud.” <pause>
- 42 They stood and looked at each other. Howard’s cuffs, collar, and shirt, alien in their elegance, showed through the dusk, and a glint of light shot out from the jewel of his necktie, as the light from the house caught it at the right angle. As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant’s heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head. <pause>
- 43 The gleam of Howard’s white hands angered him. When he spoke, it was in a hard, gruff tone, full of rebellion. <pause>
- 44 “Well, go in the house and set down. I’ll be in soon’s I strain the milk and wash the dirt off my hands.” <pause>

Question 4.

Part A <pause>

What does the term **endless drudgeries** mean as it is used in paragraph 37? <pause>

- A. ongoing personal needs
- B. continuous deep poverty
- C. constant unpleasant chores
- D. unresolved family conflicts

Part B <pause>

Which quotation shows the **best** example of **endless drudgeries** as defined in Part A? <pause>

- A. “A sickening chill struck into Howard’s soul as he looked at it all.” (paragraph 31)
- B. “. . . he could hear a woman’s fretful voice and the impatient jerk and jar of kitchen things, indicative of ill-temper or worry.” (paragraph 37)
- C. “. . . he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head.” (paragraph 42)
- D. “I’ll be in soon’s I strain the milk and wash the dirt off my hands.” (paragraph 44)

Question 5.

Part A <pause>

How does the author **most** develop Howard’s character over the course of the passage? <pause>

- A. through Howard’s interactions and conversations with William
- B. through Howard’s longing to see his mother again
- C. through Howard’s responses to the setting during his journey to Grant’s house
- D. through Howard’s reactions to his past memories and present events

Part B <pause>

Which **two** quotations **best** support the answer to Part A? <pause>

- A. “They climbed slowly among the hills, and the valley they had left grew still more beautiful as the squalor of the little town was hid by the dusk of distance.” (paragraph 4)
- B. “It called back to Howard the days when he and Grant, his younger brother, had fished in this little brook for trout, with trousers rolled above the knee and wrecks of hats upon their heads.” (paragraph 5)
- C. “Finding the silence broken, William asked the first question since he met Howard. ‘Le’ ’s see: you’re a show feller now?’” (paragraph 7)
- D. “Howard broke out, pointing to one of the houses farther up the Coolly. ‘It’ll be a surprise to them, won’t it?’” (paragraph 12)
- E. “His brother was awaiting him there, and his mother, whom he had not seen for ten years and who had lost the power to write.” (paragraph 28)
- F. “As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant’s heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head.” (paragraph 42)

Question 6.

Part A <pause>

How does the author’s development of the brothers’ relationship help to create tension in the story? <pause>

- A. The author provides flashbacks to show why the brothers’ relationship is strained.
- B. The author highlights the brothers’ differences by emphasizing the difficulty one has in recognizing the other.
- C. The author develops how the brothers have changed by including an unexpected argument.
- D. The author contrasts the brothers’ relationships with their mother by revealing past disagreements.

Part B <pause>

Select **three** excerpts from paragraphs 37 through 42 that **best** support the answer to Part A. <pause>

37 As he waited, he could hear a woman’s fretful voice and the impatient jerk and jar of kitchen things, indicative of ill-temper or worry. The longer he stood absorbing this farmscene, with all its sordidness, dullness, triviality, and its endless drudgeries, the lower his heart sank. All the joy of the home-coming was gone, when the figure arose from the cow and approached the gate, and put the pail of milk down on the platform by the pump.
<pause>

38 “Good-evening,” said Howard, out of the dusk. <pause>

39 Grant stared a moment. “Good-evening.” <pause>

40 Howard knew the voice, though it was older and deeper and more sullen. “Don’t you know me, Grant? I am Howard.” <pause>

41 The man approached him, gazing intently at his face. “You are?” after a pause. “Well, I’m glad to see you, but I can’t shake hands. That damned cow had laid down in the mud.”
<pause>

42 They stood and looked at each other. Howard’s cuffs, collar, and shirt, alien in their elegance, showed through the dusk, and a glint of light shot out from the jewel of his necktie, as the light from the house caught it at the right angle. As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant’s heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head. <pause>

Question 7.

The story “Departure” describes a character leaving home, and the passage from “Up the Coolly” describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from **both** texts in developing your response. <pause>

Read the article “Flavor Is Price of Scarlet Hue of Tomatoes, Study Finds.” Then answer the questions. <pause>

Flavor Is Price of Scarlet Hue of Tomatoes, Study Finds <pause>

by Gina Kolata <pause>

- 1 Plant geneticists say they have discovered an answer to a near-universal question: Why are tomatoes usually so tasteless? <pause>
- 2 Yes, they are often picked green and shipped long distances. Often they are refrigerated, which destroys their flavor and texture. But now researchers have discovered a genetic reason that diminishes a tomato’s flavor even if the fruit is picked ripe and coddled. <pause>
- 3 The unexpected culprit is a gene mutation that occurred by chance and that was discovered by tomato breeders. It was deliberately bred into almost all tomatoes because it conferred an advantage: It made them a uniform luscious scarlet when ripe. <pause>
- 4 Now, in a paper published in the journal *Science*, researchers report that the very gene that was inactivated by that mutation plays an important role in producing the sugar and aromas that are the essence of a fragrant, flavorful tomato. And these findings provide a road map for plant breeders to make better-tasting, evenly red tomatoes. <pause>
- 5 The discovery “is one piece of the puzzle about why the modern tomato stinks,” said Harry Klee, a tomato researcher at the University of Florida in Gainesville who was not involved in the research. “That mutation has been introduced into almost all modern tomatoes. Now we can say that in trying to make the fruit prettier, they reduced some of the important compounds that are linked to flavor.” <pause>
- 6 The mutation’s effect was a real surprise, said James J. Giovannoni of the United States Department of Agriculture Research Service, an author of the paper. He called the wide adoption of tomatoes that ripen uniformly “a story of unintended consequences.” <pause>
- 7 Breeders stumbled upon the variety about 70 years ago and saw commercial potential. Consumers like tomatoes that are red all over, but ripe tomatoes normally had a ring of green, yellow or white at the stem end. Producers of tomatoes used in tomato sauce or ketchup also benefited. Growers harvest this crop all at once, Dr. Giovannoni said, and “with the uniform ripening gene, it is easier to determine when the tomatoes are ripe.” <pause>
- 8 Then, about 10 years ago, Ann Powell, a plant biochemist at the University of California, Davis, happened on a puzzle that led to the new discovery. <pause>

- 9 Dr. Powell, a lead author of the *Science* paper, was studying weed genes. Her colleagues had put those genes into tomato plants, which are, she said, the lab rats of the plant world. To Dr. Powell's surprise, tomatoes with the genes turned the dark green of a sweet pepper before they ripened, rather than the insipid pale green of most tomatoes today.
- 10 "That got me thinking," Dr. Powell said. "Why do fruits bother being green in the first place?" The green is from chloroplasts, self-contained energy factories in plant cells, where photosynthesis takes place. The end result is sugar, which plants use for food. And, Dr. Powell said, the prevailing wisdom said sugar travels from a plant's leaves to its fruit. So chloroplasts in tomato fruit seemed inconsequential.
- 11 Still, she said, the thought of dark green tomatoes "kind of bugged me." Why weren't the leaves dark green, too?
- 12 About a year ago, she and her colleagues, including Dr. Giovannoni, decided to investigate. The weed genes, they found, replaced a disabled gene in a tomato's fruit but not in its leaves. With the weed genes, the tomatoes turned dark green.
- 13 The reason the tomatoes had been light green was that they had the uniform ripening mutation, which set up a sort of chain reaction. The mutation not only made tomatoes turn uniformly green and then red, but also disabled genes involved in ripening. Among them are genes that allow the fruit to make some of its own sugar instead of getting it only from leaves. Others increase the amount of carotenoids, which give tomatoes a full red color and, it is thought, are involved in flavor.
- 14 To test their discovery, the researchers used genetic engineering to turn on the disabled genes while leaving the uniform ripening trait alone. The fruit was evenly dark green and then red and had 20 percent more sugar and 20 to 30 percent more carotenoids when ripe.
- 15 But were the genetically engineered tomatoes more flavorful? Because Department of Agriculture regulations forbid the consumption of experimental produce, no one tasted them.
- 16 And, Dr. Giovannoni says, do not look for those genetically engineered tomatoes at the grocery store. Producers would not dare to make such a tomato for fear that consumers would reject it.
- 17 But, Dr. Powell said, there is a way around the issue. Heirloom tomatoes and many wild species do not have the uniform ripening mutation. "The idea is to get the vegetable seed industry interested," Dr. Powell said.

Question 8.

Part A <pause>

Which idea is introduced in paragraphs 1 through 3 and developed in the passage?
<pause>

- A. Flavorless tomatoes are best understood as an accident of nature.
- B. In the near future, tomatoes will be both delicious and easy to transport over long distances.
- C. Scientists have found that there may be a genetic cause for tomatoes' lack of flavor.
- D. The interests of tomato growers and consumers have finally come together.

Part B <pause>

Which **three** details from the article support the answer to Part A? <pause>

- A. The refrigeration of tomatoes during transportation destroys their flavor and texture.
- B. A mutation resulted in tomatoes that are beautiful and uniform in shape when they ripen.
- C. By trying to make a prettier tomato, breeders have produced a tomato that lacks important flavor compounds.
- D. Tomato breeders recognized the mutation about 70 years ago and recognized its commercial potential.
- E. Producers of tomato sauce and ketchup have also benefitted from using the modern variety that ripens uniformly.
- F. The mutation shuts off genes that allow a tomato to make its own sugar instead of getting it from the plant's leaves.
- G. Using genetic engineering to activate the disabled gene, researchers produced a fruit with 20 percent more sugar.

