

# Racine Unified School District

## 12<sup>th</sup> Grade English

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

English Teacher: \_\_\_\_\_

Complete the activities below. You do not need to go in order, but the Formal Writing Assessment should be your best and last work. Email your English teacher with any questions.

Activity	Directions	Completed ✓
Journal Prompt: <u>choose ONE</u> (15 min)	Read and respond to the prompt of your choice. Really think about what is being asked of you. Make sure to use complete sentences, proper grammar, and punctuation.	
Literary reading # 1 with activity (45 min)	Read the poem "Dreams." Complete the text dependent activity.	
Literary reading #2 with activity (60 min)	Read the short story "A&P." Complete the text dependent activity.	
Literary reading #3 with activity (60 min)	Read the excerpt from Chapter 16 of <i>Frankenstein</i> . Complete the text	

	dependent activity.	
Informational Text #1 with text dependent questions (30-45 min)	Read the excerpt from "Serving In Florida" and complete the text dependent activity.	
Informational text #2 with text dependent questions (30-45 min)	Read President Obama's 2015 State of the Union Address and complete the text dependent activity.	
Skills practice (15-30 min per activity)	Identifying Supporting Evidence in a Text	
	Compare Passages for Tone	
	Interpret the Figures of Speech	
	Determine the Main Idea	
	Identify Thesis Statements	
	Determine the Meaning of Words Using	

	Synonyms in Context	
	Choose the Analysis that Logically Connects the Evidence to the Claim	
	Choose the Best Evidence to Support a Claim	
	Transition Logically between Claims, Evidence, Analysis, and Counterclaims	
	Choose the Topic Sentence that Best Captures the Main Idea	
Final Writing: choose ONE of the ACT-style prompts (60 min)	Complete the writing assessment. Choose which argument you want to make, and then look at the "I Can" statements on the Writing Rubric to see how you'll be assessed.	



**RACINE  
UNIFIED**  
SCHOOL DISTRICT

**SBLA Rubric**

	<i>Beginning to demonstrate understanding of core skills and concepts</i>	<i>Developing a basic understanding of core skills and concepts.</i>	<i>Consistently demonstrates understanding of core skills and concepts</i>	<i>Demonstrates understanding of complex skills and concepts in extended contexts</i>
<b>Standard</b>	<b>1-Needs Support</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds</b>
<b>READING LITERATURE AND INFORMATION POWER STANDARDS</b>				
RL/RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>• With support, I can cite textual evidence</li> <li>• With guidance, I can analyze ideas in the text</li> <li>• With support, I can make inferences about the text</li> <li>• With continual guidance, I can identify where the text leaves matters uncertain</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently cite textual evidence.</li> <li>• I can independently analyze ideas in the text</li> <li>• I can draw mostly accurate inferences from the text</li> <li>• With minimal guidance, I can determine where the text leaves matters uncertain</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently cite strong, thorough, explicit textual evidence</li> <li>• I can analyze explicit ideas in the text</li> <li>• can draw accurate inferences from the text</li> <li>• I can determine where the text leaves matters uncertain</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite strong, thorough, explicit textual evidence and connect it to another text, instance, or real world situation</li> <li>• I can analyze explicit ideas in the text and connect them to another text, instance, or real world situation</li> <li>• I can draw accurate inferences from the text and connect these inferences to another text, instance, or real world situation</li> <li>• I can determine where the text leaves matters uncertain and explore with valid analysis the reasoning for this author's choice</li> </ul>
RL/RI.11-12.2 Determine two or more themes or central ideas of a text	<ul style="list-style-type: none"> <li>• With guidance, I can determine one theme or central idea of a text</li> <li>• With prompting, I can</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently determine one theme or central idea of a text</li> <li>• I can independently identify</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine two or more themes or central ideas of a text</li> <li>• I can analyze how</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine two or more themes or central ideas of a text and connect these themes to another</li> </ul>

<p>and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>identify specific details that support a given theme</p> <ul style="list-style-type: none"> <li>• With guidance, I can analyze how a single theme develops over the course of a text</li> <li>• With support, I can present a mostly accurate objective summary of the text</li> </ul>	<p>specific details that support a given theme</p> <ul style="list-style-type: none"> <li>• I can independently analyze how a single theme develops over the course of a text</li> <li>• I can independently present a mostly accurate objective summary of the text</li> </ul>	<p>specific details shape the development of these two or more themes</p> <ul style="list-style-type: none"> <li>• I can analyze how these two or more themes build on and interact with each other</li> <li>• I can independently present an accurate objective summary of the text</li> </ul>	<p>text, instance, or real world situation</p> <ul style="list-style-type: none"> <li>• I can analyze how specific details shape the development of these two or more themes and discuss how the absence of these details would alter and impact the given themes</li> <li>• I can analyze how these two or more themes build on and interact with each other AND how they also collectively connect to themes in other texts or in real world situations.</li> <li>• I can independently present an objective summary of the text and connect (ex: compare/ contrast) this summary to another text or to a real world situation.</li> </ul>
<p>RL/RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,</p>	<p>With assistance,</p> <ul style="list-style-type: none"> <li>• I can analyze the cumulative impact of specific word choices on meaning or tone.</li> <li>• I can determine the meaning of figurative, connotative, or technical language.</li> <li>• I can identify words that have multiple meanings</li> <li>• I can identify language that is fresh, engaging, or beautiful in a text</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the cumulative impact of specific word choices on meaning or tone. I can determine the meaning of figurative, connotative, or technical language.</li> <li>• I can identify words that have multiple meanings.</li> <li>• I can identify language that is fresh, engaging, or beautiful in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>• I can determine the meaning of figurative, connotative, and technical language.</li> <li>• I can analyze multiple meanings of the same word.</li> <li>• I can analyze why language is fresh, engaging, or beautiful in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the cumulative impact of specific word choices on meaning and tone in multiple or unknown texts.</li> <li>• I can determine the meaning of figurative, connotative, and technical language in multiple or unknown texts.</li> <li>• I can analyze and evaluate the effectiveness of multiple meanings of the same word.</li> <li>• I can analyze why language is fresh, engaging, or beautiful in multiple or unknown texts.</li> </ul>

engaging, or beautiful. (Include Shakespeare as well as other authors.)				
<b>WRITING POWER STANDARDS</b>				
<p>W.11-12.1 Write arguments to support claims in the analysis of substantive topics or texts using valid reasonings and relevant sufficient evidence.</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>● I can <i>identify</i> claims within my writing.</li> <li>● I can compose with organization that includes claims and evidence.</li> <li>● I can <i>identify</i> tone within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <i>identify</i> claims within my writing.</li> <li>● I can compose with organization that includes claims and evidence.</li> <li>● I can <i>identify</i> tone within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <i>evaluate AND explain</i> claims and alternate or opposing claims into my writing.</li> <li>● I can <i>create</i> an organization that logically <i>establishes</i> clear relationships among claim(s), counterclaims, reasons, <b>AND</b> relevant evidence connected effectively to my claim.</li> <li>● I can <i>apply AND analyze</i> an objective and formal tone in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>independently evaluate, apply, AND analyze</b> claims and alternate or opposing claims in my writing.</li> <li>● I can <b>independently apply AND analyze</b> appropriate format and organization with <i>imaginative or unique qualities, voice, and/or style in my writing.</i></li> <li>● I can <b>independently create AND analyze</b> an objective and formal tone in my writing while considering and abiding by the norms and conventions of the discipline.</li> </ul>
<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>	<p>I can <i>identify</i> organization <b>OR</b> strategies of writing suitable for a particular task or purpose <b>with prompting and support.</b></p>	<ul style="list-style-type: none"> <li>● I can <i>identify</i> organization <b>OR</b> strategies of writing suitable for a particular task or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <i>analyze AND apply</i> suitable idea development strategies, organization, <b>AND</b> style to create a particular purpose, task, or audience.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>independently create</b> clear and coherent writing, with <b>unique</b> idea development, organization, and style.</li> </ul>





Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Dreams

By Linda Pastan  
1979

*Linda Pastan (b. 1932) is an American poet of Jewish background and was Poet Laureate of Maryland from 1991-1995. She is known for writing short, relatable poems that address common experiences people share throughout their lives. The following poem is from her collection in Poetry Magazine and meditates on the nature of dreams. As you read, take notes on the figurative language the poet uses to describes dreams.*

- [1] Dreams are the only  
afterlife we know;  
the place where the children  
we were
- [5] rock in the arms of the children  
we have become.
- They are as many as leaves  
in their migrations,  
as birds whose deaths we learn of
- [10] by the single feather  
left behind; a clue,  
a particle of sleep
- caught in the eye.  
They are as irretrievable as sand
- [15] when the sea creeps up  
its long knife glittering  
in its teeth  
to claim its patrimony.<sup>1</sup>
- Sometimes my father
- [20] in knickers and cap  
waits on that shore  
the dream of him  
a wound  
not even morning can heal.
- [25] The dog's legs pump  
in his sleep;  
your closed eyelids flicker  
as the reel unwinds:  
watcher and watched,
- [30] archer and bull's eye.



*"Gythio, Greece" by EmsiProduction is licensed under CC BY 2.0.*

- Last night I dreamed a lover in my arms  
and woke innocent.  
The sky was starry to the very rind,  
his smile still burning there
- [35] like the tail of a comet  
that has just blazed by.

*"Dreams" from Poetry Magazine by Linda Pastan. Copyright © 1979. Used by permission of Poetry Magazine. All rights reserved.*

1. **Patrimony (noun):** property inherited from one's father or male ancestor

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO of the following statements best describe the themes of the poem? [RL.2]
  - A. Life is fleeting and so we must strive to live to the fullest.
  - B. Our dreams are filled with images of what we have desired and lost.
  - C. Dreams are satisfying opportunities to remember the past.
  - D. Dreams motivate us to accomplish new things and to have hope for the future.
  - E. People seek comfort in dreams and in the past when experiencing grief and loneliness.
  - F. Through dreams we experience small but poignant reminders of our lives.
  
2. PART B: Which TWO of the following quotes best support the answers to Part A? [RL.2]
  - A. "the place where the children / we were / rock in the arms of the children / we have become." (Lines 3-6)
  - B. "in their migrations, / as birds whose deaths we learn of / by the single feather" (Lines 8-10)
  - C. "left behind: a clue, / a particle of sleep / caught in the eye." (Lines 11-12)
  - D. "The dog's legs pump / in his sleep;" (Lines 25-26)
  - E. "Last night I dreamed a lover in my arms / and woke innocent." (Lines 31-32)
  - F. "The sky was starry to the very rind," (Line 33)
  
3. PART A: How does the word choice in stanza 3 develop the tone of the poem? [RL.4]
  - A. It creates a peaceful, relaxed tone as the speaker reflects on the sand.
  - B. It emphasizes the speaker's sentimental feelings towards her dreams.
  - C. It introduces an ominous tone that accentuates how dreams create anguish.
  - D. It extends the gloomy, depressed tone developed in stanza 2.
  
4. PART B: Which detail from the poem best supports the answer to Part A? [RL.1]
  - A. "caught in the eye." (Line 13)
  - B. "They are as irretrievable as sand" (Line 14)
  - C. "when the sea creeps up / its long knife glittering" (Lines 15-16)
  - D. "in its teeth / to claim its patrimony." (Lines 17-18)
  
5. How does stanza 4 contribute to the development of the poem's meaning? [RL.5]
  - A. It conveys how dreams can be painful because they emphasize absence.
  - B. It emphasizes that dreams send us messages from the departed.
  - C. It illustrates the power of dreams to heal the pains of the past.
  - D. It demonstrates the importance of parents in comforting children after nightmares.

6. The poet uses the images of migrations, sand, and the tail of a comet to describe dreams. How does word choice impact the tone of the poem? Support your answer by citing multiple examples of word choice. [RL.5]

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## A&P

by John Updike- 1962

In walks these three girls in nothing but bathing suits. I'm in the third check-out slot, with my back to the door, so I don't see them until they're over by the bread. The one that caught my eye first was the one in the plaid green two-piece. She was a chunky kid, with a good tan and a sweet broad soft-looking can with those two crescents of white just under it, where the sun never seems to hit, at the top of the backs of her legs. I stood there with my hand on a box of HiHo crackers trying to remember if I rang it up or not. I ring it up again and the customer starts giving me hell. She's one of these cash-register-watchers, a witch about fifty with rouge on her cheekbones and no eyebrows, and I know it made her day to trip me up. She'd been watching cash registers forty years and probably never seen a mistake before.

By the time I got her feathers smoothed and her goodies into a bag -- she gives me a little snort in passing, if she'd been born at the right time they would have burned her over in Salem -- by the time I get her on her way the girls had circled around the bread and were coming back, without a pushcart, back my way along the counters, in the aisle between the check-outs and the Special bins. They didn't even have shoes on. There was this chunky one, with the two-piece -- it was bright green and the seams on the bra were still sharp and her belly was still pretty pale so I guessed she just got it (the suit) -- there was this one, with one of those chubby berry-faces, the lips all bunched together under her nose, this one, and a tall one, with black hair that hadn't quite frizzed right, and one of these sunburns right across under the eyes, and a chin that was too long -- you know, the kind of girl other girls think is very "striking" and "attractive" but never quite makes it, as they very well know, which is why they like her so much -- and then the third one, that wasn't quite so tall. She was the queen. She kind of led them, the other two peeking around and making their shoulders round. She didn't look around, not this queen, she just walked straight on slowly, on these long white prima donna legs. She came down a little hard on her heels, as if she didn't walk in her bare feet that much, putting down her heels and then letting the weight move along to her toes as if she was testing the floor with every step, putting a little deliberate extra action into it. You never know for sure how girls' minds work (do you really think it's a mind in there or just a little buzz like a bee in a glass jar?) but you got the idea she had talked the other two into coming in here with her, and now she was showing them how to do it, walk slow and hold yourself straight.

She had on a kind of dirty-pink - - beige maybe, I don't know -- bathing suit with a little nubble all over it and, what got me, the straps were down. They were off her shoulders looped loose around the cool tops of her arms, and I guess as a result the suit had slipped a little on her, so all around the top of the cloth there was this shining rim. If it hadn't been there you wouldn't have known there could have been anything whiter than those shoulders. With the straps pushed off, there was nothing between the top of the suit and the top of her head except just her, this clean bare plane of the top of her chest down from the shoulder bones like a dented sheet of metal tilted in the light. I mean, it was more than pretty.

She had sort of oaky hair that the sun and salt had bleached, done up in a bun that was unraveling, and a kind of prim face. Walking into the A & P with your straps down, I suppose it's the only kind of face you *can* have. She held her head so high her neck, coming up out of those white shoulders, looked kind of stretched, but I didn't mind. The longer her neck was, the more of her there was.

She must have felt in the corner of her eye me and over my shoulder Stokesie in the second slot watching, but she didn't tip. Not this queen. She kept her eyes moving across the racks, and stopped, and turned so slow it made my stomach rub the inside of my apron, and buzzed to the other two, who kind of huddled against her for relief, and they all three of them went up the cat-and-dog-food-breakfast-cereal-macaroni-rice-raisins-seasonings-spreads-spaghetti-soft drinks-crackers-and- cookies aisle. From the third slot I look straight up this aisle to the meat counter, and I watched them all the way. The fat one with the tan sort of fumbled with the cookies, but on second thought she put the packages back. The sheep pushing their carts down the aisle -- the girls were walking against the usual traffic (not that we have one-way signs or anything) -- were pretty hilarious. You could see them, when Queenie's white shoulders dawned on them, kind of jerk, or hop, or hiccup, but their eyes snapped back to their own baskets and on they pushed. I bet you could set off dynamite in an A & P and the people would by and large keep reaching and checking oatmeal off their lists and muttering "Let me see, there was a third thing, began with A, asparagus, no, ah, yes, applesauce!" or whatever it is they do mutter. But there was no doubt, this jiggled them. A few house-slaves in pin curlers even looked around after pushing their carts past to make sure what they had seen was correct.

You know, it's one thing to have a girl in a bathing suit down on the beach, where what with the glare nobody can look at each other much anyway, and another thing in the cool of the A & P, under the fluorescent lights, against all those stacked packages, with her feet paddling along naked over our checkerboard green-and-cream rubber-tile floor.

"Oh Daddy," Stokesie said beside me. "I feel so faint."

"Darling," I said. "Hold me tight." Stokesie's married, with two babies chalked up on his fuselage already, but as far as I can tell that's the only difference. He's twenty-two, and I was nineteen this April.

"Is it done?" he asks, the responsible married man finding his voice. I forgot to say he thinks he's going to be manager some sunny day, maybe in 1990 when it's called the Great Alexandrov and Petrooshki Tea Company or something.

What he meant was, our town is five miles from a beach, with a big summer colony out on the Point, but we're right in the middle of town, and the women generally put on a shirt or shorts or something before they get out of the car into the street. And anyway these are usually women with six children and varicose veins mapping their legs and nobody, including them, could care less. As I say, we're right in the middle of town, and if you stand at our front doors you can see two banks and the Congregational church and the newspaper store and three real-estate offices and about twenty-seven old free-loaders tearing up Central Street because the sewer broke again. It's not as if we're on the Cape; we're north of Boston and there's people in this town haven't seen the ocean for twenty years.

The girls had reached the meat counter and were asking McMahan something. He pointed, they pointed, and they shuffled out of sight behind a pyramid of Diet Delight peaches. All that was left for us to see was old McMahan patting his mouth and looking after them sizing up their joints. Poor kids, I began to feel sorry for them, they couldn't help it.

Now here comes the sad part of the story, at least my family says it's sad but I don't think it's sad myself. The store's pretty empty, it being Thursday afternoon, so there was nothing much to do except lean on the register and wait for the girls to show up again. The whole store was like a pinball machine and I didn't know which tunnel they'd come out of. After a while they come around out of the far aisle, around the light bulbs, records at discount of the Caribbean Six or Tony Martin Sings or some such gunk you wonder they waste the wax on, six packs of candy bars, and plastic toys done up in cellophane that fall apart when a kid looks at them anyway. Around they come, Queenie still leading the way, and holding a little gray jar in her hand. Slots Three through Seven are unmanned and I could see her wondering between Stokes and me, but Stokesie with his usual luck draws an old party in baggy gray pants who stumbles up with four giant cans of pineapple juice (what do these bums *do* with all that pineapple juice I've often asked myself) so the girls come to me. Queenie puts down the jar and I

take it into my fingers icy cold. Kingfish Fancy Herring Snacks in Pure Sour Cream: 49¢. Now her hands are empty, not a ring or a bracelet, bare as God made them, and I wonder where the money's coming from. Still with that prim look she lifts a folded dollar bill out of the hollow at the center of her nubbled pink top. The jar went heavy in my hand. Really, I thought that was so cute.

