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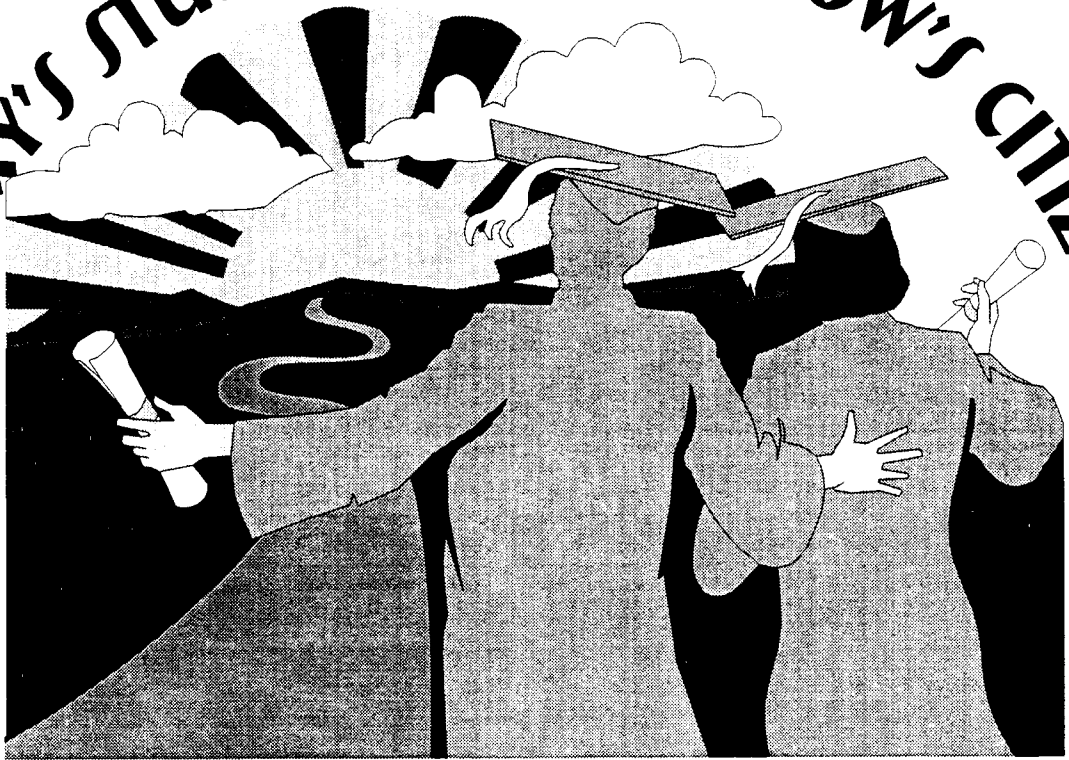
## ABSTRACT

This document is designed to assist classroom teachers in preparing students to complete successfully the social studies component of the Alabama High School Graduation Exam (AHSGE). The teaching strategies, activities, and resources herein are meant to assist teachers in specifically addressing the mandated standards and objectives of the AHSGE. These suggested activities have been correlated with "Alabama Course of Study: Social Studies, Bulletin 1998, No. 18" and "Standards and Objectives (Social Studies) for Alabama High School Graduation Exam, Bulletin 1998, No. 13." However, due to the volume of skills and eligible content that will be tested, this document is not intended to be an exhaustive coverage of the required skills and content. The document contains these sections: "Alabama High School Graduation Exam (AHSGE) General Information"; "Social Studies Subject-Area Test Information"; "How Can Teachers Most Effectively Use this Social Studies Document?"; "Instructional Strategies and Techniques"; "Suggestions for Preparing and/or Remediating Students for Success on the AHSGE"; "Motivational Ideas"; "Activities" ("Standard I: The Student Will Understand the Global Influence of the Pre-Colonial and Colonial Eras of the Western Hemisphere"; "Standard II: The Student Will Understand the Formation and Development of the United States"; "Standard III: The Student Will Understand the Eras of Revolution, Expansion, and Reform Prior to the United States Civil War"; "Standard IV: The Student Will Understand Concepts Related to the United States Civil War Era"; "Standard V: The Student Will Understand the Concepts and Developments of the Late 19th to the Early 20th Centuries"; "Standard VI: The Student Will Understand the Causes and Effects of World War I"; and "Standard VII: The Student Will Understand the Great Depression and World War II"); "Resources"; "Item Specifications: Social Studies"; and "Item Specifications: Reading Comprehension." (BB)

# ALABAMA HIGH SCHOOL GRADUATION EXAM

ED 458 163

# TODAY'S STUDENTS, TOMORROW'S CITIZENS



# PATHWAYS FOR LEARNING

SO 033 057

## SOCIAL STUDIES

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**ALABAMA HIGH SCHOOL GRADUATION EXAM**

**TODAY’S STUDENTS, TOMORROW’S CITIZENS  
PATHWAYS FOR LEARNING**

**SOCIAL STUDIES**

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## ACKNOWLEDGMENTS

The Alabama High School Graduation Exam Task Force, composed of middle and high school teachers and local school system supervisors of instruction and curriculum, developed this document.

### SOCIAL STUDIES ALABAMA HIGH SCHOOL GRADUATION EXAM TASK FORCE

**Jimmye Bain**, Department Chairperson and Teacher, Southside High School, Etowah County Board of Education

**Carole Birchfield**, Department Chairperson and Teacher, Pell City High School, Pell City Board of Education

**Lonnie Burnett**, Teacher, Satsuma High School, Mobile County Board of Education

**John Cater**, Teacher, Ramsay High School, Birmingham City Board of Education

**Linda Felton**, Principal, Charles Henderson High School, Troy City Board of Education

**Kathleen Forbish**, Teacher, Banks Middle School, Pike County Board of Education

**Onree Jackson**, Teacher, Lee High School, Huntsville City Board of Education

**Terry G. Knight**, Division Superintendent of Curriculum and Instruction, Baldwin County Board of Education

**Patricia Miller**, Department Chairperson and Teacher, Southern Choctaw High School, Choctaw County Board of Education

**Cordelia Moffett**, Assistant Superintendent for Curriculum and Instruction, Phenix City Board of Education

**Harriet Outlaw**, Director of Instruction, Baldwin County Board of Education

**Jen Stewart**, Teacher, Central High School, Phenix City Board of Education

**David Truhett**, Teacher, Central High School, Tuscaloosa City Board of Education

**Sandra Waters**, Teacher, Hanceville High School, Cullman County Board of Education

State Department of Education personnel who managed the development process were:

**Joseph B. Morton**, Deputy State Superintendent of Education;

**Anne M. Jones**, Education Administrator, Classroom Improvement;

**Cynthia C. Brown**, Coordinator, Classroom Improvement; and

**Susan J. Blankenship**, Curriculum Specialist, Classroom Improvement.

The State Department of Education specialists who assisted the Task Force in developing the document were:

**Judy G. Cooper**, Social Studies Specialist, Classroom Improvement; and  
**Miriam C. Byers**, Education Specialist, Classroom Improvement.

The State Department of Education process specialist who assisted the Task Force in developing the document was:

**Anne P. Graham**, Information Specialist, Classroom Improvement.

**Sharon S. Moore**, a member of the support staff in Classroom Improvement, assisted with the preparation of the document.

**Linda Harris**, Consultant with the State Department of Education, read and reviewed the document.

**Martha B. Jungwirth**, Language Arts Specialist (retired), proofread and edited the document.

**Mary Nell Shaw**, Graphic Arts Specialist, designed the illustration on the front cover.

## STATEMENT OF PURPOSE

This document is designed to assist classroom teachers in preparing students to complete successfully the social studies component of the *Alabama High School Graduation Exam* (AHSGE). Ten classroom teachers from all areas of Alabama were selected to participate in its preparation. The teaching strategies, activities, and resources contained in this document were not developed to replace the successful methods teachers already are using or to make the teacher's job more complex, but rather they were developed to assist teachers in specifically addressing the mandated standards and objectives of the *Alabama High School Graduation Exam*.

These suggested activities have been correlated with the *Alabama Course of Study: Social Studies*, Bulletin 1998, No. 18, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13. However, due to the volume of skills and eligible content that will be tested, this document is not intended to be an exhaustive coverage of the required skills and content, nor does the successful completion of the activities in this document assure a student's success on the AHSGE.



## **A. GENERAL INFORMATION**

## **GENERAL INFORMATION ABOUT THE ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) THIRD EDITION**

### **WHAT IS THE ALABAMA GRADUATION EXAMINATION PROGRAM?**

The Alabama Graduation Examination Program had its beginning with the April 27, 1977, State Board of Education resolution that mandated that the State Superintendent of Education appoint a committee to develop minimum competencies for high school graduation and to establish plans for measuring those skills. The graduation examination program that grew out of this resolution had as its goal that all Alabama students should have the opportunity to learn the minimum competencies necessary to earn an Alabama high school diploma. There are three editions of the graduation examination. They are as follows:

- *Alabama High School Graduation Examination, First Edition (AHSGE)* – Requirement for any student who was a ninth-grader for the first time on or after the 1981-1982 scholastic year (Class of 1985)
- *High School Basic Skills Exit Exam, Second Edition (Exit Exam)* – Requirement for any student who was a ninth-grader for the first time on or after the 1989-1990 scholastic year (Class of 1993)
- *Alabama High School Graduation Exam, Third Edition (AHSGE)* – Requirement for any student who was a ninth-grader for the first time on or after the 1997-1998 scholastic year (Class of 2001)

The State Department of Education (SDE) has discontinued the administration of the first edition of the graduation examination.

With each new edition, the content of the exam was changed to reflect the increased course requirements for graduation. The third edition is aligned with the course requirements for graduation as adopted by the State Board of Education on April 11, 1996.

### **WHAT WERE THE STEPS IN DEVELOPING THE AHSGE, THIRD EDITION?**

In 1996 the State Board of Education asked the SDE to develop a new graduation examination that would be aligned with new course requirements for graduation. The Test Advisory Committee, composed of educators from all parts of the state, recommended the broad areas to be assessed. In February 1997 the State Board of Education adopted these broad areas.

The Standards and Objectives Committees, composed of teachers representing all parts of the state, using the course of study for each subject area, recommended the standards and objectives for reading comprehension, language, mathematics, science, and social studies to be assessed on the AHSGE.

The proposed standards and objectives were submitted for review to subject-area specialists and educators in all local education agencies, institutions of higher education, and state Organizations. Their recommendations were reviewed, and the standards and objectives were

refined based on these recommendations. The State Board of Education approved the standards and objectives.

The SDE contracted with a testing company to write the test specifications (eligible content) and test questions for each subject-area test. The Test Specifications Committees, composed of teachers in the state, reviewed, modified, and approved the test specifications. Using these specifications, the items were written by the testing company for each subject-area test. The Content and Bias Review Committees, composed of educators from all parts of the state, reviewed and revised all test items for content and bias. The Content and Bias Review Committees approved all items before they were piloted. The items for the reading, language, mathematics, and science subject-area tests were piloted during the 1997-98 school year. The items for the social studies subject-area test will be piloted during the 1998-99 school year.

## **WHAT IS THE GENERAL CONTENT OF THE AHSGE?**

### **Reading Comprehension (Reading) Subject-Area Test**

The reading subject-area test requires students to read and comprehend articles, poems, editorials, essays, manuals, catalogues, and/or schedules. The reading selections will range from approximately 600-1200 words.

### **Language Subject-Area Test**

The language subject-area test requires students to apply correct grammar and usage, correct capitalization and punctuation, appropriate word choice, correct sentence structure, and appropriate organizational skills for writing/revising.

### **Mathematics Subject-Area Test**

The mathematics subject-area test requires students to perform basic operations on algebraic expressions, to solve equations and inequalities, to apply concepts related to functions, to apply formulas (while being supplied the formula), to apply graphing techniques, to represent problem situations, and to solve problems involving a variety of algebraic and geometric concepts. A page of formulas will be included in each test booklet. Calculators will be provided for each student, although a calculator is not needed in order to solve the problems. The state-provided calculator is a four-function calculator with percent, +/-, and square root keys. Each key performs a single function. Approximately 75% of the test is Algebra I content and 25% of the test is pre-geometry content.

### **Science Subject-Area Test**

The science subject-area test requires students to apply concepts dealing with the nature of science, matter, diversity of life, heredity, cells, interdependence, energy, and force and motion. The Periodic Table will be provided in each test booklet. Approximately 70% of the test is related to biology and 30% of the test is related to physical science.

## **Social Studies Subject-Area Test**

The social studies subject-area test requires students to know content related to the:

- Global influence of the pre-colonial and colonial eras of the Western Hemisphere
- Formation and development of the United States
- Eras of revolution, expansion, and reform prior to the United States Civil War
- United States Civil War era
- Developments of the late 19<sup>th</sup> to the early 20<sup>th</sup> centuries
- Causes and effects of World War I
- Great Depression and World War II

(This subject-area test will not be a part of the AHSGE until the spring of 2000, Class of 2002.)

## **WHAT IS THE PRE-GRADUATION EXAMINATION?**

Students will take the pre-graduation examination during the spring of Grade 10. The *Alabama High School Graduation Exam*, Third Edition, is the pre-graduation examination. The pre-graduation examination is intended as a “checkpoint” for students, parents, and teachers so that students’ strengths and weaknesses on the content of the AHSGE may be identified. However, should students pass one or more subject-area tests of this examination, they will be given credit toward graduation for passing the subject-area test(s).

## **WHO TAKES THE PRE-GRADUATION EXAMINATION?**

Any student who, at the time of the **spring** administration of the graduation examination, is identified by the school as a tenth-grader **and** reported as such to the central office in attendance records is eligible to take the pre-graduation examination.

## **WHEN WILL THE PASSING SCORE FOR EACH SUBJECT-AREA TEST OF THE AHSGE BE ESTABLISHED?**

The passing score for reading, language, mathematics, and science subject-area tests will be determined after the spring 2000 administration of the AHSGE. The passing score for the social studies subject-area test will be determined after the spring 2001 administration of the AHSGE. It should be noted that tenth-graders taking the pre-graduation examination in spring 1999 will not know if they passed the reading, language, mathematics, and science subject-area tests until after the passing score is established in spring 2000. Therefore, these students will have to take the reading, language, mathematics, and science subject-area tests of the AHSGE in spring 2000. However, if students pass in spring 1999 or spring 2000, they will be given credit toward graduation. Also, tenth-graders taking the social studies subject-area test of the pre-graduation examination in spring 2000 will not know if they passed until after the passing score is established in spring 2001. Therefore, these students will have to take the social studies subject- they will be given credit toward graduation.

## **WHO MUST TAKE A GRADUATION EXAMINATION?**

Since the spring of 1985, all students who receive an Alabama high school diploma from a public school in Alabama must have passed a graduation examination.

Effective July 1, 1995, all students who enroll in an adult diploma program and receive an Alabama high school diploma from a public school in Alabama must have passed a graduation examination.

## **DO NON-PUBLIC SCHOOL STUDENTS HAVE TO TAKE A GRADUATION EXAMINATION?**

No, however, non-public school students may elect to take the graduation examination. If a non-public school student who is enrolled in a private school wants to take the examination, all eligible students of the private school must take the examination. If non-public school students wish to take the examination, they must register with a local public school and pay a fee to the local public school to take the examination. They must take the examination at an assigned public school location.

## **IF STUDENTS ARE TAKING THE CURRENT HIGH SCHOOL BASIC SKILLS EXIT EXAM (EXIT EXAM), WILL THEY HAVE TO TAKE THE NEW GRADUATION EXAM?**

No, students who are currently taking the Exit Exam (Second Edition) will continue to take that edition until it is phased out in several years.

## **WHO MUST TAKE THE AHSGE, THIRD EDITION?**

Any student who was a ninth-grader for the first time in the 1997-98 scholastic year will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

Any student who was a ninth-grader for the first time on or after the 1998-99 scholastic year will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13.

Effective July 1, 2000, students enrolling in an adult diploma program will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

Effective July 1, 2001, students enrolling in an adult diploma program will have to pass the *Alabama High School Graduation Exam* which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13.

## **WHEN WILL THE GRADUATION EXAMINATIONS BE ADMINISTERED?**

### **Opportunities**

Students following the normal rate of progression in Grades 9-12 are provided four opportunities to take the AHSGE. These four opportunities are defined as the spring administration in the eleventh grade and the fall, midyear, and spring administrations in the twelfth grade. Students will also have an option to take the AHSGE during the summer between the eleventh and twelfth grades at a site to be determined by the local school system.

### **Testing Dates**

The graduation examination will be administered over a five-day period. Tentative dates set aside for administration of the graduation examination are:

- Middle to end of September
- Beginning to middle of December
- Middle to end of March
- Middle to end of July (optional opportunity)

Students will take one subject-area test per day as follows:

- Monday – Reading
- Tuesday – Language
- Wednesday – Mathematics
- Thursday – Science
- Friday – Social Studies

### **Testing Time**

The graduation examination is untimed; however, students may not receive an unreasonable amount of time that would interfere with other school requirements. Each day's testing should be scheduled for approximately three hours, with provisions made for students who need more time.

## **HOW MANY OPPORTUNITIES WILL A STUDENT HAVE TO TAKE THE TEST AFTER EXITING SCHOOL?**

Exited students may continue to take any subject-area test at every regularly scheduled administration for as long as the student wishes to take the subject-area test(s) in order to earn an Alabama high school diploma.

## **WHO IS AN ELEVENTH-GRADER?**

Any student who, at the time of the spring administration of the graduation examination, is identified by the school as an eleventh-grader **and** reported as such to the central office in attendance records is eligible to take the AHSGE.

## **HOW WILL STUDENTS BE INFORMED ABOUT THE GRADUATION EXAMINATION?**

### **Notification of the Requirement to Pass the Graduation Examination**

The graduation examination requirement brochure provides facts pertaining to the graduation examination. All students must receive this brochure when they enter the ninth grade. Parents and students must sign and return the signature portion of the brochure to the high school to indicate that they have received notification of the requirement to pass the graduation examination. Transfer students in the ninth grade or above must receive the same brochure as the students in his/her grade received immediately upon enrollment in the school.

### **Notification of Test Results**

Local Education Agencies (LEAs) are responsible for notifying students and parents of the results of the graduation examination. The SDE will provide LEAs with two copies of the student label which indicates "Pass" or "Fail" for each subject-area test. One label must be placed in the student's cumulative folder, and the other must be given to the student/parent. If a student fails any subject-area test of the examination, the SDE will provide LEAs with two copies of the individual report. The individual report indicates deficiencies for each subject-area test failed. The LEA must design remediation plans for students utilizing the information provided by the SDE.

## **WHAT TYPE ITEMS WILL BE ON THE AHSGE, THIRD EDITION?**

The test items are multiple-choice with four answer choices. The answer choices for odd-numbered items will be A, B, C, and D. The answer choices for even-numbered items will be E, F, G, and H.



## HOW MANY TEST QUESTIONS WILL BE ON EACH SUBJECT-AREA TEST?

The number of items on each subject-area test is as follows:

- Reading – 84 items
- Language – 100 items
- Mathematics – 100 items
- Science – 100 items
- Social Studies – 100 items

## WHAT IF A STUDENT COMPLETES ALL COURSE CREDIT REQUIREMENTS BY THE END OF THE TWELFTH GRADE, BUT STILL HAS NOT PASSED THE GRADUATION EXAMINATION?