Question 9.

Identify **two** Effects of **each** Event listed. Drag **two** options from Possible Effects to **each** Event in the chart. <pause>

| Event | Effects |
|---|---------|
| Seventy years ago, breeders engineered a tomato that ripened uniformly. | |
| Ten years ago, scientists introduced weed genes into tomato plants. | |

Possible Effects: Producers found it easier to determine when to harvest the tomatoes.
 The new tomato was proven to be more flavorful.
 The tomatoes turned dark green before they ripened.
 The ripe tomato lacked any carotenoids.
 The fruit of the tomato was able to manufacture some of its own sugar.
 Consumers found the tomatoes more appealing visually.

The columns are labeled “Event,” and “Effects.” <pause>

Seventy years ago, breeders engineered a tomato that ripened uniformly. <pause>

Ten years ago, scientists introduced weed genes into tomato plants. <pause>

Possible Effects: <pause>

Producers found it easier to determine when to harvest the tomatoes. <pause>

The new tomato was proven to be more flavorful. <pause>

The tomatoes turned dark green before they ripened. <pause>

The ripe tomato lacked any carotenoids. <pause>

The fruit of the tomato was able to manufacture some of its own sugar. <pause>

Consumers found the tomatoes more appealing visually. <pause>

Question 10.

Part A

What concept does the author develop in paragraphs 14 through 16 of the article?

- A. The tomatoes containing the weed gene are more flavorful than traditional tomatoes, but they will be rejected by consumers because of their appearance.
- B. Because of the controversy surrounding genetically engineered tomatoes, the public will not have the opportunity to taste them.
- C. Despite their increased sugar levels, the genetically engineered tomatoes actually lack improved flavor.
- D. The vegetable seed industry is lobbying to persuade the Department of Agriculture to permit people to eat experimental produce.

Part B <pause>

Which piece of evidence from the article **best** supports the answer to Part A? <pause>

- A. “To test their discovery, the researchers used genetic engineering to turn on the disabled genes while leaving the uniform ripening trait alone.” (paragraph 14)
- B. “The fruit was evenly dark green and then red and had 20 percent more sugar and 20 to 30 percent more carotenoids when ripe.” (paragraph 14)
- C. “But were the genetically engineered tomatoes more flavorful?” (paragraph 15)
- D. “Producers would not dare to make such a tomato for fear that consumers would reject it.” (paragraph 16)

Question 11.

Part A <pause>

What can the reader infer about the author's attitude toward standard modern tomatoes? <pause>

- A. She is concerned that the tomatoes are unhealthful.
- B. She admires the tomatoes' beautiful color and shape.
- C. She is puzzled that scientists would experiment with tomatoes.
- D. She is dissatisfied with the tomatoes' bland flavor.

Part B

Which **two** words from the article **best** support the answer to Part A?

- A. tasteless
- B. green
- C. luscious
- D. fragrant

Please be sure you have answered all of the questions. <pause>

Click on the question line to move to that question. <pause>

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. <pause>

Are you done with your test? Be sure you have answered all of the questions. <pause>

To turn in your test, select “Submit.”

Session 2

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Today you will research the development and one-time use of the atomic bomb. First you will read a passage from a speech by Robert Oppenheimer, the director of the Manhattan Project, under whom the bomb was developed in Los Alamos, New Mexico. Then you will read a letter from a group of eminent scientists to President Harry S. Truman, asking him not to use the bomb. Finally you will read about President Truman and his decision to drop the bomb. As you review these sources, you will answer questions and gather information so that you can write an essay synthesizing what you have learned. <pause>

Read the passage from Robert Oppenheimer’s speech. Then answer the questions.
<pause>

from “Speech to the Association of Los Alamos Scientists” <pause>

by Robert Oppenheimer <pause>

Los Alamos, New Mexico <pause>
November 2, 1945 <pause>

J. Robert Oppenheimer was the director of the Manhattan Project, the U.S. project that developed the first atomic bomb. He made this speech after atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki in August of 1945. <pause>

- 1 I am grateful to the Executive Committee for this chance to talk to you. I should like to talk tonight—if some of you have long memories perhaps you will regard it as justified—as a fellow scientist, and at least as a fellow worrier about the fix we are in. I do not have anything very radical to say, or anything that will strike most of you with a great flash of enlightenment. I don’t have anything to say that will be of an immense encouragement. In some ways I would have liked to talk to you at an earlier date—but I couldn’t talk to you as a Director. I could not talk, and will not tonight talk, too much about the practical political problems which are involved. There is one good reason for that—I don’t know very much about practical politics. And there is another reason, which has to some extent restrained me in the past. As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President. In the course of this we have naturally discussed things that were on our minds and have been made, often very willingly, the recipient of confidences; it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn’t think, or what is going to happen next week, without violating these confidences. I don’t think that’s important. I think there are issues which are quite simple and quite deep, and which involve us as a group of scientists—involve us more, perhaps than any other group in the world. I think that it can only help to look a little at what our situation is—at what has happened to us—and that this must give us some honesty, some insight, which will be a source of strength in what may be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can’t answer it, as will often be the case, I will just have to say so.
<pause>

- 2 What has happened to us—it is really rather major, it is so major that I think in some ways one returns to the greatest developments of the twentieth century, to the discovery of relativity, and to the whole development of atomic theory and its interpretation in terms of complementarity [fundamental principle of quantum mechanics, a branch of physics], for analogy. These things, as you know, forced us to reconsider the relations between science and common sense. They forced on us the recognition that the fact that we were in the habit of talking a certain language and using certain concepts did not necessarily imply that there was anything in the real world to correspond to these. They forced us to be prepared for the inadequacy of the ways in which human beings attempted to deal with reality, for that reality. In some ways I think these virtues, which scientists quite reluctantly were forced to learn by the nature of the world they were studying, may be useful even today in preparing us for somewhat more radical views of what the issues are than would be natural or easy for people who had not been through this experience. <pause>
- 3 But the real impact of the creation of the atomic bomb and atomic weapons—to understand that one has to look further back, look, I think, to the times when physical science was growing in the days of the renaissance, and when the threat that science offered was felt so deeply throughout the Christian world. The analogy is, of course, not perfect. You may even wish to think of the days in the last century when the theories of evolution seemed a threat to the values by which men lived. The analogy is not perfect because there is nothing in atomic weapons—there is certainly nothing that we have done here or in the physics or chemistry that immediately preceded our work here—in which any revolutionary ideas were involved. I don't think that the conceptions of nuclear fission have strained any man's attempt to understand them, and I don't feel that any of us have really learned in a deep sense very much from following this up. It is in a quite different way. It is not an idea—it is a development and a reality—but it has in common with the early days of physical science the fact that the very existence of science is threatened, and its value is threatened. This is the point that I would like to speak a little about. <pause>
- 4 I think that it hardly needs to be said why the impact is so strong. There are three reasons: one is the extraordinary speed with which things which were right on the frontier of science were translated into terms where they affected many living people, and potentially all people. Another is the fact, quite accidental in many ways, and connected with the speed, that scientists themselves played such a large part, not merely in providing the foundation for atomic weapons, but in actually making them. In this we are certainly closer to it than any other group. The third is that the thing we made—partly because of the technical nature of the problem, partly because we worked hard, partly because we had good breaks—really arrived in the world with such a shattering reality and suddenness that there was no opportunity for the edges to be worn off. <pause>

5 In considering what the situation of science is, it may be helpful to think a little of what people said and felt of their motives in coming into this job. One always has to worry that what people say of their motives is not adequate. Many people said different things, and most of them, I think, had some validity. There was in the first place the great concern that our enemy might develop these weapons before we did, and the feeling—at least, in the early days, the very strong feeling—that without atomic weapons it might be very difficult, it might be an impossible, it might be an incredibly long thing to win the war. These things wore off a little as it became clear that the war would be won in any case. Some people, I think, were motivated by curiosity, and rightly so; and some by a sense of adventure, and rightly so. Others had more political arguments and said, “Well, we know that atomic weapons are in principle possible, and it is not right that the threat of their unrealized possibility should hang over the world. It is right that the world should know what can be done in their field and deal with it.” And the people added to that that it was a time when all over the world men would be particularly ripe and open for dealing with this problem because of the immediacy of the evils of war, because of the universal cry from everyone that one could not go through this thing again, even a war without atomic bombs. And there was finally, and I think rightly, the feeling that there was probably no place in the world where the development of atomic weapons would have a better chance of leading to a reasonable solution, and a smaller chance of leading to disaster, than within the United States. I believe all these things that people said are true, and I think I said them all myself at one time or another.