Then everybody's luck begins to run out. Lengel comes in from haggling with a truck full of cabbages on the lot and is about to scuttle into that door marked MANAGER behind which he hides all day when the girls touch his eye. Lengel's pretty dreary, teaches Sunday school and the rest, but he doesn't miss that much. He comes over and says, "Girls, this isn't the beach."

Queenie blushes, though maybe it's just a brush of sunburn I was noticing for the first time, now that she was so close. "My mother asked me to pick up a jar of herring snacks." Her voice kind of startled me, the way voices do when you see the people first, coming out so flat and dumb yet kind of tony, too, the way it ticked over "pick up" and "snacks." All of a sudden I slid right down her voice into her living room. Her father and the other men were standing around in ice-cream coats and bow ties and the women were in sandals picking up herring snacks on toothpicks off a big plate and they were all holding drinks the color of water with olives and sprigs of mint in them. When my parents have somebody over they get lemonade and if it's a real racy affair Schlitz in tall glasses with "They'll Do It Every Time" cartoons stenciled on.

"That's all right," Lengel said. "But this isn't the beach." His repeating this struck me as funny, as if it had just occurred to him, and he had been thinking all these years the A & P was a great big dune and he was the head lifeguard. He didn't like my smiling -- as I say he doesn't miss much -- but he concentrates on giving the girls that sad Sunday-school-superintendent stare.

Queenie's blush is no sunburn now, and the plump one in plaid, that I liked better from the back -- a really sweet can -- pipes up, "We weren't doing any shopping. We just came in for the one thing."

"That makes no difference," Lengel tells her, and I could see from the way his eyes went that he hadn't noticed she was wearing a two-piece before. "We want you decently dressed when you come in here."

"We are decent," Queenie says suddenly, her lower lip pushing, getting sore now that she remembers her place, a place from which the crowd that runs the A & P must look pretty crummy. Fancy Herring Snacks flashed in her very blue eyes.

"Girls, I don't want to argue with you. After this come in here with your shoulders covered. It's our policy." He turns his back. That's policy for you. Policy is what the kingpins want. What the others want is juvenile delinquency.

All this while, the customers had been showing up with their carts but, you know, sheep, seeing a scene, they had all bunched up on Stokesie, who shook open a paper bag as gently as peeling a peach, not wanting to miss a word. I could feel in the silence everybody getting nervous, most of all Lengel, who asks me, "Sammy, have you rung up this purchase?"

I thought and said "No" but it wasn't about that I was thinking. I go through the punches, 4, 9, GROC, TOT -- it's more complicated than you think, and after you do it often enough, it begins to make a little song, that you hear words to, in my case "Hello (*bing*) there, you (*gung*) hap-py pee-pul (*splat*)"-the splat being the drawer flying out. I uncrease the bill, tenderly as you may imagine, it just having come from between the two smoothest scoops of vanilla I had ever known were there, and pass a half and a penny into her narrow pink palm, and nestle the herrings in a bag and twist its neck and hand it over, all the time thinking.

The girls, and who'd blame them, are in a hurry to get out, so I say "I quit" to Lengel quick enough for them to hear, hoping they'll stop and watch me, their unsuspected hero. They keep right on going, into the electric eye; the door flies open and they flicker across the lot to their car, Queenie and Plaid and Big Tall Goony-Goony (not that as raw material she was so bad), leaving me with Lengel and a kink in his eyebrow.

"Did you say something, Sammy?"

"I said I quit."

"I thought you did."

"You didn't have to embarrass them."

"It was they who were embarrassing us."

I started to say something that came out "Fiddle-de-doo." It's a saying of my grandmother's, and I know she would have been pleased.

"I don't think you know what you're saying," Lengel said.

"I know you don't," I said. "But I do." I pull the bow at the back of my apron and start shrugging it off my shoulders. A couple customers that had been heading for my slot begin to knock against each other, like scared pigs in a chute.

Lengel sighs and begins to look very patient and old and gray. He's been a friend of my parents for years. "Sammy, you don't want to do this to your Mom and Dad," he tells me. It's true, I don't. But it seems to me that once you begin a gesture it's fatal not to go through with it. I fold the apron, "Sammy" stitched in red on the pocket, and put it on the counter, and drop the bow tie on top of it. The bow tie is theirs, if you've ever wondered. "You'll feel this for the rest of your life," Lengel says, and I know that's true, too, but remembering how he made that pretty girl blush makes me so scrunchy inside I punch the No Sale tab and the machine whirs "pee-pul" and the drawer splats out. One advantage to this scene taking place in summer, I can follow this up with a clean exit, there's no fumbling around getting your coat and galoshes, I just saunter into the electric eye in my white shirt that my mother ironed the night before, and the door heaves itself open, and outside the sunshine is skating around on the asphalt.

I look around for my girls, but they're gone, of course. There wasn't anybody but some young married screaming with her children about some candy they didn't get by the door of a powder-blue Falcon station wagon. Looking back in the big windows, over the bags of peat moss and aluminum lawn furniture stacked on the pavement, I could see Lengel in my place in the slot, checking the sheep through. His face was dark gray and his back stiff, as if he'd just had an injection of iron, and my stomach kind of fell as I felt how hard the world was going to be to me hereafter.

1. **RL.2**

PART A: Which of the following best identifies a theme of the text?

- a.) Take a stand on what you think is right, even if it might negatively impact you.
- b.) Adhere to social norms and expectations to avoid conflict.
- c.) sometimes doing the right thing isn't worth the problems it causes.
- d.) People in power commonly abuse their power to embarrass others.

2. **RL.1**

PART B: Which section from the text best supports the answer to Part A?

a.) "‘That makes no difference,’ Lengel tells her, and I could see from the way his eyes went that he hadn’t noticed she was wearing a two-piece before. ‘We want you decently dressed when you come in here.’" (Paragraph 17)

b.) "‘It’s our policy.’ He turns his back. That’s policy for you. Policy is what the kingpins want. What the others want is juvenile delinquency." (Paragraph 19)

c.) "‘They keep right on going, into the electric eye; the door flies open and they flicker across the lot to their car, Queenie and Plaid and Big Tall Goony-Goony (not that as raw material she was so bad), leaving me with Lengel and a kink in his eyebrow.’" (Paragraph 22)

d.) "‘You’ll feel this for the rest of your life,’ Lengel says, and I know that’s true, too, but remembering how he made that pretty girl blush makes me so scrunchy inside I punch the No Sale tab and the machine whirs ‘pee-pul’ and the drawer splats out." (Paragraph 31)

3. **RL.4**

PART A: What is the meaning of "fiddle-de-doo" in paragraph 28?

- a.) an expression of disagreement
- b.) an expression of resignation
- c.) an expression of understanding
- d.) an expression of anger

4. **RL.1**

PART B: Which quote from the text best supports the answer to Part A?

a.) "‘I said I quit.’" (Paragraph 24)

b.) "‘You didn’t have to embarrass them.’" (Paragraph 26)

c.) "‘It was they who were embarrassing us.’" (Paragraph 27)

d.) "‘It’s a saying of my grandmother’s, and I know she would have been pleased.’" (Paragraph 28)

5. **RL.5**

PART A: How does paragraph 5 contribute to the development of the plot?

- a.) It shows how the “queen” thinks highly of herself and looks down on others.
- b.) It shows how people were affected by the “queen” because of how she was dressed.
- c.) It shows how boring the narrator’s job was before the “queen” came into the store.
- d.) It shows how nice the “queen” must be because of how the other girls treat her.

6. **RL.1**

PART B: Which detail from paragraph 5 best supports the answer to Part A?

a.) “She must have felt in the corner of her eye me and over my shoulder Stokesie in the second slot watching, but she didn’t tip. Not this queen.”

b.) “She kept her eyes moving across the racks, and stopped, and turned so slow it made my stomach rub the inside of my apron, and buzzed to the other two, who kind of huddled against her for relief”

c.) You could see them, when Queenie’s white shoulders dawned on them, kind of jerk, or hop, or hiccup”

d.) “‘Let me see, there was a third thing, began with A, asparagus, no, ah, yes, applesauce!’ or whatever it is they do mutter.”

7. **RL.3**

PART A: How does the speaker portray the other customers in the store as a whole?

- a.) He portrays them as polite, as they don’t comment on the girls’ indecency.
- b.) He portrays them as being lesser than the “queen” because of their average looks.
- c.) He portrays them as being manipulative and always trying to get him fired.
- d.) He portrays them as lacking individuality and merely following everyone else.

8. **RL.1**

PART B: Which detail from the text best supports the answer to Part A?

a.) “I ring it up again and the customer starts giving me hell. She’s one of these cash-register-watchers, a witch about 50 with rouge on her cheekbones and no eyebrows, and I know it made her day to trip me up.” (Paragraph 1)

b.) “You could see them, when Queenie’s white shoulders dawned on them, kind of jerk, or hop, or hiccup, but their eyes snapped back to their own baskets and on they pushed.” (Paragraph 5)

c.) “All this while, the customers had been showing up with their carts but, you know, sheep, seeing a scene, they had all bunched up on Stokesie” (Paragraph 20)

d.) “There wasn’t anybody but some young married screaming with her children about some candy they didn’t get by the door of a powder-blue Falcon station wagon.” (Paragraph 32)



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Excerpt from Frankenstein: Chapter 16

By Mary Shelley  
1818

*Mary Shelley (1797-1851) was an English novelist best known for her Gothic novel Frankenstein, published in 1818. In the novel, the brilliant scientist Victor Frankenstein has finally accomplished his life-long dream: he has created intelligent life in his laboratory. But soon after the creature awakens, Victor realizes he has created a monster and quickly flees. The monster vows to destroy Victor and his livelihood. In this excerpt told from the monster's point of view, the monster confronts Victor and scolds him for his neglect. As you read, take notes on how the excerpt's point of view informs the characterization of the monster.*

- [1] "Cursed, cursed creator! Why did I live? Why, in that instant, did I not extinguish the spark of existence which you had so wantonly<sup>1</sup> bestowed? I know not; despair had not yet taken possession of me; my feelings were those of rage and revenge. I could with pleasure have destroyed the cottage and its inhabitants<sup>2</sup> and have glutted myself with their shrieks and misery.



"Frankenstein's Monster" by Universal Studios (Dr. Macro) is in the public domain.

"When night came I quitted my retreat and wandered in the wood; and now, no longer restrained by the fear of discovery, I gave vent to my anguish in fearful howlings. I was like a wild beast that had broken the toils, destroying the objects that obstructed me and ranging through the wood with a stag-like swiftness. Oh! What a miserable night I passed! The cold stars shone in mockery, and the bare trees waved their branches above me; now and then the sweet voice of a bird burst forth amidst the universal stillness. All, save I, were at rest or in enjoyment; I, like the arch-fiend, bore a hell within me, and finding myself unsympathized with, wished to tear up the trees, spread havoc and destruction around me, and then to have sat down and enjoyed the ruin.

"But this was a luxury of sensation that could not endure; I became fatigued with excess of bodily exertion and sank on the damp grass in the sick impotence<sup>3</sup> of despair. There was none among the myriads<sup>4</sup> of men that existed who would pity or assist me; and should I feel kindness towards my enemies? No; from that moment I declared everlasting war against the species, and more than all, against him who had formed me and sent me forth to this insupportable misery.

1. **Wanton (adjective):** deliberate and unprovoked (of a cruel action)
2. When the monster first escapes, he hides in a cottage rented by De Lacey, Felix, Agatha, and Safie. He learns from listening to the family. The monster approaches the blind De Lacey, hoping for sympathy, but the rest discover the monster and, horrified, chase him from the cottage.
3. **Impotence (noun):** inability to take effective action; helplessness

"The sun rose; I heard the voices of men and knew that it was impossible to return to my retreat during that day. Accordingly I hid myself in some thick underwood, determining to devote the ensuing hours to reflection on my situation.

- [5] "The pleasant sunshine and the pure air of day restored me to some degree of tranquillity; and when I considered what had passed at the cottage, I could not help believing that I had been too hasty in my conclusions. I had certainly acted imprudently. It was apparent that my conversation had interested the father in my behalf, and I was a fool in having exposed my person to the horror of his children. I ought to have familiarized the old De Lacey to me, and by degrees to have discovered myself to the rest of his family, when they should have been prepared for my approach. But I did not believe my errors to be irretrievable, and after much consideration I resolved to return to the cottage, seek the old man, and by my representations win him to my party.

"These thoughts calmed me, and in the afternoon I sank into a profound sleep; but the fever of my blood did not allow me to be visited by peaceful dreams. The horrible scene of the preceding day was forever acting before my eyes; the females were flying and the enraged Felix tearing me from his father's feet. I awoke exhausted, and finding that it was already night, I crept forth from my hiding-place, and went in search of food.

"When my hunger was appeased, I directed my steps towards the well-known path that conducted to the cottage. All there was at peace. I crept into my hovel and remained in silent expectation of the accustomed hour when the family arose. That hour passed, the sun mounted high in the heavens, but the cottagers did not appear. I trembled violently, apprehending some dreadful misfortune. The inside of the cottage was dark, and I heard no motion; I cannot describe the agony of this suspense.

"Presently two countrymen passed by, but pausing near the cottage, they entered into conversation, using violent gesticulations;<sup>5</sup> but I did not understand what they said, as they spoke the language of the country, which differed from that of my protectors. Soon after, however, Felix approached with another man; I was surprised, as I knew that he had not quitted the cottage that morning, and waited anxiously to discover from his discourse the meaning of these unusual appearances.

"Do you consider,' said his companion to him, 'that you will be obliged to pay three months' rent and to lose the produce of your garden? I do not wish to take any unfair advantage, and I beg therefore that you will take some days to consider of your determination.'

- [10] "It is utterly useless,' replied Felix; 'we can never again inhabit your cottage. The life of my father is in the greatest danger, owing to the dreadful circumstance that I have related. My wife and my sister will never recover from their horror. I entreat you not to reason with me any more. Take possession of your tenement and let me fly from this place.'

"Felix trembled violently as he said this. He and his companion entered the cottage, in which they remained for a few minutes, and then departed. I never saw any of the family of De Lacey more.

4. **Myriad (noun):** a countless or extreme number
5. **Gesticulation (noun):** a dramatic gesture used for emphasis when speaking

"I continued for the remainder of the day in my hovel in a state of utter and stupid despair. My protectors had departed and had broken the only link that held me to the world. For the first time the feelings of revenge and hatred filled my bosom, and I did not strive to control them, but allowing myself to be borne away by the stream, I bent my mind towards injury and death. When I thought of my friends, of the mild voice of De Lacey, the gentle eyes of Agatha, and the exquisite beauty of the Arabian, these thoughts vanished and a gush of tears somewhat soothed me. But again when I reflected that they had spurned and deserted me, anger returned, a rage of anger, and unable to injure anything human, I turned my fury towards inanimate objects. As night advanced I placed a variety of combustibles<sup>6</sup> around the cottage, and after having destroyed every vestige of cultivation in the garden, I waited with forced impatience until the moon had sunk to commence my operations.

"As the night advanced, a fierce wind arose from the woods and quickly dispersed the clouds that had loitered in the heavens; the blast tore along like a mighty avalanche and produced a kind of insanity in my spirits that burst all bounds of reason and reflection. I lighted the dry branch of a tree and danced with fury around the devoted cottage, my eyes still fixed on the western horizon, the edge of which the moon nearly touched. A part of its orb was at length hid, and I waved my brand; it sank, and with a loud scream I fired the straw, and heath, and bushes, which I had collected. The wind fanned the fire, and the cottage was quickly enveloped by the flames, which clung to it and licked it with their forked and destroying tongues.

"As soon as I was convinced that no assistance could save any part of the habitation, I quitted the scene and sought for refuge in the woods.

[15] "And now, with the world before me, whither should I bend my steps? I resolved to fly far from the scene of my misfortunes; but to me, hated and despised, every country must be equally horrible. At length the thought of you crossed my mind. I learned from your papers that you were my father, my creator; and to whom could I apply with more fitness than to him who had given me life? Among the lessons that Felix had bestowed upon Safie, geography had not been omitted; I had learned from these the relative situations of the different countries of the earth. You had mentioned Geneva as the name of your native town, and towards this place I resolved to proceed.

"But how was I to direct myself? I knew that I must travel in a southwesterly direction to reach my destination, but the sun was my only guide. I did not know the names of the towns that I was to pass through, nor could I ask information from a single human being; but I did not despair. From you only could I hope for succour,<sup>7</sup> although towards you I felt no sentiment but that of hatred. Unfeeling, heartless creator! You had endowed me with perceptions and passions and then cast me abroad an object for the scorn and horror of mankind. But on you only had I any claim for pity and redress, and from you I determined to seek that justice which I vainly attempted to gain from any other being that wore the human form.

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6. **Combustible (noun):** a substance that can catch fire and burn easily  
7. **Succor (noun):** help, support, or relief

"My travels were long and the sufferings I endured intense. It was late in autumn when I quitted the district where I had so long resided. I travelled only at night, fearful of encountering the visage of a human being. Nature decayed around me, and the sun became heatless; rain and snow poured around me; mighty rivers were frozen; the surface of the earth was hard and chill, and bare, and I found no shelter. Oh, earth! How often did I imprecate<sup>8</sup> curses on the cause of my being! The mildness of my nature had fled, and all within me was turned to gall<sup>9</sup> and bitterness. The nearer I approached to your habitation, the more deeply did I feel the spirit of revenge enkindled in my heart. Snow fell, and the waters were hardened, but I rested not. A few incidents now and then directed me, and I possessed a map of the country; but I often wandered wide from my path. The agony of my feelings allowed me no respite;<sup>10</sup> no incident occurred from which my rage and misery could not extract its food; but a circumstance that happened when I arrived on the confines of Switzerland, when the sun had recovered its warmth and the earth again began to look green, confirmed in an especial manner the bitterness and horror of my feelings.

"I generally rested during the day and travelled only when I was secured by night from the view of man. One morning, however, finding that my path lay through a deep wood, I ventured to continue my journey after the sun had risen; the day, which was one of the first of spring, cheered even me by the loveliness of its sunshine and the balminess of the air. I felt emotions of gentleness and pleasure, that had long appeared dead, revive within me. Half surprised by the novelty of these sensations, I allowed myself to be borne away by them, and forgetting my solitude and deformity, dared to be happy. Soft tears again bedewed my cheeks, and I even raised my humid eyes with thankfulness towards the blessed sun, which bestowed such joy upon me.