A student may elect to return to school for remediation for the graduation examination until the age of 21. The school is responsible for providing the remediation. It is a local decision, however, as to how this remediation will take place. A student may continue to take the graduation examination for an unlimited number of times.

## HOW DO STUDENTS PREPARE FOR THE GRADUATION EXAMINATION?

Students will need to **master** course content as outlined in the Alabama Courses of Study in English Language Arts, Mathematics, Science, and Social Studies and to retain the fundamental knowledge learned in those courses.

## HOW SHOULD EACH SCHOOL SYSTEM DOCUMENT CURRICULAR AND INSTRUCTIONAL VALIDITY FOR THE AHSGE, THIRD EDITION?

School systems must have a comprehensive plan which specifies that the objectives are taught to students in grades as they progress through school.

In order to ensure curricular and instructional validity, the LEAs must include the following in their plans:

- The teaching of the objectives **before** students are tested.
- For any objective with less than 75% of the items correct after the administration of the **pre-graduation** examination, the reteaching of these objectives if the student has successfully completed the course, **or** the scheduling of the student for the course if the student has not successfully completed the course.
- The reteaching of objectives with less than 75% of the items correct on an individual basis after the administration of the **graduation** examination for students who fail any subject-area test.



To document the teaching of objectives before students are tested on them, LEAs should have their plans organized to include the objectives in their course descriptions, scope and sequences, and lesson plans. The LEAs must be able to document that these objectives are included on classroom tests. Documentation of the teaching and testing of the objectives reflects that students have been given the opportunity to learn these objectives as they progress through the grades.

Teachers have the responsibility for assisting students on any objective on which they have less than 75% of the items correct as indicated on the pre-graduation examination individual reports. These objectives should be emphasized and integrated appropriately in the curriculum. Reteaching should be guided by Item Specifications. Students who have not mastered a particular objective should be provided appropriate, alternative instructional strategies.

Following each graduation examination administration, any student who fails a subject-area test(s) **must** be retaught any objective with less than 75% of the items correct. This reteaching must be documented on a form(s) that includes, but may not be limited to, the following:

- The name of the student.
- Each objective in each of the subject areas (reading, language, mathematics, science, and social studies) where the student did not achieve 75% of the items correct.
- Spaces beside each objective where the dates of reteaching and the initials of the person doing the reteaching are recorded.
- Space for naming activities/materials used in reteaching.

In addition to the individual documentation form, samples of the student's work including classroom tests **must** be retained.

For students passing the graduation examination by the end of their twelfth-grade year, documentation must be retained for four years after their graduation. (Example: John Jones has passed the graduation examination, met course credit requirements, and graduated in May 1999. His documentation must be kept on file until 2003.)

For students not passing the graduation examination, documentation must be retained until four years after they successfully complete the graduation examination or until four years following the student's last attempt to pass the graduation examination. (LEAs must also adhere to all other regulations regarding the documentation and retention of records for students of special populations.)

## **B. SUBJECT-AREA TEST INFORMATION**

## Social Studies Subject-Area Test Information

The Alabama State Board of Education requires successful completion of the social studies component of the AHSGE as well as the other four areas of the exam. Students will take a pre-graduation exam in the spring of their tenth-grade year as a checkpoint leading to the AHSGE. If the student passes the pre-test in social studies, he/she will be given credit for that portion toward completion of the AHSGE. Students who do not pass the social studies portion of the test in their tenth-grade year will take the actual assessment for the first time in the spring of their eleventh-grade year. Students will have three additional opportunities, if needed, to pass the exam. The assessment is composed of questions measuring the standards and objectives identified in the *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13. The standards tested include these concepts.

- Global influence of the pre-colonial and colonial eras of the Western Hemisphere
- Formation and development of the United States
- Eras of revolution, expansion, and reform prior to the United States Civil War
- United States Civil War era
- Developments of the late 19<sup>th</sup> to the early 20<sup>th</sup> centuries
- Causes and effects of World War I
- Great Depression and World War II

All teachers should familiarize themselves with all the standards, objectives, and eligible content that are included in Bulletin 1998, No. 13. Teachers should be reminded that Alabama history has been incorporated into the U.S. history component of the new *Alabama Course of Study: Social Studies* and may, therefore, be tested on this exam. Additionally, when activities suggest topics for essays, editorials, or projects, be certain to refer to the eligible content. It is important to note that content validity requires eligible content to be taught before the spring administration of the test. Although the eligible content ends after World War II, this does not preclude the teaching of all other content found in the Social Studies Course of Study.

It should be noted that the task of preparing students for this important exam does not lie solely with the tenth- and eleventh-grade teachers. Social studies teachers at all grade levels must

assume responsibility for teaching social studies competencies. For example, process skills will be tested on the exam, and all teachers must ensure that their students acquire these skills. A list of the process skills is provided in the Resource Section of this document. All social studies teachers are encouraged to work together so that continuity of the curriculum may be achieved. Although the resources and activities included in this document are not the only ones that will be used by social studies teachers, it is hoped this document will assist the classroom teacher in preparing students to meet the challenge of the *Alabama High School Graduation Exam*.

The READING COMPREHENSION CONNECTION that follows the activities is a reference to the reading comprehension objectives found in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

## How Can Teachers Most Effectively Use This Social Studies Document?

- Become familiar with the **entire** document. Pay careful attention to standards, objectives, and eligible content.
- Refer to this document when preparing lesson plans and remediating students.
- For each AHSGE standard and objective detailed in this document, read carefully to determine the content standards, prerequisite skills, and related skills from the course of study that also should be covered in the courses taught.
- Be aware that the standards and objectives may range from Grade 5 through Grade 12. Responsibilities do not rest only with high school teachers. A major share of the responsibility also belongs to middle (and even elementary) school teachers.
- Use the activities appropriately.
  - Activities from the document may be used as a part of the instructional plan for teaching examination objectives. Other activities may be used as needed.
  - Adapt the activities to the age, grade level, and/or instructional needs of students.
  - Be aware that some activities should be used to introduce concepts or allow for discovery of concepts, while others are more specifically designed to cover content.
  - **Be aware that activities for each objective (under each standard) are included, but they do not cover all eligible content items. These activities alone are not designed to provide all the teaching and practice needed to help students master the content of the AHSGE. Read the standards and objectives carefully to identify all content that students are expected to know.**

## Instructional Strategies and Techniques What Should Teachers Do?

### *Teachers can enhance students' chances for success by*

- Teaching all the content specified in the *Alabama Course of Study: Social Studies*, Bulletin 1998, No. 18, for each course or grade level.
- Teaching students **HOW TO** take notes, organize material, study, and take tests (test-taking tactics).
- Having materials such as the Alabama Course of Study, local curriculum guides, the *Stanford 9 Compendium Supplement*, supplementary materials that accompany textbooks, and other resources available as plans are developed for instruction and assessment.
- Attending staff development sessions on instructional assistance and knowing how to use supporting documents (standards, courses of study, etc.).
- Providing guided and independent practice.
- Providing hands-on activities and other opportunities for active learning experiences.
- Providing assessments that are directly linked to instruction.
- Considering the different learning styles of students as plans are made for instruction.
- Using students' prior knowledge to strengthen their understanding.
- Making social studies relevant.
- Stressing vocabulary.
- Providing activities that reach all modalities: auditory, kinesthetic, visual, tactile.
- Providing intervention strategies.
- Using student self-assessment.
- Providing opportunities for cooperative and group learning.

## Suggestions for Preparing and/or Remediating Students for Success on the *Alabama High School Graduation Exam (AHSGE)*

### *To prepare students better, school administrators should...*

- Provide the faculty with a list of all students scheduled to take or retake the social studies subject-area test of the graduation examination.
- Provide more professional development opportunities for teachers.
- Solicit postsecondary and business involvement in after-school and summer tutorial programs.

### *The role of teachers in preparing and/or remediating students is to...*

- Teach all content specified in the *Alabama Course of Study: Social Studies*, Bulletin 1998, No. 18, for each course or grade level.
- Use previous assessments to profile students' academic strengths and weaknesses. (Grades 8 - 10 Stanford 9 individual reports, Grade 7 writing assessments, and pre-graduation examination individual reports could be used for this purpose.)
- Analyze SAT group reports to evaluate curriculum and instruction.
  - Are there gaps in the program?
  - Is more emphasis needed in some areas?
  - Should the sequence of concepts be changed?
- Provide opportunities for students who are not mastering material to use tutorial software.
- Use a computer management system to record student progress.
- Develop practice tests written in the same format as the graduation examination and include appropriate practice items on teacher-made tests throughout the year.
- Create examples for each objective to assist with practice and mastery of the specific objectives.
- Use a variety of instructional techniques to teach all students.

***To make sure students are adequately prepared for the graduation examination, they should...***

- Form peer-tutoring groups to assist each other in preparation for the test.
- Use their student report of the pre-graduation examination and/or the graduation examination results to set goals for improvement on their next test opportunity.
- Think about more than one way to solve a problem or answer a question.
- Avoid unnecessary absences from school.
- Become computer-literate.
- Always ask for help before test time and complete all homework assignments promptly.
- Take responsibility for their own learning.

***Parents can help if they...***

- Make sure their children attend school every day possible.
- Make sure their children are completing homework assignments daily and are going to class prepared.
- Encourage their children to seek additional help when they experience difficulty mastering specific concepts.
- Require students to study and prepare adequately for the test.
- Request information on test content from school representatives.

***To provide additional help, communities can...***

- Establish mentoring programs to assist students in preparing for the test.
- Publicize *Alabama High School Graduation Exam* information.



## Motivational Ideas



*To increase motivation, students should have the opportunity to...*

- Experience the world of social studies.
- Become actively involved in the learning process.
- Work with others on social studies problems, projects, or other classroom activities.
- Explore relationships among different social studies topics and among social studies and other subject areas.
- Use technology such as computers.
- Discuss and illustrate mastery of concepts.
- Seek the applicability of social studies concepts to common and complex problems through explorations, videos, magazine articles, and open-ended problems.
- Contribute ideas to the classroom.
- Praise themselves as well as others.



*The teacher's role in motivation is to...*

- Set high expectations for **all** students.
- Develop lesson plans that include the learning objective, an interesting opening activity, essential vocabulary, extra help with difficult concepts, a brief summary, and a clearly stated assignment.
- Be enthusiastic during instruction.
- Provide practice time for learning new material or learning to use new equipment.
- Provide a classroom environment conducive to learning as well as one that encourages students to ask questions, take risks, and learn from their mistakes.

- Provide positive reinforcement for student behavior and/or achievement such as homework passes, incentive points, and improvement points.
- Create interest in social studies through competitions, projects, field trips, games, guest speakers, and other activities.
- Provide different modes of instruction that emphasize problem solving, applications to real-life situations, and thinking processes. Use cooperative learning, grouping, and computers on a regular basis to increase the effectiveness of instruction.
- Avoid giving *busy* work during class or homework time.
- Develop good questioning techniques. (Avoid questions that have one-word answers.)
- Provide frequent feedback.
- Be a coach, a mentor, and a facilitator.

***School administrators may increase student motivation through...***



- Academic pep rallies led by community leaders.
- Recognition and awards programs. (Rewards could include certificates, food, T-shirts, passes to school events, bumper stickers, and similar items.)
- Discussion of personal and schoolwide assessment results with students.
- Staff development activities.
- Curriculum evaluation and revision.

## **C. ACTIVITIES: SOCIAL STUDIES**

**STANDARD I:** The student will understand the global influence of the pre-colonial and colonial eras of the Western Hemisphere.

**OBJECTIVE 1:** Identify and evaluate America's exploration, development, and divergence. Note: Emphasis on the United States.

- Economic
- Political
- Social
- Cultural
- Geographic

**ELIGIBLE CONTENT:**

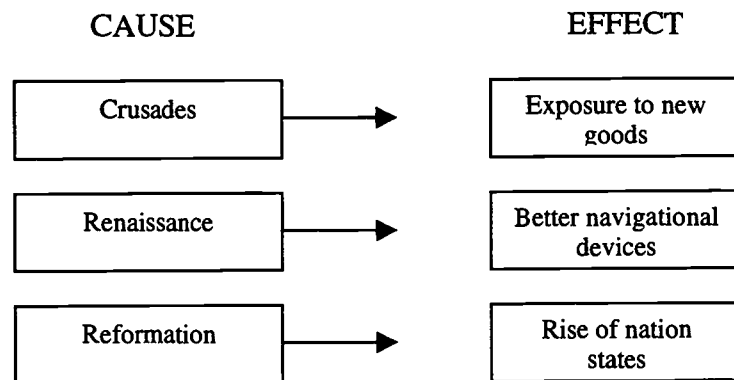
- **Identify the effects of the Crusades, the Renaissance, and the Reformation.**
  - Motivation
  - Subsequent action
- **Trace the development and impact of the Columbian Exchange.**
  - Destabilization of Native American societies
- **Trace, compare, and explain the significance of early European conquests, colonization, and business ventures.**
  - Conquistadors
  - St. Augustine
  - Jamestown
  - Virginia House of Burgesses
- **Identify the critical economic and political events leading to the Colonial separation from England.**
  - Taxation
  - French and Indian War
  - Lack of free trade
  - Boston Massacre
  - Boston Tea Party
  - Lexington and Concord

**NUMBER OF TEST QUESTIONS: 10**

### **ACTIVITY 1: Motivation for Exploration**

**BACKGROUND:** The social, economic, religious, and scientific changes that had been taking place in Western Europe brought about an era of expansion and exploration. The discovery, conquest, and colonization of new lands led to an increase in trade and the supply of money. A world economy was emerging. New wealth, new resources, and a new economic outlook would bring about enormous change in the West.

1. Assign students to read about the motivation for exploration from their text or other resource material.
2. Discuss as many factors as possible that brought about Europe's discovery of the New World. (Examples: search for trade routes to the East Indies and Asia, missionary motive, search for adventure, national prestige, improvements in technology)
3. Ask a student to list the factors on the board. (See above.)
4. Ask students to work in pairs as they develop a cause-and-effect chart using the statements from the board to demonstrate their understanding of the impact of the Crusades, the Renaissance, and the Reformation on the motives for exploration.



5. Extension activities may include map projects and group reports. One suggested map project is to use an outline map of the world to show and label the voyages of the various European countries. The group reports may include written reports, dramatizations, and panel discussions. Suggested topics for reports are taken from the eligible content.
  - a. Motivation for exploration provided by the Crusades
  - b. Motivation for exploration provided by the Renaissance
  - c. Motivation for exploration provided by the Reformation
  - d. Impact of New World discovery on Native American societies
  - e. Economic motivation (joint-stock companies and mercantilism)
  - f. Conquistadors
  - g. St. Augustine
  - h. Jamestown
  - i. Virginia House of Burgesses

### READING COMPREHENSION CONNECTION:

Standard I, Objective 2	Determine sequence of events.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

## **ACTIVITY 2: Jamestown: Different Groups/Different Roles/Different Ideas**

**BACKGROUND:** The colony at Jamestown did not prosper until the introduction of a new type of tobacco, which became the staple crop and the foundation of its economy. As the production of tobacco increased, the demand for labor grew. The colony met this pressing need for labor by importing indentured servants and African slaves; however, there were continuing economic problems despite the success of tobacco. The London Company made efforts to diversify the economy, but the settlers were determined to raise the cash crop. Therefore, they remained dependent on trade with the Native Americans and imports from abroad for much of their food. The typical Virginia farmer of the seventeenth century lived simply. Few Virginians had large plantations. The small farmer worked very hard in the fields along with the indentured servants and slaves.

1. Have students read about Jamestown focusing on the different groups, roles, and ideas found there. After the reading assignment, ask students to list the specific economic groups that lived in Jamestown.
2. Compile the list of student responses on the board or overhead projector. (Examples: landowners, indentured servants, artisans, clergy, Native Americans, government officials)
3. Divide students into at least six groups. Each group represents one of the categories listed in #2 (landowners, indentured servants, artisans, clergy, Native Americans, government officials). Each group should research the relationship between their assigned group and the other five groups. An example would be that indentured servants worked for the landowners or artisans. Indentured servants depended on government officials to ensure that their contract was honored.
4. Each group will then report their findings in the form of an oral discussion or role playing activity using factual and argumentative reasoning.
5. Have students demonstrate their understanding of the significance of early European colonization by writing a journal entry from the point of view of a member of one of the economic groups.

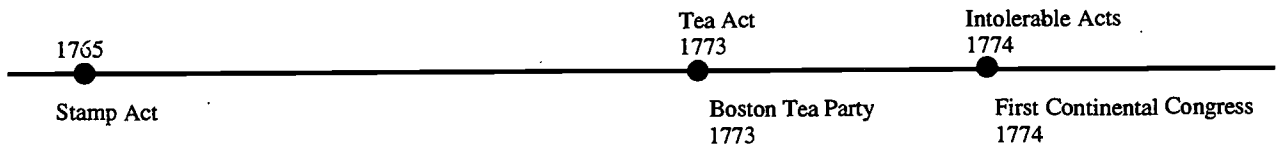
### **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 3: A Revolutionary Timeline

**BACKGROUND:** At the conclusion of the French and Indian War in 1763, relations between Britain and her American colonies changed. Britain was determined that the colonies must be made to pay for the war. On the other hand, the colonists emerged from the war with a greater sense of self-reliance and lessened dependence on the mother country. These two differing and opposing views ultimately led to events that culminated in the Revolutionary War and separation from Britain.

1. The student will review the events leading up to the Battle of Lexington and Concord and create a timeline of English policy and Colonial reaction. The timeline could include the Stamp Act (1765), the Tea Act (1773), the Boston Tea Party (1773), the Intolerable Acts (1774), and the First Continental Congress (1774).
2. Some students may want to create a timeline of their own lives prior to beginning Step 1.



#### Suggestions for construction of timelines

1. Have students select any specific number of dates/events from a time period in American history.
2. Make a rough draft of their dates/events with an appropriate symbol for each event.
3. Arrange each date/event with an appropriate symbol on a timeline with some dates/events above the timeline and some below, or simply divide a paper into equal parts and put dates/events into each part in correct sequence.
4. Color in dates/events and symbols.

#### READING COMPREHENSION CONNECTION:

- |                          |                               |
|--------------------------|-------------------------------|
| Standard I, Objective 2  | Determine sequence of events. |
| Standard II, Objective 3 | Determine cause and effect.   |

**STANDARD II: The student will understand the formation and development of the United States.**

**OBJECTIVE 1: Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States.**

**ELIGIBLE CONTENT:**

- **Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States.**
  - Magna Carta
  - Political concepts of Locke, Rousseau, and Montesquieu
  - Great Awakening
  - Bill of Rights
  
- **Identify and describe models and concepts for central government.**
  - First and Second Continental Congresses
  - Political parties
  - Declaration of Independence
  - Articles of Confederation: strengths and weaknesses
  - Constitutional Convention
    - State vs. national power
    - Major crises and compromises
    - Debate over ratification
    - Federalist Papers
  - First American Political Systems
    - Economic differences
    - Jefferson vs. Hamilton
      - Examples: national debt, state debt, banking system
  - Washington's Farewell Address
  - Impact of John Marshall on the Supreme Court
    - Judicial Review - *Marbury v. Madison*

**NUMBER OF TEST QUESTIONS: 6**

**ACTIVITY 1: Government – Who Needs It?**

**BACKGROUND:** Three European intellectuals influenced political thought in the United States in the eighteenth century. John Locke, an English philosopher, embraced a democratic political theory that asserted men possess natural rights to life, liberty, and property; and that government is created for the sole purpose of protecting these rights. Furthermore, men may replace a government that fails in this purpose. His ideas greatly influenced Thomas Jefferson who wrote the Declaration of Independence.