<pause>

6 But when you come right down to it the reason that we did this job is because it was an organic necessity. If you are a scientist you cannot stop such a thing. If you are a scientist you believe that it is good to find out how the world works; that it is good to find out what the realities are; that it is good to turn over to mankind at large the greatest possible power to control the world and to deal with it according to its lights and its values. <pause>

7 There has been a lot of talk about the evil of secrecy, of concealment, of control, of security. Some of that talk has been on a rather low plane, limited really to saying that it is difficult or inconvenient to work in a world where you are not free to do what you want. I think that the talk has been justified, and that the almost unanimous resistance of scientists to the imposition of control and secrecy is a justified position, but I think that the reason for it may lie a little deeper. I think that it comes from the fact that secrecy strikes at the very root of what science is, and what it is for. It is not possible to be a scientist unless you believe that it is good to learn. It is not good to be a scientist, and it is not possible, unless you think that it is of the highest value to share your knowledge, to share it with anyone who is interested. It is not possible to be a scientist unless you believe that the knowledge of the world, and the power which this gives, is a thing which is of intrinsic value to humanity, and that you are using it to help in the spread of knowledge, and are willing to take the consequences. And, therefore, I think that this resistance which we feel and see all around us to anything which is an attempt to treat science of the future as though it were rather a dangerous thing, a thing that must be watched and managed, is

resisted not because of its inconvenience—I think we are in a position where we must be willing to take any inconvenience—but resisted because it is based on a philosophy incompatible with that by which we live, and have learned to live in the past. <pause>

- 8 There are many people who try to wiggle out of this. They say the real importance of atomic energy does not lie in the weapons that have been made; the real importance lies in all the great benefits which atomic energy, which the various radiations, will bring to mankind. There may be some truth in this. I am sure that there is truth in it, because there has never in the past been a new field opened up where the real fruits of it have not been invisible at the beginning. I have a very high confidence that the fruits—the so-called peacetime applications—of atomic energy will have in them all that we think, and more. There are others who try to escape the immediacy of this situation by saying that, after all, war has always been very terrible; after all, weapons have always gotten worse and worse; that this is just another weapon and it doesn't create a great change; that they are not so bad; bombings have been bad in this war and this is not a change in that—it just adds a little to the effectiveness of bombing; that some sort of protection will be found. I think that these efforts to diffuse and weaken the nature of the crisis make it only more dangerous. I think it is for us to accept it as a very grave crisis, to realize that these atomic weapons which we have started to make are very terrible, that they involve a change, that they are not just a slight modification: to accept this, and to accept with it the necessity for those transformations in the world which will make it possible to integrate these developments into human life. <pause>
- 9 As scientists I think we have perhaps a little greater ability to accept change, and accept radical change, because of our experiences in the pursuit of science. And that may help us—that, and the fact that we have lived with it—to be of some use in understanding these problems. <pause>

Question 12.

Part A <pause>

In paragraph 1 of Robert Oppenheimer’s speech, what does the phrase **recipient of confidences** mean? <pause>

- A. The speaker has won numerous awards.
- B. The speaker feels sure of his own abilities.
- C. People have told the speaker their secrets.
- D. People have given the speaker their support.

Part B <pause>

Besides the sentence that contains the phrase mentioned in Part A, select the other sentence in paragraph 1 that helps the reader understand the meaning of the phrase **recipient of confidences**. <pause>

I am grateful to the Executive Committee for this chance to talk to you. I should like to talk tonight—if some of you have long memories perhaps you will regard it as justified—as a fellow scientist, and at least as a fellow worrier about the fix we are in. I do not have anything very radical to say, or anything that will strike most of you with a great flash of enlightenment. I don’t have anything to say that will be of an immense encouragement. In some ways I would have liked to talk to you at an earlier date—but I couldn’t talk to you as a Director. I could not talk, and will not tonight talk, too much about the practical political problems which are involved. There is one good reason for that—I don’t know very much about practical politics. And there is another reason, which has to some extent restrained me in the past. As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President. In the course of this we have naturally discussed things that were on our minds and have been made, often very willingly, the recipient of confidences; it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn’t think, or what is going to happen next week, without violating these confidences. I don’t think that’s important. I think there are issues which are quite simple and quite deep, and which involve us as a group of scientists—involve us more, perhaps than any other group in the world. I think that it can only help to look a little at what our situation is—at what has happened to us—and that this must give us some honesty, some insight, which will be a source of strength in what may be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can’t answer it, as will often be the case, I will just have to say so.
<pause>

Question 13.

Part A <pause>

In paragraph 1, how does Oppenheimer structure the opening of his speech to advance his argument? <pause>

- A. He praises the accomplishments of the members of the audience in order to deflect their potential dismissal of the subject of the speech.
- B. He positions himself as a colleague of the members of the audience in order to increase a feeling of fellowship and community.
- C. He criticizes some unpopular authority figures in order to gain the sympathy of the members of the audience.
- D. He sets forth his credentials as an expert on the subject of his speech in order to gain the respect of the members of the audience.

Part B <pause>

Which statement from paragraph 1 emphasizes the answer to Part A? <pause>

- A. “I am grateful to the Executive Committee”
- B. “. . . it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn’t think”
- C. “. . . which involve us as a group of scientists”
- D. “. . . I will just have to say so”

Question 14.

Part A <pause>

How does Oppenheimer develop his claim in paragraph 7 that “It is not good to be a scientist, and it is not possible, unless you think that it is of the highest value to share your knowledge, to share it with anyone who is interested”? <pause>

- A. He offers a thorough analysis of why the claim has been useful in the development of scientific knowledge.
- B. He provides limited scientific data to show that the belief expressed in the claim has been accepted by most scientists.
- C. He gives several examples from history to demonstrate that many different cultures have believed the claim to be true.
- D. He builds upon the belief expressed in the claim without providing specific evidence to support it.

Part B <pause>

Which quotation provides the **best** evidence for the answer to Part A? <pause>

- A. “Some of that talk has been on a rather low plane, limited really to saying that it is difficult or inconvenient to work in a world where you are not free to do what you want.” (paragraph 7)
- B. “And, therefore, I think that this resistance which we feel and see all around us to anything which is an attempt to treat science of the future as though it were rather a dangerous thing, a thing that must be watched and managed, is resisted not because of its inconvenience—I think we are in a position where we must be willing to take any inconvenience—but resisted because it is based on a philosophy incompatible with that by which we live, and have learned to live in the past.” (paragraph 7)
- C. “I am sure that there is truth in it, because there has never in the past been a new field opened up where the real fruits of it have not been invisible at the beginning.” (paragraph 8)
- D. “And that may help us—that, and the fact that we have lived with it—to be of some use in understanding these problems.” (paragraph 9)

Read “A Petition to the President of the United States,” a letter written to President Truman and signed by 70 eminent scientists. Then answer the questions. <pause>

A Petition to the President of the United States <pause>

- 1 July 17, 1945 <pause>
- 2 Discoveries of which the people of the United States are not aware may affect the welfare of this nation in the near future. The liberation of atomic power which has been achieved places atomic bombs in the hands of the Army. It places in your hands, as Commander-in-Chief, the fateful decision whether/or not to sanction [consent to] the use of such bombs in the present phase of the war against Japan. <pause>
- 3 We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows: <pause>
- 4 The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender. <pause>
- 5 If such a public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved. <pause>
- 6 The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale. <pause>

- 7 If after this war a situation is allowed to develop in the world which permits rival powers to be in uncontrolled possession of these new means of destruction, the cities of the United States as well as the cities of other nations will be in continuous danger of sudden annihilation. All the resources of the United States, moral and material, may have to be mobilized to prevent the advent of such a world situation. Its prevention is at present the solemn responsibility of the United States—singled out by virtue of her lead in the field of atomic power. <pause>
- 8 The added material strength which this lead gives to the United States brings with it the obligation of restraint and if we were to violate this obligation our moral position would be weakened in the eyes of the world and in our own eyes. It would then be more difficult for us to live up to our responsibility of bringing the unloosened forces of destruction under control. <pause>
- 9 In view of the foregoing, we, the undersigned, respectfully petition: first, that you exercise your power as Commander-in-Chief, to rule that the United States shall not resort to the use of atomic bombs in this war unless the terms which will be imposed upon Japan have been made public in detail and Japan knowing these terms has refused to surrender; second, that in such an event the question whether or not to use atomic bombs be decided by you in the light of the considerations presented in this petition as well as all the other moral responsibilities which are involved.
<pause>

Question 15.

Part A <pause>

What is the meaning of the phrase **material strength** as it is used in paragraph 8?
<pause>

- A. superior weaponry
- B. ethical character
- C. overall wealth
- D. powerful influence

Part B <pause>

Which phrase from paragraph 7 clarifies the meaning of **material strength**? <pause>

- A. “. . . a situation is allowed to develop in the world”
- B. “. . . continuous danger of sudden annihilation.”
- C. “. . . solemn responsibility of the United States”
- D. “. . . lead in the field of atomic power.”

Question 16.

Part A <pause>

Which sentence provides an accurate summary of the scientists' request in this letter?
<pause>

- A. This letter, written by a group of scientists, expresses their fear of an atomic weapons attack on the United States.
- B. This letter, written by a group of scientists, reveals the manufacturer's design flaws in an atomic weapon used to subdue the Japanese.
- C. This letter, written by the group of scientists that developed the atomic bomb, urges President Truman to use the weapon only as a last recourse.
- D. This letter, written by the group of scientists that developed the atomic bomb, urges President Truman to use the weapon to gain power over the nation's enemies.

Part B <pause>

Which paragraph **best** supports the answer to Part A? <pause>

- A. paragraph 3
- B. paragraph 6
- C. paragraph 7
- D. paragraph 9

Refer to the passage from “Speech to the Association of Los Alamos Scientists” and to “A Petition to the President of the United States.” Then answer the question. <pause>

Question 17.

Part A <pause>

Which statement describes a similarity between how Robert Oppenheimer and the writer in “A Petition to the President of the United States” discuss the atomic bomb? <pause>

- A. Both emphasize feelings of regret that the atomic bomb was developed.
- B. Both emphasize an appreciation for the residual benefits of atomic power.
- C. Both emphasize benefits of political power that come from possessing atomic capabilities.
- D. Both emphasize the urgency of considering carefully the consequences of using the atomic bomb.