"I continued to wind among the paths of the wood, until I came to its boundary, which was skirted by a deep and rapid river, into which many of the trees bent their branches, now budding with the fresh spring. Here I paused, not exactly knowing what path to pursue, when I heard the sound of voices, that induced me to conceal myself under the shade of a cypress. I was scarcely hid when a young girl came running towards the spot where I was concealed, laughing, as if she ran from someone in sport. She continued her course along the precipitous<sup>11</sup> sides of the river, when suddenly her foot slipped, and she fell into the rapid stream. I rushed from my hiding-place and with extreme labour, from the force of the current, saved her and dragged her to shore. She was senseless, and I endeavoured by every means in my power to restore animation, when I was suddenly interrupted by the approach of a rustic, who was probably the person from whom she had playfully fled. On seeing me, he darted towards me, and tearing the girl from my arms, hastened towards the deeper parts of the wood. I followed speedily, I hardly knew why; but when the man saw me draw near, he aimed a gun, which he carried, at my body and fired. I sank to the ground, and my injurer, with increased swiftness, escaped into the wood.

[20] "This was then the reward of my benevolence!<sup>12</sup> I had saved a human being from destruction, and as a recompense I now writhed under the miserable pain of a wound which shattered the flesh and bone. The feelings of kindness and gentleness which I had entertained but a few moments before gave place to hellish rage and gnashing of teeth. Inflamed by pain, I vowed eternal hatred and vengeance to all mankind. But the agony of my wound overcame me; my pulses paused, and I fainted.

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8. **Imprecate (verb):** to utter (a curse) against something  
9. **Gall (noun):** bile (proverbial for bitterness)  
10. **Respite (noun):** rest or relief from something unpleasant  
11. **Precipitous (adjective):** dangerously high or steep  
12. **Benevolence (noun):** good act or behavior

"For some weeks I led a miserable life in the woods, endeavouring to cure the wound which I had received. The ball had entered my shoulder, and I knew not whether it had remained there or passed through; at any rate I had no means of extracting it. My sufferings were augmented<sup>13</sup> also by the oppressive sense of the injustice and ingratitude of their infliction. My daily vows rose for revenge—a deep and deadly revenge, such as would alone compensate for the outrages and anguish I had endured.

"After some weeks my wound healed, and I continued my journey. The labours I endured were no longer to be alleviated by the bright sun or gentle breezes of spring; all joy was but a mockery which insulted my desolate state and made me feel more painfully that I was not made for the enjoyment of pleasure.

"But my toils now drew near a close, and in two months from this time I reached the environs of Geneva.

"It was evening when I arrived, and I retired to a hiding-place among the fields that surround it to meditate in what manner I should apply to you. I was oppressed by fatigue and hunger and far too unhappy to enjoy the gentle breezes of evening or the prospect of the sun setting behind the stupendous mountains of Jura.

[25] "At this time a slight sleep relieved me from the pain of reflection, which was disturbed by the approach of a beautiful child, who came running into the recess I had chosen, with all the sportiveness of infancy. Suddenly, as I gazed on him, an idea seized me that this little creature was unprejudiced and had lived too short a time to have imbibed a horror of deformity. If, therefore, I could seize him and educate him as my companion and friend, I should not be so desolate in this peopled earth.

"Urged by this impulse, I seized on the boy as he passed and drew him towards me. As soon as he beheld my form, he placed his hands before his eyes and uttered a shrill scream; I drew his hand forcibly from his face and said, 'Child, what is the meaning of this? I do not intend to hurt you; listen to me.'

"He struggled violently. 'Let me go,' he cried; 'monster! Ugly wretch! You wish to eat me and tear me to pieces. You are an ogre. Let me go, or I will tell my papa.'

"Boy, you will never see your father again; you must come with me.'

"Hideous monster! Let me go. My papa is a syndic<sup>14</sup>—he is M. Frankenstein<sup>15</sup>—he will punish you. You dare not keep me.'

[30] "'Frankenstein! you belong then to my enemy—to him towards whom I have sworn eternal revenge; you shall be my first victim.'

"The child still struggled and loaded me with epithets<sup>16</sup> which carried despair to my heart; I grasped his throat to silence him, and in a moment he lay dead at my feet.

13. **Augment (verb):** to make worse or larger; to increase

14. **Syndic (noun):** a governmental official

15. M. Frankenstein refers to Victor's father Alphonse; the little boy is Victor's little brother William.

16. **Epithet (noun):** curses or terms of abuse

"I gazed on my victim, and my heart swelled with exultation<sup>17</sup> and hellish triumph; clapping my hands, I exclaimed, 'I too can create desolation; my enemy is not invulnerable; this death will carry despair to him, and a thousand other miseries shall torment and destroy him.'

"As I fixed my eyes on the child, I saw something glittering on his breast. I took it; it was a portrait of a most lovely woman. In spite of my malignity,<sup>18</sup> it softened and attracted me. For a few moments I gazed with delight on her dark eyes, fringed by deep lashes, and her lovely lips; but presently my rage returned; I remembered that I was forever deprived of the delights that such beautiful creatures could bestow and that she whose resemblance I contemplated would, in regarding me, have changed that air of divine benignity to one expressive of disgust and affright.

"Can you wonder that such thoughts transported me with rage? I only wonder that at that moment, instead of venting my sensations in exclamations and agony, I did not rush among mankind and perish in the attempt to destroy them.

[35] "While I was overcome by these feelings, I left the spot where I had committed the murder, and seeking a more secluded hiding-place, I entered a barn which had appeared to me to be empty. A woman was sleeping on some straw; she was young, not indeed so beautiful as her whose portrait I held, but of an agreeable aspect and blooming in the loveliness of youth and health. Here, I thought, is one of those whose joy-imparting smiles are bestowed on all but me. And then I bent over her and whispered, 'Awake, fairest, thy lover is near—he who would give his life but to obtain one look of affection from thine eyes; my beloved, awake!'

"The sleeper stirred; a thrill of terror ran through me. Should she indeed awake, and see me, and curse me, and denounce the murderer? Thus would she assuredly act if her darkened eyes opened and she beheld me. The thought was madness; it stirred the fiend within me—not I, but she, shall suffer; the murder I have committed because I am forever robbed of all that she could give me, she shall atone. The crime had its source in her; be hers the punishment! Thanks to the lessons of Felix and the sanguinary<sup>19</sup> laws of man, I had learned now to work mischief. I bent over her and placed the portrait securely in one of the folds of her dress. She moved again, and I fled.

"For some days I haunted the spot where these scenes had taken place, sometimes wishing to see you, sometimes resolved to quit the world and its miseries forever. At length I wandered towards these mountains, and have ranged through their immense recesses, consumed by a burning passion which you alone can gratify. We may not part until you have promised to comply with my requisition. I am alone and miserable; man will not associate with me; but one as deformed and horrible as myself would not deny herself to me. My companion must be of the same species and have the same defects. This being you must create."

*Excerpt from Frankenstein by Mary Shelley is in the public domain.*

17. **Exultation (noun):** feeling of triumph

18. **Malignity (noun):** evil or ill will

19. **Sanguinary (adjective):** eager to shed blood; bloody

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a central theme of the text?
  - A. Death may not a permanent state of being and can perhaps be reversed.
  - B. A person needs structure and support in order to form a good conscience and proper identity.
  - C. Hatred should always be met with hatred, and injury met with revenge.
  - D. Playing with life is a power that corrupts and can have terrible consequences.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "Cursed, cursed creator! Why did I live? Why, in that instant, did I not extinguish the spark of existence which you had so wantonly bestowed?" (Paragraph 1)
  - B. "There was none among the myriads of men that existed who would pity or assist me...." (Paragraph 3)
  - C. "Inflamed by pain, I vowed eternal hatred and vengeance to all mankind." (Paragraph 20)
  - D. "I too can create desolation; my enemy is not invulnerable; this death will carry despair to him, and a thousand other miseries shall torment and destroy him." (Paragraph 32)
  
3. How does the De Lacey family's rejection of the monster drive the plot of the excerpt?
  - A. The De Lacey family's rejection drives the monster into the woods, where he vows to live alone for the rest of his life.
  - B. The De Lacey family's rejection directly provokes the monster into killing the little boy and others.
  - C. The De Lacey family's rejection gives the monster the idea of having his own companion.
  - D. The De Lacey family's rejection further provokes his feelings of despair and of hatred towards mankind.
  
4. PART A: Which of the following best explains what the monster's descriptions of his own rage (such as burning down the cottage) reveal about how he views himself?
  - A. The monster describes himself as wild, almost like a crazed beast in his rage, implying that deep down he views himself as much as a monster as others do.
  - B. The monster describes himself as taking pleasure in his acts of rage, implying that he has total control and views himself as a mastermind of destruction.
  - C. The monster describes himself as a wounded animal in his rage, suggesting that he views himself only as a helpless victim.
  - D. The monster describes himself as unrestrained in his rage (as he burns down the cottage, suggesting that he views himself as powerful and limitless, like a god.

5. PART B: Which of the following quotes best supports the answer to Part A?
- A. "I could with pleasure have destroyed the cottage and its inhabitants and have glutted myself with their shrieks and misery." (Paragraph 1)
  - B. "I gave vent to my anguish in fearful howlings. I was like a wild beast that had broken the toils, destroying the objects that obstructed me and ranging through the wood with a stag-like swiftness." (Paragraph 2)
  - C. "I, like the arch-fiend, bore a hell within me, and finding myself unsympathized with, wished to tear up the trees, spread havoc and destruction around me, and then to have sat down and enjoyed the ruin." (Paragraph 2)
  - D. "I became fatigued with excess of bodily exertion and sank on the damp grass in the sick impotence of despair." (Paragraph 3)

6. Consider the monster's motivations for tracking down Frankenstein. Why does the monster seek out his creator, according to the text? Cite evidence in your answer.

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7. Compare the monster's interactions with the little girl in paragraph 19 and the little boy in paragraphs 25-32. How do these scenes' similarities and differences develop the monster's characterization?

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8. PART A: Which of the following best describes how the language of the excerpt contributes to the tone?
- A. The language of the excerpt is often dramatic and passionate, speaking to the monster's own passionate emotions and tone.
  - B. The language of the excerpt is long-winded, mimicking Frankenstein's educated speech and contributing to the mocking, harsh tone.
  - C. The language of the excerpt is inconsistent and jumbled, representative of the monster's mixed emotions and contributing to the sad, lost tone.
  - D. The language of the excerpt is short and terse, communicating the monster's hatred and angry tone.
9. PART B: Which of the following quotes best supports the answer to Part A?
- A. "As the night advanced, a fierce wind arose from the woods and quickly dispersed the clouds that had loitered in the heavens; the blast tore along like a mighty avalanche and produced a kind of insanity in my spirits that burst all bounds of reason and reflection." (Paragraph 13)
  - B. "But how was I to direct myself? I knew that I must travel in a southwesterly direction to reach my destination, but the sun was my only guide." (Paragraph 16)
  - C. "I was oppressed by fatigue and hunger and far too unhappy to enjoy the gentle breezes of evening or the prospect of the sun setting behind the stupendous mountains of Jura." (Paragraph 24)
  - D. "Awake, fairest, thy lover is near—he who would give his life but to obtain one look of affection from thine eyes; my beloved, awake!" (Paragraph 35)
10. As opposed to the rest of the book, which is written from Victor Frankenstein's perspective, this excerpt takes place from the monster's point of view. Knowing this, what effect does this change likely have on the text?
- A. This change to the monster's point of view is only to provide the audience with additional and objective information unknown to Victor Frankenstein.
  - B. This change provides a personal look into the monster's first person point of view and allows the audience to better sympathize with his motivations, feelings, and plight.
  - C. The change in perspective to the monster's point of view causes the audience to sympathize with Victor Frankenstein even more, upon reading from the monster's evil and vengeful perspective.
  - D. This change to the monster's first person point of view occurred to purposefully frustrate the reader with its limitations, just as the monster is frustrated with his own.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Serving in Florida: Excerpt from Nickel and Dimed

By Barbara Ehrenreich  
2001

*Barbara Ehrenreich (b. 1941) is an American author and political activist. The following excerpt comes from Nickel and Dimed, a memoir of a social experiment in which Ehrenreich spent a year living off of minimum wage. The experiment investigated the effects of the Welfare Reform Act of 1996, specifically how it affected the working poor. As you read, take notes on how Ehrenreich describes her experiences interviewing for various low-wage positions.*

## Chapter 1: Serving in Florida

[1] Mostly out of laziness, I decide to start my low-wage life in the town nearest to where I actually live, Key West, Florida, which with a population of about 25,000 is elbowing its way up to the status of a genuine city. The downside of familiarity, I soon realize, is that it's not easy to go from being a consumer, thoughtlessly throwing money around in exchange for groceries and movies and gas, to being a worker in the very same place. I am terrified, especially at the beginning, of being recognized by some friendly business owner or erstwhile<sup>1</sup> neighbor and having to stammer out some explanation of my project. Happily, though, my fears turn out to be entirely unwarranted: during a month of poverty and toil, no one recognizes my face or my name, which goes unnoticed and for the most part unuttered. In this parallel universe where my father never got out of the mines and I never got through college, I am "baby," "honey," "blondie," and, most commonly, "girl."



*"Waitress at Teplitzky's Coffee Shop - Chelsea Hotel Atlantic City, NJ" by Chris Goldberg is licensed under CC BY-NC 2.0.*

My first task is to find a place to live. I figure that if I can earn \$7 an hour — which, from the want ads, seems doable — I can afford to spend \$500 on rent or maybe, with severe economies, \$600 and still have \$400 or \$500 left over for food and gas. In the Key West area, this pretty much confines me to flophouses and trailer homes — like the one, a pleasing fifteen-minute drive from town, that has no air-conditioning, no screens, no fans, no television, and, by way of diversion, only the challenge of evading the landlord's Doberman pinscher. The big problem with this place, though, is the rent, which at \$675 a month is well beyond my reach. All right, Key West is expensive. But so is New York City, or the Bay Area, or Jackson, Wyoming, or Telluride, or Boston, or any other place where tourists and the wealthy compete for living space with the people who clean their toilets and fry their hash browns. Still, it is a shock to realize that "trailer trash" has become, for me, a demographic category to aspire to.

1. former

So I decide to make the common trade-off between affordability and convenience and go for a \$500-a-month “efficiency” thirty miles up a two-lane highway from the employment opportunities of Key West, meaning forty-five minutes if there’s no road construction and I don’t get caught behind some sundazed Canadian tourists. I hate the drive, along a roadside studded with white crosses commemorating the more effective head-on collisions, but it’s a sweet little place — a cabin, more or less, set in the swampy backyard of the converted mobile home where my landlord, an affable<sup>2</sup> TV repairman, lives with his bartender girlfriend. Anthropologically speaking, the trailer park would be preferable, but here I have a gleaming white floor and a firm mattress, and the few resident bugs are easily vanquished.

The next piece of business is to comb through the want ads and find a job. I rule out various occupations for one reason or another: hotel front-desk clerk, for example, which to my surprise is regarded as unskilled and pays only \$6 or \$7 an hour, gets eliminated because it involves standing in one spot for eight hours a day. Waitressing is also something I’d like to avoid, because I remember it leaving me bone-tired when I was eighteen, and I’m decades of varicosities<sup>3</sup> and back pain beyond that now. Telemarketing, one of the first refuges of the suddenly indigent,<sup>4</sup> can be dismissed on grounds of personality. This leaves certain supermarket jobs, such as deli clerk, or housekeeping in the hotels and guest houses, which pays about \$7 and, I imagine, is not too different from what I’ve been doing part-time, in my own home, all my life.

- [5] So I put on what I take to be a respectable-looking outfit of ironed Bermuda shorts and scooped-neck T-shirt and set out for a tour of the local hotels and supermarkets. Best Western, Econo Lodge, and Hojo’s all let me fill out application forms, and these are, to my relief, mostly interested in whether I am a legal resident of the United States and have committed any felonies. My next stop is Winn-Dixie, the supermarket, which turns out to have a particularly onerous application process, featuring a twenty-minute “interview” by computer since, apparently, no human on the premises is deemed capable of representing the corporate point of view. I am conducted to a large room decorated with posters illustrating how to look “professional” (it helps to be white and, if female, permed) and warning of the slick promises that union organizers might try to tempt me with. The interview is multiple-choice: Do I have anything, such as child care problems, that might make it hard for me to get to work on time? Do I think safety on the job is the responsibility of management? Then, popping up cunningly out of the blue: How many dollars’ worth of stolen goods have I purchased in the last year? Would I turn in a fellow employee if I caught him stealing? Finally, “Are you an honest person?”

Apparently I ace the interview, because I am told that all I have to do is show up in some doctor’s office tomorrow for a urine test. This seems to be a fairly general rule: if you want to stack Cheerios boxes or vacuum hotel rooms in chemically fascist<sup>5</sup> America, you have to be willing to squat down and pee in front of a health worker (who has no doubt had to do the same thing herself). The wages Winn-Dixie is offering — \$6 and a couple of dimes to start with — are not enough, I decide, to compensate for this indignity.

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2. **Affable (adjective):** characterized by ease, pleasantness, and friendliness

3. Varicose veins (or varicosities) are twisted, enlarged veins at the skin surface, often caused by age.

4. poor or in need

5. related to or resembling fascism, which is a form of radical authoritarianism

I lunch at Wendy's, where \$4.99 gets you unlimited refills at the Mexican part of the Super-bar, a comforting surfeit<sup>6</sup> of refried beans and cheese sauce. A teenage employee, seeing me studying the want ads, kindly offers me an application form, which I fill out, though here, too, the pay is just \$6 and change an hour. Then it's off for a round of the locally owned inns and guest houses in Key West's Old Town, which is where all the serious sightseeing and guzzling goes on, a couple of miles removed from the functional end of the island, where the discount hotels make their homes. At The Palms, let's call it, a bouncy manager actually takes me around to see the rooms and meet the current housekeepers, who, I note with satisfaction, look pretty much like me — faded ex-hippie types in shorts with long hair pulled back in braids. Mostly, though, no one speaks to me or even looks at me except to offer an application form. At my last stop, a palatial B & B, I wait twenty minutes to meet "Max," only to be told that there are no jobs now but there should be one soon, since "nobody lasts more than a couple weeks."

Three days go by like this and, to my chagrin,<sup>7</sup> no one from the approximately twenty places at which I've applied calls me for an interview. I had been vain enough to worry about coming across as too educated for the jobs I sought, but no one even seems interested in finding out how overqualified I am. Only later will I realize that the want ads are not a reliable measure of the actual jobs available at any particular time. They are, as I should have guessed from Max's comment, the employers' insurance policy against the relentless turnover of the low-wage workforce. Most of the big hotels run ads almost continually, if only to build a supply of applicants to replace the current workers as they drift away or are fired, so finding a job is just a matter of being in the right place at the right time and flexible enough to take whatever is being offered that day. This finally happens to me at one of the big discount chain hotels where I go, as usual, for housekeeping and am sent instead to try out as a waitress at the attached "family restaurant," a dismal spot looking out on a parking garage, which is featuring "Pollish<sup>8</sup> sausage and BBQ sauce" on this 95-degree day. Phillip, the dapper young West Indian who introduces himself as the manager, interviews me with about as much enthusiasm as if he were a clerk processing me for Medicare, the principal questions being what shifts I can work and when I can start. I mutter about being woefully out of practice as a waitress, but he's already on to the uniform: I'm to show up tomorrow wearing black slacks and black shoes; he'll provide the rust-colored polo shirt with "Hearthside," as we'll call the place, embroidered on it, though I might want to wear my own shirt to get to work, ha ha. At the word tomorrow, something between fear and indignation rises in my chest. I want to say, "Thank you for your time, sir, but this is just an experiment, you know, not my actual life."