Jean Jacques Rousseau's ideas were patterned after those of Locke and similar to Jefferson's as well. His book, *Social Contract*, stated: "Man is born free, and everywhere he is in chains."



Baron de Montesquieu, in his book *Spirit of Laws*, urged that governmental powers be separated among three branches: executive, legislative, and judicial. His ideas of separation of powers were adopted in the United States Constitution.

1. Ask students what would happen in a classroom or community if there were no directions, no authority, and no one to make decisions. (Let the class express their ideas.)
2. Introduce the basic concept of Locke’s “natural rights” philosophy by asking, “Why do we need a government?” After students recognize a need for government and rules, ask them to think about the benefits and problems of living in a “state of nature” in which there are no laws or government. Possible responses may include the need for protection of citizens, public services, and education.
3. Have students work in five groups to answer the following questions and to present their answers to the class:
  - a. What might happen in the classroom or community if there were no rules or laws?
  - b. What might happen if there were rules and laws but no one to ensure people obeyed them?
  - c. What might happen if there were rules and laws but no one to settle disagreements?
4. Continue to cover concepts of natural rights, identify and state the problems of a “State of Nature” as described by Rousseau, and ask students to apply some of these ideas to their daily lives.
5. After the reading assignment, guide students as they compare their ideas with those of the English philosopher John Locke. Discuss how his concepts are used in preparing a government that protects the natural rights of an individual.
6. Students should recognize the need for rules and government; define government as an institution that makes and enforces laws at federal, state, and local levels; and describe its function to maintain social order, provide public service, provide security, and to make binding decisions.

#### **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

#### **ACTIVITY 2: The Roots of Our Rights**

**BACKGROUND:** The earliest English settlers brought three ideas with them that helped shape government in the United States. These basic ideas were ordered government, limited government, and representative government. The Magna Carta and the English Bill of Rights

established principles and influenced ideas in the nation. The matrix below provides an overview of these concepts.

RIGHTS	LANDMARK DOCUMENTS		
	MAGNA CARTA (1215)	ENGLISH BILL OF RIGHTS (1689)	UNITED STATES BILL OF RIGHTS (1791)
Trial by jury Due process Private property No unreasonable searches or seizures No cruel punishment No excessive bail or fines Right to bear arms Right to petition Freedom of speech Freedom of the press Freedom of religion			

1. Have students read the Magna Carta, the English Bill of Rights, and the United States Bill of Rights. Discuss these documents with the class so students acquire background knowledge.
2. Have students complete a matrix by matching guaranteed rights with the landmark documents that provide these rights.

RIGHTS	LANDMARK DOCUMENTS		
	MAGNA CARTA (1215)	ENGLISH BILL OF RIGHTS (1689)	UNITED STATES BILL OF RIGHTS (1791)
Trial by jury		X	X
Due process	X	X	X
Private property	X		X
No unreasonable searches or seizures			X
No cruel punishment		X	X
No excessive bail or fines		X	X
Right to bear arms		X	X
Right to petition		X	X
Freedom of speech			X
Freedom of the press			X
Freedom of religion			X

3. Have students demonstrate their understanding of the influence of intellectual thought on the political systems of the United States by writing a brief essay on the major political ideas the early English settlers brought to America and the relevancy of those ideas to the Constitution of the United States.

### READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

### ACTIVITY 3: Patriots versus Loyalists

**BACKGROUND:** As conflict between Great Britain and her American Colonies became inevitable, Americans were divided between the ranks of "Patriots" and "Loyalists." From the colonial point of view, the Patriots were those who adopted the course of independence, and the Loyalists decided to remain loyal to the mother country.

Ask students to pretend they are Patriots (supporters of America) or Loyalists (supporters of the King) caught up in the struggle for independence. Have them choose their viewpoint, and draw a political cartoon that might have appeared in a newspaper in 1774 or make their own post card about this event.

#### **ACTIVITY 4: First Continental Congress: Right Or Wrong?**

**BACKGROUND:** The First Continental Congress assembled in Philadelphia in 1774 with all colonies represented except Georgia. The Congress declined to move toward independence. Instead, the Congress claimed that colonies were subject to taxation only by their representative assemblies and called for a halt in trade with England.

1. Ask the students to choose a current policy or rule with which they disagree. Have students decide a reasonable solution. (Examples: curfew, dress code, noise ordinance)
2. Explain the British policies and rules that led to the First Continental Congress.
3. Have students read about the First Continental Congress in their textbook. Ask students how the British government might have viewed the meeting of the First Continental Congress and the Congress's decision. (Example: Colonists were ungrateful and acted treasonably.)

#### **ACTIVITY 5: Colonial C-Span**

**BACKGROUND:** The Second Continental Congress met in Philadelphia in 1775. The group called for the formation of a continental army. They also issued the "Olive Branch Petition" to try to solve the crisis at hand.

1. Divide the class into three groups.
2. One group can be a "television news crew" reporting on the meeting of the First Continental Congress. (Example: calling for a halt in trade and issuing the Petition of Rights and Grievances)
3. The second group can report on the events between the First and Second Continental Congress. (Example: fighting at Lexington and Concord)
4. The third group can report on the decisions the colonial leaders made at the Second Continental Congress. (Examples: appointing of Washington as Commander of the Continental Army and writing the Declaration of Independence)

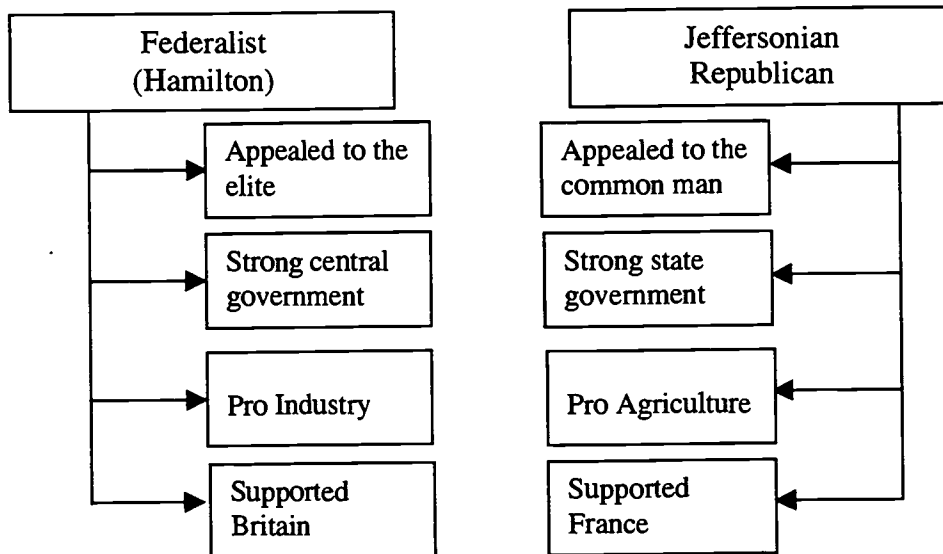
**READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard I, Objective 2	Determine sequence of events.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

**ACTIVITY 6: Party Time!**

**BACKGROUND:** There were many problems facing the new nation during the early years and different opinions about solving them. Alexander Hamilton favored a strong national government and a broad view of the meaning of the Constitution. Thomas Jefferson believed in a weak central government and a narrow interpretation of the Constitution. Such disagreements among the country’s leaders eventually led to the development of political parties.

1. Have the class define and discuss what is a political party. (A political party may be defined as an organized group that seeks to control government through the winning of elections and the holding of public office.)
2. After discussing what is a political party, have students identify the two major political parties in the United States today (Democratic and Republican).
3. Divide class into pairs of students. Have each pair research and study the Federalist (Hamilton) and Jeffersonian Republican political parties. (founders; issues such as regions of country, who should govern, structure of government, economics, and foreign policy)
4. Display each pair’s findings on a graphic organizer showing the party origin, party leaders, major positions, and major supporters.



5. After a class discussion, have each student write a brief essay explaining the impact of political parties in American society.

### READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

### ACTIVITY 7: Marshall's Court

**BACKGROUND:** John Marshall was Chief Justice of the United States Supreme Court from 1801 to 1835. Marshall's opinions during his long tenure consistently supported a strong central government. The case of *Marbury v. Madison* (1803) established a precedent of judicial review. Other important cases include *McCulloch v. Maryland* (1819), *Dartmouth College v. Woodward* (1819), and *Gibbons v. Ogden* (1824).

1. Have students read in the textbook or resource material information on Marshall's decisions.
2. Have students explain how his decisions in the following cases have influenced our nation's political system: *Marbury v. Madison*, *McCulloch v. Maryland*, *Gibbons v. Ogden*, and *Dartmouth College v. Woodward*.
3. Have students review and discuss the different cases and define the following concepts: judicial review, implied powers, and interstate commerce. The students can explain why these principles are important in the United States today.
4. Have students select one of the above-mentioned court cases and choose one of the following activities to demonstrate their understanding of the impact John Marshall had on the Supreme Court of the United States.
  - a. Write a speech to spell out the arguments of one side or the other.
  - b. Write a newspaper editorial to respond to the decision of the judges.

### READING COMPREHENSION CONNECTION:

Standard II, Objective 2	Draw conclusions.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.
Standard III, Objective 1	Recognize fallacies of logic and judge strength of argument.

**STANDARD II: The student will understand the formation and development of the United States.**

**OBJECTIVE 2: Identify and comprehend the provisions of essential documents of the United States government.**

- Declaration of Independence
- Constitution
- Bill of Rights
- 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> Amendments

**ELIGIBLE CONTENT:**

- Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government.
  - Declaration of Independence
    - Philosophical background
    - Concept of equality
    - Social Contract Theory
  - Basics of the Constitution
    - Preamble
    - Separation of Powers
    - Federal System
    - Elastic Clause
    - Bill of Rights
    - 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, & 19<sup>th</sup> Amendments
    - Violations
      - Examples: Black Codes, Jim Crow Laws
- Relate Separation of Powers, Federal System, and the Bill of Rights to colonial experiences.

**NUMBER OF TEST QUESTIONS: 14**

### **ACTIVITY 1: What Constitutes a Balanced Government?**

**BACKGROUND:** The basic powers of government in the United States are separated among three distinct and independent branches of the government. The Constitution distributes the powers among the Congress (the legislative branch), the President (the executive branch), and the federal courts (the judicial branch). This separation of power is clearly described in the Constitution in Article I, Section I; Article II, Section I; and Article III, Section I.

1. Have students refer to Article I, Section I; Article II, Section I; and Article III, Section I in the United States Constitution. Have them identify the three branches of government and the purpose and composition of each branch. (Use a graphic organizer to chart the information.)

Branch	Purpose	Composition

Branch	Purpose	Composition
Legislative	Make laws	Bicameral Congress
Executive	Enforce laws	President, departments/agencies
Judicial	Interpret laws	Federal courts

2. Divide the class into three groups, with each group representing a branch of the government. Each branch will role-play ways to check and balance the other branches.
3. Have students demonstrate their understanding of separation of power by locating current news articles relating to the powers of government and identifying the branch of government whose powers correspond to the article.

### READING COMPREHENSION CONNECTION:

- |                          |  |
|--------------------------|--|
| Standard I, Objective 1  | Identify supporting details.   |
| Standard II, Objective 1 | Identify main idea.  |
| Standard IV, Objective 4 | Demonstrate the ability to locate information in reference material. |

### ACTIVITY 2: Scavenger Hunt\*

**BACKGROUND:** This activity is designed as a modified scavenger hunt. The purpose is to familiarize the students with the basics of the Constitution by utilizing an engaging activity as they read selected parts of the Constitution. Teachers may choose to ask all of the following questions or select from the total list. Bear in mind that the Constitution is open to interpretation; in fact, scholars in constitutional law often do not agree as to the exact application of every clause in a particular case.

Have students answer the following questions by citing the article and section of the Constitution where the answer is found.

1. One of your senators dies and you want to be the replacement. To whom do you go? Can you be appointed?
2. A proposed amendment passes Congress with a simple majority. What happens next?
3. You need to find out who voted for a bill in Congress. Where will you go to find this information?
4. Your state wants a regional or district federal court. To whom does the state apply?
5. You have decided California merits four senators. How can this be accomplished?
6. You feel the federal government should protect your town against looters after a terrible hurricane. How can you convince the government it is their duty to do so?
7. Your state wants to abolish the federal kidnapping law, and it passes a law to that effect. How much weight will this law carry?



8. The convict who escaped last Friday has been captured in Mississippi. How does Alabama go about getting him back?
9. Why is your driver license still valid when traveling through Georgia?
10. Two ships collided off the coast of Florida halfway between Palm Springs and Miami. Each sues the other. Where will the case be tried?
11. Puerto Rico wants to become a state. To whom do they address their petition?
12. The Ambassador from Chile is arriving. Who will greet him? If that person is unavailable, then who will greet him?
13. You are so fond of your school day photos that you decide to have them placed on currency. When you try to spend your homemade currency, you are arrested. Who decided this was a crime?
14. A bill lands on the President's desk. He doesn't sign it for ten days. Is it a law?
15. As a senator, you just can't afford to maintain two homes. Can you give up your home in Alabama and move to Washington, D.C.?
16. You've just been elected President. Someone discovers you were born in Canada. Any problems?
17. Your congressman has been so nice to you that you let him use your condo in Florida for the week. Any problems?
18. Congress votes to send all naval ships to the ports of New Orleans and Mobile for refueling. Any problems?
19. You are arrested during a riot. You are not presented with a list of charges. Is this legal?
20. One of your members of Congress simply never shows up for a meeting. Can anything be done before the next election to make this congressional member "shape up"?
21. The Vice President is so upset about a measure that he adds his vote in the Senate. Is this legal?
22. Congress is terribly upset about the President's low pay. They pass a pay increase retroactive to July 1. Any problems?
23. The Governor is so proud of his top 25 residents of Alabama that he gives them a tract of land and the title of "Sir" or "Lady" as the case may be. Any problems?
24. The President is removed from office for taking a bribe. Is that all that legally can be done to him?
25. A senator calls your uncle a scoundrel and a shiftless, no-good drifter while in the middle of a heated debate on the Senate floor. Can you sue?

## Answer Key for Scavenger Hunt

The answer key for the Scavenger Hunt represents possible answers. No attempt is made to supply answers for every possible scenario.

1. A student cannot be appointed because of the age requirement. Article I, Section 3, Clause 3
2. It is dead; a proposal requires a two-thirds vote to pass. Article V
3. *The Congressional Record*
4. To Congress. Article I, Section 8, Clause 9
5. Through the Amendment process. Article I, Section 3, Clause 1 provides for only two Senators per state.
6. Article IV, Section 4 guarantees protection to the states.
7. None. Article VI, Section 2 states the Constitution and the laws of the United States shall be the “supreme law of the land.”
8. Alabama makes application. Article IV, Section 2, Clause 2
9. The full faith and credit statement. Article IV, Section 1
10. Original jurisdiction is in the Supreme Court. Article III, Section 2, Clause 1
11. Congress. Article IV, Section 3, Clause 1
12. The President. Article II, Section 3. The Vice President.
13. Congress. Article I, Section 8, Clause 5
14. Yes, if Congress is in session. Article I, Section 7, Clause 2
15. No. Article I, Section 3, Clause 3
16. Yes. Article II, Section 1, Clause 5
17. Yes. Article I, Section 9, Clause 8
18. Yes. Article I, Section 9, Clause 6
19. Possibly yes. Possibly no. Article I, Section 9, Clause 2
20. Yes. Article I, Section 5, Clause 1
21. Not unless there is a tie. Article I, Section 3, Clause 4
22. Yes. Article II, Section 3
23. Yes. Article I, Section 9, Clause 8
24. Possibly yes. Possibly no. Article I, Section 3, Clause 7
25. Anyone can sue; however, this case will almost certainly lose. Article I, Section 6, Clause 1

\*Contributed by Mrs. Rhonda Lee, Ramsay High School, Birmingham City Schools

### READING COMPREHENSION CONNECTION:

Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard IV; Objective 4	Demonstrate the ability to locate information in reference material.

**STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.**

**OBJECTIVE 1: Identify and evaluate the impact of the American Revolution.**

**ELIGIBLE CONTENT:**

- **Trace and describe the causes, course, and consequences of the Revolutionary War.**
  - Causes
    - Lack of free trade**
    - Boston Tea Party**
    - Issues of Second Continental Congress**
    - Boston Massacre**
    - Patrick Henry's speech**
  - Course
    - Leaders**
      - Examples: George Washington, Samuel Adams, Paul Revere**
    - Military campaigns**
      - Examples: Saratoga, Yorktown, Valley Forge**
  - Consequences
    - Treaty of Paris**
      - Recognition of independence**
      - Territorial acquisition**
    - Unfinished business**
      - War of 1812: impressment and embargo**

**NUMBER OF TEST QUESTIONS: 6**

### **ACTIVITY 1: Free Trade – Then and Now**

**BACKGROUND:** After the French and Indian War, the American colonists found their chances for westward expansion blocked by the Proclamation of 1763. Furthermore, to help offset the cost of the war, Parliament enacted a series of laws that the colonists felt seriously hampered their trading opportunities. Some examples of the laws were:

- (1) Sugar Act (1764) – enforced old customs duties and placed new or higher duties on certain articles;
- (2) Townshend Acts (1767) – new taxes placed on many items important to the colonists;
- (3) Tea Act (1773) – granted a monopoly to the British East India Company; and
- (4) Coercive (Intolerable) Acts (1774) – closed the port of Boston to trade among other things.

Have a group of students read about the lack of free trade as a cause of the Revolutionary War and discuss those causes in class. Then have the students complete a chart of the pertinent British acts, the purpose of the acts, and the colonial reaction.

British Act	Purpose	Colonial Reaction

British Act	Purpose	Colonial Reaction
Sugar Act	Raise money; end smuggling	Petitions and protests
Townshend Duties	Pay for colonial defense by placing tax on tea, paint, paper, lead, and glass	Boycott
Tea Act	Reinforce right to tax	Boston Tea Party
Coercive (Intolerable) Acts	Punish Boston for Tea Party	First Continental Congress Association Non-importation agreement

### ACTIVITY 2: Revolutionary Leaders – Show and Tell

Assign each pair of students a revolutionary leader to research (Examples: Washington, Samuel Adams, Paul Revere). Ask one student to give a visual presentation (dance, dress, poster) of their leader and have the other student give a verbal presentation (speech, song, etc.).

### ACTIVITY 3: Fighting for the Cause

**BACKGROUND:** Saratoga (1777) was considered a turning point of the war. The American victory persuaded the French to enter the war against the British. The Battle at Yorktown, Virginia (1781), was the occasion of the surrender of General Cornwallis' army to General Washington that effectively ended the war.