Part B <pause>

Which details support the answer to Part A? <pause>

- A. Speech: “. . . when you come right down to it, the reason that we did this job is because it was an organic necessity.”
Petition: “. . . with the defeat of Germany, this danger is averted”
- B. Speech: “. . . that some sort of protection will be found.”
Petition: “. . . attacks by atomic bombs may very well be an effective method of warfare.”
- C. Speech: “. . . realize that these atomic weapons which we have started to make are very terrible”
Petition: “. . . the cities of the United States as well as the cities of other nations will be in continuous danger of sudden annihilation.”
- D. Speech: “. . . will make it possible to integrate these developments into human life.”
Petition: “. . . added material strength which this lead gives to the United States”

Read the passage about Truman’s decision to drop the bomb. Then answer the question. <pause>

The Decision to Drop the Bomb <pause>

by ushistory.org <pause>

- 1 America had the bomb. Now what? <pause>
- 2 When Harry Truman learned of the success of the Manhattan Project, he knew he was faced with a decision of unprecedented gravity. The capacity to end the war with Japan was in his hands, but it would involve unleashing the most terrible weapon ever known. <pause>
- 3 American soldiers and civilians were weary from four years of war, yet the Japanese military was refusing to give up their fight. American forces occupied Okinawa and Iwo Jima and were intensely fire bombing Japanese cities. But Japan had an army of 2 million strong stationed in the home islands guarding against invasion. <pause>
- 4 For Truman, the choice whether or not to use the atomic bomb was the most difficult decision of his life. <pause>
- 5 First, an Allied demand for an immediate unconditional surrender was made to the leadership in Japan. Although the demand stated that refusal would result in total destruction, no mention of any new weapons of mass destruction was made. The Japanese military command rejected the request for unconditional surrender, but there were indications that a conditional surrender was possible. <pause>
- 6 Regardless, on August 6, 1945, a plane called the Enola Gay dropped an atomic bomb on the city of Hiroshima. Instantly, 70,000 Japanese citizens were vaporized. In the months and years that followed, an additional 100,000 perished from burns and radiation sickness. <pause>
- 7 Two days later, the Soviet Union declared war on Japan. On August 9, a second atomic bomb was dropped on Nagasaki, where 80,000 Japanese people perished. <pause>
- 8 On August 14, 1945, the Japanese surrendered. Critics have charged that Truman’s decision was a barbaric act that brought negative long-term consequences to the United States. A new age of nuclear terror led to a dangerous arms race. <pause>
- 9 Some military analysts insist that Japan was on its knees and the bombings were simply unnecessary. The American government was accused of racism on the grounds that such a device would never have been used against white civilians. <pause>

- 10 Other critics argued that American diplomats had ulterior [hidden] motives. The Soviet Union had entered the war against Japan, and the atomic bomb could be read as a strong message for the Soviets to tread lightly. In this respect, Hiroshima and Nagasaki may have been the first shots of the Cold War as well as the final shots of World War Two. Regardless, the United States remains the only nation in the world to have used a nuclear weapon on another nation. <pause>
- 11 Truman stated that his decision to drop the bomb was purely military. A Normandy-type amphibious landing would have cost an estimated million casualties. Truman believed that the bombs saved Japanese lives as well. Prolonging the war was not an option for the President. Over 3,500 Japanese kamikaze raids [air attacks in which planes loaded with explosives crash into targets] had already wrought great destruction and loss of American lives. <pause>
- 12 The President rejected a demonstration of the atomic bomb to the Japanese leadership. He knew there was no guarantee the Japanese would surrender if the test succeeded, and he felt that a failed demonstration would be worse than none at all. Even the scientific community failed to foresee the awful effects of radiation sickness. Truman saw little difference between atomic bombing Hiroshima and fire bombing Dresden or Tokyo. <pause>
- 13 The ethical debate over the decision to drop the atomic bomb will never be resolved. The bombs did, however, bring an end to the most destructive war in history. The Manhattan Project that produced it demonstrated the possibility of how a nation's resources could be mobilized. <pause>
- 14 Pandora's box was now open. The question that came flying out was, "How will the world use its nuclear capability?" It is a question still being addressed on a daily basis. <pause>

Question 18.

Part A <pause>

Which word is a synonym for **ethical** as it is used in paragraph 13 of “The Decision to Drop the Bomb”? <pause>

- A. historic
- B. moral
- C. political
- D. scientific

Part B <pause>

Which phrase from an earlier paragraph helps the reader understand the meaning of the word **ethical**? <pause>

- A. “. . . capacity to end the war . . . but it would involve unleashing the most terrible weapon ever known.” (paragraph 2)
- B. “. . . weary from four years of war . . . military was refusing to give up their fight.” (paragraph 3)
- C. “. . . no mention of any new weapons of mass destruction was made.” (paragraph 5)
- D. “. . . only nation in the world to have used a nuclear weapon on another nation.” (paragraph 10)

Refer to the passages from “Speech to the Association of Los Alamos Scientists,” “A Petition to the President of the United States,” and “The Decision to Drop the Bomb.” Then answer the questions. <pause>

Question 19.

You have read three passages about the same topic, but each passage emphasizes certain details more than the others do. Drag and drop **three** phrases into **each** column in the chart to show the details that are emphasized in each passage. <pause>

| Robert Oppenheimer Speech | Petition to the President | Decision to Drop the Bomb |
|---------------------------|---------------------------|---------------------------|
| | | |
| | | |
| | | |

| | | |
|---|---|---|
| defeat of German forces relieving immediate danger to United States | disconnect between scientific theory and real-world application | reasons atomic bomb was used |
| suddenness of important scientific discovery | moral responsibility of United States | creation of atomic bomb in context of other scientific work |
| long-term political implications of decision to use atomic bomb | necessity of public statement to Japanese people | misunderstandings about effects of atomic bomb |

The columns are labeled “Robert Oppenheimer Speech,” “Petition to the President,” and “Decision to Drop the Bomb.” <pause>

Defeat of German forces relieving immediate danger to United States <pause>

Suddenness of important scientific discovery <pause>

Long-term political implications of decision to use atomic bomb <pause>

Disconnect between scientific theory and real-world application <pause>

Moral responsibility of United States <pause>

Necessity of public statement to Japanese people <pause>

Reasons atomic bomb was used <pause>

Creation of atomic bomb in context of other scientific work <pause>

Misunderstandings about effects of atomic bomb <pause>

Question 20.

Write an essay that compares and contrasts a primary argument in each text that you have read regarding the decision to drop the atomic bomb. Your essay should explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the **three** texts to support your ideas.

Please be sure you have answered all of the questions. [<pause>](#)

Click on the question line to move to that question. [<pause>](#)

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. [<pause>](#)

Are you done with your test? Be sure you have answered all of the questions. [<pause>](#)

To turn in your test, select “Submit.”

Session 3

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

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Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Today you will read a passage from “Las Papas.” As you read, pay close attention to the interaction between the father and the son as you answer the questions to prepare to write a narrative story. <pause>

Read the passage from “Las Papas.” Then answer the questions. <pause>

from “Las Papas” <pause>

by Julio Ortega <pause>

- 1 At first, when he began to care for the child all by himself, he tried to simplify the ordeal of meals by going out to the corner restaurant. But he soon found that if he tried to cook something it passed the time, and he also amused himself with the child’s curiosity. <pause>
- 2 He picked up the cut slices. There wasn’t much more to discover in them. It wasn’t necessary to expect anything more of them than the density they already possessed, a crude cleanliness that was the earth’s flavor. But that same sense transformed them right there in his hands, a secret flowering, uncovered by him in the kitchen. It was as if he discovered one of the lost varieties of the Andean potato: the one that belonged to him, wondering, at noon. <pause>
- 3 When the chicken began to fry in the skillet, the boy returned, attracted by its aroma. The man was in the midst of making the salad. <pause>
- 4 “Where’s this food come from?” the child asked, realizing it was a different recipe. <pause>
- 5 “Peru,” he replied. <pause>
- 6 “Not Italy?” said the child, surprised. <pause>
- 7 “I’m cooking another recipe now,” he explained. “Potatoes come from Peru. You know that, right?” <pause>
- 8 “Yeah, but I forgot it.” <pause>
- 9 “They’re really good, and there are all kinds and flavors. Remember mangoes? You really used to like them when we went to see your grandparents.” <pause>
- 10 “I don’t remember them either. I only remember the lion in the zoo.” <pause>
- 11 “You don’t remember the tree in Olivar Park?” <pause>
- 12 “Uh-huh. I remember that.” <pause>
- 13 “We’re going back there next summer, to visit the whole family.” <pause>

- 14 “What if there’s an earthquake?” <pause>
- 15 The boy went for his Spanish reader and sat down at the kitchen table. He read the resonant [a quality of richness or variety] names out loud, names that were also like an unfinished history, and the man had to go over to him every once in a while to help explain one thing or another. <pause>
- 16 He tasted the sauce for the amount of salt, then added a bit of tarragon [an herb], whose intense perfume was delightful, and a bit of marjoram [an herb], a sweeter aroma. <pause>
- 17 He noticed how, outside, the light trapped by a tree slipped out from the blackened greenness of the leaves, now spilling onto the grass on the hill where their apartment house stood. The grass, all lit up, became an oblique field, a slope of tame fire seen from the window. <pause>
- 18 He looked at the child, stuck on a page in his book; he looked at the calm, repeated blue of the sky; and he looked at the leaves of lettuce in his hands, leaves that crackled as they broke off and opened up like tender shoots, beside the faucet of running water. <pause>
- 19 As if it suddenly came back to him, he understood that he must have been six or seven when his father, probably forty years old, as he was now, used to cook at home on Sundays. His father was always in a good mood as he cooked, boasting beforehand about how good the Chinese recipes were that he had learned in a remote hacienda in Peru. Maybe his father had made these meals for him, in this always incomplete past, to celebrate the meeting of father and son. <pause>
- 20 Unfamiliar anxiety, like a question without a subject, grew in him as he understood that he had never properly acknowledged his father’s gesture; he hadn’t even understood it. Actually, he had rejected his father’s cooking one time, saying that it was too spicy. He must have been about fifteen then, a recent convert devoutly practicing the religion of natural foods, when he left the table with the plate of fish in his hands. He went out to the kitchen to turn on the faucet and quickly washed away the flesh boiled in soy sauce and ginger. His mother came to the kitchen and scolded him for what he had just done, a seemingly harmless act, but from then on an irreparable [unable to be repaired] one. He returned to the table in silence, sullen, but his father didn’t appear offended. Or did he suspect that one day his son’s meal would be refused by his own son when he served it? <pause>
- 21 The emotion could still wound him, but it could also make him laugh. There was a kind of irony in this repeating to a large extent his father’s gestures as he concocted an unusual flavor in the kitchen. However, like a sigh that only acquires some meaning by turning upon itself, he discovered a symmetry in the repetitions, a symmetry that revealed the agony of emotions not easily understood. <pause>

Question 21.