*"Serving in Florida: Excerpt from Nickel and Dimed" from Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich. Copyright © 2001 by Barbara Ehrenreich. Reprinted with permission, all rights reserved.*

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6. abundant supply

7. **Chagrin** (*noun*): distress or embarrassment at having failed or been humiliated

8. Polish

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best describes how the style of the text contributes to its persuasiveness?
  - A. The text is written from the author’s point of view, and this informal, often tounge-in-cheek style allows readers to identify with the author and experience her account more directly.
  - B. The text is written with a great amount of imagery and detail, and this descriptive style immerses readers in the author’s experiences as if they were the ones in the experiment.
  - C. The text is written as a formal account of the author’s experiment, and this style presents clear, objective information to the readers for them to interpret on their own.
  - D. The text is written from the author’s point of view reflecting back on her completed experiment, and this introspective style makes her claims less accessible to readers.
  
2. Which of the following best describes how the author responds to her search for housing?
  - A. She is outraged that nothing fits her needs and ends up going over her budget because she cannot scale her expectations.
  - B. She compromises and easily finds a comfortable, convenient “efficiency,” which goes against her original expectation that finding affordable housing would be difficult.
  - C. She is inconvenienced by the drive from her place to work, but she finds unexpected joy in living in a small community.
  - D. She is shocked not only by the low quality of housing within her means but her dramatic change in social status.
  
3. PART A: What emotion is the author trying to express when she describes the Winn-Dixie application process as “onerous” in paragraph 5?
  - A. The author is expressing her disappointment with the interview when she calls it “onerous” because she had hoped to talk to someone in person.
  - B. The author is being snide when she calls the interview “onerous,” expressing her ridicule of and frustration with the tedious, annoying process.
  - C. The author is expressing her fears of failing the interview when she calls it “onerous,” expressing how intimidated she feels while taking the test.
  - D. The author is being serious when she calls the interview “onerous,” expressing her surprise upon discovering just how challenging the test is.

4. PART B: Which of the following details from the text best supports the answer to Part A?
- A. "a twenty-minute 'interview' by computer since, apparently, no human on the premises is deemed capable of representing the corporate point of view." (Paragraph 5)
  - B. "a large room decorated with posters illustrating how to look 'professional'... and warning of the slick promises that union organizers might try to tempt me with." (Paragraph 5)
  - C. "How many dollars' worth of stolen goods have I purchased in the last year? Would I turn in a fellow employee if I caught him stealing?" (Paragraph 5)
  - D. "Apparently I ace the interview, because I am told that all I have to do is show up in some doctor's office tomorrow for a urine test." (Paragraph 6)

5. How do the author's interviews at Winn-Dixie and Hearthsides contribute to the development of ideas in the text, particularly regarding how the world views low-wage workers?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## President Obama's 2015 State of the Union Address

By President Barack Obama  
2015

*Each year, the president of the United States delivers the state of the union address to a joint session of Congress. The speech reports on the state of the country and allows the president to outline the national agenda and his or her priorities for the upcoming year. As you read, take notes on the president's central ideas and the rhetorical devices he uses to support these ideas.*

- [1] Mr. Speaker, Mr. Vice President, Members of Congress, my fellow Americans:

We are fifteen years into this new century. Fifteen years that dawned with terror touching our shores; that unfolded with a new generation fighting two long and costly wars; that saw a vicious recession<sup>1</sup> spread across our nation and the world. It has been, and still is, a hard time for many.

But tonight, we turn the page.

Tonight, after a breakthrough year for America, our economy is growing and creating jobs at the fastest pace since 1999. Our unemployment rate is now lower than it was before the financial crisis. More of our kids are graduating than ever before; more of our people are insured than ever before; we are as free from the grip of foreign oil as we've been in almost 30 years.

- [5] Tonight, for the first time since 9/11,<sup>2</sup> our combat mission in Afghanistan is over. Six years ago, nearly 180,000 American troops served in Iraq and Afghanistan. Today, fewer than 15,000 remain. And we salute the courage and sacrifice of every man and woman in this 9/11 Generation who has served to keep us safe. We are humbled and grateful for your service.

America, for all that we've endured; for all the grit and hard work required to come back; for all the tasks that lie ahead, know this:

The shadow of crisis has passed, and the State of the Union is strong.



*"President Barack Obama gives the State of the Union Address on January 20, 2015." by Pete Souza (Official White House Photo, source: whitehouse.gov) is in the public domain.*

At this moment—with a growing economy, shrinking deficits,<sup>3</sup> bustling<sup>4</sup> industry, and booming energy production—we have risen from recession freer to write our own future than any other nation on Earth. It's now up to us to choose who we want to be over the next fifteen years, and for decades to come.

Will we accept an economy where only a few of us do spectacularly well? Or will we commit ourselves to an economy that generates rising incomes and chances for everyone who makes the effort?

- [10] Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing? Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?

Will we allow ourselves to be sorted into factions<sup>5</sup> and turned against one another—or will we recapture the sense of common purpose that has always propelled America forward?

In two weeks, I will send this Congress a budget filled with ideas that are practical, not partisan.<sup>6</sup> And in the months ahead, I'll crisscross the country making a case for those ideas.

So tonight, I want to focus less on a checklist of proposals, and focus more on the values at stake in the choices before us.

It begins with our economy.

- [15] Seven years ago, Rebekah and Ben Erler of Minneapolis were newlyweds. She waited tables. He worked construction. Their first child, Jack, was on the way.

They were young and in love in America, and it doesn't get much better than that.

"If only we had known," Rebekah wrote to me last spring, "what was about to happen to the housing and construction market."

As the crisis worsened, Ben's business dried up, so he took what jobs he could find, even if they kept him on the road for long stretches of time. Rebekah took out student loans, enrolled in community college, and retrained for a new career. They sacrificed for each other. And slowly, it paid off. They bought their first home. They had a second son, Henry. Rebekah got a better job, and then a raise. Ben is back in construction—and home for dinner every night.

"It is amazing," Rebekah wrote, "what you can bounce back from when you have to... we are a strong, tight-knit family who has made it through some very, very hard times."

- [20] We are a strong, tight-knit family who has made it through some very, very hard times.

1. **Recession (noun):** a period of economic decline during which trade and industrial activity are reduced  
2. On September 11, 2001, there were a series of coordinated terrorist attacks on the United States involving four hijacked planes, notably attacking the Pentagon and the World Trade Center.

3. **Deficit (noun):** a loss, shortfall, or deficiency (often referring to money)  
4. **Bustle (verb):** to have a lot of busy activity  
5. **Faction (noun):** a small, dissenting group within a larger one, especially in politics  
6. **Partisan (adjective):** prejudiced in favor of a particular cause or political party

America, Rebekah and Ben's story is our story. They represent the millions who have worked hard, and scrimped,<sup>7</sup> and sacrificed, and retooled. You are the reason I ran for this office. You're the people I was thinking of six years ago today, in the darkest months of the crisis, when I stood on the steps of this Capitol and promised we would rebuild our economy on a new foundation. And it's been your effort and resilience that has made it possible for our country to emerge stronger.

We believed we could reverse the tide of outsourcing,<sup>8</sup> and draw new jobs to our shores. And over the past five years, our businesses have created more than 11 million new jobs.

We believed we could reduce our dependence on foreign oil and protect our planet. And today, America is number one in oil and gas. America is number one in wind power. Every three weeks, we bring online as much solar power as we did in all of 2008. And thanks to lower gas prices and higher fuel standards, the typical family this year should save \$750 at the pump.

We believed we could prepare our kids for a more competitive world. And today, our younger students have earned the highest math and reading scores on record. Our high school graduation rate has hit an all-time high. And more Americans finish college than ever before.

[25] We believed that sensible regulations<sup>9</sup> could prevent another crisis, shield families from ruin, and encourage fair competition. Today, we have new tools to stop taxpayer-funded bailouts,<sup>10</sup> and a new consumer watchdog to protect us from predatory lending<sup>11</sup> and abusive credit card practices. And in the past year alone, about ten million uninsured Americans finally gained the security of health coverage.

At every step, we were told our goals were misguided or too ambitious; that we would crush jobs and explode deficits. Instead, we've seen the fastest economic growth in over a decade, our deficits cut by two-thirds, a stock market that has doubled, and health care inflation<sup>12</sup> at its lowest rate in fifty years.

So the verdict is clear. Middle-class economics works. Expanding opportunity works. And these policies will continue to work, as long as politics don't get in the way. We can't slow down businesses or put our economy at risk with government shutdowns or fiscal<sup>13</sup> showdowns. We can't put the security of families at risk by taking away their health insurance, or unraveling the new rules on Wall Street, or refighting past battles on immigration when we've got a system to fix. And if a bill comes to my desk that tries to do any of these things, it will earn my veto.

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7. **Scrimp (verb):** to be thrifty to save money  
8. **Outsourcing (noun):** obtaining (goods or a source) from an outside or foreign supplier, especially for less cost  
9. **Regulation (noun):** a rule or directive made and enforced by an authority  
10. A bailout is an act of giving financial assistance to a failing business or economy to save it from collapse. President Obama approved of the Emergency Economic Stabilization Act of 2008—essentially a national bailout to major American financial systems and industries—in response to the mortgage and economic crisis.  
11. President Obama mentions “predatory lending” to reference a practice that caused many people to foreclose on their homes in 2008 and 2009. Some banks and other businesses lend money using unfair practices such as high interest and abusive loan terms.  
12. **Inflation (noun):** a general increase in prices and fall in the value of money  
13. **Fiscal (adjective):** of or relating to government revenue, especially taxes

Today, thanks to a growing economy, the recovery is touching more and more lives. Wages are finally starting to rise again. We know that more small business owners plan to raise their employees' pay than at any time since 2007. But here's the thing—those of us here tonight, we need to set our sights higher than just making sure government doesn't halt the progress we're making. We need to do more than just do no harm. Tonight, together, let's do more to restore the link between hard work and growing opportunity for every American.

Because families like Rebekah's still need our help. She and Ben are working as hard as ever, but have to forego vacations and a new car so they can pay off student loans and save for retirement. Basic childcare for Jack and Henry costs more than their mortgage,<sup>14</sup> and almost as much as a year at the University of Minnesota. Like millions of hardworking Americans, Rebekah isn't asking for a handout, but she is asking that we look for more ways to help families get ahead.

[30] In fact, at every moment of economic change throughout our history, this country has taken bold action to adapt to new circumstances, and to make sure everyone gets a fair shot. We set up worker protections, Social Security, Medicare, and Medicaid<sup>15</sup> to protect ourselves from the harshest adversity.<sup>16</sup> We gave our citizens schools and colleges, infrastructure<sup>17</sup> and the internet—tools they needed to go as far as their effort will take them.

That's what middle-class economics is—the idea that this country does best when everyone gets their fair shot, everyone does their fair share, and everyone plays by the same set of rules. We don't just want everyone to share in America's success—we want everyone to contribute to our success.

So what does middle-class economics require in our time?

First—middle-class economics means helping working families feel more secure in a world of constant change. That means helping folks afford childcare, college, health care, a home, retirement—and my budget will address each of these issues, lowering the taxes of working families and putting thousands of dollars back into their pockets each year.

Here's one example. During World War II, when men like my grandfather went off to war, having women like my grandmother in the workforce was a national security priority—so this country provided universal childcare. In today's economy, when having both parents in the workforce is an economic necessity for many families, we need affordable, high-quality childcare more than ever. It's not a nice-to-have—it's a must-have. It's time we stop treating childcare as a side issue, or a women's issue, and treat it like the national economic priority that it is for all of us. And that's why my plan will make quality childcare more available, and more affordable, for every middle-class and low-income family with young children in America—by creating more slots and a new tax cut of up to \$3,000 per child, per year.

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14. **Mortgage (noun):** a legal agreement in which a person borrows money to buy property (such as a house) and pays back the money over a period of years  
15. Social Security is a U.S. federal program that provides welfare to citizens who qualify, namely those with a disability and/or elderly persons. Medicare is another federal program that provides health coverage for those 65 or older or those who have a severe disability. Medicaid is a state and federal program that provides health coverage for those with a low income.  
16. **Adversity (noun):** difficulties or misfortune  
17. **Infrastructure (noun):** the basic equipment and structures (such as roads and bridges) that are needed for a country, region, or organization to function properly

[35] Here's another example. Today, we're the only advanced country on Earth that doesn't guarantee paid sick leave or paid maternity leave to our workers. Forty-three million workers have no paid sick leave. Forty-three million. Think about that. And that forces too many parents to make the gut-wrenching choice between a paycheck and a sick kid at home. So I'll be taking new action to help states adopt paid leave laws of their own. And since paid sick leave won where it was on the ballot last November, let's put it to a vote right here in Washington. Send me a bill that gives every worker in America the opportunity to earn seven days of paid sick leave. It's the right thing to do.

Of course, nothing helps families make ends meet like higher wages. That's why this Congress still needs to pass a law that makes sure a woman is paid the same as a man for doing the same work. Really. It's 2015. It's time. We still need to make sure employees get the overtime they've earned. And to everyone in this Congress who still refuses to raise the minimum wage, I say this: If you truly believe you could work full-time and support a family on less than \$15,000 a year, go try it. If not, vote to give millions of the hardest-working people in America a raise.

These ideas won't make everybody rich, or relieve every hardship. That's not the job of government. To give working families a fair shot, we'll still need more employers to see beyond next quarter's earnings and recognize that investing in their workforce is in their company's long-term interest. We still need laws that strengthen rather than weaken unions, and give American workers a voice. But things like child care and sick leave and equal pay; things like lower mortgage premiums and a higher minimum wage—these ideas will make a meaningful difference in the lives of millions of families. That is a fact. And that's what all of us—Republicans and Democrats alike—were sent here to do.

Second, to make sure folks keep earning higher wages down the road, we have to do more to help Americans upgrade their skills.

America thrived in the 20th century because we made high school free, sent a generation of GIs<sup>18</sup> to college, and trained the best workforce in the world. But in a 21st century economy that rewards knowledge like never before, we need to do more.

[40] By the end of this decade, two in three job openings will require some higher education. Two in three. And yet, we still live in a country where too many bright, striving<sup>19</sup> Americans are priced out of the education they need. It's not fair to them, and it's not smart for our future.

That's why I am sending this Congress a bold new plan to lower the cost of community college—to zero.

Forty percent of our college students choose community college. Some are young and starting out. Some are older and looking for a better job. Some are veterans and single parents trying to transition back into the job market. Whoever you are, this plan is your chance to graduate ready for the new economy, without a load of debt. Understand, you've got to earn it—you've got to keep your grades up and graduate on time. Tennessee, a state with Republican leadership, and Chicago, a city with Democratic leadership, are showing that free community college is possible. I want to spread that idea all across America, so that two years of college becomes as free and universal in America as high school is today. And I want to work with this Congress, to make sure Americans already burdened with student loans can reduce their monthly payments, so that student debt doesn't derail anyone's dreams.

18. G.I. is an acronym used to describe members of the United States Army and airmen of the U.S. Army Air Force.

19. **Striving (adjective):** making great efforts to achieve or obtain something

Thanks to Vice President Biden's great work to update our job training system, we're connecting community colleges with local employers to train workers to fill high-paying jobs like coding, and nursing, and robotics. Tonight, I'm also asking more businesses to follow the lead of companies like CVS and UPS, and offer more educational benefits and paid apprenticeships<sup>20</sup>—opportunities that give workers the chance to earn higher-paying jobs even if they don't have a higher education.

And as a new generation of veterans comes home, we owe them every opportunity to live the American Dream they helped defend. Already, we've made strides towards ensuring that every veteran has access to the highest quality care. We're slashing the backlog that had too many veterans waiting years to get the benefits they need, and we're making it easier for vets to translate their training and experience into civilian jobs. Joining Forces, the national campaign launched by Michelle and Jill Biden, has helped nearly 700,000 veterans and military spouses get new jobs. So to every CEO in America, let me repeat: If you want somebody who's going to get the job done, hire a veteran.

[45] Finally, as we better train our workers, we need the new economy to keep churning out high-wage jobs for our workers to fill.

Since 2010, America has put more people back to work than Europe, Japan, and all advanced economies combined. Our manufacturers have added almost 800,000 new jobs. Some of our bedrock sectors, like our auto industry, are booming. But there are also millions of Americans who work in jobs that didn't even exist ten or twenty years ago—jobs at companies like Google, and eBay, and Tesla.

So no one knows for certain which industries will generate the jobs of the future. But we do know we want them here in America. That's why the third part of middle-class economics is about building the most competitive economy anywhere, the place where businesses want to locate and hire.

21st century businesses need 21st century infrastructure—modern ports, stronger bridges, faster trains and the fastest internet. Democrats and Republicans used to agree on this. So let's set our sights higher than a single oil pipeline. Let's pass a bipartisan<sup>21</sup> infrastructure plan that could create more than thirty times as many jobs per year, and make this country stronger for decades to come.

21st century businesses, including small businesses, need to sell more American products overseas. Today, our businesses export more than ever, and exporters tend to pay their workers higher wages. But as we speak, China wants to write the rules for the world's fastest-growing region. That would put our workers and businesses at a disadvantage. Why would we let that happen? We should write those rules. We should level the playing field. That's why I'm asking both parties to give me trade promotion authority to protect American workers, with strong new trade deals from Asia to Europe that aren't just free, but fair.

[50] Look, I'm the first one to admit that past trade deals haven't always lived up to the hype, and that's why we've gone after countries that break the rules at our expense. But ninety-five percent of the world's customers live outside our borders, and we can't close ourselves off from those opportunities. More than half of manufacturing executives have said they're actively looking at bringing jobs back from China. Let's give them one more reason to get it done.

20. An apprenticeship is an employment arrangement in which a person learns a skill or trade from an employer, having agreed to work for a fixed period, similar to an internship. In the United States, businesses and employers often take advantage of this, paying apprentices and interns at low to zero wages.