Have students work in three groups to determine the significance of Valley Forge, Saratoga, and Yorktown. Each group will present its findings through creative writing, music (songs of the time), art, or patriotic signs and symbols.

### ACTIVITY 4: The Treaty of Paris - Was it Fair?

Students work in pairs to complete maps showing territorial acquisition by the United States as a result of the Treaty of Paris in 1783. Use ancillary materials provided by the local school system.

## **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard III, Objective 1	Recognize fallacies of logic and judge strength of argument.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

**STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.**

**OBJECTIVE 2: Identify and evaluate the Era of Expansion. Note: Use map on territorial expansion.**

**ELIGIBLE CONTENT:**

- **Trace and compare the expansion of the United States from 1783-1853.**
  - Territorial expansion
    - Treaty of Paris - 1783
    - Land Ordinance - 1785
    - Northwest Ordinance - 1787
  - Louisiana Purchase
    - Background
    - Lewis and Clark expedition
  - Economic nationalism during the “Era of Good Feeling”
    - Economic issues
      - Examples: internal improvements, Henry Clay’s American System
    - Alabama Statehood
    - Missouri Compromise
    - Monroe Doctrine
  - Westward expansion
    - Indian Removal Act
      - Example: Trail of Tears (Note: Alabama may be included.)
    - Pre-Civil War expansion west of the Mississippi
      - Examples: Santa Fe, Oregon, Mormon, and California trails; Gold Rush
  - Growing sectional divisions
    - Texas Independence
    - Mexican War
      - Example: Manifest Destiny

**NUMBER OF TEST QUESTIONS: 6**

**ACTIVITY 1: Manifest Destiny – From Sea to Shining Sea**

**BACKGROUND:** Manifest Destiny refers to the belief, held by many nineteenth century American leaders, that the United States was a “superior” country and, as such, had the right to expand across the North American continent.

1. Divide the class into groups of six. Assign each student one of the territorial acquisitions listed on the chart on page C-20. Assign a color to represent each of the six territories. Give each student a copy of the chart and a blank outline map of the contiguous United States with state outlines but no state names.

## C H A R T

NAME	DATE ACQUIRED	HOW ACQUIRED	ISSUES	SIDES/ POSITIONS	SOLUTIONS
1. Thirteen original states and the territory west of the Appalachian Mountains					
2. Louisiana Territory					
3. Texas					
4. Oregon					
5. Gadsden Purchase					
6. Alaska					

2. In each group have the students number off. Realign the groups by number: all ones, all twos, etc. Each group is to take the territory listed on the chart that corresponds to its number and complete the information using textbooks as references. Also, each group is to fill in the outline of its territory on its map, label, and color it the assigned color.
3. When step 2 is complete, have students return to their original group and take turns sharing information with the other members.
4. When the group completes the entire map (in color) and the chart, they are to write a position paper in which they discuss, "What forces drove the expansion of the United States?"

**Emphasize that appropriate references to Alabama should be included. (See Eligible Content.)**

Example: Trail of Tears

### READING COMPREHENSION CONNECTION:

- |                          |                               |
|--------------------------|-------------------------------|
| Standard I, Objective 2  | Determine sequence of events. |
| Standard II, Objective 2 | Draw conclusions.             |
| Standard II, Objective 3 | Determine cause and effect.   |

**STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.**

**OBJECTIVE 3: Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture.**

**ELIGIBLE CONTENT:**

- **Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War.**

**-Social reforms before the Civil War**

**Women and women's rights**

**Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Seneca Falls Convention**

**Abolitionists**

**Examples: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman and the Underground Railroad**

**Other reform movements**

**Examples: Dorothea Dix, temperance, Utopian Communities**

**-Political and economic reform**

**War of 1812**

**Course of the War**

**Examples: Horseshoe Bend, Ft. McHenry, New Orleans**

**Consequences of the War**

**Growth of Nationalism**

**Example: tariff protection**

**Marshall's Supreme Court**

**Examples: *Madison v. Marbury* and *Gibbons v. Ogden***

**Jacksonian Democracy: Common Man Ideal**

**Extension of voting rights**

**Creation of the Spoils System**

**Nullification Crisis**

**Emergence of a distinct American culture**

**Authors and poets**

**Examples: Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson**

**NUMBER OF TEST QUESTIONS: 6**



## ACTIVITY 1: Women Are Citizens Too!

**BACKGROUND:** Prior to the Civil War, several prominent women pushed for social, economic, and political reforms. Some notable examples are Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony. Truth, a former slave, was an outspoken abolitionist. Stanton and Anthony led antislavery as well as women’s suffrage campaigns.

1. Pair the students. Each pair receives two index cards.
2. Assign each pair the name of a leader or a participant in an event of the women’s movement. A leader’s name may be assigned to more than one pair. (See examples from Eligible Content.)
3. Have students write three interview questions on one card and the answers to the questions on the other. Direct students to write questions that probe and expand thinking. Questions should be worded as they would be stated if the prominent historical figure were being interviewed. (Place student names on back of cards.) Suggested questions may be:
  - a. What was your motivation in becoming involved in the suffrage movement?
  - b. What resistance did you encounter?
  - c. What success did you achieve?

Notes:

1. Suggested time limit is 15 minutes.
4. A few student pairs are chosen to conduct their interviews for the class.
5. Collect the cards.
6. Randomly pass out the cards the next day. Some students will receive question cards, and other students will receive answer cards.
7. Students with question cards will interview students with answer cards, until they have a match for their questions.
8. Once again different student pairs will present to the class.
9. Students are expected to summarize the pertinent information from the class presentations of the social reforms achieved by each reformer.

### READING COMPREHENSION CONNECTION:

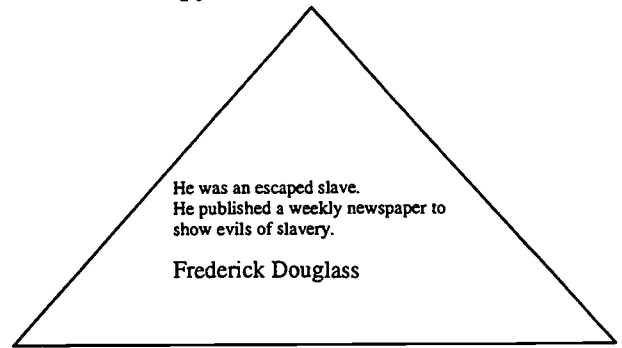
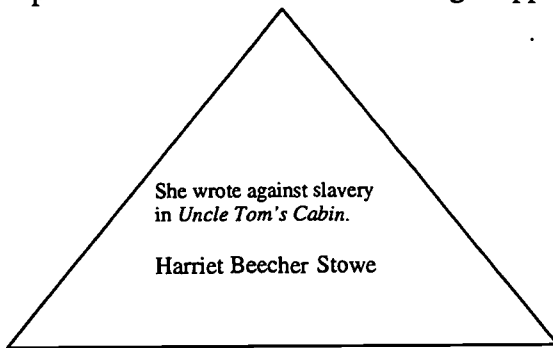
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.
Standard III, Objective 1	Recognize fallacies of logic and judge strength of argument.

## ACTIVITY 2: Freedom’s Friends

**BACKGROUND:** By the 1820s, many prominent Americans were pushing for the abolition of slavery. Some of the most famous abolitionists were William Lloyd Garrison, publisher of the antislavery newspaper *The Liberator*; Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*; Frederick Douglass, an escaped slave who became an abolitionist speaker; and Harriett Tubman, known as the “conductor” of the Underground Railroad.

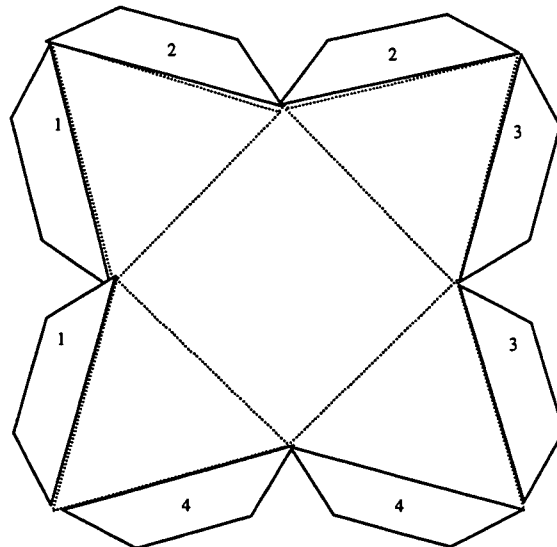
1. Have students construct a study pyramid. They should select four abolitionists or events of the abolitionist movement to place on their pyramid (Examples: William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Harriett Beecher Stowe).
2. Have students record the information about each abolitionist on each facet of the pyramid diagram. They should include information that will identify, describe, and explain the contribution of each individual to the abolitionist movement. Contributions should include information on the impact of the individual's work on social, political, and economic reforms.
3. Students will assemble the pyramid and put it on display. Directions for assembly and a diagram for the pyramid are included here. The displays may be used in group study sessions.

Examples of some information that might appear on one side of a pyramid are:



Directions for assembly.

1. Fold tabs on dotted lines.
2. Glue the tabs so that the numbers match.



**READING COMPREHENSION CONNECTION:**

- Standard I, Objective 1      Identify supporting details.
- Standard II, Objective 1    Identify main idea.
- Standard II, Objective 2    Draw conclusions.

**ACTIVITY 3: The War of 1812 and 13 and 14 and 15**

**BACKGROUND:** After the Revolutionary War was over, the United States was officially recognized as an independent country. The country stayed out of war with European countries despite ongoing problems with the British in Canada and Europe, the Spanish in Florida, and the Native Americans on the frontier. However, the feeling of nationalism (love of country) was strong, and politicians (Henry Clay and John C. Calhoun) led the fight to declare war against England.

1. Have students create a timeline of events during the War of 1812. These events should be listed in any U.S. history text. The timeline should include the years 1812 – 1815. Some events might include the following:
  - a. Declaration of war: June 1, 1812
  - b. Battle of Horseshoe Bend: March 27, 1814
  - c. The burning of Washington, D.C.: August 24, 1814
  - d. Battle of Fort McHenry: September 13, 1814
  - e. Treaty of Ghent: December 24, 1814
  - f. Battle of New Orleans: January 8, 1815 (This battle was fought after the war was officially over.)



2. After completing the timeline, place students in groups and assign each group a topic from the timeline. The groups are to produce a news broadcast covering the assigned event. Presentations will be made to the class. The student selected as “anchor” will moderate the presentation. The other students will conduct “live from the scene” reports or interviews with the key people involved in the event. Broadcasts should be short: approximately five minutes in length.

**ACTIVITY 4: Jacksonian Democracy**

**BACKGROUND:** Jacksonian Democracy is often referred to as the “age of the common man” and supposedly opened participation in government to a wider range of people. However, several divisive issues became more pronounced during this era: the protective tariff, a tax on certain imported goods, a rift between the North and South that eventually resulted in the nullification crisis (a threat by South Carolina to leave the Union). “The people expect reform,” Andrew Jackson said. “They shall not be disappointed.”

1. Divide the class into groups. Each group will write an essay on one of the following topics: the protective tariff, the extension of voting rights, the nullification crisis, or the rise of the common man.
2. Members of each group should be assigned to gather specific information on their topic relating to one of the following:
  - a. Effect on social reform
  - b. Effect on political reform
  - c. Effect on economic reform
3. In their essays, students should identify, describe, and/or compare the impact of their topic on reforms before the Civil War.

### **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

### **ACTIVITY 5: The American Renaissance**

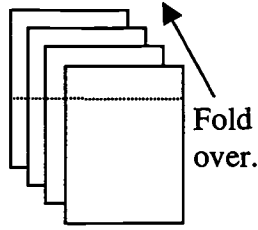
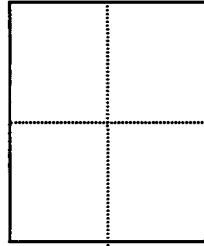
**BACKGROUND:** The “American Renaissance” refers to a period in the early 1800s that witnessed the emergence of distinctly American works of literature and art. Emerson’s “The American Scholar” (1837) promoted an American style of culture. Soon authors and poets, such as Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson, had achieved national and sometimes international fame.

Students will make a study flip chart to identify authors and poets, works, famous quotations, and themes or topics of the American Renaissance. Suggested authors and poets are from the Eligible Content and include Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson. Use textbook and resource material to obtain the information.

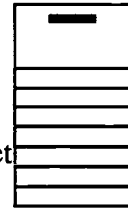
Instructions for the assembly of the flip chart:

1. Cut a piece of paper into fourths.
2. The four pieces are arranged in graduated order. When folded, each sheet shows below the one above it.
3. Write the name of an author on each of the visible strips of paper.
4. When lifted, the page will reveal the facts the student has recorded about that author or poet.

Fold-over  
Study Booklet.



Turn  
booklet  
over.



### READING COMPREHENSION CONNECTION:

Standard I, Objective 1  
Standard II, Objective 1  
Standard II, Objective 2  
Standard III, Objective 1  
Standard IV, Objective 4

Identify supporting details.  
Identify main idea.  
Draw conclusions.  
Recognize fallacies of logic and judge strength of argument.  
Demonstrate the ability to locate information in reference material.

**STANDARD IV: The student will understand concepts related to the United States Civil War Era.**

**OBJECTIVE 1: Identify and evaluate events, causes, and effects of the Civil War Era.**

**ELIGIBLE CONTENT:**

- **Recognize and analyze the factors leading to sectional division.**
  - Compromise of 1850
  - Fugitive Slave Act
  - Kansas-Nebraska Act
  - Formation of Republican Party
  - Dred Scott Decision
  - John Brown Raid
  
- **Identify and relate the election of Lincoln to the division of the nation.**
  - Background
    - Issues debated
    - Democratic Party split
  - Secession and the federal response
    - Examples: formation of Confederacy (Note: include Montgomery, Alabama, Ft. Sumter, Northern goals, Southern goals)
  - Northern Alabama's perspective on secession (Note: include Winston County, Alabama, and western counties of Virginia)
    - Pockets of resistance to secession
  
- **Identify and analyze the non-military events of the Civil War.**
  - Political
    - Example: creation of black military units
  - Economic
    - Examples: Homestead Act, Morrill-Land Grant Act
  - Cultural
    - Examples: draft opposition, Emancipation Proclamation
  - Legal
    - Example: suspension of the Writ of Habeas Corpus
  
- **Examine the military defeat of the Confederacy.**
  - Geographic
    - Examples: Battles of Vicksburg and Gettysburg, Sherman's March
  - Political
    - Gettysburg Address
  - Economic
    - Lee's surrender
    - Cost of war

- **Identify and compare the successes and failures of the Reconstruction Era and the emergence of the New South.**
  - Plans for Reconstruction**
    - Lincoln’s Plan**
    - Congressional Plan**
  - Radical Reconstruction**
    - Examples: Southern Military Districts, Black Codes, carpetbaggers, scalawags, organized resistance groups**
  - Presidency of U.S. Grant**
  - End of Reconstruction**
    - Examples: election of 1876, Compromise of 1877**
  - The New South**
    - Politics**
    - Industrialization**
    - Race relations**
      - Example: Jim Crow Laws**
    - Black cultural structures**
      - Examples: schools, churches, and family**

**NUMBER OF TEST QUESTIONS: 8**

### **ACTIVITY 1: Sectional Division – A Matter of Perspective**

**BACKGROUND:** From the very beginnings of America’s history, there was a growing sectional division between the North and the South. In 1861, this division finally erupted into a war that would kill 620,000 Americans but would liberate about four million others. There were many key events that led to the Civil War and different perspectives from which to view them.

1. Ask students to scan their textbooks and make a timeline of major events that led to the Civil War. These events should include, but not be limited to, the Compromise of 1850, Fugitive Slave Act (1850), Kansas-Nebraska Act (1854), Formation of the Republican Party, the Dred Scott Decision (1857), and John Brown’s Raid (1859).
2. Divide students into two large groups, one representing the North and one representing the South. Each group will construct a newspaper covering the major events of the 1850’s. Each newspaper should print their articles from the point of view of its respective region.
3. Each newspaper should contain news articles, editorials, letters to the editor, political cartoons, advertisements, and special features. The newspaper may also include want ads, obituaries or special social events. The students in each group should assign roles to each group member. These roles should include reporters, editors, typists, artists, and any other roles necessary for the production of the newspaper. Each newspaper should incorporate the events listed in the Eligible Content in as many sections of the paper as possible. Articles should describe the event, its impact on their region, and any other relevant information.

4. Upon completion, have each group share copies of its newspaper with the other groups. A large group discussion should follow in which the students critique each other's newspaper. The discussion should focus on how differing points of view arising from sectionalism were a major cause of the Civil War.

### READING COMPREHENSION CONNECTION:

Standard I,	Objective 1	Identify supporting details.
Standard I	Objective 2	Determine sequence of events.
Standard II	Objective 1	Identify main idea.
	Objective 2	Draw conclusions.
	Objective 3	Determine cause and effect.
Standard IV	Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 2: 1860, Election and Secession

**BACKGROUND:** The presidential election of 1860 was the beginning of the end for the South. In a field of four candidates, Abraham Lincoln won easily, despite the fact that he was not on the ballot in most of the Southern states. Following Lincoln's election, South Carolina was the first of seven states to secede by February 1, 1861; four others joined the Confederate States of America after the April 12<sup>th</sup> attack on Fort Sumter. Still, there were areas within the South (such as Winston County, Alabama, and western counties in Virginia) that continued to oppose secession.

1. Use this activity as a culminating project after the eligible content has been thoroughly discussed.
2. Divide the class into four groups. Each group is responsible for researching one of the following topics and presenting the findings to the class.
  - a. Issues and candidates of the 1860 election (Abraham Lincoln, Stephen Douglas, John C. Breckinridge, and John Bell)
  - b. Secession and the formation of the Confederacy  
(Emphasize that the states of the lower South sent delegates to Montgomery to organize a government for the Confederate States of America.)
  - c. Northern Alabama's and Western Virginia's perspective on secession  
(Emphasize that in Alabama a sectional division developed. Most North Alabama counties favored cooperation with the Union, while most South Alabama counties favored secession. Farmers in Winston County announced they would secede from Alabama if the state seceded from the United States.)
  - d. Northern goals, Southern goals, and the attack on Fort Sumter  
(Emphasize the social and economic issues.)



## READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 3: Civil War Editorials

**BACKGROUND:** While Americans were battling each other at places like Bull Run, Antietam, Chancellorsville, and Gettysburg, there were major decisions being made in Washington, D.C. that would have lasting effects on the American culture and economy. The results of these decisions were the creation of black military units, the passage of the Homestead Act, the Morrill Land Grant Act, the Emancipation Proclamation, the draft riots, and the suspension of the Writ of Habeas Corpus. These decisions were viewed from different regional perspectives.

1. Divide the class into two groups: Northern and Southern. Have each student write an editorial about one of the topics above based on the views of the group's assigned region.
2. Have students exchange the editorials with a member of the opposite group. Each student will then write a letter to the editor in response to the editorial he/she was given.

## READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.
Standard III, Objective 1	Recognize fallacies of logic and judge strength or argument.