Part A <pause>

What does cooking represent in the passage? <pause>

- A. a feeling of control and competence
- B. a sense of time moving forward
- C. a connection to family and culture
- D. a chance for future happiness

Part B <pause>

Which **two** pieces of evidence from the passage **best** support the answer selected in Part A? <pause>

- A. “It was as if he discovered one of the lost varieties of the Andean potato: the one that belonged to him, wondering, at noon.” (paragraph 2)
- B. “When the chicken began to fry in the skillet, the boy returned, attracted by its aroma.” (paragraph 3)
- C. ““Uh-huh. I remember that.”” (paragraph 12)
- D. “The boy went for his Spanish reader and sat down at the kitchen table.” (paragraph 15)
- E. “The grass, all lit up, became an oblique field, a slope of tame fire seen from the window.” (paragraph 17)
- F. “Maybe his father had made these meals for him, in this always incomplete past, to celebrate the meeting of father and son.” (paragraph 19).

Question 22.

Part A <pause>

How does the author create tension in this passage? <pause>

- A. through the boy’s inability to remember his own past
- B. through the boy’s problems with reading Spanish
- C. through the man’s reflections on his own father
- D. through the man’s interactions with the boy

Part B <pause>

Which phrase from the passage provides the **best** evidence for the response to Part A? <pause>

- A. “. . . amused himself with the child’s curiosity.” (paragraph 1)
- B. “I don’t remember them either.” (paragraph 10)
- C. “. . . to help explain one thing or another.” (paragraph 15)
- D. “. . . had never properly acknowledged his father’s gesture . . .” (paragraph 20)

Question 23.

Part A <pause>

What is the **most** significant realization the father has as he prepares the meal?

<pause>

- A. His relationship with his son is based on his skill as a cook.
- B. His own past is reflected in the present moment.
- C. His mother supported his reaction at dinner.
- D. His father was hurt by his thoughtless behavior.

Part B <pause>

Which sentence from the passage provides the **best** evidence to support the answer selected in Part A? <pause>

- A. “But he soon found that if he tried to cook something, it passed the time, and he also amused himself with the child’s curiosity.” (paragraph 1)
- B. “There wasn’t much more to discover in them.” (paragraph 2)
- C. “As if it suddenly came back to him, he understood that he must have been six or seven when his father, probably forty years old, as he was now, used to cook at home on Sundays.” (paragraph 19)
- D. “His mother came to the kitchen and scolded him for what he had just done, a seemingly harmless act, but from then on an irreparable one.” (paragraph 20)

Question 24.

Part A <pause>

Which sentence **best** describes a theme of the passage? <pause>

- A. Memories are often unreliable.
- B. Family relationships can be complex.
- C. Seeking new experiences is important.
- D. Expressing honest opinions is difficult.

Part B <pause>

Which piece of evidence from the passage supports the answer selected in Part A?
<pause>

- A. “I’m cooking another recipe now,’ he explained.” (paragraph 7)
- B. “I only remember the lion in the zoo.” (paragraph 10)
- C. “The boy went for his Spanish reader and sat down at the kitchen table.” (paragraph 15)
- D. “Or did he suspect that one day his son’s meal would be refused by his own son when he served it?” (paragraph 20)

Question 25.

In paragraphs 19 and 20 of this story, the man reflects back on his own father cooking for him, and he recalls one incident in particular that he feels bad about. <pause>

Write a story about this incident, told in first person by the man’s father. Use details from the paragraphs, and add elaboration of your own to show the father’s feelings about what happened and how he reacted to it. <pause>

Today you will read an article and a letter about Native American interactions with early U.S. military and educational institutions. <pause>

Read the article “Sitting Bull.” Then answer the questions. <pause>

Sitting Bull <pause>

- 1 Sitting Bull (circa.1831 to 1890) was the Native American chief under whom the Sioux tribes united in their struggle for survival on the North American Great Plains. Following the discovery of gold in the Black Hills of South Dakota in 1874, the Sioux came into increased conflict with U.S. authorities. The Great Sioux wars of the 1870s would culminate [reach a decisive point] in the 1876 Battle of the Little Bighorn, in which Sitting Bull, Crazy Horse and a confederation [league] of tribes would defeat federal troops under George Armstrong Custer. After several years in Canada, Sitting Bull finally surrendered to U.S. forces with his people on the brink of starvation, and was finally forced to settle on a reservation. In 1890, Sitting Bull was shot and killed while being arrested by U.S. and Indian agents, fearful that he would help lead the growing Ghost Dance movement aimed at restoring the Sioux way of life. Sitting Bull is remembered for his great courage and his stubborn determination to resist white domination.
- 2 Born in the Grand River Valley in what is now South Dakota, Sitting Bull, or Tatanka Yotanka, received early recognition from his tribe as a warrior and man of vision. During his youth he joined in the usual tribal raids for horses against traditional enemies such as the Crow and Assiniboin.
- 3 Because the Hunkpapa lived and hunted north of the early routes of western travel, Sitting Bull had little contact with whites until the Santee Sioux uprising in Minnesota in 1862. When the defeated Indians were driven west to the plains, he heard from them what life was like on a reservation. In July 1864, he was one of the defenders when General Alfred Sully used artillery against a Teton encampment at Killdeer Mountain. It was during this period that Sitting Bull formed his resolve to keep his people away from the white man’s world and never to sign a treaty that would force them to live on a reservation.
- 4 With other Sioux leaders he soon took his followers to the pristine [unspoiled; original] valleys of the Powder and Yellowstone rivers where buffalo and other game were abundant. He continually warned his followers that their survival as free Indians depended upon the buffalo. During this time, Red Cloud of the Oglala subtribe was the leader of the Tetons, but Sitting Bull’s influence as a holy man was steadily growing.
- 5 Beginning in the summer of 1865 columns of U.S. soldiers repeatedly invaded the Powder River country. Sitting Bull had occasional encounters with them, learning their ways of fighting, their strengths and weaknesses.

- 6 After Red Cloud signed the Fort Laramie treaty of 1868, and then agreed to live on a reservation, his influence waned. Sitting Bull's disdain for treaties and reservation life soon attracted a large following not only from the Sioux but from the Cheyenne and Arapaho. In 1873, he and Lieutenant Colonel George Armstrong Custer skirmished briefly while Custer was guarding surveyors for the Northern Pacific Railroad in Montana Territory.
- 7 Three years later they met again on the Little Bighorn in the battle that made both men famous. Sitting Bull was not a war leader in that fight, but he had predicted that many soldiers would fall, and his followers believed that his magical powers had brought the victory. Although Sitting Bull survived, an aroused and vengeful army forced him to flee to Canada.
- 8 In 1881 he returned to the United States, surrendered, and was held as a prisoner of war at Fort Randall, South Dakota Territory. After two years he was permitted to live on Standing Rock Reservation where he continued to use his influence to keep Sioux lands from being taken by the government. In 1885 he traveled for a season with Buffalo Bill Cody's wild west show. The rise of the Ghost Dance, a tribal religion that proclaimed that all whites would disappear and dead Indians and buffalo would return, brought him into disfavor with government officials in 1890 because he made no effort to stop the dancing at Standing Rock. When Indian police were sent to arrest him on December 15, 1890, Sitting Bull was killed in a melee outside his cabin. *<pause>*

Question 26.

Part A <pause>

What is **one** main idea of the article? <pause>

- A. Sitting Bull and others defeated Lieutenant Colonel Custer at the Battle of Little Bighorn.
- B. Sitting Bull believed that the buffalo were important to keeping the Sioux people free.
- C. Sitting Bull worked persistently to preserve the Sioux culture for his people.
- D. Sitting Bull supported the Ghost Dance movement to return territories to the Native Americans.

Part B <pause>

Which sentence from the article provides the **best** evidence for the answer to Part A? <pause>

- A. “Sitting Bull (circa 1831 to 1890) was the Native American chief under whom the Sioux tribes united in their struggle for survival on the North American Great Plains.” (paragraph 1)
- B. “In 1890, Sitting Bull was shot and killed while being arrested by U.S. and Indian agents, fearful that he would help lead the growing Ghost Dance movement aimed at restoring the Sioux way of life.” (paragraph 1)
- C. “With other Sioux leaders he soon took his followers to the pristine valleys of the Powder and Yellowstone rivers where buffalo and other game were abundant.” (paragraph 4)
- D. “Three years later they met again on the Little Bighorn in the battle that made both men famous.” (paragraph 7)

Question 27.

A key idea of the article is that Sitting Bull was a complex man who was viewed in one way by the Native Americans but very differently by the white men. The list below provides details of many of the ways he was viewed, according to the passage.