21. **Bipartisan (adjective):** of or involving the agreement or cooperation of two political parties that usually oppose each other's policies

21st century businesses will rely on American science, technology, research and development. I want the country that eliminated polio and mapped the human genome to lead a new era of medicine—one that delivers the right treatment at the right time. In some patients with cystic fibrosis,<sup>22</sup> this approach has reversed a disease once thought unstoppable. Tonight, I'm launching a new Precision Medicine Initiative to bring us closer to curing diseases like cancer and diabetes—and to give all of us access to the personalized information we need to keep ourselves and our families healthier.

I intend to protect a free and open internet, extend its reach to every classroom, and every community, and help folks build the fastest networks, so that the next generation of digital innovators and entrepreneurs have the platform to keep reshaping our world.

I want Americans to win the race for the kinds of discoveries that unleash new jobs—converting sunlight into liquid fuel; creating revolutionary prosthetics, so that a veteran who gave his arms for his country can play catch with his kid; pushing out into the Solar System not just to visit, but to stay. Last month, we launched a new spacecraft as part of a re-energized space program that will send American astronauts to Mars. In two months, to prepare us for those missions, Scott Kelly<sup>23</sup> will begin a year-long stay in space. Good luck, Captain—and make sure to Instagram it.

Now, the truth is, when it comes to issues like infrastructure and basic research, I know there's bipartisan support in this chamber. Members of both parties have told me so. Where we too often run onto the rocks is how to pay for these investments. As Americans, we don't mind paying our fair share of taxes, as long as everybody else does, too. But for far too long, lobbyists<sup>24</sup> have rigged the tax code with loopholes<sup>25</sup> that let some corporations pay nothing while others pay full freight. They've riddled it with giveaways the superrich don't need, denying a break to middle class families who do.

[55] This year, we have an opportunity to change that. Let's close loopholes so we stop rewarding companies that keep profits abroad,<sup>26</sup> and reward those that invest in America. Let's use those savings to rebuild our infrastructure and make it more attractive for companies to bring jobs home. Let's simplify the system and let a small business owner file based on her actual bank statement, instead of the number of accountants she can afford. And let's close the loopholes that lead to inequality by allowing the top one percent to avoid paying taxes on their accumulated wealth. We can use that money to help more families pay for childcare and send their kids to college. We need a tax code that truly helps working Americans trying to get a leg up in the new economy, and we can achieve that together.

Helping hardworking families make ends meet. Giving them the tools they need for good-paying jobs in this new economy. Maintaining the conditions for growth and competitiveness. This is where America needs to go. I believe it's where the American people want to go. It will make our economy stronger a year from now, fifteen years from now, and deep into the century ahead.

Of course, if there's one thing this new century has taught us, it's that we cannot separate our work at home from challenges beyond our shores.

22. Cystic fibrosis is a disorder that mostly affects the lungs. Patients often have trouble breathing easily.  
23. Scott Kelley is an engineer, retired American astronaut, and retired U.S. Navy Captain. His year in space began in March 2015 and returned to Earth in March 2016, announcing his retirement later that month.  
24. **Lobbyist (noun):** a person who takes part in an organized attempt to influence lawmakers  
25. **Loophole (noun):** a hole in the law or set of rules  
26. Companies move profits to offshore or foreign holds to exploit lower or no taxes.

My first duty as Commander-in-Chief is to defend the United States of America. In doing so, the question is not whether America leads in the world, but how. When we make rash decisions, reacting to the headlines instead of using our heads; when the first response to a challenge is to send in our military—then we risk getting drawn into unnecessary conflicts, and neglect the broader strategy we need for a safer, more prosperous world. That's what our enemies want us to do.

I believe in a smarter kind of American leadership. We lead best when we combine military power with strong diplomacy; when we leverage our power with coalition<sup>27</sup> building; when we don't let our fears blind us to the opportunities that this new century presents. That's exactly what we're doing right now—and around the globe, it is making a difference.

[60] First, we stand united with people around the world who've been targeted by terrorists—from a school in Pakistan<sup>28</sup> to the streets of Paris.<sup>29</sup> We will continue to hunt down terrorists and dismantle their networks, and we reserve the right to act unilaterally,<sup>30</sup> as we've done relentlessly since I took office to take out terrorists who pose a direct threat to us and our allies.

At the same time, we've learned some costly lessons over the last thirteen years.

Instead of Americans patrolling the valleys of Afghanistan, we've trained their security forces, who've now taken the lead, and we've honored our troops' sacrifice by supporting that country's first democratic transition. Instead of sending large ground forces overseas, we're partnering with nations from South Asia to North Africa to deny safe haven to terrorists who threaten America. In Iraq and Syria, American leadership—including our military power—is stopping ISIL's<sup>31</sup> advance. Instead of getting dragged into another ground war in the Middle East, we are leading a broad coalition,<sup>32</sup> including Arab nations, to degrade<sup>33</sup> and ultimately destroy this terrorist group. We're also supporting a moderate opposition in Syria that can help us in this effort, and assisting people everywhere who stand up to the bankrupt ideology<sup>34</sup> of violent extremism. This effort will take time. It will require focus. But we will succeed. And tonight, I call on this Congress to show the world that we are united in this mission by passing a resolution to authorize the use of force against ISIL.

Second, we are demonstrating the power of American strength and diplomacy. We're upholding the principle that bigger nations can't bully the small—by opposing Russian aggression, supporting Ukraine's democracy,<sup>35</sup> and reassuring our NATO allies. Last year, as we were doing the hard work of imposing sanctions<sup>36</sup> along with our allies, some suggested that Mr. Putin's aggression was a masterful display of strategy and strength. Well, today, it is America that stands strong and united with our allies, while Russia is isolated, with its economy in tatters.

27. **Coalition (noun):** a group of people, groups, or countries who have joined together for a common purpose  
28. Likely referring to the 2014 Peshawar school massacre, the deadliest terrorist attack to occur in Pakistan, killing 141 people, the majority of whom were schoolchildren.  
29. Likely referring to the attack at the Charlie Hebdo offices. The attack resulted in the deaths of 12 civilians.  
30. **Unilaterally (adverb):** affecting only one person, group, or country involved in a particular situation, without the agreement of another or the others  
31. Islamic State of Iraq and the Levant (or ISIL) is a jihadist militant group that has committed numerous terrorist attacks throughout the world.  
32. **Coalition (noun):** an alliance  
33. **Degrade (verb):** to make the quality of (something) worse  
34. **Ideology (noun):** the set of ideas and beliefs of a group or political party  
35. In 2014, the Ukraine experienced violent protests and a revolution, overthrowing their previous government. Soon after, Russia invaded Crimea (located near the Ukraine) under the leadership of Vladimir Putin, and since then the Ukraine has been fighting off Russian aggression.

That's how America leads—not with bluster,<sup>37</sup> but with persistent, steady resolve.

[65] In Cuba, we are ending a policy that was long past its expiration date.<sup>38</sup> When what you're doing doesn't work for fifty years, it's time to try something new. Our shift in Cuba policy has the potential to end a legacy of mistrust in our hemisphere;<sup>39</sup> removes a phony excuse for restrictions in Cuba; stands up for democratic values; and extends the hand of friendship to the Cuban people. And this year, Congress should begin the work of ending the embargo.<sup>40</sup> As His Holiness, Pope Francis, has said, diplomacy is the work of "small steps." These small steps have added up to new hope for the future in Cuba. And after years in prison, we're overjoyed that Alan Gross<sup>41</sup> is back where he belongs. Welcome home, Alan.

Our diplomacy is at work with respect to Iran, where, for the first time in a decade, we've halted the progress of its nuclear program and reduced its stockpile of nuclear material. Between now and this spring, we have a chance to negotiate a comprehensive agreement that prevents a nuclear-armed Iran; secures America and our allies—including Israel; while avoiding yet another Middle East conflict. There are no guarantees that negotiations will succeed, and I keep all options on the table to prevent a nuclear Iran. But new sanctions passed by this Congress, at this moment in time, will all but guarantee that diplomacy fails—alienating<sup>42</sup> America from its allies; and ensuring that Iran starts up its nuclear program again. It doesn't make sense. That is why I will veto any new sanctions bill that threatens to undo this progress. The American people expect us to only go to war as a last resort, and I intend to stay true to that wisdom.

Third, we're looking beyond the issues that have consumed us in the past to shape the coming century.

No foreign nation, no hacker, should be able to shut down our networks, steal our trade secrets, or invade the privacy of American families, especially our kids. We are making sure our government integrates intelligence to combat cyber threats, just as we have done to combat terrorism. And tonight, I urge this Congress to finally pass the legislation we need to better meet the evolving threat of cyber-attacks, combat identity theft, and protect our children's information. If we don't act, we'll leave our nation and our economy vulnerable. If we do, we can continue to protect the technologies that have unleashed untold opportunities for people around the globe.

In West Africa, our troops, our scientists, our doctors, our nurses and healthcare workers are rolling back Ebola<sup>43</sup>—saving countless lives and stopping the spread of disease. I couldn't be prouder of them, and I thank this Congress for your bipartisan support of their efforts. But the job is not yet done—and the world needs to use this lesson to build a more effective global effort to prevent the spread of future pandemics,<sup>44</sup> invest in smart development, and eradicate<sup>45</sup> extreme poverty.

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36. **Sanctions (noun):** an action that is taken or an order that is given to force a country to obey international laws by limiting or stopping trade with that country, by not allowing economic aid for that country, etc.
37. **Bluster (noun):** loud, aggressive, or indignant talk with little effect; bullying or ranting
38. Referring to the Cold War policies of Cuban-U.S. relations
39. **Hemisphere (noun):** a half of a sphere (i.e. half of the Earth)
40. **Embargo (noun):** an official ban on trade or other commercial activity with a particular country
41. Alan Gross is an American government contractor who was arrested in Cuba in 2009 but was released in December 2014.
42. **Alienate (verb):** to isolate
43. **Ebola (noun):** an infectious and frequently fatal disease marked by fever and severe internal bleeding
44. **Pandemic (noun):** (of a disease) prevalent over a whole country or the world
45. **Eradicate (verb):** to end or destroy something completely

[70] In the Asia Pacific, we are modernizing alliances while making sure that other nations play by the rules—in how they trade, how they resolve maritime<sup>46</sup> disputes, and how they participate in meeting common international challenges like nonproliferation<sup>47</sup> and disaster relief. And no challenge—no challenge—poses a greater threat to future generations than climate change.

2014 was the planet's warmest year on record. Now, one year doesn't make a trend, but this does—14 of the 15 warmest years on record have all fallen in the first 15 years of this century.

I've heard some folks try to dodge the evidence by saying they're not scientists; that we don't have enough information to act. Well, I'm not a scientist, either. But you know what—I know a lot of really good scientists at NASA, and NOAA, and at our major universities. The best scientists in the world are all telling us that our activities are changing the climate, and if we do not act forcefully, we'll continue to see rising oceans, longer, hotter heat waves, dangerous droughts and floods, and massive disruptions that can trigger greater migration, conflict, and hunger around the globe. The Pentagon says that climate change poses immediate risks to our national security. We should act like it.

That's why, over the past six years, we've done more than ever before to combat climate change, from the way we produce energy, to the way we use it. That's why we've set aside more public lands and waters than any administration in history. And that's why I will not let this Congress endanger the health of our children by turning back the clock on our efforts. I am determined to make sure American leadership drives international action. In Beijing, we made an historic announcement—the United States will double the pace at which we cut carbon pollution, and China committed, for the first time, to limiting their emissions. And because the world's two largest economies came together, other nations are now stepping up, and offering hope that, this year, the world will finally reach an agreement to protect the one planet we've got.

There's one last pillar to our leadership—and that's the example of our values.

[75] As Americans, we respect human dignity, even when we're threatened, which is why I've prohibited torture, and worked to make sure our use of new technology like drones<sup>48</sup> is properly constrained.<sup>49</sup> It's why we speak out against the deplorable anti-Semitism<sup>50</sup> that has resurfaced in certain parts of the world. It's why we continue to reject offensive stereotypes of Muslims—the vast majority of whom share our commitment to peace. That's why we defend free speech, and advocate for political prisoners, and condemn the persecution of women, or religious minorities, or people who are lesbian, gay, bisexual, or transgender. We do these things not only because they're right, but because they make us safer.

As Americans, we have a profound commitment to justice—so it makes no sense to spend three million dollars per prisoner to keep open a prison that the world condemns and terrorists use to recruit. Since I've been President, we've worked responsibly to cut the population of GTMO<sup>51</sup> in half. Now it's time to finish the job. And I will not relent in my determination to shut it down. It's not who we are.

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46. **Maritime (adjective):** of or relating to the sea, especially commercial sea or navy activity
47. **Nonproliferation (noun):** the prevention of an increase or spread of something, especially the number of countries possessing nuclear weapons
48. **Drone (noun):** an unmanned aircraft or ship guided by remote control or onboard computers that can be used to spy or attack an enemy
49. **Constrain (verb):** to restrict the scope, extent, or activity of
50. Anti-Semitism is a hostility to or prejudice against Jewish people.

As Americans, we cherish our civil liberties<sup>52</sup>—and we need to uphold that commitment if we want maximum cooperation from other countries and industry in our fight against terrorist networks. So while some have moved on from the debates over our surveillance programs, I haven't. As promised, our intelligence agencies have worked hard, with the recommendations of privacy advocates, to increase transparency and build more safeguards against potential abuse. And next month, we'll issue a report on how we're keeping our promise to keep our country safe while strengthening privacy.

Looking to the future instead of the past. Making sure we match our power with diplomacy, and use force wisely. Building coalitions to meet new challenges and opportunities. Leading—always—with the example of our values. That's what makes us exceptional. That's what keeps us strong. And that's why we must keep striving to hold ourselves to the highest of standards—our own.

You know, just over a decade ago, I gave a speech in Boston where I said there wasn't a liberal America, or a conservative America; a black America or a white America—but a United States of America. I said this because I had seen it in my own life, in a nation that gave someone like me a chance; because I grew up in Hawaii, a melting pot of races and customs; because I made Illinois my home—a state of small towns, rich farmland, and one of the world's great cities; a microcosm<sup>53</sup> of the country where Democrats and Republicans and Independents, good people of every ethnicity and every faith, share certain bedrock values.

[80] Over the past six years, the pundits<sup>54</sup> have pointed out more than once that my presidency hasn't delivered on this vision. How ironic, they say, that our politics seems more divided than ever. It's held up as proof not just of my own flaws—of which there are many—but also as proof that the vision itself is misguided, and naive, and that there are too many people in this town who actually benefit from partisanship and gridlock<sup>55</sup> for us to ever do anything about it.

I know how tempting such cynicism may be. But I still think the cynics are wrong.

I still believe that we are one people. I still believe that together, we can do great things, even when the odds are long. I believe this because over and over in my six years in office, I have seen America at its best. I've seen the hopeful faces of young graduates from New York to California; and our newest officers at West Point, Annapolis, Colorado Springs, and New London. I've mourned with grieving families in Tucson and Newtown; in Boston, West, Texas, and West Virginia. I've watched Americans beat back adversity from the Gulf Coast to the Great Plains; from Midwest assembly lines to the Mid-Atlantic seaboard. I've seen something like gay marriage go from a wedge issue used to drive us apart to a story of freedom across our country, a civil right now legal in states that seven in ten Americans call home.

So I know the good, and optimistic, and big-hearted generosity of the American people who, every day, live the idea that we are our brother's keeper, and our sister's keeper. And I know they expect those of us who serve here to set a better example.

51. Guantanamo Bay (also known as GTMO) is a U.S. military prison and detention camp. The site has long detained prisoners without trial and exercised other human rights abuses, such as torture.

52. "Civil liberties" refer to personal freedoms protected by the law that cannot be abridged by the government (i.e. freedom of speech, of press, etc.).

53. **Microcosm (noun):** something (such as a place or an event) that is seen as a small version of something much larger

54. **Pundit (noun):** a person who expresses ideas and opinions on a topic publicly (such as by speaking on television and radio shows)

55. **Gridlock (noun):** another term for a deadlock, or a situation in which no progress can be made between two or more opposing parties

So the question for those of us here tonight is how we, all of us, can better reflect America's hopes. I've served in Congress with many of you. I know many of you well. There are a lot of good people here, on both sides of the aisle. And many of you have told me that this isn't what you signed up for—arguing past each other on cable shows, the constant fundraising, always looking over your shoulder at how the base will react to every decision.

[85] Imagine if we broke out of these tired old patterns. Imagine if we did something different.

Understand—a better politics isn't one where Democrats abandon their agenda or Republicans simply embrace mine.

A better politics is one where we appeal to each other's basic decency instead of our basest fears.

A better politics is one where we debate without demonizing each other; where we talk issues, and values, and principles, and facts, rather than "gotcha" moments, or trivial gaffes,<sup>56</sup> or fake controversies that have nothing to do with people's daily lives.

A better politics is one where we spend less time drowning in dark money<sup>57</sup> for ads that pull us into the gutter, and spend more time lifting young people up, with a sense of purpose and possibility, and asking them to join in the great mission of building America.

[90] If we're going to have arguments, let's have arguments—but let's make them debates worthy of this body and worthy of this country.

We still may not agree on a woman's right to choose, but surely we can agree it's a good thing that teen pregnancies and abortions are nearing all-time lows, and that every woman should have access to the health care she needs.

Yes, passions still fly on immigration, but surely we can all see something of ourselves in the striving young student, and agree that no one benefits when a hardworking mom is taken from her child, and that it's possible to shape a law that upholds our tradition as a nation of laws and a nation of immigrants.

We may go at it in campaign season, but surely we can agree that the right to vote is sacred; that it's being denied to too many; and that, on this 50th anniversary of the great march from Selma to Montgomery<sup>58</sup> and the passage of the Voting Rights Act,<sup>59</sup> we can come together, Democrats and Republicans, to make voting easier for every single American.

56. **Gaffe (noun):** a blunder, often embarrassing whoever made the mistake

57. "Dark money" is a term used to describe "extremely large donations that come from corporations, individuals or unions to support a candidate or cause."

58. The march from Selma to Montgomery, Alabama in 1965 was part of the Civil Rights Movement in the United States.

59. The Voting Rights Act of 1965 is a piece of federal legislation in the United States that prohibits racial discrimination in voting.

We may have different takes on the events of Ferguson<sup>60</sup> and New York.<sup>61</sup> But surely we can understand a father who fears his son can't walk home without being harassed. Surely we can understand the wife who won't rest until the police officer she married walks through the front door at the end of his shift. Surely we can agree it's a good thing that for the first time in 40 years, the crime rate and the incarceration<sup>62</sup> rate have come down together, and use that as a starting point for Democrats and Republicans, community leaders and law enforcement, to reform America's criminal justice system so that it protects and serves us all.

[95] That's a better politics. That's how we start rebuilding trust. That's how we move this country forward. That's what the American people want. That's what they deserve.