### ACTIVITY 4: The Civil War – Live From Ground Zero

**BACKGROUND:** The Civil War has been called “the first modern war” because of its massive destruction of human life. (Remind students that the 620,000 Americans killed in the Civil War is more than 10 times the 58,000 lives lost in Vietnam.) This activity is designed to help students develop greater insight into some of the wartime experiences. Examples include:

- a. What it must have been like for those who surrendered the fort at Vicksburg.
- b. How a soldier felt as he witnessed the death of a friend at the Battle of Gettysburg.
- c. The thoughts and feelings of someone hearing the Gettysburg Address.
- d. The thoughts of the soldiers who marched through the South in Sherman's army.
- e. The thoughts of those who watched the defeated Confederate Army march out of Appomattox Courthouse.

1. Divide the class into five groups. Each group selects or is assigned an event. Each prepares and presents a “Live from the Scene” report on the Siege of Vicksburg, the Battle of Gettysburg, the delivery of the Gettysburg Address, Sherman’s March, or Lee’s surrender. The group presentation should focus on the relationship of the event to the military defeat of the Confederacy.
2. Students will then compose a letter to someone from the viewpoint of a witness to one of the above events. In the letter, describe the events in terms of geographic, political, and economic factors.

**READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.

**ACTIVITY 5: Reconstruction – Making Up Is Hard to Do**

**BACKGROUND:** The year 1865 brought an end to military conflict, but it was hardly a time of peace. This activity will help students understand some of the major groups of people (scalawags, carpetbaggers, and freedmen) and some of the most important individuals (Samuel Tilden and Presidents Johnson, Grant, and Hayes) during the twelve-year period called Reconstruction.

1. Utilize this activity as a broad overview of the Reconstruction Era.
2. Divide the class into four groups and have each group write questions appropriate for interviewing the following:
  - a. A carpetbagger (Example: What motivated you to come South?)
  - b. A scalawag (Example: What motivated you to go against the beliefs of the majority of people in your region?)
  - c. President Grant (Example: How do you respond to charges of corruption in your administration?)
  - d. President Hayes (Example: How do you react to being called “Your Fraudulency”?)
  - e. Samuel Tilden (Example: Why do you feel you were cheated out of the presidency?)
  - f. A freedman (Example: To what extent did the Black Codes and Jim Crow laws restrict your freedom?)
  - g. President Andrew Johnson (Example: What do you believe were the true reasons you were impeached?)
3. Lead the class in reaching a consensus on the most pertinent questions to be asked in an interview. Students will return to groups and write answers to the interview questions.

## **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.

**STANDARD V: The student will understand the concepts and developments of the late 19<sup>th</sup> to the early 20<sup>th</sup> centuries.**

**OBJECTIVE 1: Identify and evaluate the events that led to the settlement of the West.**

**ELIGIBLE CONTENT:**

- **Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800s.**
  - Indian tribes**  
**Examples: new states, U.S. Army and Indian conflicts, buffalo annihilation, and geographic impact**
  - Settlement of the Midwest/immigrant movement**  
**Examples: steel plow, windmill, revolver, barbed wire, and railroad**
  - Changing role of the American farmers**  
**Examples: early mechanization of agriculture, farmers' grievances, American agrarian rebellion, Populist Movement, and Alabama farmers**

**NUMBER OF TEST QUESTIONS: 6**

### **ACTIVITY 1: Conflicting Interests**

**BACKGROUND:** The greatest threat to Native Americans was white settlers. For more than 150 years, Native Americans had watched a tide of settlers push westward threatening their way of life. As the settlers moved west, they pushed the Native Americans from their homes and hunting grounds. The United States Government did attempt to respect the rights of these Native Americans in regard to their land, but these well-intentioned promises proved flimsy in the face of land-hungry settlers, the expanding railroad industry, and the government's attempt to pacify everyone concerned.

1. List on the board or overhead five groups that had claims or interest in western lands. These groups are the U.S. Government, the Indians of the Great Plains, the U.S. Army, the ranchers/farmers, and the railroad industry.
2. Divide the class into five corresponding groups. Each group will be assigned a section in their text related to the group and given (or referred to) a map of the Great Plains. (Use ancillary materials.)
3. Each group will research and give an oral presentation that will include each of the following:
  - a. Importance of this territory to each group
  - b. Legal and moral basis for claims to this territory
  - c. Explanation of the conflicting interests between this group and the other groups
  - d. Suggested compromise to avoid war

The group's research should include, where appropriate, how these four issues effected the Indian tribes of the territory and why the migration to and settlement of the territory were important factors in the closing of the frontier.

### READING COMPREHENSION CONNECTION:

Standard I, Objective 1      Identify supporting details.  
Standard II, Objective 1      Identify main idea.

### ACTIVITY 2: Farmers - Problems and Solutions

**BACKGROUND:** The rapid development of the agricultural West and the reorganization of Southern agriculture after the Civil War provided new opportunity for millions of American families. These changes also exposed these families to the financial hardships of rural life. The result was the first mass organization of farmers in American history. The farmers' role changed as they became more politically active. They banded together to seek government regulation of railroad freight rates and funding for agricultural colleges. They formed cooperatives to gain market advantages. Farmers increased their political activism by forming groups known as Farmers' Alliances. Eventually a political party was formed to aid farmers against exploitative practices of banks, railroads, and merchants. This party was known as the Populist Party.

1. Write on the board or overhead the following statement that sums up the plight of the American farmer in the late nineteenth century: "Farmers' incomes were falling while their costs were rising."
2. Have students scan their text and give three to four reasons for this problem. List the problems on the board or overhead. Possible suggestions might be:
  - a. Harsh weather ruined crops.
  - b. New machinery contributed to overproduction and falling prices.
  - c. Cost of new machinery rose.
  - d. Cost of transporting crops by rail increased.
  - e. High interest rates were placed on borrowed money.
3. Divide the class into three groups. Each group will represent a movement intended to solve the farmers' problems: The National Grange, The Farmers' Alliances, and the Populist Party.
4. Using the text, have each group summarize how each movement proposed to help the farmers. Each group should also look up Alabama's involvement in these organizations.
5. Have groups present their findings to the class. Option: Have one student from each group debate the others (three-way debate) to try to convince the class of the superiority of his/her group's approach. Invite parents to serve as judges.

**READING COMPREHENSION CONNECTION:**

Standard II, Objective 3

Determine cause and effect.

Standard IV, Objective 4

Demonstrate the ability to locate information in reference material.

**STANDARD V: The student will understand the concepts and developments of the late 19<sup>th</sup> to early 20<sup>th</sup> centuries.**

**OBJECTIVE 2: Evaluate the concepts, developments, and the consequences of industrialization and urbanization.**

**ELIGIBLE CONTENT:**

- **Describe the concepts, developments, and consequences of industrialization and urbanization.**
  - Geographic factors that influenced industrialization**  
Examples: natural resources, mountains, rivers
  - Sources of power for new industries**  
Examples: oil, electricity
  - Communication Revolution**  
Examples: Transatlantic cable, telephone, radio
  - Early industry/role of labor in Alabama (Note: Alabama maps may be used)**  
Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing
  - Monopolies/mergers**  
Examples: Robber barons, Rockefeller, Carnegie
  - Ideologies of business**  
Examples: Social Darwinism, Gospel of Wealth, Horatio Alger
  - Urbanization in the late 1800s (Note: photos, political cartoons, and graphs may be used)**
    - Geographic (Note: population maps may be used)**  
Example: from farm to factory
    - Economic**  
Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, immigration restrictions
  
- **Identify, explain, and relate the accomplishments and limitations of the Progressive Movement.**
  - Characteristics**
  - Social**
    - Role of women**
    - Muckrakers**  
Examples: *The Jungle* by Upton Sinclair, *History of the Standard Oil Company* by Ida Tarbell
    - Public education**  
Example: Horace Mann
  - The Niagara Movement**
    - W.E.B. DuBois**  
National Association for the Advancement of Colored People (NAACP)
  - Atlanta Exposition/Compromise**

- Tuskegee Institute
  - Booker T. Washington
  - George Washington Carver
- Political
  - Plessy v. Ferguson*
- Alabama's 1901 Constitution
- Progressive Constitutional Amendments and impact
  - 16th, 17th, 18th, & 19th Amendments
- Progressive leadership of Theodore Roosevelt and Woodrow Wilson
  - Examples: antitrust laws such as the Clayton Act and Federal Trade Commission, labor reforms, conservation movements, Federal Reserve System
- Election of 1912

**NUMBER OF TEST QUESTIONS: 8**

### **ACTIVITY 1: The Link Between Geography and Industry**

**BACKGROUND:** Between the end of the Civil War in 1865 and the end of the 1800s, the United States became an industrial giant. Manufacturing replaced agriculture as the main source of economic growth. Industrialism turned the United States into a land rich with machines, factories, mines, and railroads. Towns located near water routes and other available natural resources soon became magnets for investors seeking locations for new industries.

1. Ask students to read text material in their text related to industrialization. Then ask them to identify the major considerations facing a factory owner trying to decide where to build a factory in the mid to late 1800s. Factors may include natural resources, labor, capital, transportation, markets, power supply.
2. List all factors on the board or overhead projector and divide students into five to seven groups with each group representing a city such as Birmingham, Huntsville, Mobile, Chicago, Detroit, Pittsburgh, New York.
3. Have students identify the natural resources, transportation sources, and work force available for industrial growth in their region during the late nineteenth and early twentieth centuries. Have students use topographical maps, natural resource maps, encyclopedias, and history texts as sources for their research.
4. Have students present their findings to the class. Presentations should include the geographic factors that were important in attracting industry to their city. The class should list those areas that were most suitable for industrialization and the impact, both positive and negative, this industrialization had for the region. Students should include the developments and consequences industrialization had on urbanization.
5. Emphasize this activity in relationship to Alabama.



## READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 2: Environmental Destruction and Protection

**BACKGROUND:** Until the late 1800s, the federal government had paid almost no attention to the nation's natural resources. From the time the first Europeans arrived in America, the resources of the continent seemed limitless. By the end of the 1800s, however, people began to realize that the natural resources were not limitless after all. Millions of acres of farmland were unusable, water was polluted, forests had disappeared, and tens of thousands of mines were abandoned. When Theodore Roosevelt became President, he called the forest and water problems "perhaps the most vital internal problem of the United States."

1. Have students answer the following questions in order to recognize the effect that industrial development had on the nation's environment:
  - a. How did rapid industrialization affect the nation's forests, rivers, and wildlife?
  - b. How did urbanization affect rivers and lakes?
  - c. How did urbanization affect the forests and wildlife? (Responses could include the loss of wildlife habitat, deforestation, the depletion of the ozone layer, the ecological effects of acid rain, the presence of by-products such as garbage, air and water pollution, hazardous waste, the overburden from strip mining.)
  - d. What steps did the federal and state governments take to protect the environment? (Responses could include the Newlands Reclamation Act of 1902, support of programs to prevent lumbering companies from overcutting, the addition of 150 million acres to the national forests.)
2. Have students draw a poster that may have appeared in the early 1900s to encourage the wise use of the nation's resources.
3. Discuss the answers to the above four questions with the class.
4. Have each student present his/her poster to the class with a brief explanation of what it represents.

## READING COMPREHENSION CONNECTION:

Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.

### ACTIVITY 3: Modern Muckraking

**BACKGROUND:** President Theodore Roosevelt believed America had many social and political problems that needed to be corrected or reformed. He wanted America to make progress in becoming a better country and was confident the nation was ready for reform. He and other reformers were called Progressives. In a speech in 1906, President Roosevelt first used the term “muckraker” to criticize journalists who, in his opinion, were only concerned with turning up filth. Roosevelt compared these writers to a character in John Bunyan’s novel, *Pilgrim’s Progress*, who was so busy raking the muck, or dirt, on the floor that he did not see the good things that were above his head. Roosevelt felt that the muckrakers were making people discontent by pointing out what was wrong with society. The Muckrakers felt that unless people got angry about social wrongs, they would not fight for change. Their aim was to awaken people to the growing social, economic, and political evils and inequalities in the nation.

1. Ask students to brainstorm possible meanings of “muckraking.” Then give the definition and the origin of the word and lead the class in a discussion of the positive and negative aspects of muckraking.
2. Divide the class into groups of five students each. Each group is to be assigned excerpts from a different muckraker book or article. (Examples: *The Jungle* by Upton Sinclair, *History of the Standard Oil Company* by Ida Tarbell, *The Shame of the Cities* by Lincoln Steffens)
3. Have each group write a synopsis of its excerpt and then analyze the muckraking characteristics of the article.
4. Have the groups brainstorm and select a contemporary news magazine (print or television), periodical, or book they consider to be an example of modern muckraking. (Provide magazines and books or take students to the school library; also discuss investigative journalism on television.) The students should evaluate this work and determine if it meets the criteria for muckraking that was developed by the class.
5. Have each group present to the class the results of its findings. Presentations may include visuals such as posters, cartoons, bookjackets.

#### READING COMPREHENSION CONNECTION:

Standard II, Objective 1	Identify main idea.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.
Standard III, Objective 1	Recognize fallacies of logic and judge strength of argument.

#### ACTIVITY 4: W.E.B. and Booker T.: Two Paths to the Same Destination

**BACKGROUND:** For African Americans, the Progressive Era was marked by continuing poverty and discrimination. Despite their desire for social justice, Progressives often remained blind to the problems of minorities and did not press for racial equality. In fact, Southern white Progressives often took the lead in pushing for disenfranchisement and segregation. (See the Alabama Constitution of 1901.) However, the activism of Booker T. Washington and W.E.B. DuBois did lead to some advances for African Americans in spite of the lack of concern exhibited by Progressives.

1. Write the following names on the board or overhead projector: Booker T. Washington and W. E. B. DuBois. Point out that both of these African American men sought to help their people, but each had different views on how this should be accomplished.
2. Assign students five to ten minutes to read in their text about the major accomplishments and views of these two important Americans.
3. Ask students to give information about each man.
4. Compile the information as the students give their responses. Student responses should be visible by all students.

W.E.B. Dubois (The Niagara Movement)

Booker T. Washington (Tuskegee Institute)

5. Ask students the following question: "In the context of their time, which man do you think had a better strategy for improving the social and economic conditions of African Americans and why?" Divide the class into small groups of students and take about ten minutes to answer the question.
6. Allow each group to express its views when students have finished.

#### READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 1	Draw conclusions.

#### ACTIVITY 5: Arguments for Change

**BACKGROUND:** The Progressive Era produced not only a flood of social and economic reforms but also reforms and changes in the very structure and basis of the Constitution of the United States. Since its completion and ratification 180 years earlier, the Constitution had only been amended 15 times. However, in the eight years of President Woodrow Wilson, four new amendments were added.

1. List the Progressive Constitutional Amendments on the board or overhead and the major provisions of each.

Amendment	Year Established	Provision
Sixteenth	1913	Federal income tax
Seventeenth	1913	Direct election of senators
Eighteenth	1919	Prohibition of liquor
Nineteenth	1920	Women's suffrage

2. Divide students into small groups and assign each group responsibility for one of the four amendments listed. Have each group devise a strategy for passage of its amendment. Provide materials for each group to make posters, banners, and picket signs in support of its issue. Signs should be written from a pre-passage point of view and should give arguments and slogans urging passage of the amendment.
3. Have students present work to classmates and ask that an evaluation be made based on recognition of faulty logic and strength or weakness of arguments. Presentations should include the date the amendment was passed and the provision of each amendment.

### READING COMPREHENSION CONNECTION:

- |                           |  |
|---------------------------|--|
| Standard II, Objective 1  | Identify main idea.  |
| Standard III, Objective 1 | Recognize fallacies of logic and judge strength of argument. |

### ACTIVITY 6: Progressive Goals, Progressive Presidents

**BACKGROUND:** The period from the turn of the century to World War I was an era of reform commonly called the Progressive Era. During this time, the United States was adjusting to its new image as a great industrial nation. As cities and industries grew, the need for social reform and government regulation became overwhelming. Progressives could be found among Democrats as well as Republicans. The Progressive Presidents, Theodore Roosevelt, William Taft, and Woodrow Wilson, provided the leadership to win reforms in many areas of society and government.

1. List the following goals of the Progressive Movement on the board or overhead projector:
  - a. To restore control of the government to the people.
  - b. To correct various abuses that had crept into American life.
  - c. To restore greater opportunity through new rules relating to the conduct of business.

2. Divide the class into three equal groups. Assign each group one of the three Progressive Presidents: Roosevelt, Taft, Wilson. Each group should determine how its president accomplished or did not accomplish each goal.
3. The groups will report their findings to the class.

**Roosevelt**     **1901-1909**  
1905   United States Forest Service  
1906   Meat Inspection Act, Pure Food and Drug Act

**Taft**            **1909-1913**  
1909   Payne-Aldrich Tariff

**Wilson**        **1913-1921**  
1913   Federal Reserve Act  
1914   Clayton Anti-Trust Act, Federal Trade Commission

**READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 1	Draw conclusions.

**STANDARD VI: The student will understand the causes and effects of World War I.**

**OBJECTIVE 1: Evaluate the causes of World War I.**

- Socioeconomic climate of the United States
- European economy
- Nationalism, Imperialism, Militarism

**ELIGIBLE CONTENT:**

- **Identify and explain American imperialism and territorial expansion prior to World War I.**
  - Search for raw materials
  - Global balance of power
  - Hawaiian Islands
  - Spanish American War
    - Examples: Yellow press, Rough Riders, Cuba and the Philippines
  - Open Door Policy
  - Panama Canal
    - Example: William C. Gorgas
  - Roosevelt's Corollary
- **Identify and analyze America's involvement in World War I.**
  - Causes of the war: long term and immediate
  - Causes of the United States' entry into the war
  - Mobilization
  - American military role (Note: no specific battles)
    - Homefront
  - Technological innovations
  - Treaty of Versailles
- **Trace and explain global transformation: European nationalism and Western imperialism.**
  - Economic roots of imperialism
  - Imperialist ideology
  - Nationalism and militarism: Italy, Germany, Austria-Hungary
  - Social Darwinism
  - Racism
  - European colonialism and rivalries in Africa, Asia, and the Middle East
  - United States imperialism
    - Examples: Philippines, Cuba, Central America

**NUMBER OF TEST QUESTIONS: 9**

## ACTIVITY 1: Manifest Destiny: Beyond our Borders?

**BACKGROUND:** The idea of “Manifest Destiny” had been used prior to the Civil War to justify U.S. expansion to the Pacific. Just before the turn of the century, the idea of expansion was again a popular notion in the nation. Many people supported obtaining overseas colonies for several reasons. One was the need for raw materials to feed the growing industry and markets for finished products; another was the idea of the superiority of Americans and “duty” to spread this to others. These actions led to the United States becoming a world power.