<pause>

Drag and drop the ideas from the list into the appropriate boxes to indicate which ideas show how the Native Americans viewed Sitting Bull and which ideas show how the white men viewed him. <pause>

| How the Native Americans Viewed Sitting Bull | How the White Men Viewed Sitting Bull |
|--|---|
| <p>worked consistently against the government</p> <p>thought to have magical powers</p> <p>a leader in uniting the Sioux</p> <p>refused to stop the Ghost Dance movement</p> <p>known as a great warrior</p> | <p>would not settle peacefully on a reservation</p> <p>shared responsibility for Custer's defeat</p> <p>believed to be a man of great vision</p> <p>helped the Sioux in their struggle for survival</p> |

The labels inside the boxes are “How the Native Americans Viewed Sitting Bull,” and “How the White Men Viewed Sitting Bull.” <pause>

Worked consistently against the government <pause>

Thought to have magical powers <pause>

A leader in uniting the Sioux <pause>

Refused to stop the Ghost Dance movement <pause>

Known as a great warrior <pause>

Would not settle peacefully on a reservation <pause>

Shared responsibility for Custer's defeat <pause>

Believed to be a man of great vision <pause>

Helped the Sioux in their struggle for survival <pause>

Question 28.

Part A

Which factor does the author believe had the greatest impact on Sitting Bull’s victory at the Battle of Little Bighorn?

- A. his ability to understand his enemy
- B. his determination to survive
- C. his refusal to make compromises
- D. his leadership in battle

Part B

Which quotation from the article provides the **best** evidence for the answer to Part A?

- A. “It was during this period that Sitting Bull formed his resolve to keep his people away from the white man’s world . . .” (paragraph 3)
- B. “Sitting Bull had occasional encounters with them, learning their ways of fighting, their strengths and weaknesses.” (paragraph 5)
- C. “Sitting Bull’s disdain for treaties and reservation life soon attracted a large following not only from the Sioux but from the Cheyenne and Arapaho.” (paragraph 6)
- D. “Sitting Bull was not a war leader in that fight, but he had predicted that many soldiers would fall . . . “ (paragraph 7)

Read the letter “The Indians of the Six Nations to William and Mary College.” Then answer the questions. <pause>

The Indians of the Six Nations to William and Mary College <pause>

- 1 *Hoping to “rehabilitate” [bring to a condition of constructive activity] Indians from their, as he saw it, strange and sometimes wicked ways, General James A. Carleton of the United States Army recommended in a letter to a colleague what should be done with them: “Gather them together little by little onto a Reservation [and] teach their children how to read and write: teach them the art of peace; teach them the truths of Christianity. [. . .] Little by little they will become a happy and contented people.” Many Native Americans, however, saw things a bit differently. In June 1744, in an offer not unlike General Carleton’s, the College of William and Mary in Virginia invited the Indians of the Six Nations to send twelve young men to their college to be “properly” educated. Soon after, William and Mary received the following reply.*
<pause>
- 2 *Sirs,* <pause>
- 3 We know that you highly esteem the kind of learning taught in Colleges, and that the Maintenance of our young Men, while with you, would be very expensive to you. We are convinc’d, therefore, that you mean to do us Good by your Proposal; and we thank you heartily. But you, who are wise, must know that different Nations have different Conceptions of things; and you will therefore not take it amiss, if our Ideas of this kind of Education happen not to be the same with yours. We have had some Experience of it. Several of our Young People were formerly brought up at the Colleges of the Northern Provinces; they were instructed in all your Sciences; but, when they came back to us, they were bad Runners, ignorant of every means of living in the Woods, unable to bear either Cold or Hunger, knew neither how to build a Cabin, take a Deer, or kill an Enemy, spoke our Language imperfectly, were therefore neither fit for Hunters, Warriors, nor Counsellors; they were totally good for nothing. We are, however, not the less oblig’d by your kind Offer, tho’ we decline accepting it; and, to show our grateful Sense of it, if the Gentlemen of Virginia will send us a Dozen of their Sons, we will take care of their Education; instruct them in all we know, and make Men of them. <pause>

Question 29.

Part A <pause>

Which phrase **best** describes the tone of the letter that the College of William and Mary received? <pause>

- A. mildly sarcastic
- B. slightly puzzled
- C. genuinely appreciative
- D. somewhat suspicious

Part B <pause>

Which quotation from paragraph 3 of the letter **best** supports the answer to Part A? <pause>

- A. “. . . we thank you heartily.”
- B. “We have had some Experience. . . .”
- C. “. . . were instructed in all your Sciences . . .”
- D. “. . . to show our grateful Sense of it . . .”

Question 30.

Part A <pause>

According to the letter to the college, which sentence is true about Native Americans who have received a white man's education? <pause>

- A. They will be able to teach other Native Americans the white man's way.
- B. They will be able to live happily in the white man's world.
- C. They will be unable to return to their homes.
- D. They will be unable to thrive in the Native Americans' world.

Part B <pause>

Select the sentence from paragraph 3 of the letter that provides evidence for the answer in Part A. <pause>

We know that you highly esteem the kind of learning taught in Colleges, and that the Maintenance of our young Men, while with you, would be very expensive to you. We are convinc'd, therefore, that you mean to do us Good by your Proposal; and we thank you heartily. But you, who are wise, must know that different Nations have different Conceptions of things; and you will therefore not take it amiss, if our Ideas of this kind of Education happen not to be the same with yours. We have had some Experience of it. Several of our Young People were formerly brought up at the Colleges of the Northern Provinces; they were instructed in all your Sciences; but, when they came back to us, they were bad Runners, ignorant of every means of living in the Woods, unable to bear either Cold or Hunger, knew neither how to build a Cabin, take a Deer, or kill an Enemy, spoke our Language imperfectly, were therefore neither fit for Hunters, Warriors, nor Counsellors; they were totally good for nothing. We are, however, not the less oblig'd by your kind Offer, tho' we decline accepting it; and, to show our grateful Sense of it, if the Gentlemen of Virginia will send us a Dozen of their Sons, we will take care of their Education; instruct them in all we know, and make Men of them. <pause>

Question 31.

Refer to the article “Sitting Bull” and the letter to William and Mary College. Then answer the question. <pause>

Part A <pause>

The article “Sitting Bull” and the letter “The Indians of the Six Nations to William and Mary College” both describe aspects of Native American history. Which of the following is an important concern emphasized in **both** selections? <pause>

- A. living in peace with others
- B. maintaining their way of life
- C. being safe from enemies
- D. educating their young people

Part B <pause>

Which **two** phrases **best** support the answer to Part A? <pause>

- A. “. . . against traditional enemies such as the Crow and Assiniboin.” (“Sitting Bull,” paragraph 2)
- B. “. . . what life was like on a reservation.” (“Sitting Bull,” paragraph 3)
- C. “. . . keep Sioux lands from being taken by the government.” (“Sitting Bull,” paragraph 8)
- D. “. . . our Ideas of this kind of Education happen not to be the same with yours.” (“The Indians of the Six Nations to William and Mary College,” paragraph 3)
- E. “. . . were formerly brought up at the Colleges of the Northern Provinces . . .” (“The Indians of the Six Nations to William and Mary College,” paragraph 3)
- F. “. . . send us a Dozen of their Sons . . .” (“The Indians of the Six Nations to William and Mary College,” paragraph 3)

Please be sure you have answered all of the questions. <pause>

Click on the question line to move to that question. <pause>

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. <pause>

Are you done with your test? Be sure you have answered all of the questions. <pause>

To turn in your test, select “Submit.”

Session 4

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Read the short story “An Inquiry.” Then answer the questions. <pause>

An Inquiry <pause>

by Anton Chekhov <pause>

- 1 It was midday. Voldyrev, a tall, thick-set country gentleman with a cropped head and prominent eyes, took off his overcoat, mopped his brow with his silk handkerchief, and somewhat diffidently went into the government office. There they were scratching away. . . . <pause>
- 2 “Where can I make an inquiry here?” he said, addressing a porter who was bringing a trayful of glasses from the furthest recesses of the office. “I have to make an inquiry here and to take a copy of a resolution of the Council.” <pause>
- 3 “That way please! To that one sitting near the window!” said the porter, indicating with the tray the furthest window. Voldyrev coughed and went towards the window; there, at a green table spotted like typhus, was sitting a young man with his hair standing up in four tufts on his head, with a long, pimply nose, and a long faded uniform. He was writing, thrusting his long nose into the papers. A fly was walking about near his right nostril, and he was continually stretching out his lower lip and blowing under his nose, which gave his face an extremely care-worn expression. <pause>
- 4 “May I make an inquiry about my case here . . . of you? My name is Voldyrev, and, by the way, I have to take a copy of the resolution of the Council of the second of March.” <pause>
- 5 The clerk dipped his pen in the ink and looked to see if he had got too much on it. Having satisfied himself that the pen would not make a blot, he began scribbling away. His lip was thrust out, but it was no longer necessary to blow: the fly had settled on his ear. <pause>
- 6 “Can I make an inquiry here?” Voldyrev repeated a minute later, “my name is Voldyrev, I am a landowner. . . .” <pause>
- 7 “Ivan Alexeitch!” the clerk shouted into the air as though he had not observed Voldyrev, “will you tell the merchant Yalikov when he comes to sign the copy of the complaint lodged with the police! I’ve told him a thousand times!” <pause>
- 8 “I have come in reference to my lawsuit with the heirs of Princess Gugulin,” muttered Voldyrev. “The case is well known. I earnestly beg you to attend to me.” <pause>