I have no more campaigns to run. My only agenda for the next two years is the same as the one I've had since the day I swore an oath on the steps of this Capitol—to do what I believe is best for America. If you share the broad vision I outlined tonight, join me in the work at hand. If you disagree with parts of it, I hope you'll at least work with me where you do agree. And I commit to every Republican here tonight that I will not only seek out your ideas, I will seek to work with you to make this country stronger.

Because I want this chamber, this city, to reflect the truth—that for all our blind spots and shortcomings, we are a people with the strength and generosity of spirit to bridge divides, to unite in common effort, and help our neighbors, whether down the street or on the other side of the world.

I want our actions to tell every child, in every neighborhood: your life matters, and we are as committed to improving your life chances as we are for our own kids.

I want future generations to know that we are a people who see our differences as a great gift, that we are a people who value the dignity and worth of every citizen—man and woman, young and old, black and white, Latino and Asian, immigrant and Native American, gay and straight, Americans with mental illness or physical disability.

[100] I want them to grow up in a country that shows the world what we still know to be true: that we are still more than a collection of red states and blue states; that we are the United States of America.

I want them to grow up in a country where a young mom like Rebekah can sit down and write a letter to her President with a story to sum up these past six years:

"It is amazing what you can bounce back from when you have to...we are a strong, tight-knit family who has made it through some very, very hard times."

60. The Ferguson unrest included protests and riots after the fatal shooting of Michael Brown by a white police officer in August 2014 in Ferguson, Missouri.

61. In July 2014, Eric Garner died in Staten Island, NY after being in a chokehold by a white police officer and not receiving CPR from the ambulance EMTs while unconscious. His death sparked protests in NYC and the phrase "I can't breathe"—which Garner repeatedly told the police—was used by the Black Lives Matter movement to protest unnecessary force and police brutality.

62. **Incarceration** (*noun*): the state of being confined in prison

My fellow Americans, we too are a strong, tight-knit family. We, too, have made it through some hard times. Fifteen years into this new century, we have picked ourselves up, dusted ourselves off, and begun again the work of remaking America. We've laid a new foundation. A brighter future is ours to write. Let's begin this new chapter—together—and let's start the work right now.

Thank you, God bless you, and God bless this country we love.

*"President Obama's 2015 State of the Union Address" by Barack Obama (2015) is in the public domain.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO of the following best summarize the central ideas of the text?
  - A. Reforms are needed in America to guarantee greater economic fairness and security.
  - B. Foreign relations are the least of America's concerns; the U.S. should be more focused on its domestic issues.
  - C. The United States is facing one of the worst economic downturns in its history and it is not getting any better.
  - D. Bipartisanship, or cooperation between political parties, is needed to accomplish further reforms.
  - E. Education is on the decline in the United States due to high interest education loans.
  - F. Partisan fighting is needed to prevent any one party from gaining too much control or influence in Washington D.C.
  
2. PART B: Which TWO of the following quotes best support the answer to Part A?
  - A. "Fifteen years that dawned with terror touching our shores; that unfolded with a new generation fighting two long and costly wars; that saw a vicious recession spread across our nation and the world. It has been, and still is, a hard time for many." (Paragraph 2)
  - B. "Rebekah took out student loans, enrolled in community college, and retrained for a new career. They sacrificed for each other. And slowly, it paid off." (Paragraph 18)
  - C. "We need to do more than just do no harm. Tonight, together, let's do more to restore the link between hard work and growing opportunity for every American." (Paragraph 28)
  - D. "Forty percent of our college students choose community college. Some are young and starting out. Some are older and looking for a better job." (Paragraph 42)
  - E. "I still believe that we are one people. I still believe that together, we can do great things, even when the odds are long." (Paragraph 82)
  - F. "That's how we start rebuilding trust. That's how we move this country forward. That's what the American people want. That's what they deserve." (Paragraph 95)
  
3. PART A: How does the inclusion of Rebekah and Ben Erler's story contribute to central ideas of the speech?
  - A. Rebekah and Ben Erler's story is a tragic example of the recession and thus contributes to the central idea of the 2015 year as the worst economic depression in the U.S. in decades.
  - B. Rebekah and Ben Erler's story is an example of how families can live on the current minimum wage with enough hard work and thus contributes to the same central idea.
  - C. Rebekah and Ben Erler's story is an example of the central ideas of economic hardship and American work ethic to overcome these hardships.
  - D. Rebekah and Ben Erler's story is an example of overcoming economic hardships without any help and thus contributes to the central idea of cutting down government handouts to the middle class.

4. PART B: Which of the following best describes why the author of the speech included the story of Rebekah and Ben Erler?
- A. The story works as a rhetorical device by appealing to the audience's empathy, using a personal story to support the president's points and ideals.
  - B. The story emphasizes the ideal American Dream and therefore caters to American ideals.
  - C. The story works as a rhetorical device by providing specific evidence to support the president's plan and thus appeal to the audience's sense of logic.
  - D. The story works as an example of the average American life and thus contrasts the wealth and extravagance of the American elite, who survived the recession better.

5. How does President Obama plan on improving or securing middle-class economics, according to the text, and to what effect?

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6. How does free community college tuition contribute to President Obama's plan?
- A. Free community college will allow American students easier access to education, thus contributing to Obama's plan of growing the middle class.
  - B. Free community college will allow American students to avoid loan debt, thus lowering the nation's overall debt.
  - C. Free community college will ensure all Americans in poverty will have educations, thus contributing to Obama's plan of supporting the lower class.
  - D. Free community college will provide older Americans access to training they did not receive when younger, thus contributing to Obama's plan to promoting technical skills in seniors.

7. How does the following quote reflect President Obama's and America's foreign relation policies? "That's how America leads— not with bluster, but with persistent, steady resolve." (Paragraph 64)
- A. The U.S. should be the de facto guardians of world peace, even if that means sacrificing others' freedoms (i.e. "persistent, steady resolve").
  - B. The U.S. should not lead by bullying other countries (i.e. "with bluster") but by staying steady and forming alliances.
  - C. The U.S. should isolate itself from other countries in order to focus on strengthening its own power and "resolve."
  - D. The U.S. should lead by remaining "persistent" and "steady," not by making a series of bad mistakes, or blusters.

8. PART A: Which of the following best describes the tone of the speech?
- A. The tone is best described as disparaging, as President Obama laments the current state of the union.
  - B. The tone is best described as hopeful, as President Obama recalls the successes made in the U.S. as it recovers and how it will further prosper in the future.
  - C. The tone is best described as scolding, as President Obama admonishes the Republicans and Democrats for not working together.
  - D. The tone is best described as extremely serious, as President Obama fears for the safety of the union.
9. PART B: Which of the following quotes best supports the answer to Part A?
- A. "Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing? Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?" (Paragraph 10)
  - B. "21st century businesses need 21st century infrastructure—modern ports, stronger bridges, faster trains and the fastest internet. Democrats and Republicans used to agree on this." (Paragraph 48)
  - C. "If we're going to have arguments, let's have arguments—but let's make them debates worthy of this body and worthy of this country." (Paragraph 90)
  - D. "Fifteen years into this new century, we have picked ourselves up, dusted ourselves off, and begun again the work of remaking America. We've laid a new foundation. A brighter future is ours to write." (Paragraph 103)

10. Explain the following quote and how it contributes to President Obama's use of rhetoric, or persuasive speech: "I have no more campaigns to run." (Paragraph 96)

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**DIRECTIONS:** For the following exercises, read each passage and select the best evidence from the text that supports the statement in the prompt (part a). Then explain how the evidence you selected supports the statement in the prompt (part b)

**REMEMBER:**

When making claims or other arguable statements in your writing, make sure you can support them with concrete evidence from reliable sources. By drawing upon such evidence, you make your writing more accurate. In addition, by quoting or citing such evidence when appropriate, you avoid plagiarism and make your writing more convincing.

For example, when writing an essay about a piece of literature, you might support a claim by quoting evidence from the text:

**Claim:** Patrick was not fearless; rather, he took action despite his fear.

**Evidence:** "Patrick bit his nails anxiously. Finally, he took a deep breath, nodded to himself with conviction, and burst into the room."

Similarly, when writing a report about a factual topic, you might support a claim by citing evidence from a relevant and credible source:

**Claim:** The majority of American adults are married.

**Evidence:** A 2011 poll found that 50.8% of U.S. adults are married.

- 1.) **a. Highlight or underline the best evidence to support the statement "Citizens turned to the media to provide clarity and guidance in uncertain times." There may be more than one correct choice.**

Keep calm, they said on television. Everything is under control.

I was stunned. Everyone was, I know that. It was hard to believe. The entire government, gone like that. How did they get in, how did it happen?

That was when they suspended the Constitution. They said it would be temporary. There wasn't even any rioting in the streets. People stayed home at night, watching television, looking for some direction. There wasn't even an enemy you could put your finger on.

Look out, said Moira to me, over the phone. Here it comes.

Here what comes? I said.

You wait, she said. They've been building up to this. It's you and me up against the wall, baby. She was quoting an expression of my mother's, but she wasn't intending to be funny.

*From Margaret Atwood, The Handmaid's Tale. Copyright 1986 by O. W. Toad*

- b. Explain in the space provided below HOW this selected evidence supports the statement.**

- 2.) a. Highlight or underline the best evidence to support the statement “The narrator’s father is a calm and secure man.” There may be more than one correct choice.**

The tiny share we have of time appalls me, though my father seems to regard it with tranquillity. Even my father, who sometimes seems to me to have been at home in the world as long as it has lasted, has really lived on this earth only a little longer than I have, in terms of all the time there has been to live in. He has not known a time, any more than I, when automobiles and electric lights did not at least exist. He was not alive when this century started. I will be barely alive—old, old—when it ends. I do not like to think of it.

*From Alice Munro, "Walker Brothers Cowboy." Copyright 1997 by Alice Munro*

- b. Explain in the space provided below HOW this selected evidence supports the statement.**

- 3.) a. Highlight or underline the best evidence to support the statement “Scout suspects that Jem is not taking her to school simply out of the goodness of his own heart.” There may be more than one correct choice.**

Jem condescended to take me to school the first day, a job usually done by one's parents, but Atticus had said Jem would be delighted to show me where my room was. I think some money changed hands in this transaction, for as we trotted around the corner past the Radley Place I heard an unfamiliar jingle in Jem's pockets. When we slowed to a walk at the edge of the schoolyard, Jem was careful to explain that during school hours I was not to bother him, I was not to approach him with requests to enact a chapter of Tarzan and the Ant Men, to embarrass him with references to his private life, or tag along behind him at recess and noon.

*From Harper Lee, To Kill a Mockingbird. Copyright 1960 by Harper Lee*

- b. Explain in the space provided below HOW this selected evidence supports the statement:**

- 4.) a. Highlight or underline the best evidence to support the statement “Being open-minded helps Nick Carraway become acquainted with many different personality types.” There may be more than one correct choice.

In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since.

"Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had."

He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that. In consequence, I'm inclined to reserve all judgments, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores.

*From F. Scott Fitzgerald, The Great Gatsby. Copyright 1925 by Charles Scribner's Sons*

- b. Explain in the space provided below HOW this selected evidence supports the statement.

- 5.) a. Highlight or underline the best evidence to support the statement, “Holden thinks older people are set in their ways and unwilling to change.” There may be more than one correct choice.

She asked me where I went to school now, and I told her Pencey, and she said Pencey was a very good school. Even if I'd wanted to, I wouldn't have had the strength to straighten her out. Besides, if she thought Pencey was a very good school, let her think it. You hate to tell new stuff to somebody around a hundred years old. They don't like to hear it. Then, after a while, I left. It was funny. She yelled "Good luck!" at me the same way old Spencer did when I left Pencey.

*From J. D. Salinger, The Catcher in the Rye. Copyright 1945 by J. D. Salinger*

- b. Explain in the space provided below HOW this selected evidence supports the statement.

- 6.) a. Highlight or underline the best evidence to support the statement, “Win Everet was forced to leave his job.” There may be more than one correct choice.**

We tend to draw together to seek mutual solace for our disease. This is what he thought at the breakfast table in the sweet old house, turn-of-the-century, with the curved porch, the oak posts furred in trumpet vines. He had time to think, time to become an old man in aspic, in sculptured soap, quaint and white. It was not unusual for men in the clandestine service to retire at age fifty-one. A pension plan had been approved by some committee and a statement had been issued about the onerous and dangerous lives led by such people; the family problems; the transient nature of assignments. But Win Everett's retirement wasn't exactly voluntary. There was the business in Coral Gables. There were visits to the polygraph machine.

*From Don DeLillo, *Libra*. Copyright 2006 by Don DeLillo*

- b. Explain in the space provided below HOW this selected evidence supports the statement.**

- 7.) a. Highlight or underline the best evidence to support the statement, “Mr. Darcy does not reciprocate the feelings Caroline has for him.” There may be more than one correct choice.**

Caroline Bingley's attention was quite as much engaged in watching Mr. Darcy's progress through his book, as in reading her own; and she was perpetually either making some inquiry, or looking at his page. She could not win him, however, to any conversation; he merely answered her question, and read on. At length, quite exhausted by the attempt to be amused with her own book, which she had only chosen because it was the second volume of his, she gave a great yawn and said, "How pleasant it is to spend an evening in this way! I declare after all there is no enjoyment like reading! How much sooner one tires of any thing than of a book! When I have a house of my own, I shall be miserable if I have not an excellent library."

*Adapted from Jane Austen, *Pride and Prejudice**

- b. Explain in the space provided below HOW this selected evidence supports the statement.**

**DIRECTIONS:** For the following exercises, read both passages while analyzing for tone and select the best passage that best fits the prompt (part a). Then, explain how the selected passage best fits the prompt either by discussing how the selected passage supports the prompt or how the unselected passage lacks to fulfill the prompt (part b).

**REMEMBER:**

**Tone is the attitude that is expressed in the text. A writer's tone can communicate a range of feelings, such as excitement, humor, skepticism, or resistance. Tone is revealed through the language that a writer uses in a text.**

**For example:**

The city's oppressive heat drove us from shop to shop in search of relief.  
**\*\*Words like *oppressive and drove* create an intense, negative tone.\*\***

With a population over thirteen million, the bustling city of London is active day and night.  
**\*\*Words like *bustling and active* create a positive and upbeat tone.\*\***

**1.) a. Circle the passage that has the more joyous tone:**

It was a time when chance meetings led to long friendships. On the border, a stranger spoke to another stranger if he or she felt like it. They could ask questions if they chose. Partnerships were formed on the spur of the moment, and formality was a commodity little in demand.

It was a rapturous companionship. We enjoyed the vast delight more so because, even in our most ecstatic moments, we were conscious of each other's presence.

*Adapted from Fitz-James O'Brien, "What Was It?" and Joseph A. Altsheler, The Quest of the Four*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**2.) a. Circle the passage that has the more lighthearted tone:**

Over in the West, jolly, round, red Mr. Sun started to go to bed behind the purple hills, and the shadows came creeping out.

The sun had disappeared and a lead-colored twilight settled down. A few drops of rain, driving horizontally, struck him. The impact was like that of leaden pellets.

*Adapted from Thornton W. Burgess, Blacky the Crow and Jack London, South Sea Tales*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**3.) a. Circle the passage that has the more academic tone:**

Is it in any way possible to listen better? I burrow behind this music with my ears. I hear its very cause. I seem to assist at its birth.

Noise affects the eardrum as an irregular succession of shocks, whereas a musical sound is smooth and pleasant. With music, the eardrum is thrown into successive periodic vibrations to which the auditory receptor has been attuned.

*Adapted from F. W. Mott, The Brain and the Voice in Speech and Song and Friedrich Nietzsche, The Case Of Wagner, Nietzsche Contra Wagner, and Selected Aphorisms*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**4.) a. Circle the passage that has the more disgusted tone:**

The color is repellent, almost revolting: a smoldering unclean yellow, strangely faded by the slow-turning sunlight. It is a dull yet lurid orange in some places, a sickly sulfur tint in others.

It is more difficult to paint well with certain colors, in particular the finer and lighter yellows. These paints don't have a strong, full color quality, and do not mix well.

*Adapted from Charlotte Perkins Gilman, The Yellow Wallpaper and Daniel Burleigh Parkhurst, The Painter in Oil*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**5.) a. Circle the passage that has the more sorrowful tone:**

Afterward he walked through the dull ache of a setting sun, when even the clouds seemed bleeding. At twilight, he came to a graveyard. There was the ghost of a new moon in the sky and shadows everywhere.

The twilight was gone and the snow was invisible as I came down to the side of the lake. Only the moon, white and shining, was in the sky, like a woman glorying in her own loveliness.

*Adapted from F. Scott Fitzgerald, This Side of Paradise and D.H. Lawrence, Twilight in Italy*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**6.) a. Circle the passage that has the more agitated tone:**

The doctor was sitting in an easy chair and swinging his hat, which he held in both hands, and he was thinking. Except for him, there was not a soul in the room. The sun had set, and the shades of evening began settling in the corners under the furniture.

I told the doctor that I had a peculiar feeling in my chest. In five minutes he was pounding my midriff in. And the questions that man asked! He began with my grandparents, roamed through my childhood and youth, dissected my teenage years, and finally came down to coffee and what I ate for breakfast.

*Adapted from Lloyd Osbourne, "Jones" and Anton Chekhov, "The Doctor"*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**7.) a. Circle the passage that has the more menacing tone:**

His black eyes had the fixed nature of the eyes of a bird of prey. They were framed, like a vulture's, by a bluish membrane devoid of lashes.

All the life of her tiny figure seemed to concentrate itself in the eyes. They turned towards beauty as the sunflower turns towards the sun, opening wider and wider.

*Adapted from Honore de Balzac, The Girl with the Golden Eyes, and Sarojini Naidu, The Golden Threshold*

**b. Explain in the space provided below HOW this selected passage best fits the prompt:**

**DIRECTIONS:** For the following exercises, read the prompt and select the answer that best fits (part a). Then, explain the figure of speech (part b).

**REMEMBER:** Figures of speech are words and phrases that use language in a nonliteral or unusual way. They can make writing more expressive.

For example:

An allusion is a brief reference to someone or something well known, often from history or literature.

Hyperbole is an obvious exaggeration that is not meant to be taken literally  
*I ate so much that I think I might explode!*

Verbal irony involves saying one thing by implying something very different. People often use verbal irony when they are being sarcastic.

A simile uses *like* or *as* to compare two things.

Personification is giving human characteristics to nonhuman things.  
*The trees danced in the wind.*

A euphemism is a polite or indirect expression that is used to de-emphasize an unpleasant topic

1.) a. Read through the prompt below and clearly mark your answer:

What does the **verbal irony** in this text suggest?