1. Conduct a class discussion to identify motives for American imperialism and territorial expansion prior to World War I. The motives identified should include economic (raw materials and markets), political (balance of power), religious (missionaries), and social (“civilize the world”).
2. Have students identify the six regions of interest to the U.S. by scanning the appropriate section, or sections, of their text. These should include the Hawaiian Islands, Cuba, the Philippines, China, Japan, and Panama. The students should then locate these countries and the United States on an outline map of the world and color each a different color.
3. Divide the class into groups of six students. Each student in the group is responsible for one of the geographic areas listed in Step 2. These groups should be referred to as the geographic area groups.
4. Have students meet with classmates who are researching the same topic such as Japan, Panama. These groups will be referred to as the topic groups. Each topic group is to find the following information about U.S. imperialism and the assigned area:
  - a. Motives for imperialism
  - b. How the area was gained or influenced
  - c. Important people
  - d. Attitudes or reaction of people in targeted area
  - e. Results or outcome of imperialism
5. Have each topic group decide the best method of presenting the material. This presentation should include a visual aid.
6. Assign students to meet with the original geographic area group to teach their information and to learn material from other members.

### READING COMPREHENSION CONNECTION:

- |                          |                              |
|--------------------------|------------------------------|
| Standard I, Objective 1  | Identify supporting details. |
| Standard II, Objective 1 | Identify main idea.          |

## ACTIVITY 2: Over There/Over Here

**BACKGROUND:** World War I was the culmination of events that had been building in Europe throughout the nineteenth century. It resulted from the complex interaction of nationalism, imperialism, militarism, and the system of alliances. At the beginning of the war, most Americans saw no reason for getting involved in the struggle “over there.” Gradually, unrestricted submarine warfare, especially the sinking of the *Lusitania*; propaganda by the Europeans; and the Zimmermann note drew the United States into the conflict. What followed was a huge mobilization effort to prepare and support the troops sent into war. After an in-depth coverage of all these issues, the following activity could be used as a culminating project.

1. Have students produce a class newspaper or news magazine highlighting U.S. involvement in World War I.
2. Divide the class into groups that include an “editor” (group leader), “reporters” (researchers and writers), “typesetters” (typists), and possibly a political cartoonist. Students may serve dual roles of reporters and typesetters.
3. Assign the general topics listed below to the groups, and the “editors” will assign specific topics to “reporters.” Some suggested general topics are listed below.
  - a. Long-term and Immediate Causes of World War I
  - b. Causes of U.S. Entry into World War I
  - c. U.S. Mobilization Efforts
  - d. American Military Role
  - e. Homefront
  - f. Technological Innovations
  - g. Treaty of Versailles
4. Ask the “editors” to oversee the work and proofread the articles. When corrected, the “typesetters” type the articles, and the newspaper or magazine can be assembled.
5. Reproduce and distribute copies of the newspaper to all students in the class.

### READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 2	Identify main idea.
Standard II, Objective 3	Determine cause and effect.

## ACTIVITY 3: Colonial Competition: “Give Me Land, Lots of Land”

**BACKGROUND:** Intense rivalry for territory among the European nations, especially Britain and France, characterized the nineteenth century. The need for raw materials for industry, markets for manufactured goods, political power, missionary work, and racist ideas influenced the scramble for colonies in Africa and Asia. These actions continued to impact history far into the twentieth century among the European nations and in their former colonies.



1. Give students an historical outline map of Africa, Asia, and the Middle East in the late 1800s. (Local ancillary materials should include such a map; if not, ask students to sketch one.)
2. Have students locate and label the areas claimed by the various European imperialistic nations of that period. Each of these European countries will be assigned a certain color, and the areas they claimed will be colored accordingly.
3. Have students research the reasons the Europeans were interested in the areas they claimed and the reaction of the peoples in Africa, Asia, and the Middle East. Examples include Britain's interest in securing trading posts in India and the subsequent feeling of exploitation among the people, Britain's desire for Chinese tea and silk and the resulting illegal trade in opium, and Dutch colonization of South Africa and the French colonization of Algeria with power and wealth falling into European hands.

### READING COMPREHENSION CONNECTION:

Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 4: From Science to Society\*

**BACKGROUND:** In 1859, Charles Darwin issued his theory of natural selection that suggested that certain living things will survive and others will die before they have offspring. The advantage, he suggested, is with those members of a species that are smarter, faster, stronger, or in other ways better able to survive than other members of the same species.

Herbert Spencer, an English philosopher, tried to apply Darwin's theory to all fields of knowledge including sociology and economics. This philosophy attracted many followers who became known as Social Darwinists. They claimed that those who were fittest for survival would become rich and successful. The poor would remain poor because they were not able to compete. Some Social Darwinists stretched this thinking into racist thinking claiming the "fitter" groups of people were intended by nature to dominate "lesser peoples."

1. Give students a summary of Charles Darwin's theory of natural selection and a summary of Herbert Spencer's philosophy of Social Darwinism.
2. Ask students to determine whether or not Spencer's philosophy follows Darwin's line of reasoning and is logical.
3. Have students write a paper explaining how this line of reasoning could be used to justify imperialistic goals in late nineteenth century Europe. This can be used as a launching pad for a discussion of racism: how it develops, how facts are distorted to support it, how it is perpetuated, and how its role in the race for colonies contributed to the cause of World War I.

\*This activity is recommended for advanced classes.

**READING COMPREHENSION CONNECTION:**

Standard II, Objective 4  
Standard III, Objective 1

Detect propaganda; distinguish fact from opinion.  
Recognize fallacies of logic and judge strength of argument.

**STANDARD VI: The student will understand the causes and effects of World War I.**

**OBJECTIVE 2: Analyze the effects of World War I.**

- **America's rejection of world leadership**
- **American culture**
- **Racial conflicts**

**ELIGIBLE CONTENT:**

- **Identify and analyze the course and consequences of World War I.**
  - Course**
    - Plans**
      - Attrition on the Western front**
      - Technology**
  - Consequences**
    - Political**
    - Social**
    - Economic**
  - Post World War I Era**
    - League of Nations**
    - Wilson's support and congressional rejection**
  - Unfinished business**
    - World War II**
- **Identify and explain the development of post-war American culture.**
  - Roaring Twenties**
    - Arts and humanities**
      - American writers**
      - Harlem Renaissance**
      - Jazz age**
        - Example: W.C. Handy**
    - Mass entertainment**
    - Technological innovations**
      - Examples: aviation, automobiles, home appliances**
    - Underside of the 1920s**
      - Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-child labor laws, prohibition, racism**
    - Women's issues**
      - Examples: Margaret Sanger, Zelda Fitzgerald**

**-Racial and ethnic conflict - 1920s and 1930s**

**Red scare**

**Sacco and Vanzetti case**

**Ku Klux Klan activities**

**Black migration to northern cities**

**Racial violence**

**Examples: riots and lynchings**

**Immigration laws of the 1920s**

**NUMBER OF TEST QUESTIONS: 9**

**ACTIVITY 1: Return to Isolationism**

**BACKGROUND:** After World War I, many people believed the United States should isolate itself from Europe's problems. Many people who had lost loved ones in the war blamed all Europeans. These feelings caused them to look with suspicion at anyone considered "different." These attitudes led to the growth of groups like the Ku Klux Klan and acts of violence against communists, foreigners, and minorities.

1. At the conclusion of a discussion of World War I and American refusal to join the League of Nations, ask the class how most Americans felt about U.S. involvement with other people as the result of the war. Possible responses may include the fact that many Americans were disappointed that the war had not "made the world safe for democracy." Other possible responses may be that American soldiers returned home looking for jobs, most people wanted to be left alone, and everyone wanted to get back to normal living.
2. After a brief discussion of the students' opinions about American attitudes, introduce the class to the terms "isolationist" and "xenophobia." Explain that Americans were disillusioned with the results of the war and fearful of anything or anyone they considered different from themselves.
3. Divide the class into groups of five students each. Have a student in each group research one of the following topics about the 1920s: the Red Scare, Sacco and Vanzetti, black migration to Northern cities, racial violence, and the Ku Klux Klan. Students should meet with classmates who have the same topic to conduct research. This research group is called a "jigsaw" group. After each group gathers information, the students should decide the best way to share this information with the original groups and practice presentations.
4. After each jigsaw group concludes its research, the students will move back to their original groups and share information with the other members. After each student has given a presentation to the group, lead students in a large group discussion. Ask them to give examples of people who were hurt because they were considered different. Possible responses may include Sacco and Vanzetti, blacks, and those rounded up and deported during the Red Scare.

**Extension Activity:**

1. Ask each student to think of one person or a group of people who is treated unfairly today.
2. Ask each student to write a one-page paper discussing who is being treated unfairly, what has happened, and the way the student feels this treatment should be stopped.

**READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard II, Objective 4	Detect propaganda; distinguish fact from opinion.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference materials.

**ACTIVITY 2: Was It Only Yesterday?**

**BACKGROUND:** The mobilization efforts for World War I brought about changes in traditional roles for Americans. The 1920s were marked by conflicts over changing manners and morals. These conflicts impacted the status of women, the arts, education, and popular culture. The passage of the 18th and 19th Amendments resulted from the success of the temperance and suffrage movements. Literature and music benefited from the contributions of both blacks and whites. School enrollment increased, and Americans began reading about the careers of their sports and movie idols in the newspapers and magazines.

1. After a brainstorming session about the Roaring Twenties, divide the class into small groups. Assign each group a major cultural topic such as American writers, the Harlem Renaissance, music, mass entertainment, or technological innovations of the Twenties.
2. Have each group produce a video, write and perform a skit, or give an oral presentation using audiovisual aids such as posters, collages, and/or recordings. Each presentation should reflect the people, achievements, and innovations that impacted American society and culture in the period following World War I.

A recommended resource is *Only Yesterday* by Frederick Lewis Allen

**READING COMPREHENSION CONNECTION:**

Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### **ACTIVITY 3: The Long, Long Journey**

**BACKGROUND:** In the 1920s, many Americans associated immigrants with the erosion of American values. This notion was fueled by super patriotism stemming from World War I. During this decade, Congress passed laws limiting the number of immigrants by applying a quota system.

1. Assign reading material about attitudes toward immigrants from the text or resource material. (Sources are available that present primary sources in a pro and con format).
2. Engage students in a discussion of American attitudes towards immigrants during the 1920s. Review textual material that presents statistical information about the number of immigrants eligible to enter the United States from countries in Northern and Western Europe versus the number of immigrants eligible to enter from Southern and Eastern Europe. Review this information as it relates to the Immigration Law of 1921 and again under the Immigration Law of 1924.
3. Lead a class discussion in which the students analyze the results of their research and recognize the discriminatory effect of America's immigration policy during the 1920s.

#### **READING COMPREHENSION CONNECTION:**

Standard I, Objective 3	Follow directions.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

**STANDARD VII: The student will understand the Great Depression and World War II.**

**OBJECTIVE 1: Analyze the advent and impact of the Great Depression and the New Deal on American life.**

- **Political**
- **Economic**
- **Social**

**ELIGIBLE CONTENT:**

- **Identify and analyze the causes of the Great Depression.**
  - Disparity of income
  - Stock market speculation
  - Collapse of farm economy
- **Identify and analyze the course of the Great Depression and its impact on American life.**
  - Geographic (Note: maps included)  
Examples: Dust bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy
  - Hoover's administration
  - Political and economic  
FDR's New Deal program  
Examples: Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act
  - Cultural  
Examples: movies, radio, fireside chats, homelessness, malnutrition

**NUMBER OF TEST QUESTIONS: 8**

### **ACTIVITY 1: How Depressing**

**BACKGROUND:** American life in the 1920s seemed safe and secure. Victory in World War I, a prosperous economy, and a wide variety of entertainment gave most Americans a confidence in the superiority of the American system. However, factors, such as the disparity of income, stock market speculation, and the collapse of the farm economy, would soon lead to conditions that ushered in the Great Depression.

1. Introduce students to the unit on the Great Depression. Ask the class to brainstorm words that describe the mood or lifestyles of the 1920s they have just studied. List these on the board or overhead. Examples should include flappers, jazz, speakeasies, and the Charleston. Discuss how these were the "good times" of the Jazz Age. Point out these "good times" did not apply to the 1930s.

2. Divide the class into five groups. Each group should use its textbooks and other reference sources to find the causes of the Great Depression. Instruct each group to discuss these causes and decide what they consider to be the most important cause of the Depression.
3. Have each group write an editorial stating its position and telling the reason it considers the cause selected to be the major cause.
4. Ask one student from each group to read the group's editorial to the class. Possible causes of the Depression should include speculation on the stock market, disparity of income, collapse of the farm economy, and under consumption.
5. Ask members of each group, in a class discussion, to defend their position by using sound logic and argument. The groups should reach the consensus that the Great Depression was not the result of one single cause but was the result of a combination of causes.

### READING COMPREHENSION CONNECTION:

Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.
Standard III, Objective 1	Recognize fallacies of logic and judge strength of argument.
Standard IV, Objective 4	Demonstrate the ability to locate information in reference material.

### ACTIVITY 2: Refugees from the Dust Bowl

**BACKGROUND:** The Great Plains experienced a drought from 1932 to 1939. This natural disaster, along with the economic disasters of the Great Depression, forced many "Dust Bowl" farmers off their land. Many of the farmers (known as "Okies") headed west in search of a better life. John Steinbeck's novel, *The Grapes of Wrath*, traces the journey of one such family.

1. On a physical map of the United States, have students label the area of the United States known as the "Dust Bowl" and the path most people followed in leaving the Dust Bowl to locate work.
2. Show clips from the movie, *The Grapes of Wrath*, or provide each student with excerpts from the book.
3. Conduct a class discussion after the students have either seen the movie or read the excerpts on the effects of the Depression on the lives of the individual and the family.
4. Call students' attention to the speech made by the mother at the conclusion of the book or movie. Ask each student to write a paragraph describing how the Depression changed the roles and makeup of the American family. Ask them to refer to the movie or book (particularly the mother's speech) to support their conclusions.



## READING COMPREHENSION CONNECTION:

Standard II, Objective 2	Draw conclusions.
Standard II, Objective 3	Determine cause and effect.

### ACTIVITY 3: Tell Me About It

**BACKGROUND:** Soon after the stock market crash of 1929, the United States experienced a severe reduction of economic activity. Characterized by high unemployment and low consumption, the Great Depression, which lasted during most of the 1930s, was the most drastic economic downturn in United States history.

1. Brainstorm about the effects of the Depression and the New Deal on the lives of individuals in the 1930s. Introduce students to the concept of oral history. (Many hints and guidelines for using oral history are available to the teacher from the Library of Congress Learning Page: Using Oral History. See Resource Section: II. Web sites-Federal Government sites.)
2. Tell the class they will be conducting an oral history interview about life during the Great Depression. The teacher may make arrangements with a local assisted-living facility or nursing home to have some of its residents agree to be interviewed, or the students may choose someone they know. The students should conduct these interviews with a partner.
3. Guide students in ways to conduct an interview. (See Resource Section: D. Guidelines for Oral History Interviews.) If possible, the students should tape the interviews. One student should ask the questions and the other operate the tape recorder. Remind students to ask before conducting interviews if individuals will agree to being taped.
4. Have the class construct a list of questions to ask during an interview. Lead students in developing the following:
  - a. biographical information of the interviewee;
  - b. an account of the person's life before the Depression;
  - c. ways the Depression changed the person's life;
  - d. the person's involvement in any New Deal program;
  - e. ways the New Deal impacted his/her area of Alabama; and
  - f. his/her opinions of the New Deal and President Franklin Roosevelt.
5. Have students transcribe the contents of their tapes and present summaries of their interviews to the class.
6. Ask students to write a one-page essay discussing their opinions of the most significant effect of the Depression on the life of the everyday citizen.

(One recommended source is *Since Yesterday* by Frederick Lewis Allen.)

## READING COMPREHENSION CONNECTION:

Standard II, Objective 2      Draw conclusions.  
Standard II, Objective 3      Determine cause and effect.

### ACTIVITY 4: Escaping the Great Depression

**BACKGROUND:** As the grim reality of the Great Depression continued to haunt Americans in the 1930s, certain forms of entertainment became methods of “escape.” Movies, such as *Gone with the Wind* (1939) and *The Wizard of Oz* (1939), took viewers’ minds to another place and/or time. Radio and soap operas, dramas, quiz shows, and comedies served the same purpose.

1. Ask students why they think thousands of people, hard-hit by the Depression, still spent money each week going to the movies. After a discussion in which students reach the conclusion that the movies were a means of escape, lead the students to the realization that the radio was also a means of escape and a connection to the outside world for families during the Depression.
2. Ask each student to research at least one radio program that was popular in the 1930s. The students should then describe to the rest of the class the program they found. Some students may bring copies of these radio broadcasts for the class to hear. These tapes may be purchased through school media catalogues or local discount stores.
3. Lead the class in a discussion of the types of programs that were popular in the 1930s (quiz shows, dramas, comedies, and news programs such as President Franklin Roosevelt’s Fireside Chats).
4. Divide the class into small groups. Each group will write and tape-record a radio show typical of the 1930s. (Students should be sure to include sound effects, music, and commercials that would have been typical of that time.) These programs should be played for the class.
5. Have students write a paragraph comparing the types of radio programming and the effect of the radio on life in the 1930s with the types of television programming and the effect of television on life in today’s society.

## READING COMPREHENSION CONNECTION:

Standard II, Objective 2      Draw conclusions.  
Standard II, Objective 3      Determine cause and effect.  
Standard IV, Objective 4      Demonstrate the ability to locate information in reference material.

### ACTIVITY 5: FDR’s Alphabet Soup

**BACKGROUND:** In 1932, Franklin D. Roosevelt (FDR) accepted the Democratic nomination for President and promised a “new deal” for the American people. Once elected, FDR introduced legislation designed to bring relief (i.e., CCC), recovery (i.e., TVA), and reform (i.e., FDIC). Collectively, FDR’s legislative programs to combat the effects of the Great Depression are known as the “New Deal.”

1. Ask students to complete a word-search puzzle that contains a list of the alphabet agencies. These puzzles accompany some textbooks, or students can construct one using graph paper.
2. After the students complete the puzzle, give a brief introduction of the goals of the New Deal and the main purpose for New Deal agencies: relief, recovery, reform.
3. Divide the class into groups of four or five. Each group should complete a chart that lists the agencies. The students will give the main activities of the agency, under what law it was created (if available), the date it was created, and any other significant facts about it. The students will then classify this agency’s purpose as relief, reform, or recovery.

Agencies	Date Created	Main Activities	Purpose (Relief/Recovery/ Reform)

4. After completing the charts, have each group discuss its findings and decide which New Deal act or agency has had the greatest impact on their lives. Each group should write a paragraph presenting its position and the reasons that support the position.

Agencies	Date Created	Main Activities	Purpose (Relief/Recovery/ Reform)
FDIC	1933	Insured bank deposits	Reform
CCC	1933	Employment	Relief
NLRB	1935	Worker’s Rights	Recovery
WPA	1935	Public Works Employment	Relief
SS	1935	Provide pensions	Reform

(FDIC: Federal Deposit Insurance Corporation)  
 (CCC: Civilian Conservation Corps)  
 (NLRB: National Labor Relations Board)  
 (WPA: Works Progress Administration)  
 (SS: Social Security)

5. Have each group share its paragraph with the rest of the class. Lead a large group discussion about the legacy of the New Deal and its impact on modern America.

**READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.

**STANDARD VII: The student will understand the Great Depression and World War II.**

**OBJECTIVE 2: Analyze America's involvement in World War II.**

**ELIGIBLE CONTENT:**

- **Identify and analyze America's involvement in World War II.**
  - Causes
    - Europe
      - Munich Conference
      - Invasion of Poland
    - Asia
      - Japanese expansion
      - Attack on Pearl Harbor
  - Homefront
    - Women's participation: industry and volunteerism
    - Rationing
    - War bonds
    - Japanese internment
  - Political leaders
    - Examples: FDR, Stalin, Churchill, Hitler, Mussolini
  - Military participation
    - Turning points
      - Examples: Stalingrad, Midway, North Africa, Normandy
    - Military leaders
      - Eisenhower
      - MacArthur
  - Holocaust
    - Liberation of concentration camps
  - Scientific and technological developments
    - Atomic bomb: Hiroshima and Nagasaki
- **Compare America's involvement in World War II to World War I.**

**NUMBER OF TEST QUESTIONS: 4**

### **ACTIVITY 1: Pre-test**

**BACKGROUND.** Since this is a topic students have studied in World History, they should know a great deal about World War II. Use the following questions or make up other questions to use as a pre-test. The purposes of a pre-test are to assess the students' prior knowledge, to create interest in the topic, and to build confidence as students approach a new unit. Therefore, it should not be too difficult. If these questions would create student frustration, make them multiple choice.

### Sample Questions:

1. Who was the president of the United States during WWII?
2. Name two countries that were on the Allied side during WWII.
3. Name two countries the Allies fought in WWII.
4. Approximately how many people lost their lives during WWII?
5. The murder of approximately six million Jews during WWII was called what?
6. What did the United States sell to raise money to pay for military costs during WWII?
7. How did WWII affect the lives of women in the United States?
8. What U.S. naval base was attacked bringing the United States into the war?
9. Name two famous American generals serving in WWII.
10. During what years was the United States involved in WWII?

**BONUS:** Give one extra point for every movie based on World War II that a student can name.

### READING COMPREHENSION CONNECTION:

Standard II, Objective 2      Draw conclusions.

### ACTIVITY 2: Oral History Project

**BACKGROUND:** Often history can come alive for students by having them interact with people who were actually involved in an event. This oral history project is designed to have students gather accounts of World War II from people who lived through it. (Students may view a video of a current interviewer to learn proper techniques for gathering information.) All people interviewed do not have to have served in the military. Many people were involved on the homefront in war support occupations. It affected school children whose lives were impacted by having a relative in the war.

1. Give students examples of oral history (refer to Standard VII, Objective 1, Activity 3) in one of the following ways:
  - a. Show a brief video excerpt of an interviewer (such as Larry King, Tim Russert, or Oprah Winfrey); be sure to point out good follow-up questions, open-ended questions, and factual questions.
  - b. Pretend to be an older person and have one of the students practice an interview.
  - c. Ask an older friend, family member, or colleague to visit the class. Model the assignment for students. (Remember to have questions written and to take notes or tape-record the interview.)
  - d. As a class, read an excerpt from Studs Terkel's book on WWII, *The Good War*.
2. Ask students to interview a relative or neighbor who was born prior to 1930. Give all students the same Ten Basic Questions to ask their interviewee. (See suggestions below.) Also require students to ask at least ten other questions based on the race, gender, and age of the person being interviewed. If the interviewee is a veteran of WWII, the student should definitely ask questions about wartime experiences. (Caution students to be sensitive since many veterans are reluctant to discuss memories of combat.)

### Ten Basic Questions:

1. In what ways was life better in the 1940s than life today?
  2. How has life improved since then?
  3. Do you remember the first report about the attack on Pearl Harbor? If so, what were you doing at the time, and how did you feel about it?
  4. Did you or any of your close friends or family members fight in WWII?
  5. What did you think of Franklin and Eleanor Roosevelt?
  6. What was it like to have everyday things like meat and gas rationed?
  7. Who was your favorite military leader during WWII (Examples: Eisenhower, MacArthur, Patton)?
  8. How do you think WWII affected the lives of women?
  9. Do you remember the news about the Holocaust? What were your feelings about it?
  10. Do you have any hard feelings today toward the Germans and Japanese?
3. Ask students to provide a written or typed copy of the 20 questions and edited answers; demographic information about the person interviewed (name, age, address, phone number, job); the way the student met the interviewee; and (optional) an audiotape or videotape of the interview.

### READING COMPREHENSION CONNECTION:

Standard II, Objective 2      Draw conclusions.

### ACTIVITY 3: Do-It-Yourself Crossword

**BACKGROUND:** The purpose of this activity is to present an interesting way for students to become familiar with the important terminology, vocabulary, and people associated with World War II. For specific suggestions, refer to the eligible content. Creating the puzzle could be an introductory lesson. Students could exchange puzzles at the conclusion of the unit and complete the puzzles as a review or assessment.

1. Have students work together in pairs to create a crossword puzzle on World War II. Allow them to use their textbooks and other additional materials.
2. One student may be responsible for the “Across” clues, and the partner may be responsible for the “Down” clues. This assignment will be much neater and easier if a blank crossword grid is provided. Math graph paper (the kind with large squares) works well for this activity. This is a fun and creative way to get students to scan through a chapter of the textbook or to review for a test.

### READING COMPREHENSION CONNECTION:

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

#### **ACTIVITY 4: World War II Year-by-Year**

**BACKGROUND:** This activity could be used to introduce or to follow-up the class study of World War II. In addition to requiring students to practice research skills, this activity should help reinforce the chronology of World War II and provide creative students an outlet for writing and drawing. Provide each group with two or three major events (see Eligible Content) that occurred during the assigned year. For example, the 1944 group should include the Normandy Invasion and the 1945 group should include the liberation of the people in concentration camps.

1. Divide students into five groups and assign each group one of the years of United States' involvement in World War II (1941-1945).
2. Have each group conduct research on the major events of its assigned year (battles, decisions, sports, entertainment, etc.) as reflected in the eligible content.
3. Have each group construct a newspaper based on its assigned year. Encourage students to be creative and humorous yet factual in their presentation of events. (Include editorials, political cartoons, and letters to the editor.)
4. Assign one student from each group to give an oral presentation of its newspaper when the papers are completed (approximately two-three class periods).

#### **READING COMPREHENSION CONNECTION:**

Standard I, Objective 1	Identify supporting details.
Standard II, Objective 1	Identify main idea.
Standard II, Objective 2	Draw conclusions.

#### **ACTIVITY 5: "War, What Is It Good For?"**

**BACKGROUND:** This activity allows students to compare the reasons nations (and people) fight with the costs of those fights. It also requires students to review World Wars I and II and reassess America's participation in them.

1. Write the statement, "There is a time to fight!" on the board or overhead. Ask how many students agree with the statement. Give examples of when this would be an appropriate action. (Example: self-defense)
2. Record student responses on the board or overhead projector.
3. Write the phrase, "The costs of fighting," on the board or overhead projector. Ask students for their responses and record them on the board or overhead projector.
4. Ask students to compare their examples of reasons for fighting with the costs. Ask, "How many think it is really worth all the costs to fight over these reasons?"
5. Point out to students that there were many Americans who believed America should stay out of World War I and World War II. However, in both cases, America entered the wars.



6. Divide the class into four groups:
  - a. Group 1 assumes it is 1917 and tries to convince the class that America should stay out of World War I.
  - b. Group 2 tries to convince the class that, despite the possible costs, America should enter World War I.
  - c. Group 3 tries to convince the class that America should declare war on Germany and Japan.
  - d. Group 4 assumes it is 1941 and tries to convince the class that America should stay out of World War II.
  
7. Explain that each of the groups must select a leader who will be responsible for supervising the group. Each group must put two students in charge of drawing a propaganda poster designed to convince everyone of its position. The others in the group should write a two- to three-minute speech for their leader. Remind students that the objective is to convince Americans it is essential to fight and worth the costs, or students may take the opposite position that it isn't worth the costs.

Recommended Resource: Video "Why We Fight" by Frank Kapla

#### **READING COMPREHENSION CONNECTION:**

Standard II, Objective 2	Draw conclusions.
Standard III, Objective 3	Determine cause and effect.
Standard IV, Objective 1	Recognize fallacies of logic and judge strength of argument.

## **D. RESOURCES**

## SELECTED RESOURCES

Note: These resources are samples and do not necessarily carry the endorsement of the State Department of Education nor the AHSGE Task Force.

### I. Supplemental Materials

#### Historiography:

Grob, Gerald N. and George Athan Billias (eds.). *Interpretations of American History: Patterns and Perspectives*. 6<sup>th</sup> ed. New York: The Free Press, 1992.

Madaras, Larry, and James M. SoRelle (eds.). *Taking Sides: Clashing Views on Constitutional Issues in American History*. 6<sup>th</sup> ed. Guilford, Conn.: Dushkin Publishing Group, 1995.

#### Primary Documents:

Commager, Henry Steele, and Milton Cantor (eds.). *Documents of American History*. 10<sup>th</sup> ed. 2 vols. Englewood Cliffs, N.J.: Prentice Hall, 1988.

Kammen, Michael, ed. *Contested Values: Democracy and Diversity in American Culture*. New York: St. Martin's Press, 1995.

Moynihan, Ruth Barnes, Cynthia Russett, and Laurie Crumpacker (eds.). *Second to None: A Documentary History of American Women*. 2 vols. Lincoln: University of Nebraska Press, 1993.

Graebner, William, and Leonard Richards (ed.). *The American Record*. 3<sup>rd</sup> ed. 2 vols. New York: McGraw-Hill, 1995.

Binder, Frederick M., and David M. Reimers (comps.). *The Way We Lived: Essays and Documents in American Social History*. 3<sup>rd</sup> ed. 2 vols. Lexington, Mass.: D.C. Heath, 1996.

#### Internet Reference:

Trinkle, Dennis A. et al. *The History Highway: A Guide to Internet Resources*. Armonk, N.Y.: M.E. Sharp Co., 1997.

### II. Web Sites

#### General Sites:

(These include a wide range of Social Studies/History topics, lesson plans, maps, documents, etc.)

Social Studies Technology  
<http://www.wl.K12.in.us/ssstech/>

History/Social Studies Web Site for K-12 Teachers  
<http://www.execpc.com/~dboals/>

Internet Links and Resources - National Council for the Social Studies  
<http://www.ncss.org/links/home.html>

History Net  
<http://www.h-net.msu.edu/teaching>

The History Place  
<http://www.historyplace.com>

Social Studies Sources  
<http://www.education.indiana.edu/~socialst>

National Archives and Records Administration - Lesson Plans, Primary Documents  
<http://www.nara.gov/education/teaching/>

Lesson Plans and Resources for Social Studies Teachers  
<http://www.csun.edu/~hcedu013/index.html>

#### Federal Government Sites:

United States House of Representatives  
<http://www.house/Welcome2.html>

United States Senate  
<http://www.Senate.gov/home.html>

The White House  
<http://www.whitehouse.gov/WH/welcome.html>

United States Judicial Branch  
<http://www.lcweb.loc.gov/global/judiciary.html>

Library of Congress  
<http://www.lcweb.loc.gov/homepage/lchp.html>

United States Census Bureau  
<http://www.Census.gov>

State Government Sites:

Alabama Archives

<http://www.archives.state.al.us>

Alabama House and Senate (with links to other branches of state government)

<http://www.legislature.state.al.us>

Alabama State Department of Education

<http://www.alsde.edu/>

### **III. Social Studies Organizations**

National Council for the Social Studies  
3501 Newark Street, NW  
Washington, DC 20016  
(202) 966-7840

Alabama Council for the Social Studies  
C/O Ms. Judy Cooper  
Department of Education  
Gordon Persons Building  
50 N. Ripley Street – RM 3345  
Montgomery, AL 36130

Alabama Center for Law and Civic Education  
Executive Director: Mrs. Jan Cowin  
800 Lakeshore Drive  
Birmingham, AL 35229-7015  
1-800-888-7301

Alabama Council on Economic Education  
Executive Director: Dr. Ed Caradine  
University of Alabama  
Tuscaloosa, AL 35487  
P.O. Box 870321  
(205) 348-5794

Alabama Geographic Alliance  
Dr. Howard Johnson  
Department of Physical and Earth Science  
238 Martin Hall  
Jacksonville State University  
Jacksonville, AL 36265-1602  
1-800-346-5444

National Council for History Education, Inc.  
26915 Westwood Rd., Suite B-2  
Westlake, OH 44145-4656  
(216) 835-1776

Alabama Association of Historians  
Ms. Marjorie Walker, Secretary-Treasurer  
University of Alabama at Birmingham  
Department of History  
Birmingham, AL 35294

#### **IV. Sample Resources:**

##### **A. Lightning Review Game**

1. Make a series of short-answer review questions about the chapter, unit, etc., to be tested.
2. Students should be seated in their desks in rows.
3. Ask a question to the students seated last in the rows.
4. If a student knows the answer, he/she immediately touches the person in front of him/her; that student touches the person in front of him/her, all the way up the row.
5. When the student at the front of the row is touched, he/she raises a hand and the teacher calls on the last student in the row (the one who began the chain) to answer the question.
6. Several students seated in the “last” row may know the answer, but the row that was the first to raise a hand gets the opportunity to answer the question. Hence the name lightning.
7. When a question is answered correctly, all students in all rows move up one desk and the questioning begins again. (The first student in the row moves to the last seat in the row.)

##### **B. Jeopardy Review Game**

1. Choose six categories that pertain to the material to be reviewed, i.e., people, places, laws/acts, wars/battles, inventions, causes/effects.
2. Make at least five questions of varying degrees of difficulty for each category and put each on an index card.
3. Draw a grid on the board with the categories at the top of each column and put point values from 100 to 500 under them.
4. Give each student a choice of category and point value. He/She is then asked the question; if he/she answers correctly, the point value is erased. If he/she misses, other students are given an opportunity to answer.
5. This may be played in teams by asking questions to one member of a team at a time and bouncing it over to the other team.

### **C. Trash Ball Review Game**

Materials needed: a trash can, a small rubber ball, and tape.

1. Divide the class into two teams.
2. Set up the room for the game by having an empty trash can against the wall. Put a mark on the floor with the tape approximately ten feet from the trash can and put another mark at approximately 13-14 feet from the can.
3. Give each student three strips of paper and instruct each student to write one question and one answer on each sheet of paper. Collect these questions in a box.
4. Draw one question from the box and ask a student from Team 1 to answer the question. If that student answers correctly, he/she earns three points for the team. He/She may take these three points and play it safe or may choose to try for more points by shooting the ball. The student decides whether to shoot from the 10-foot line for five points or from the 14-foot line for 10 points. If the student shoots the ball and misses the trash can, he/she loses all points earned on this turn. Go to Team 2 and repeat the process. Continue until all questions are used.

### **D. Guidelines for Oral History Interviews**

#### **Preparing for the Interview**

1. After the background research on a topic has been completed, write down three research questions the students will try to answer by conducting oral history interviews. These questions serve as the starting point for planning oral history interviews.
2. Next plan the questions to ask. Start by reviewing the three research questions the student or the group wants to answer. Then, write down at least ten interview questions to gather information about the research topic being studied. Think of things people can tell about their firsthand experiences with the research topic. Write questions that require more than a *Yes* or *No* answer.
3. When the list of questions is complete, role play with the interview questions. Are the questions clear and easy to understand? Do the questions give the answers the student is looking for?

#### **Finding Someone to Interview**

4. The research topic will give important clues on whom to interview. Relatives and neighbors can be good interview subjects. Places that may be helpful in locating interview subjects are senior centers, retirement homes, or community organizations related to the research topic.



### **Recording the Interview**

5. Students may wish to work in pairs. This allows one person to ask the questions and the other to take notes and operate a tape recorder if one is used.
6. Before getting to an interview, make sure to have a blank cassette and a working tape recorder. Label the tape with the date and topic of the interview and the name of the interview subject. Have a list of questions and spare paper so ideas for follow-up questions can be written as the person is talking.

### **Conducting the Interview**

7. Introduce yourself. Give your name, age, the class, and school you attend. Describe the research project your group has chosen.
8. Ask the interview subject if you can tape-record the conversation. Have the subject sign a Release Form authorizing you to share the information collected.
9. Begin the interview by asking where and when the interview subject was born.
10. If the subject strays from the topic, try to refocus by asking one of the prepared questions.

### **Asking Follow-up Questions**

11. Listen carefully while the subject is talking. Often, what a person says may suggest a follow-up question that will produce interesting information.

### **After the Interview**

12. Listen to the tape of the interview. Transcribe (write down or type) the contents of the tape or the most important parts of the tape. The student may need to listen to the tape many times to transcribe what is said.
13. When finished transcribing the tape, think about the accuracy of what the subject said. Did the student hear contradictory information or indications that the person did not remember an event well? Did the person have a clear bias that might have influenced the way events were remembered?

### **Analyzing the Interview**

14. Think about the research topic. Did the oral history interview help answer the questions? Write some tentative summaries of the research results. Decide how the group will present these findings to the class. Remember that the presentation should be brief.
15. Before making the presentation, think about additional needed information in order to feel confident about answers to the questions. Check the accuracy of the information gathered in other sources before summarizing the research results for the class.

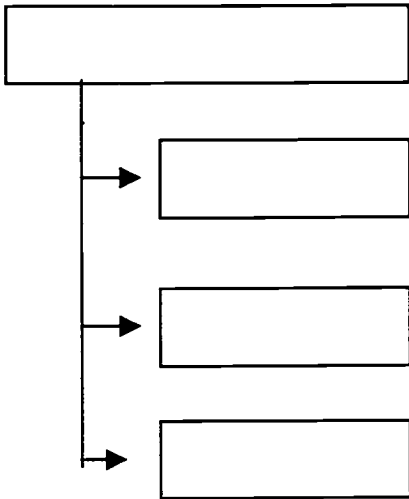
## **E. Process Skills in Social Studies**

Effective teachers in the content areas include reading skills as part of their everyday teaching of subject matter.