- 9 Still failing to observe Voldyrev, the clerk caught the fly on his lip, looked at it attentively and flung it away. The country gentleman coughed and blew his nose loudly on his checked pocket handkerchief. But this was no use either. He was still unheard. The silence lasted for two minutes. Voldyrev took a rouble note from his pocket and laid it on an open book before the clerk. The clerk wrinkled up his forehead, drew the book towards him with an anxious air and closed it. <pause>
- 10 “A little inquiry. . . . I want only to find out on what grounds the heirs of Princess Gugulin. . . . May I trouble you?” <pause>
- 11 The clerk, absorbed in his own thoughts, got up and, scratching his elbow, went to a cupboard for something. Returning a minute later to his table he became absorbed in the book again: another rouble note was lying upon it. <pause>
- 12 “I will trouble you for one minute only. . . . I have only to make an inquiry. . . .” <pause>
- 13 The clerk did not hear, he had begun copying something. <pause>
- 14 Voldyrev frowned and looked hopelessly at the whole scribbling brotherhood. <pause>
- 15 “They write!” he thought, sighing. “They write, the devil take them entirely!” <pause>
- 16 He walked away from the table and stopped in the middle of the room, his hands hanging hopelessly at his sides. The porter, passing again with glasses, probably noticed the helpless expression of his face, for he went close up to him and asked him in a low voice: <pause>
- 17 “Well? Have you inquired?” <pause>
18. “I’ve inquired, but he wouldn’t speak to me.” <pause>
- 19 “You give him three roubles,” whispered the porter. <pause>
- 20 “I’ve given him two already.” <pause>
- 21 “Give him another.” <pause>
- 22 Voldyrev went back to the table and laid a green note on the open book. <pause>
- 23 The clerk drew the book towards him again and began turning over the leaves, and all at once, as though by chance, lifted his eyes to Voldyrev. His nose began to shine, turned red, and wrinkled up in a grin. <pause>
- 24 “Ah . . . what do you want?” he asked. <pause>

25. “I want to make an inquiry in reference to my case. . . . My name is Voldyrev.”

<pause>

26 “With pleasure! The Gugulin case, isn’t it? Very good. What is it then exactly?”

<pause>


27 Voldyrev explained his business. <pause>

28 The clerk became as lively as though he were whirled round by a hurricane. He gave the necessary information, arranged for a copy to be made, gave the petitioner a chair, and all in one instant. He even spoke about the weather and asked after the harvest. And when Voldyrev went away he accompanied him down the stairs, smiling affably and respectfully, and looking as though he were ready any minute to fall on his face before the gentleman. Voldyrev for some reason felt uncomfortable, and in obedience to some inward impulse he took a rouble out of his pocket and gave it to the clerk. And the latter kept bowing and smiling, and took the rouble like a conjuror, so that it seemed to flash through the air. <pause>

29 “Well, what people!” thought the country gentleman as he went out into the street, and he stopped and mopped his brow with his handkerchief. <pause>

Question 32.

Select from the sentences to create an objective summary of the story. The first sentence of the summary is given for you. Select **four** other sentences that show the most important ideas of the story. Select and drag them to the appropriate boxes. Be sure you put the sentences in chronological order. <pause>


?

Voldyrev goes to check on the status of a lawsuit.

The clerk calls out to another person in the office.
 Voldyrev can't get the clerk's attention.
 Voldyrev stands helplessly in the middle of the room.
 The clerk takes care of everything for Voldyrev.
 The clerk watches the fly and then flicks it away.
 The porter tells Voldyrev about the three roubles.
 Voldyrev mentions the heirs of Princess Gugulin.
 The clerk dips his pen into the ink and checks it.
 Voldyrev is sent to a certain clerk in the office.

The sentence above the blank boxes is “Voldyrev goes to check on the status of a lawsuit.” The sentences below the blank boxes are:

- The clerk calls out to another person in the office.**
- Voldyrev can't get the clerk's attention.**
- Voldyrev stands helplessly in the middle of the room.**
- The clerk takes care of everything for Voldyrev.**
- The clerk watches the fly and then flicks it away.**
- The porter tells Voldyrev about the three roubles.**
- Voldyrev mentions the heirs of Princess Gugulin.**
- The clerk dips his pen into the ink and checks it.**
- Voldyrev is sent to a certain clerk in the office.**

Question 33.

Part A <pause>

What word **best** describes Voldyrev’s tone as he speaks to the clerk? <pause>

- A. pleading
- B. demanding
- C. bargaining
- D. threatening

Part B <pause>

What evidence from the story **best** demonstrates Voldyrev’s tone? <pause>

- A. He says that he must have a copy of the resolution of the Council.
- B. He asks for attention and gives assurance that it will be brief.
- C. He points out that his case is against royalty and is well-known.
- D. He refers to himself as a landowner and condemns all of the clerks.

Question 34.

Part A <pause>

What is the meaning of the word **conjuror** as it is used in paragraph 28? <pause>

- A. energetic person
- B. civil servant
- C. magician
- D. thief

Part B <pause>

Which phrase from paragraph 28 **best** helps the reader understand the meaning of **conjuror**? <pause>

- A. “. . . whirled round by a hurricane.”
- B. “. . . arranged for a copy . . .”
- C. “. . . took the rouble . . .”
- D. “. . . seemed to flash through the air.”

Question 35.

Part A <pause>

Based on this story, what can readers infer about the author’s interpretation of life in Russia at the time the story takes place? <pause>

- A. People were discouraged from filing lawsuits.
- B. Civil servants were not very helpful unless they liked a person.
- C. It was hard to get things done in the bureaucracy without bribery.
- D. A person had no rights when it came to the aristocracy.

Part B <pause>

Which evidence from the story provides the **best** support for the answer in Part A? <pause>

- A. “Ivan Alexeitch!’ the clerk shouted into the air as though he had not observed Voldyrev” (paragraph 7)
- B “. . . I want only to find out on what grounds the heirs of Princess Gugulin” (paragraph 10)
- C. “You give him three roubles,’ whispered the porter.” (paragraph 19)
- D. “I want to make an inquiry in reference to my case” (paragraph 25)

Read the article “The Signers of the Declaration: Historical Background.” Then answer the questions. <pause>

The Signers of the Declaration: Historical Background <pause>

from the National Park Service <pause>

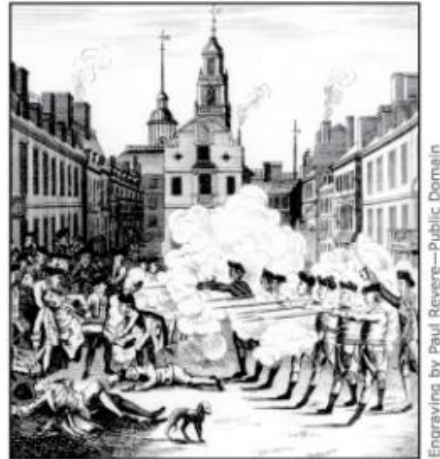
- 1 AT PHILADELPHIA in the summer of 1776, the Delegates to the Continental Congress courageously signed a document declaring the Independence of the Thirteen American Colonies from Great Britain. Not only did the Declaration of Independence create a Nation, but it also pronounced timeless democratic principles. Enshrined today in the National Archives Building at Washington, D.C., it memorializes the founding of the United States and symbolizes the eternal freedom and dignity of Man. <pause>



George III, King of England during the War for Independence, was the focus of colonial hatred.

The picture is labeled, “George the third, King of England during the War for Independence, was the focus of colonial hatred.” <pause>

- 2 By the time the Continental Congress adopted the Declaration in July 1776, the War for Independence had been underway for more than a year. Failing to obtain satisfactory redress from the mother country for their economic and political grievances during the previous decade, the colonists had finally resorted to armed conflict. <pause>
- 3 These grievances had come to a head shortly after the French and Indian War (1754–63). Long and costly, the war depleted the royal treasury and added the financial burden of administering the vast territory acquired from France. Britain levied new, direct taxes in the Colonies and tightened customs controls. <pause>



The Revolutionaries utilized this exaggerated version of the Boston Massacre (1770) by Paul Revere to nourish resentment of British troops.

The picture is labeled, “The Revolutionaries utilized this exaggerated version of the Boston Massacre (1770) by Paul Revere to nourish resentment of British troops.”

<pause>

- 4 The colonists, accustomed to considerable economic freedom, resented these measures. A number of Americans also felt that some sort of conspiracy existed in England to destroy their liberties and self-government. They believed that the mission of the large force of redcoats assigned to the Colonies actually was internal suppression rather than protection from a nonexistent external threat, especially since the French had been expelled. Particularly aggravating was the realization that the new tax levies supported the force. Some of the discontent was regional in nature. Indebtedness to British creditors irritated Southern planters. Commercial interests in the Middle Colonies disliked the prohibition on manufacturing certain products. Frontier settlers and speculators were irked at restrictions on westward expansion and the Indian trade. <pause>

- 5 In various places, peaceful protest and harassment of tax and customs collectors gave way to rioting and mob violence. In New York and Massachusetts, clashes with British troops culminated in bloodshed. Realizing that some of these disturbances stemmed from agitation in the colonial assemblies, which had enjoyed wide autonomy, the Crown tightened its control over them. Disputes between legislators and the King's officials, once spasmodic, became commonplace. In some instances, notably in Virginia and Massachusetts, the Royal Governors dissolved the assemblies. In these and a few other provinces the Whigs separated from their Tory, or Loyalist, colleagues, met extralegally, and adopted retaliatory measures. Nearly all the Colonies formed special “committees of correspondence” to communicate with each other—the first step toward unified action. <pause>



Lithograph by either William or John Pendleton—Public Domain

"The Bostonians Paying the Excise-Man or Tarring & Feathering," a British cartoon satirizing colonial methods of protest.

The picture is labeled, "The Bostonians Paying the Excise-Man or Tarring and Feathering," a British cartoon satirizing colonial methods of protest.' <pause>



Lithograph by Nathaniel Currier—Public Domain

In retaliation for the Boston Tea Party (1773), the Crown imposed rigid limitations on the freedom of Massachusetts citizens.