For spring allergy sufferers, the botanical garden is as pleasant as a traffic jam.

The botanical garden is noisy and crowded.

The botanical garden is unpleasant for allergy sufferers.

The botanical garden is enjoyable for everyone.

b. Explain how your selected answer is verbal irony:

2.) a. Read through the prompt below and clearly mark your answer:

What does the **euphemism** in this text suggest?

"Thank you for your work over the years," Mrs. Huber said to her gardener. "As of next week, however, your services will no longer be required."

The gardener is being fired.

The gardener is retiring.

b. Explain how your selected answer is a euphemism:

3.) a. Read through the prompt below and clearly mark your answer:

What does the **simile** in this text suggest?

When Lee Mellon finished the apple he smacked his lips together like a pair of cymbals.  
—Richard Brautigan, *A Confederate General from Big Sur*

Lee Mellon was a musician.

Lee Mellon made a loud noise with his lips.

b. Explain how your selected answer is a simile:

4.) a. Read through the prompt below and clearly mark your answer:

What does the **personification** in this text suggest?

Jason tried to ignore his unfinished essay, but it glared at him from across the room.

It bothered Jason that the essay wasn't finished.

Jason thought he was being watched.

b. Explain how your selected answer is a personification:

5.) a. Read through the prompt below and clearly mark your answer:

What does the **allusion** in this text suggest?

Al Gore had a long career in politics as a congressman and vice president, but he met his Waterloo in the 2000 presidential election, when he lost to George W. Bush.

He suffered a crushing defeat.

He had his finest moment.

b. Explain how your selected answer is a allusion:

6.) a. Read through the prompt below and clearly mark your answer:

What does the **hyperbole** in this text suggest?

When you smile  
The whole world stops and stares for a while  
—Bruno Mars, "Just the Way You Are"

This person is known around the world for her distinctive smile.

This person has an attention-getting smile.

People always stare at this person's smile.

b. Explain how your selected answer is a hyperbole:

7.) a. Read through the prompt below and clearly mark your answer:

What does the **euphemism** in this text suggest?

Mr. Goodwin is enjoying his golden years in a luxurious beachside community just down the street from his grandchildren.

Mr. Goodwin is old.

Mr. Goodwin is rich.

Mr. Goodwin lives near his family.

b. Explain how your selected answer is a euphemism:

**DIRECTIONS:** For the following exercises, read each passage and select the best evidence from the text that supports the statement in the prompt (part a). Then explain how the evidence you selected supports the statement in the prompt (part b).

**REMEMBER:**

**A main idea is the most important idea or claim a text conveys.**

**The supporting details provide information that develops the main idea. Each detail in a text plays a specific role in supporting or refining readers' understanding of the main idea.**

**1.) a. Read the passage:**

Stamping Out Propaganda

In the years leading up to World War II, the Nazi Party in Germany advanced extremely negative portrayals of Jewish people and culture. By depicting Jews as subhuman criminals, the Nazis sought to fuel public hatred. An Austrian woman named Irene Harand was concerned about the falsehoods being spread across Western Europe. To counteract the Nazi propaganda, Harand created a series of educational stamps, with each stamp featuring a Jewish person who had benefited society. For example, one stamp showed a picture of Benjamin Disraeli, a former prime minister of the United Kingdom, while another featured Paul Ehrlich, a notable scientist. Harand and her volunteers pasted their stamps on letters, next to regular postage stamps; they also secretly pasted them on the walls of an anti-Jewish exhibit. They hoped that the positive portrayals on their stamps would help counter the Nazis' malicious campaign to fuel hatred toward Jews.

**b. What is the main idea of the passage? (clearly mark your answer)**

To combat anti-Jewish propaganda, Irene Harand developed stamps showcasing Jews who had made important contributions.

To promote Germans' hatred of Jews, the Nazi Party spread negative propaganda about Jewish people.

**2.) a. Read the passage:**

Saving Lives Through Living-Donor Liver Transplants

We cannot survive without our livers, which remove waste products from our blood and produce bile to break down fats, among several other important functions. People with liver failure can be treated with whole-liver transplant surgery, in which a liver is taken from the body of a recently deceased person and placed into the body of a recipient. However, because the number of livers available for this type of transplant is extremely limited, whole-liver transplantation cannot be provided to all of the thousands of people on the waiting list for a liver. Living-donor liver transplants offer a solution. In a living-donor transplant, a person with a healthy liver donates part of his or her liver to replace the failing liver of another person. Because of the liver's amazing ability to regenerate itself, both the donor and the recipient will grow normal-sized livers in a matter of months. Thanks to living-donor transplantation, numerous lives have been saved.

**b. What is the main idea of the passage? (clearly mark your answer)**

Living-donor liver transplantation offers a lifesaving alternative to whole-liver transplantation.

In whole-liver transplantation, a deceased person's liver is placed into the body of a person whose own liver is failing.

**3.) a. Read the passage:**

#### The Soil Conservation Service

In 1933, in response to the failing farms and drought in the Great Plains of the United States, the federal government established the temporary Soil Erosion Service (SES). The SES worked to promote conservation farming techniques that had been shown to prevent and combat soil erosion. While the program achieved some success, its director, Hugh Bennett, felt that more support was warranted. He believed that a permanent government agency was necessary to achieve recovery and to prevent future farming catastrophes. In numerous memos to Congress, he described the damage caused by soil erosion and the importance of conservation farming. He also met with lawmakers to discuss his concerns and even spoke with the president. In 1935, as a result of Bennett's advocacy, Congress established the Soil Conservation Service (SCS), a permanent agency within the United States Department of Agriculture. The SCS was renamed the Natural Resources Conservation Service in 1994.

**b. What is the main idea of the passage? (clearly mark your answer)**

Because of Hugh Bennett's efforts, the Soil Conservation Service was established as a permanent federal agency.

In response to drought in the Great Plains, the government set up programs to combat soil erosion.

continue....

**DIRECTIONS:** Read the main idea and review the bold supporting details in the passage (part a). Then explain how those details support the main idea (part b).

- 4.) a. The main idea of this passage is *Flapper fashion emerged because women experienced greater political, intellectual, and social freedoms in the 1920s*. How does the detail in bold develop the main idea? Explain in your own words

Strict social conventions governed women's fashion in the early 1900s: women were expected to wear elaborate hairstyles, floor-length gowns, and rigid corsets that constricted the waist. However, at the beginning of the 1920s, the evolving role of women spurred dramatic changes in women's fashion, resulting in the iconic flapper style. During World War I, many women had started to work outside the home while men were at war. Then, in 1920, the Nineteenth Amendment granted women the right to vote. As the decade progressed, more women were participating in politics, going to college, and driving automobiles than in previous decades. In response to these developments, many young women dressed in the style of the flapper. **Flappers wore short haircuts and loose dresses that de-emphasized their femininity; they also wore low-heeled shoes that were more comfortable for walking and dancing.** In the 1920s, the flapper became the embodiment of the new freethinking and independent woman.

b. Write your answer here:

- 5.) a. The main idea of the passage is *Nearsightedness and farsightedness produce contrasting vision problems, have opposite causes, and require different types of lenses*. How does the detail in bold below develop the main idea?

Nearsighted people experience blurred vision while looking at distant objects, such as street signs viewed from inside a car. Conversely, farsighted people experience blurred vision while looking at nearby objects, such as words on a page. The causes of these two conditions differ as well. Nearsightedness, or myopia, occurs either when a person's eye is too long from back to front or when the cornea (the clear layer at the front of the eye) is too curved. **On the other hand, farsightedness, or hyperopia, results when the eye is too short or when the cornea is not curved enough.** Fortunately, corrective lenses can restore normal vision in both cases. As you might expect, these lenses are of opposing types: nearsightedness is improved with a lens that is thinner in the middle and thicker at the edges, while farsightedness is compensated for with a lens that is thicker in the middle and thinner at the edges.

b. Write your answer here:

- 6.) a. The main idea of the passage is *Because innovators like John Cooper challenged the conventions of basketball, the jump shot became a popular move*. How does the detail in bold develop the main idea?

When Dr. James Naismith invented the game of basketball at Springfield College in 1891, he incorporated aspects of existing games such as rugby, soccer, and lacrosse and established thirteen rules for play. None of these thirteen rules entailed keeping both feet on the ground; still, for the next several decades, basketball was a sedate game with few fast moves or high jumps. In fact, in the 1930s, when University of Missouri player John Cooper tried an innovative play—jumping while shooting—his coach pulled him out of the game. **However, after watching Cooper perform the move in practices, the coach eventually had a change of heart and allowed Cooper to use the jump shot at games.** Meanwhile, similar situations were taking place at other colleges. As a result of the tradition-breaking moves of a few unorthodox players, the jump shot caught on and became an integral part of the game.

b. Write your answer here:

- 7.) a. The main idea of the passage is *Although Douglass and Garrison initially worked together, they later disagreed on fundamental issues relating to the fight against slavery*. How does the detail in bold develop the main idea?

Frederick Douglass, an African American who had escaped slavery, and William Lloyd Garrison, a white writer who had grown up in the North, shared an important commonality. They were regarded as among the most important abolitionists of their time, and at first they worked together in the fight against slavery. However, as the years passed, Douglass and Garrison came to develop fundamental differences in their opinions about abolition. **While Garrison viewed the U.S. Constitution as supporting slavery, Douglass voiced his disagreement with this interpretation.** Douglass even argued that the Constitution could be used as a tool to outlaw slavery. In addition, Garrison believed that the Union should be broken up into North and South. Douglass, however, did not want the South to secede from the Union, as he feared that enslaved people would then become isolated in the South. Douglass and Garrison were never able to resolve their disagreements, nor did they ever recover their friendship.

b. Write your answer here:

## Identify Thesis Statements (IXL 12-G.2)

RI.11-12.2

**DIRECTIONS:** For the following exercises, select which of the three options is a thesis statement (part a). Then explain your reasoning for your answer (part b).

**REMEMBER:**

A thesis statement is an arguable claim that informs the reader about the scope and direction of your essay. In persuasive writing, your thesis statement should present your position in relation to your topic.

A thesis statement is not an *announcement of purpose*. An announcement of purpose summarizes your goals and lets your readers know what they will gain from reading your essay.

A thesis statement is not a *question*. A research question is what you intend to answer with your thesis.

A thesis statement is not a *fact*. Facts are used to build support for a thesis.

1.) a. Which is a thesis statement? (clearly mark your answer)

I will explain why plastic bags should be banned to reduce litter and protect marine wildlife.

In an effort to reduce litter and protect marine wildlife, California enacted legislation in 2014 to impose the first statewide ban on single-use plastic bags.

To reduce litter and help protect marine wildlife, states nationwide need to ban plastic shopping bags.

b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:

**2.) a. Which is a thesis statement? (clearly mark your answer)**

Scoring a touchdown is an exciting moment for a football player, and the player should not be penalized for celebrating.

Football players in the NFL are subject to an automatic fifteen-yard penalty if they engage in an excessive touchdown celebration.

I intend to show why a football player who celebrates after scoring a touchdown shouldn't be penalized by the NFL.

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

**3.) a. Which is a thesis statement? (clearly mark your answer)**

In this essay, I will show why farmers should grow genetically modified food crops.

Genetically modifying plants can make them more pest-resistant and increase growth, so it is essential for farmers to grow genetically modified food crops.

Genetically modifying crops has reduced chemical pesticide use and increased food production.

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

**4.) a. Which is a thesis statement? (clearly mark your answer)**

Gun locks should be mandatory for all firearms that are stored at home because they can help reduce gun-related injuries.

Because gun locks have been shown to reduce gun-related injuries in the home, Massachusetts passed a law requiring firearms to be stored with a locking device in place.

To help reduce gun-related injuries in the home, should gun locks be mandatory for all firearms?

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

**5.) a. Which is a thesis statement? (clearly mark your answer)**

I will explain why you can lower your risk of cancer or heart disease by avoiding meat.

Becoming a vegetarian is the best way to lower your risk of cancer or heart disease.

Can removing meat from your diet actually help to lower your risk of cancer or heart disease?

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

**6.) a. Which is a thesis statement? (clearly mark your answer)**

The cost of college tuition in the United States has been steadily increasing since the 1970s.

The government should subsidize college for median-income Americans to help with the rising cost of tuition.

This paper will discuss how the rising cost of college tuition has affected median-income Americans.

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

**7.) a. Which is a thesis statement? (clearly mark your answer)**

How can reducing large classroom sizes improve performance on standardized testing for students in the United States?

Reducing classroom size is the most effective way to improve test performance for students in the United States.

I intend to show how large classroom sizes can affect test performance for high school students in the United States.

**b. Provide reasoning for your answer either by discussing how your answer is a thesis statement OR by disproving the remaining options are not thesis statements. Write your answer here:**

## IXL Context Clues

### S.1 Determine the Meaning of Words Using Synonyms in Context

**Directions:** Read each passage, and circle the word in the passage that is a synonym of the bolded word in the passage. Then move on and identify the meaning of the bolded word from the given choices.

1.

Read the passage. Then, select the synonym of the word in bold.

History has seen one concoction after another labeled as a cure-all, a designation applied to many treatments that today would be considered bizarre. For example, tar-water, created by steeping tar in water for several days, was used for treating ailments as small as fevers to so-called "chronic disorders." We now know that there is nothing that can truly be called a **panacea**.

What is the meaning of the word **panacea** as used in the passage?

a universal remedy

an ineffective medicine

a scientific discovery

2.

Read the passage. Then, select the synonym of the word in bold.

Business analysts disagree about the sometimes exorbitantly high pay of business executives. Some argue that it is often justified and can help corporations remain competitive, while others attribute it to **avarice** and believe it affects companies negatively. Though some studies have found support for the former argument, a 2014 study supports the latter argument. It identifies several signs of executive greed and finds that they are linked to poorer company performance.

What is the meaning of the word **avarice** as used in the passage?

selfish desire

insensitivity to others

poor judgment

3.

Read the passage. Then, select the synonym of the word in bold.

Tom Henderson's **antipathy** toward the members of the Lakewood Institute's financial advisory committee extended beyond his customary dislike of bureaucracy. The committee had, without notice, withdrawn funding for his research project, effectively shutting it down.

What is the meaning of the word **antipathy** as used in the passage?

disappointment or sadness

empathy or affinity

aversion or hostility

4.

Read the passage. Then, select the synonym of the word in bold.

*Grimm's Fairy Tales*, first published in the early nineteenth century, contained more than two hundred folktales, some of which, such as "Snow White" and "Cinderella," are still well known today. The original tales are often marked by violence and filled with **nefarious** characters; the characters in the family-friendly versions we know today are often quite unlike those evil figures.

What is the meaning of the word **nefarious** as used in the passage?

vile or wicked

unfamiliar or peculiar

various or diverse

5.

Read the passage. Then, select the synonym of the word in bold.

In his latest paper, Dr. Gibson clearly **repudiates** Dr. Lin's competing claim about the age of several Egyptian artifacts. As he rejects Lin's hypothesis, Gibson cites extensive radiocarbon dating and careful analysis of the pigments and designs used to decorate the pottery shards. In view of Gibson's findings, archaeologists have decided to update their estimates about the artifacts' age.

What is the meaning of the word **repudiates** as used in the passage?

refutes or dismisses

updates or replaces

disparages or ridicules

6.

Read the passage. Then, select the synonym of the word in bold.

Although the silver carp was originally imported into the United States in 1973 to help with plankton control, this fish is now considered harmful to the environment because it competes with other species that feed on plankton. The Department of Agriculture has made it illegal to import or export this **pernicious** animal without a permit.

What is the meaning of the word **pernicious** as used in the passage?

marine

overly common

destructive

7.

Read the passage. Then, select the synonym of the word in bold.

A 2011 report from the National Bureau of Economic Research, combining data from thirty-three countries, revealed an optimistic bias in economic growth forecasts worldwide. According to the report, **sanguine** predictions have led governments to implement tax cuts and spending increases, thus contributing to budget deficits.

What is the meaning of the word **sanguine** as used in the passage?

hopeful

misleading

inaccurate

8.

Read the passage. Then, select the synonym of the word in bold.

Many people consider J. D. Salinger's *The Catcher in the Rye* a literary classic and identify with its **petulant** sixteen-year-old protagonist and narrator, Holden Caulfield. Holden complains about those around him in his characteristically irritable way, labeling as "phony" anyone he deems superficial or conventional.

What is the meaning of the word **petulant** as used in the passage?

cranky or peevish

depressive or somber

immature or childish

**Choose the Analysis that Logically Connects the Evidence to the Claim (IXL 12-H.5)****DIRECTIONS:**

For the following exercises, review the given claim and evidence. Then select the analysis that better explains the connection between the claim and evidence.

**REMEMBER:**

Argumentative writing is based on claims, evidence, and analysis. Analysis explains *how* and *why* the evidence supports the claim.

**1.) Read the claim and the supporting evidence:**

**CLAIM:** Brendan is a reflective person.

**EVIDENCE:** Brendan keeps a journal.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Journaling is indicative of a thoughtful, reflective nature.

Brendan enjoys spending time alone.

**2.) Read the claim and the supporting evidence:**

**CLAIM:** Spending a great deal of time on social networking sites often leads to unhappiness.

**EVIDENCE:** Studies have shown that people tend to compare their lives with the lives of their friends as portrayed on these sites.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Overuse of social networking sites can damage people's relationships.

Comparing oneself with others contributes to unhappiness.

3.) Read the claim and the supporting evidence:

**CLAIM:** Marvin should not be allowed to babysit his younger sister.  
**EVIDENCE:** Marvin easily loses patience with her.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Marvin is only twelve and has virtually no experience with babysitting.

Patience is a crucial characteristic in someone providing childcare.

4.) Read the claim and the supporting evidence:

**CLAIM:** Highly restrictive diets are not conducive to optimal health.  
**EVIDENCE:** Different foods contain different combinations of key nutrients.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Good health requires a wide range of nutrients.

Every meal should include a variety of healthy foods.

5.) Read the claim and the supporting evidence:

**CLAIM:** Parents should not give their young children access to televisions, tablets, or similar devices.

**EVIDENCE:** The American Academy of Pediatrics recommends that children under the age of two have no screen time.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

The American Academy of Pediatrics is a trusted source for recommendations about raising healthy children.

Older children should similarly have little to no screen time.

6.) Read the claim and the supporting evidence:

**CLAIM:** The eight-hundred-year-old Magna Carta is one of the most significant historical documents.

**EVIDENCE:** It established key principles reflected in many modern constitutions.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

The longevity of the Magna Carta's influence speaks to its importance.

The Magna Carta is covered in virtually every high school history curriculum.

7.) Read the claim and the supporting evidence:

**CLAIM:** College students should take classes in brick-and-mortar classrooms, not online.

**EVIDENCE:** Students who attend classes online spend little to no time interacting face-to-face with their peers and teachers.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Researchers have found that college students report increased feelings of loneliness.

Human connection is a critical part of learning.

8.) Read the claim and the supporting evidence:

**CLAIM:** We should encourage more people to bike to school and work.

**EVIDENCE:** Biking to school and work results in less smog in our neighborhoods.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

If everyone biked to work, we could eliminate smog.

To gain cleaner air, it's worth sacrificing the convenience of cars.

9.) Read the claim and the supporting evidence:

**CLAIM:** Mandarin should be the official global business language.

**EVIDENCE:** Mandarin is spoken by more people than any other language.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

A significant number of global businesses are seeking executives who are fluent in Mandarin.

The language spoken by the most people is the most useful.

10.) Read the claim and the supporting evidence:

**CLAIM:** The Smithsonian is one of the most important research complexes in the world.

**EVIDENCE:** Consisting of nineteen museums and galleries, a large zoological park, and nine research facilities, the Smithsonian is the largest research complex in the world.

Why does the evidence support the claim? Choose the analysis that better explains the connection (clearly mark your answer):

Many research centers aspire to have the resources that the Smithsonian does.

An institution's size is indicative of its importance.

11.) Read the claim and the supporting evidence:

**CLAIM:** To provide truly excellent health care, providers must make themselves accessible to patients by email.

**EVIDENCE:** In one survey, almost all participants said they would prefer to see a doctor who offers email communication.

Why does the evidence support the claim? Choose the analysis that

The quality of health care is determined in part by meeting the patient's needs and wants.

It is important that health care professionals allow patients to email them.

better explains the connection (clearly mark your answer):

**DIRECTIONS:** For the following exercises, select which of the three options is the strongest evidence to support the claim.

**REMEMBER:**

To make an effective argument be sure to provide evidence that your readers will find trustworthy and persuasive. The strongest evidence to support a factual claim:

- Directly supports the claim;
- Comes from a credible source, such as well-constructed research or an expert in the field;
- It is not merely anecdotal, or based on the personal experiences of just one person or a small group of people

**Claim:** In contrast to previous generations, millennials don't feel as compelled to get married.

**Strong evidence:** Among all age groups surveyed, millennials were most likely to agree with the statement, "Marriage is becoming obsolete."

1. Consider this claim:

People should avoid getting tattoos because of the associated health risks.

Which is the strongest evidence to support the claim?

One member of an online tattoo forum reported, "I acquired a serious infection after getting my tattoo and needed to take antibiotics."

According to *U.S. News & World Report*, infections can occur even when tattoo parlors sterilize their needles because bacteria can contaminate the tattoo ink.

One survey found that one in six people ultimately come to regret their tattoos.

2. Consider this claim:

Government-funded preschool programs are a wise use of taxpayer dollars.

Which is the strongest evidence to support the claim?

One report found that more than half of three- and four-year-olds were not enrolled in a preschool program.

The Head Start program is a federally funded program that provides early childhood education to low-income families.

Several studies have found that children who attend preschool experience long-term benefits, including an increased likelihood of graduating high school.

3.

Consider this claim:

Wikis, or websites that allow users to generate and alter content, are not reliable sources for academic research.

Which is the strongest evidence to support the claim?

Tom Clayton, a political science professor, forbids his students from citing wikis as sources in any of their research papers.

Many wikis allow anyone, not just subject-matter experts, to post information on their sites.

Many wikis were first launched in the twenty-first century, while encyclopedias have been used as reference sources since the eighteenth century.

4.

Consider this claim:

Multigenerational households benefit families.

Which is the strongest evidence to support the claim?

According to a survey conducted by the Pew Research center, eighteen percent of Americans live in multigenerational households.

Sociologist Carly Long says, "When a grandparent lives in the home, parents feel less pressure because there's another adult to cover childcare and other domestic responsibilities."

"When I retire, I want to be close to my children and grandchildren. In fact, I've begun a conversation with my son about moving in with him and his family," said Robert Olson.

5.

Consider this claim:

Animals should be used for research because animal research saves human lives.

Which is the strongest evidence to support the claim?

Bacterial infections were once a major cause of death, but animal experiments led to the development of penicillin, which radically changed our ability to treat these infections and prevent death.

Animals are used in research related to genetics, diagnosis, and development of new medicines and other products.

Animal rights groups that are supported by millions of Americans have stated that animal lives are no less valuable and meaningful than human lives.

6.

Consider this claim:

The wide use of doctored photos in the media contributes to unrealistic and harmful beauty standards.

Which is the strongest evidence to support the claim?

One prominent supermodel vowed to stop retouching photos posted to social media because she believes that doctored photos promote unrealistic standards of beauty for women.

Some politicians in Britain have called for their government to prohibit ads aimed at children from featuring photos that present "overly perfected and unrealistic images" of women.

The rise in doctored photos of women in advertisements has coincided with a sharp rise in the number of women who seek cosmetic surgeries, which can pose serious health risks.

7.

Consider this claim:

It's important that even very young children have periodic dental visits.

Which is the strongest evidence to support the claim?

According to a commenter on a medical website, baby teeth are important not only for chewing and talking but because they form a "pathway" for permanent teeth to follow.

Maria Lee, a pediatric dentist, advises that if a young child has a toothache, parents should rinse the problem area with salt water and then apply a cold compress.

The American Association of Pediatric Dentistry recommends that a child have his or her first dental checkup when the first tooth appears and then subsequent checkups every six months.

8.

Consider this claim:

Contrary to what some may say, bike-sharing programs are safe.

Which is the strongest evidence to support the claim?

A team of Seattle-based researchers found that cities that adopted bike-sharing programs saw cyclist injuries decrease by twenty-eight percent.

A caller to a radio program about bike-sharing programs said, "Bike-sharing programs allow people who may not own bicycles a transportation option that lets them get physical exercise while reducing carbon emissions."

One study found that only thirty percent of riders participating in a bike-share program in Washington, D.C., wore helmets, as compared with seventy percent of riders who owned their own bikes.

**Transition Logically Between Claims, Evidence, Analysis, and Counterclaims**  
**(IXL12-H.6)**

W.11-12.1

**DIRECTIONS:** For the following exercises, read the passage and select the best transition to complete the purpose.

**REMEMBER:**

**In argumentative writing, transitions can clarify the relationships between claims, evidence, analysis, counterclaims, and responses to counterclaims.**

- 1.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)

More cities should implement bike-sharing programs. Bike sharing provides an alternative to traditional transportation options, such as cars, taxis, and buses, which means less traffic on crowded city streets. \_\_\_\_\_, riding a bike doesn't produce any greenhouse gas emissions, which is great for the environment.

In addition

To be sure

Nonetheless

- 2.) Complete the text with the transition that best connects the claim to the evidence that supports it. (circle your answer)

Paper bags are not necessarily more environmentally friendly than plastic bags. \_\_\_\_\_, consider a UK Environment Agency study that found that a paper bag has to be used three times before it can be said to have a lower impact on global warming than a single-use plastic bag.

Admittedly

Nonetheless

By way of illustration

**3.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)**

We should continue to genetically modify our food. For years, farmers have modified the genes of fruits and vegetables to make crops more resistant to pests, drought, and harsh temperatures. \_\_\_\_\_, the world's burgeoning population relies on the increased yields that genetically modified organisms are able to provide.

By way of illustration

On the contrary

More importantly

**4.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)**

Although the number of people who undergo cosmetic surgeries continues to grow, many don't understand the dangers and potential side effects of plastic surgery. Procedures may go awry, relationships with friends and family may be altered, and the physical change may not meet expectations. \_\_\_\_\_, plastic surgery—like any surgery—involves physical as well as emotional risks.

Clearly

For instance

Nonetheless

**5.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)**

Youth sports have become far too demanding. Families of some young athletes spend thousands of dollars each year on team fees and travel great distances for games and tournaments. \_\_\_\_\_, young athletes have little time to spend with family and on schoolwork and are prone to periods of burnout and exhaustion.

By way of illustration

In addition

Actually

**6.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)**

It's a common belief that skipping breakfast will make you overeat throughout the day, but recent research has revealed that this may not be the case. \_\_\_\_\_, two 2014 studies found that whether participants ate breakfast or not had no impact on their weight.

Naturally

Nevertheless

For example

- 7.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)

People who want to travel the fastest on a highway during times of heavy traffic should stay in the far right lane. \_\_\_\_\_, the right lane is the slowest when there is normal traffic. But in a traffic jam, most people have a tendency to move left, resulting in more slowdowns and congestion in the left-most lanes.

For instance

Admittedly

Likewise

- 8.) Complete the text with the transition that best connects the two pieces of supporting evidence. (circle your answer)

Dieting can pose unique dangers for teens. \_\_\_\_\_, studies suggest that even a small reduction in a teen's calorie consumption can lead to slower rates of physical growth.

For example

That being said

Admittedly

## **Choose the Topic Sentence that Best Captures the Main Idea (IXL12-G.1)**

W.11-12.4

**DIRECTIONS:** For the following exercises, review the three given details and then select the best topic sentence for these given details.

**REMEMBER:**

**A Topic Sentence States the main idea of a paragraph. The rest of the paragraph provides evidence and analysis to help support or prove the main idea presented by the topic sentence.**

**When writing, be sure to craft a topic sentence that accurately synthesizes what the paragraph is about. It should not be too broad, too narrow, or off topic.**

**1.) a. Review the details:**

- Frequently hand washing with warm water and soap is the best way to get rid of germs and prevent illnesses.
- Moderate exercise boosts the immune system and can reduce the risk of colds by a third.
- Used sponges and rags should be replaced regularly to avoid spreading harmful bacteria.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

The best way to prevent illnesses is to maintain a healthy immune system.

Simple steps can reduce the likelihood of spreading or catching an infectious illness.

It is possible to reduce the risk of colds and flus by washing your hands and working out several times a week.

continue....

**2.) a. Review the details:**

- Chameleons may change colors to express emotional states, such as fear, anger, and surprise.
- Male chameleons display bright colors to signal that they are ready to mate.
- While chameleons are usually brown or green, they may turn darker or lighter to warm up or cool off.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

Chameleons can show a wide range of colors, from bright to muted.

Chameleons are able to change colors due to a specialized process that affects pigments below a transparent layer of skin.

Chameleons change color as a response to varying emotional and physical states.

**3.) a. Review the details:**

- The creosote bush can thrive in dry areas like the Sonoran and Mojave Deserts by cloning itself.
- The Sonoran Desert's velvet mesquite has roots that can extend over fifty yards to water sources.
- In Death Valley, some wildflower seeds sprout only when it rains.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

Deserts are home to a strange and beautiful array of plant life.

Plants in Death Valley and the Sonoran and Mojave Deserts thrive despite the heat.

Desert plants have adaptations that enable them to survive despite their limited access to water.

**4.) a. Review the details:**

- Rinsed-out metal cans can be recycled by the local sanitation department or a steel-can recycling facility.
- Older electronics can often be recycled at local drop-off locations and even at some electronics stores.
- To recycle a broken umbrella with metal parts, remove the shaft, runner, stretchers, and ribs so that they can be processed with other scrap metal.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

It's possible to recycle many common household items if you know how to go about it.

People who recycle reduce far more waste and conserve far more resources than those who don't.

It's surprising how few common household items are recycled in the United States each year.

**5.) a. Review the details:**

- Marie Curie was hired as the first female physics professor at the University of Paris.
- In 1903, Marie Curie became the first woman in France to earn a doctorate degree.
- Marie Curie was the first person to receive two Nobel Prizes—one in physics and one in chemistry.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

Marie Curie was a talented scientist whose work influenced the fields of physics and chemistry.

Although Marie Curie gained fame for her work in France, she maintained a sense of her Polish roots.

Scientist Marie Curie achieved several important milestones during her career.

**6.) a. Review the details:**

- Emergency kits are best stored in cool, dry places with food and water supplies refreshed periodically.
- Emergency kits should be available at home, at work, and in cars.
- A basic emergency kit should include a three-day supply of food and water and a first aid kit.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

Maintaining an emergency kit is a complex process requiring ample storage for supplies.

According to experts, emergency supplies should be stored away from home in case an emergency occurs at work or on the road.

Disaster-preparedness experts provide recommendations for how best to store and maintain emergency kits with basic supplies.

**7.) a. Review the details:**

- Prevent the spread of illnesses caused by bacteria by always washing your hands thoroughly before preparing food.
- Thaw meats in the refrigerator, not on the counter, where the warmer air allows bacteria to multiply quickly.
- Keep raw meats, seafood, poultry, and eggs away from other foods to prevent cross-contamination of bacteria.

**b. Choose the best topic sentence to introduce a paragraph containing these details. Clearly mark your answer.**

If you eat meat that has not been properly cooked, you risk getting an infection caused by a potentially deadly bacteria.

By taking precautions when you prepare food, you can stop the spread of dangerous bacteria.

Contaminated seafood, poultry, and eggs may cause you to become ill.

	<i>Beginning to demonstrate understanding of core skills and concepts</i>	<i>Developing a basic understanding of core skills and concepts.</i>	<i>Consistently demonstrates understanding of core skills and concepts</i>	<i>Demonstrates understanding of complex skills and concepts in extended contexts</i>
Standard	1-Needs Support	2-Approaching	3-Meets	4-Exceeds
<b>WRITING POWER STANDARDS</b>				
W.11-12.1 Write arguments to support claims in the analysis of substantive topics or texts using valid reasonings and relevant sufficient evidence.	With prompting and support: <ul style="list-style-type: none"> <li>I can <i>identify</i> claims within my writing.</li> <li>I can compose with organization that includes claims and evidence.</li> <li>I can <i>identify</i> tone within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can <i>identify</i> claims within my writing.</li> <li>I can compose with organization that includes claims and evidence.</li> <li>I can <i>identify</i> tone within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can <i>evaluate AND explain</i> claims and alternate or opposing claims into my writing.</li> <li>I can <i>create</i> an organization that logically <i>establishes</i> clear relationships among claim(s), counterclaims, reasons, <b>AND</b> relevant evidence connected effectively to my claim.</li> <li>I can <i>apply AND analyze</i> an objective and formal tone in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>independently evaluate, apply, AND analyze</b> claims and alternate or opposing claims in my writing.</li> <li>I can <b>independently apply AND analyze</b> appropriate format and organization with <i>imaginative or unique qualities, voice, and/or style in my writing.</i></li> <li>I can <b>independently create AND analyze</b> an objective and formal tone in my writing while considering and abiding by the norms and conventions of the discipline.</li> </ul>
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	I can <i>identify</i> organization <b>OR</b> strategies of writing suitable for a particular task or purpose <b>with prompting and support.</b>	<ul style="list-style-type: none"> <li>I can <i>identify</i> organization <b>OR</b> strategies of writing suitable for a particular task or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can <i>analyze AND apply</i> suitable idea development strategies, organization, <b>AND</b> style to create a particular purpose, task, or audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>independently create</b> clear and coherent writing, with <b>unique</b> idea development, organization, and style.</li> </ul>

# ACT Writing Prompt

## Task

Your task is to write a clear, convincing argument that supports your perspective on job changes, and carefully consider the other viewpoint as you write your argument.

1. First you will review the perspectives below. Each perspective shares one belief or side of the argument related to the topic.
2. Once you have reviewed the perspectives, you will develop your own perspective.
3. In your writing you will discuss the relationship between your perspective and the provided perspectives.
4. Write your essay

You have 45 minutes to compose as complete of an essay as you can. You will take a stance on the provided topic, and support your ideas with logical reasoning and detailed, persuasive examples.

Consider the following to support your answer.

- What are the strengths and weaknesses of the three perspectives provided?
- Identify the insights they present and what they fail to consider. What are the similarities and differences to your belief and how can you incorporate those into your essay to defend your perspective?

## Prompt Option 1: Job Changes

Fewer and fewer people are staying with the same job their entire lives. In the United States, the average person will switch jobs more than 10 times in over the course of his/her life. Some workers will make lateral, or even downward, moves in order to increase personal fulfillment. Others switch jobs in an effort to obtain the highest possible salary. Increasing personal autonomy is generally seen as a sign of progress, but what happens when length of experience is replaced with variety of experience? As the number of jobs people will hold over the course of their lives continues to climb, it is important to examine the implications and meaning of this trend for our lives.

*Read and carefully consider these perspectives. Each suggests a particular way of thinking about job changes.*

Perspective 1: Because jobs are no longer a lifetime commitment, people will feel freer to accept a greater variety of positions. This increase in breadth of experience will in turn make job applicants more attractive to future employers.

Perspective 2: As the frequency with which people change jobs increases, the loyalty of people to their employers will decrease. This in turn will lead to more fractured company cultures, as employees will only care about what's best for them.

Perspective 3: The disappearance of the stigma associated with frequent job switching will allow employees more leeway with employment decisions. Increased autonomy will lead to increased happiness and job satisfaction.

# **ACT Writing Prompt**

## **Task**

Your task is to write a clear, convincing argument that supports your perspective on college curricula, and carefully consider the other viewpoint as you write your argument.

1. First you will review the perspectives below. Each perspective shares one belief or side of the argument related to the topic.
2. Once you have reviewed the perspectives, you will develop your own perspective.
3. In your writing you will discuss the relationship between your perspective and the provided perspectives.
4. Write your essay

You have 45 minutes to compose as complete of an essay as you can. You will take a stance on the provided topic, and support your ideas with logical reasoning and detailed, persuasive examples.

Consider the following to support your answer.

- What are the strengths and weaknesses of the three perspectives provided?
- Identify the insights they present and what they fail to consider. What are the similarities and differences to your belief and how can you incorporate those into your essay to defend your perspective?

## **Prompt Option 2: College Curricula**

For years, American colleges have emphasized the liberal arts over more narrow technical and professional training. College students have been required to study a broad range of academic disciplines, such as literature, philosophy, history and mathematics. Today, however, a growing number of colleges and students have rejected the liberal arts in favor of what some consider to be more practical subjects, such as accounting, finance and nutrition. Global economic hardship has led many to question the value of a liberal arts education that, in their eyes, fails to adequately prepare students for the realities they will face after graduation. Is it important for colleges to promote the study of the liberal arts, or should they emphasize professional and technical training in its place?

*Read and carefully consider these perspectives. Each suggests a particular way of thinking about college curricula.*

### Perspective 1

The liberal arts are essential to a quality education because they teach students how to think critically about a broad range of topics, thus preparing them to tackle any issue that might arise in the workplace.

### Perspective 2

It is time to bury the liberal arts model at our colleges. Reading Shakespeare and studying pure mathematics will not help anyone be successful in any sort of business.

### Perspective 3

Colleges should closely integrate the liberal arts with professional studies, as each can benefit from the other. Business courses, for example, are enriched by the philosophical study of ethics.