The picture is labeled, "In retaliation for the Boston Tea Party (1773), the Crown imposed rigid limitations on the freedom of Massachusetts citizens." <pause>

6 In May 1774, in retaliation for the “Boston Tea Party,” Parliament closed the port of Boston and virtually abolished provincial self-government in Massachusetts. These actions stimulated resistance across the land. That summer, the Massachusetts lower house, through the committees of correspondence, secretly invited all 13 Colonies to attend a convention. In response, on the fifth of September, 55 Delegates representing 12 Colonies, Georgia excepted, assembled at Philadelphia. They convened at Carpenters' Hall and organized the First Continental Congress.

<pause>

7 Sharing though they did common complaints against the Crown, the Delegates propounded a wide variety of political opinions. Most of them agreed that Parliament had no right to control the internal affairs of the Colonies. Moderates, stressing trade benefits with the mother country, believed Parliament should continue to regulate commerce. Others questioned the extent of its authority. A handful of Delegates felt the answer to the problem lay in parliamentary representation. Most suggested legislative autonomy for the Colonies. Reluctant to sever ties of blood, language, trade, and cultural heritage, none yet openly entertained the idea of complete independence from Great Britain.

<pause>

8 After weeks of debate and compromise, Congress adopted two significant measures. The first declared that the American colonists were entitled to the same rights as Englishmen everywhere and denounced any infringement of those rights. The second, the Continental Association, provided for an embargo on all trade with Britain. To enforce the embargo and punish violators, at the behest of Congress counties, cities, and towns formed councils, or committees, of safety—many of which later became wartime governing or administrative bodies. When Congress adjourned in late October, the Delegates resolved to reconvene in May 1775 if the Crown had not responded by then.

<pause>



Headlines of a broadside showing American alarm over the Battle of Concord. The two rows of coffins at the top represent slain militiamen.

The headline in the picture is Bloody Butchery, of the British Troops in the Runaway Fight of the Regulars. The picture is labeled, “Headlines of a broadside showing American alarm over the Battle of Concord. The two rows of coffins at the top represent slain militiamen.”

<pause>

- 9 In a sense the Continental Congress acted with restraint, for while it was in session the situation in Massachusetts verged on war. In September, just before Congress met, British troops from Boston had seized ordnance supplies at Charlestown and Cambridge and almost clashed with the local militia. The next month, Massachusetts patriots, openly defying royal authority, organized a Revolutionary provincial assembly as well as a military defense committee. Whigs in three other colonies—Maryland, Virginia, and New Hampshire—had earlier that year formed governments. By the end of the year, all the Colonies except Georgia and New York had either set up new ones or taken control of those already in existence. During the winter of 1774–75, while Parliament mulled over conciliatory measures, colonial militia units prepared for war. <pause>
- 10 The crisis came in the spring of 1775, predictably in Massachusetts. Late on the night of April 18 the Royal Governor, General Thomas Gage, alarmed at the militancy of the rebels, dispatched 600 troops from Boston to seize a major supply depot at Concord. Almost simultaneously the Boston council of safety, aware of Gage’s intentions, directed Paul Revere and William Dawes to ride ahead to warn militia units and citizens along the way of the British approach, as well as John Hancock and Samuel Adams, who were staying at nearby Lexington. Forewarned, the two men went into hiding. <pause>
- 11 About 77 militiamen confronted the redcoats when they plodded into Lexington at dawn. After some tense moments, as the sorely outnumbered colonials were dispersing, blood was shed. More flowed at Concord and much more along the route of the British as they retreated to Boston, harassed most of the way by an aroused citizenry. What had once been merely protest had evolved into open warfare; the War for Independence had begun. <pause>

Question 36.

Part A <pause>

How does the article highlight the importance of the Declaration of Independence?

<pause>

- A. by noting that the Declaration was written after the start of the American Revolution
- B. by citing other documents created by American patriots
- C. by recognizing the Declaration as a significant American symbol
- D. by explaining what occurred at the First Continental Congress

Part B <pause>

What piece of evidence from the article supports the answer to Part A? <pause>

- A. “. . . the Delegates to the Continental Congress courageously signed a document . . .” (paragraph 1)
- B. “. . . it memorializes the founding of the United States . . .” (paragraph 1)
- C. “. . . the War for Independence had been underway for more than a year.” (paragraph 2)
- D. “. . . the colonists had finally resorted to armed conflict.” (paragraph 2)

Question 37.

Part A <pause>

Which idea introduced in the first two paragraphs is developed throughout the article?
<pause>

- A. The delegates to the Continental Congress acted heroically when they signed the Declaration of Independence.
- B. The Declaration of Independence expresses timeless democratic principles.
- C. The War for Independence followed years of conflict that colonists could not resolve peacefully with England.
- D. The War for Independence began two years before the Declaration of Independence was created.

Part B <pause>

Which detail **best** supports the answer to Part A? <pause>

- A. “In May 1774, in retaliation for the ‘Boston Tea Party,’ Parliament closed the port of Boston and virtually abolished provincial self-government in Massachusetts.” (paragraph 6)
- B. “The first declared that the American colonists were entitled to the same rights as Englishmen everywhere and denounced any infringement of those rights.” (paragraph 8)
- C. “In a sense the Continental Congress acted with restraint, for while it was in session, the situation in Massachusetts verged on war.” (paragraph 9)
- D. “During the winter of 1774 and 75, while Parliament mulled over conciliatory measures, colonial militia units prepared for war.” (paragraph 9)

Question 38.

Part A <pause>

What does the use of the word **extralegally** in paragraph 5 indicate about colonial activities in the period before the American Revolution? <pause>

- A. Colonists first attempted to voice their complaints through legitimate political means.
- B. Colonists wanted to gain European support for their independence from England.
- C. Colonists were able to gain unanimous support for their demands to the English monarchy.
- D. Colonists acted in ways to hide their actions from the British.

Part B <pause>

Which statement is evidence of the behavior identified in Part A? <pause>

- A. Settlers were disgruntled with limitations on the frontier. (paragraph 4)
- B. The Massachusetts lower house secretly invited all 13 colonies to attend a convention. (paragraph 6)
- C. Colonists disagreed on the validity of English taxes and laws. (paragraph 7)
- D. Violators of the embargo were punished and ridiculed. (paragraph 8)

Question 39.

The article details several factors that led to the signing of the Declaration of Independence. Fill out the cause and effect chart. Drag the correct Effect next to its corresponding Cause. <pause>

| Causes | Effects |
|--|---------|
| French and Indian War | |
| Redcoat presence in the Colonies after the expulsion of the French | |
| violent protests | |
| closing of the port of Boston | |

local committees of safety

dissolution of certain colonial assemblies

first Continental Congress

Colonists' fear of a British conspiracy

revolutionary provincial assembly

increased British taxes on colonies

The column on the left is titled Causes. The column on the right is titled Effects. Row one: French and Indian War. Row two: Redcoat presence in the Colonies after the expulsion of the French. Row three: Violent protests. Row four: Closing of the port of Boston. The list of phrases are: <pause>

- Local committees of safety <pause>
- Dissolution of certain colonial assemblies <pause>
- First Continental Congress <pause>
- Colonists' fear of a British conspiracy <pause>
- Revolutionary provincial assembly <pause>
- Increased British taxes on colonies <pause>

Question 40.

Part A <pause>

According to the author of this article, what resulted from the meeting of the First Continental Congress? <pause>

- A. a focus on using economic power to force the British government to treat colonists as if they were English citizens living in Great Britain
- B. the belief that the colonies benefited from their ties with Great Britain and therefore would have to accept their limited political rights
- C. a decision that colonists' next step should be to dissolve their local governments and demand colonial representation in the Parliament of Great Britain
- D. an acknowledgment that political and financial remedies had been exhausted and that the next step would have to be military action

Part B <pause>

Which **two** pieces of evidence **best** support the answer to Part A? <pause>

- A. “. . . believed Parliament should continue to regulate commerce.” (paragraph 7)
- B. “Most suggested legislative autonomy” (paragraph 7)
- C. “Reluctant to sever ties of blood, language, trade, and cultural heritage, none yet openly entertained the idea of complete independence” (paragraph 7)
- D. “. . . the Continental Association, provided for an embargo on all trade with Britain.” (paragraph 8)
- E. “. . . at the behest of Congress counties, cities, and towns formed councils, or committees, of safety” (paragraph 8)
- F. “. . . the Continental Congress acted with restraint, for while it was in session the situation in Massachusetts verged on war.” (paragraph 9)

Question 41.

What is the purpose of the author’s text structure? Drag and drop **one** statement into each box labeled Introduction, Body, and Conclusion. *<pause>*

?

- to criticize the American behavior that led to English hostilities
- to present a climactic event that set the stage for the American Revolution
- to exhibit the shrewd and political cunning of America’s early leaders
- to set the atmosphere for the signing of the U.S. Constitution
- to establish the Declaration of Independence as a symbol of freedom
- to highlight growing tension between the colonies and the English monarchy

Introduction

Body

Conclusion

The list of statements, from top to bottom are: *<pause>*

- to criticize the American behavior that led to English hostilities**
- to present a climactic event that set the stage for the American Revolution**
- to exhibit the shrewd and political cunning of America’s early leaders**
- to set the atmosphere for the signing of the U.S. Constitution**
- to establish the Declaration of Independence as a symbol of freedom**
- to highlight growing tension between the colonies and the English monarchy**

The boxes are titled Introduction, Body, Conclusion. *<pause>*

Please be sure you have answered all of the questions. <pause>

Click on the question line to move to that question. <pause>

Once you have finished taking the test, click the “End Test” button to end your test. To continue testing, click the “Return to Questions” button. <pause>

Are you done with your test? Be sure you have answered all of the questions. <pause>

To continue testing, select “Return to Review.” <pause>

To turn in your test, select “Submit.” <pause>

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