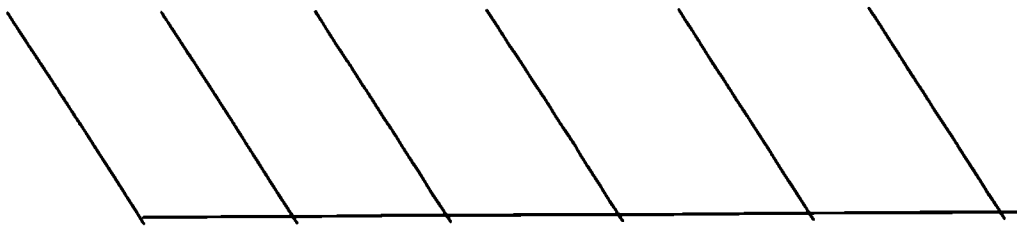
1. Sequencing important chronological events
2. Conceptualizing time and space
3. Differentiating fact from opinion
4. Identifying cause and effect relationships
5. Detecting propaganda
6. Comparing ideas
7. Classifying ideas
8. Predicting outcomes
9. Analyzing multiple events
10. Interpreting information

## F. Graphic Organizer Plan Sheets

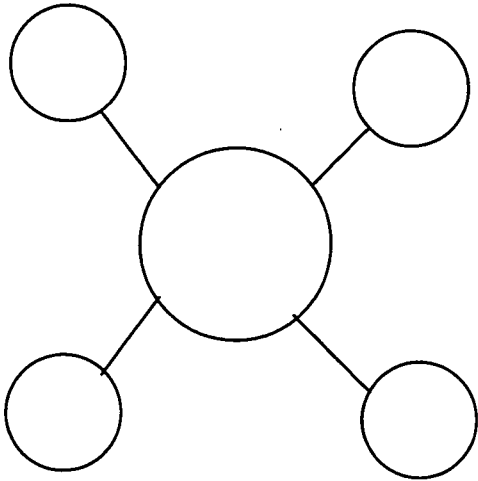
Generalization Pattern



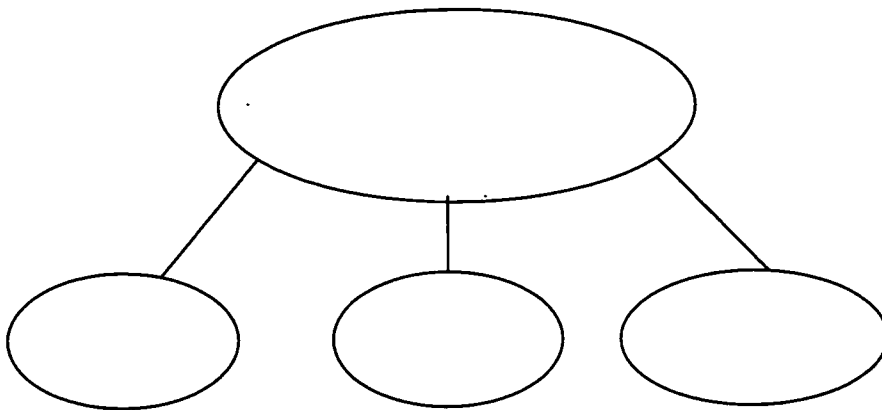
Sequence Pattern



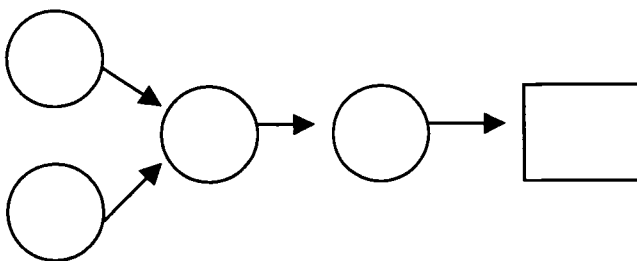
**Descriptive Pattern**



**Problem/Solution Pattern**



**Process/Cause Pattern**



## **E. ITEM SPECIFICAITONS: SOCIAL STUDIES**

# ALABAMA HIGH SCHOOL GRADUATION EXAM

## ITEM SPECIFICATIONS

*Item Specifications for the Alabama High School Graduation Exam, Third Edition,  
Social Studies, Bulletin , No.*

This section will be completed when the document becomes available.

## **F. ITEM SPECIFICATIONS: READING COMPREHENSION**

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## INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam*, Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for the Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for the Alabama High School Graduation Exam*, Bulletin 1998, No. 13. The standards and objectives for reading are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam in the middle grades or in the high school grades. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for reading will follow this order:

<b>STANDARD</b>	Broad area of content to be assessed
<b>OBJECTIVE</b>	Specific skill within a standard to be assessed
<b>ELIGIBLE CONTENT</b>	Clarification and elaboration of an objective (where applicable)
<b>SAMPLE ITEMS</b>	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each reading objective.

OBJECTIVES		NUMBER OF ITEMS
I-1	Identify supporting details	6
I-2	Determine sequence of events	6
I-3	Follow directions	6
II-1	Identify main idea	6
II-2	Draw conclusions	6
II-3	Determine cause and effect	6
II-4	Propaganda; Fact from opinion	6
II-5	Recognize summary statements	6
III-1	Recognize logic and arguments	6
III-2	Analyze literary elements	6
III-3	Understand figurative language	6
IV-1	Determine meaning of words	6
IV-2	Preview, predict	6 items combined
IV-3	Discern organizational patterns	
IV-4	Demonstrate reference material usage	6
<b>TOTAL</b>		<b>84</b>

Educators from each state school board district as well as both city and county school systems served on a committee to select appropriate reading passages to be included on the reading comprehension test. The committee members considered passages individually in order to determine their appropriateness. Some of the criteria used to judge each passage included length, difficulty level, interest level, age appropriateness, and appropriateness for students of special populations.

Most passages have been taken from authentic sources. Some have been edited to avoid possible bias or for reasons of length or appropriateness. Reading passages on the AHSGE may be broadly categorized as these three text types:

**Textual materials** generally read for information, such as charts, graphs, encyclopedias, news magazines, essays, lab manuals, and material found in textbooks.

**Recreational materials** generally read for pleasure, such as magazines, poetry, novels, and short stories.

**Functional materials** generally read for a precise action, such as directions, maps, schedules (television, bus), menus (computer, restaurant), catalogues, instructions, and other material generally encountered in everyday life beyond the classroom.

On each reading test, approximately half the reading passages are textual; the other half of the test is split between recreational and functional reading materials. The passages may range in length from a single page to three pages, with a total of 12–14 passages on each reading test. Each reading passage measures more than one objective.

# PASSAGES WITH ITEMS

Read the following article and poem and answer Numbers 1 through 9. You may look back at the article and poem as often as you like.

# Dorothy Parker

more than just a wit

by Lisa Burdige

Dorothy Parker was famous for saying what was on her mind. In fact, her biting, clever jibes are the stuff of literary legend. But Parker was more than just a wit; she was an acclaimed poet, short-story writer, journalist, and screenwriter whose 28 films included *A Star Is Born*. She was also the brightest light of the Algonquin Round Table, an assemblage of writers who met every day at the Algonquin Hotel in New York City from 1919 into the forties, and did much to shape American popular culture.

Little is known about Dorothy Parker's early life. She was born Dorothy Rothschild in 1893. Her mother died in Dorothy's infancy, and Dorothy was raised in New York City, where she attended a Catholic convent school. She later said the only thing school taught her was that "if you spit on a pencil eraser, it will erase ink." Left without an income when her father died, the twenty-year-old Parker began her career, first as a copywriter for *Vogue* then, one year later, as drama critic for *Vanity Fair*. For four years she brought her distinctive brand of biting wit to her reviews. For example, of Katherine Hepburn's performance in a Broadway play, she wrote, "Ms. Hepburn ran the whole gamut of emotions from A to B."

Parker's stories, however, show another side of the writer. "Dear God," she wrote in a letter to a friend, "please make me stop writing like a woman." For Parker, "writing like a woman" meant scrutinizing the foibles and, often, the falsity of romance. Her accomplished, pained tales of love and betrayal are very different from her hard-edged public persona.

Over the span of her career, Parker wrote 51 short stories, 4 volumes of verse, several volumes of nonfiction and essays, a detective novel, 28 screenplays, and several plays. She received the O. Henry Award for her story "Big Blonde" in 1929. Harold Ross, founder of *The New Yorker* magazine, credited Parker with the creation of *The New Yorker* short story, though Parker herself denied that such a genre existed. Throughout her career, Parker was esteemed as a writer of sophistication, skill, and insight, but by the end of her life, she had almost disappeared from public view.

After the death of Alan Campbell<sup>1</sup> in 1963, Parker told a friend, "I'm seventy and feel ninety. If I had any decency, I'd be dead. Most of my friends are." She died in 1967 at the age of seventy-four. Willing to pun at anyone's expense, including her own, she had written the epitaph for her own tombstone, which reads, "Excuse my dust."

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<sup>1</sup> Parker was married to Alan Campbell but kept the name of her first husband.

Now read one of Dorothy Parker's poems, "One Perfect Rose."

## ONE PERFECT ROSE

by Dorothy Parker

A single flow'r he sent me, since we met.  
All tenderly his messenger he chose;  
Deep-hearted, pure, with scented dew still wet—  
One perfect rose.

I knew the language of the floweret;  
"My fragile leaves," it said, "his heart enclose."  
Love long has taken for his amulet<sup>2</sup>  
One perfect rose.

Why is it no one ever sent me yet  
One perfect limousine, do you suppose?  
Ah no, it's always just my luck to get  
One perfect rose.

<sup>2</sup> amulet: an object worn as a charm

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|--|--|
| <p><b>1</b> The main idea of this article is that Dorothy Parker</p> <ul style="list-style-type: none"><li><b>A</b> lost her sense of humor at the end of her life.</li><li><b>B</b> is best known for her screenplay <i>A Star Is Born</i>.</li><li><b>C</b> often wished that she could write without using humor.</li><li><b>D</b> is famous for both her wit and her insightful tales of love.</li></ul> | <p><b>3</b> When Dorothy Parker wrote, "Dear God, please make me stop writing like a woman," she meant she would rather write</p> <ul style="list-style-type: none"><li><b>A</b> with a masculine style.</li><li><b>B</b> without using her wit.</li><li><b>C</b> about something she knows.</li><li><b>D</b> about something other than romantic love.</li></ul>                                    |
| <p><b>2</b> How did Dorothy Parker begin her career as a writer?</p> <ul style="list-style-type: none"><li><b>A</b> as a copywriter for <i>Vogue</i></li><li><b>B</b> as a student at convent school</li><li><b>C</b> as a drama critic for <i>Vanity Fair</i></li><li><b>D</b> as a member of the Algonquin Round Table</li></ul>   | <p><b>4</b> What can the reader conclude about Dorothy Parker's time in school?</p> <ul style="list-style-type: none"><li><b>A</b> She learned many practical skills.</li><li><b>B</b> She cared little about her education.</li><li><b>C</b> She wrote many humorous essays that got her in trouble.</li><li><b>D</b> She learned everything she needed to know to become a great writer.</li></ul> |

"One Perfect Rose" by Dorothy Parker, copyright © 1926, renewed © 1954 by Dorothy Parker, from *The Portable Dorothy Parker* by Dorothy Parker. Used by permission of Viking Penguin, a division of Penguin Putnam, Inc.

PATHWAYS FOR LEARNING - READING F - 8

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- 5 What is the theme of the poem?
- A Love will last no matter what gifts are given.
  - B Women desire more than symbolism in a gift.
  - C Love should be shown through inexpensive gifts.
  - D Women know a single rose is a better gift than jewelry.
- 6 What is the tone of the poem?
- A angry
  - B ironic
  - C tender
  - D dramatic
- 7 Who or what is the messenger in the line, "All tenderly his messenger he chose"?
- A flower
  - B limousine
  - C amulet
  - D heart
- 8 Which part of the poem demonstrates Dorothy Parker's wit?
- A "A single flow'r he sent me, since we met."
  - B "Deep-hearted, pure, with scented dew still wet—"
  - C "Love long has taken for his amulet/One perfect rose."
  - D "Why is it no one ever sent me yet/One perfect limousine?"

- 9 What can the reader conclude from the poem about Dorothy Parker's attitude toward roses?
- A She appreciates roses as examples of perfection.
  - B She believes roses symbolize a romantic relationship.
  - C She thinks roses are a poor substitute for time spent traveling.
  - D She feels roses are fine but she would like something more substantial.

Read the following newspaper column and answer Numbers 1 through 7. You may look back at the newspaper column as often as you like.

## In and of Ourselves We Trust

by Andy Rooney

*“In and of Ourselves We Trust” was one of Rooney’s syndicated columns. Rooney’s piece uses one simple example to illustrate a generality. He draws from it a far-reaching set of conclusions: that we have a “contract” with each other to stop for red lights—and further, that our whole system of trust depends on everyone doing the right thing.*

Last night I was driving from Harrisburg to Lewisburg, Pennsylvania, a distance of about 80 miles. It was late, I was late, and if anyone asked me how fast I was driving, I’d have to plead the Fifth Amendment to avoid self-incrimination.

At one point along an open highway, I came to a crossroads with a traffic light. I was alone on the road by now, but as I approached the light, it turned red, and I braked to a halt. I looked left, right, and behind me. Nothing. Not a car, no suggestion of headlights, but there I sat, waiting for the light to change, the only human being, for at least a mile in any direction.

I started wondering why I refused to run the light. I was not afraid of being arrested, because there was obviously no cop anywhere around and there certainly would have been no danger in going through it.

Much later that night, after I’d met with a group in Lewisburg and had climbed into bed near midnight, the question of why I’d stopped for that light came back to me. I think I stopped because it’s part of a contract we all have with each other. It’s not only the law, but it’s an agreement we have, and we trust each other to honor it: We don’t go through red lights. Like most of us, I’m more apt to be restrained from doing something bad by the social convention that disapproves of it than by any law against it.

It’s amazing that we ever trust each other to do the right thing, isn’t it? And we do, too. Trust is our first inclination. We have to make a deliberate decision to mistrust someone or to be suspicious or skeptical.

It’s a darn good thing, too, because the whole structure of our society depends on mutual trust, not distrust. This whole thing we have going for us would fall apart if we didn’t trust each other most of the time. In Italy they have an awful time getting any money for the government because many people just plain don’t pay their income tax. Here, the Internal Revenue Service makes some gestures toward enforcing the law, but mostly they just have to trust that we’ll pay what we owe. There has often been talk of a tax revolt in this country, and our government pretty much admits that if there were a widespread tax revolt here, they wouldn’t be able to do anything about it.

We do what we say we’ll do. We show up when we say we’ll show up.

I was so proud of myself for stopping for that red light. And inasmuch as no one would ever have known what a good person I was on the road from Harrisburg to Lewisburg, I had to tell someone.

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“In and of Ourselves We Trust” by Andy Rooney, copyright © Tribune Services, Inc. All rights reserved. Reprinted by permission.



**1** Which set of statements BEST summarizes this newspaper column?

- A** The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.
- B** The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.
- C** If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.
- D** Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

**2** What is the most convincing reason Rooney gives for not going through the red light?

- A** It is against the law.
- B** We just don't go through red lights.
- C** It is part of a contract we have with each other.
- D** We stop in this situation because it makes us feel proud.

**3** Rooney's statement "We do what we say we'll do. We show up when we say we'll show up" supports his belief that Americans are

- A** proud.
- B** prompt.
- C** trustworthy.
- D** complacent.

**4** Why does Rooney change from "I" to "we" about halfway through the newspaper column?

- A** to urge readers to obey traffic laws
- B** to enable readers to understand the social contract
- C** to encourage readers to identify with his point of view
- D** to lead readers to consider conventions more important than laws

**5** When does Andy Rooney decide that he stopped at the red light "because it's part of a contract we all have with each other"?

- A** after he goes to bed
- B** while braking for the light
- C** during his wait at the light
- D** before he reaches Lewisburg

**6** What is the main idea of this newspaper column?

- A** We must trust each other in order to have a stable society.
- B** We stop at red lights because we obey social conventions.
- C** We should pay our taxes even when we don't agree with the government.
- D** We tell others about our honesty so they will be more likely to follow the rules.

**7** What can you conclude about Andy Rooney from this newspaper column?

- A** He believes most people mistrust others.
- B** He considers himself a law-abiding citizen.
- C** He thinks that he is perfect.
- D** He trusts the Internal Revenue Service.

Read the following true story and answer Numbers 1 through 8. You may look back at the story as often as you like.

## Just Two Points Make One Dream Come True

by Mitch Albom

TUCSON, Ariz.—He didn't want much. Just one basket. That's not a lot to ask from a college career, is it? One basket?

For this, he would work. For this, he would sacrifice. For this he would sit at the end of the bench, night after night, year after year. Without a scholarship. Without fame. He would travel to cities, dress in the uniform, go through warm-ups. Then take off the uniform, travel back home, go to class. Year after year. Night after night.

One basket.

*Sean Dobbins* is the other side of the Fab Five. The far side. He was a good little high school basketball player who chose Michigan, like most kids, to get an education. He paid his own tuition. No one recruited him.

One day, early in his freshman year, Dobbins got an idea. He took his high school scrapbook to the basketball office and asked to see Steve Fisher.

"Coach, I'd like to play for your team," he said. "These are some articles about me in high school."

Fisher, who had just won a national championship, was amused. Big-time college basketball schools begin recruiting players when they are in eighth or ninth grade. They follow them—hound them, sometimes—until they sign. Only the best get taken.

Now here was a kid with a scrapbook.

"I'll take a look," Fisher said.

### Finding room on the roster

Five weeks later—to everyone's surprise—Dobbins was on the team. A walk-on. True, he still had to pay his own tuition. True, he was mostly there to help practice. But the kid with the scrapbook was in the club, dressing next to stars like Rumeal Robinson and Terry Mills.

He went through drills. He sweated every scrimmage. He dressed for the games, but almost never got in. To be honest, it was a big deal if he unzipped his sweat suit.

Sophomore year, he made a free throw.

That was the highlight of his season.

"I still dreamed about making a basket," he says. "I figured I had two years left."

Then, a setback. Michigan recruited five star freshmen—the Fab Five—and there was no room on the team for Dobbins. He spent his junior year practicing in the gym with other students. When the NCAA tournament came around, he drove to Atlanta, on his own. And he drove to Lexington. And he drove to Minneapolis. He sat behind the team, in the stands, longing to be part of it again, to wear the uniform, to maybe get a shot at that one basket he'd been dreaming about since freshman year.

Suddenly, he was a senior.

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"Just Two Points Make One Dream Come True" by Mitch Albom from the *Detroit Free Press* March 21, 1993 issue, copyright © 1993 by the *Detroit Free Press*. Reprinted by permission.

## The free throw just didn't count

"The guys on the team were really pulling for me now," he says. Given his old spot back—and the fact that because U-M was so talented, there should be plenty of "garbage time"—Dobbins was optimistic. He practiced hard, as usual. He dressed and undressed, as usual.

But the games slipped away. Pretty soon, it was the regular-season finale against Northwestern, and Dobbins still hadn't scored a hoop. Fisher put him in, and he quickly took a shot—which clanked off the rim. The crowd moaned. In the final seconds he got the ball again, spun toward the basket and—AHNNNNNNN!

The buzzer sounded. The season was gone. And so, Dobbins figured, was his chance.

Which is what made Friday night so special. Friday night, first game of the NCAA tournament, the most serious basketball of the year. Michigan found itself ahead by 30 points late against Coastal Carolina. Fisher looked down the bench, saw the kid with the scrapbook, and said, "Get in there."

This time, the whole U-M team, which had come to love Dobbins for his never-quit spirit, was ready. With four seconds left, and a free throw about to be shot at the opposite end, the Wolverines called Dobbins over and hid him in their midst. "Don't move," they whispered, "just wait." The other team didn't even see him.

So when the free throw was made, Rob Pelinka grabbed the ball, and heaved it downcourt to Dobbins, who stepped out of the camouflage and was suddenly all alone.

"All I could think was 'Catch it! Catch it!'" Dobbins said.

He caught it. He dribbled toward the basket. Three seconds. Two seconds. He laid it up . . . and in!

Score! The buzzer sounded. And the Wolverines mobbed Dobbins as if he'd just won a championship. "You shoulda dunked it!" laughed Chris Webber. "DOBBS! DOBBS!" yelled Juwan Howard, grabbing him in a headlock and carrying him to the locker room.

We watch so much college basketball, we forget that they are kids out there. Kids with dreams. Some dream of winning it all. Some just dream of scoring two points.

"It was the greatest moment of my life," said Dobbins. "If I never scored, the experience would still have been worthwhile. But now, it feels . . . great."

Mission accomplished.

Unless any NBA teams are interested . . .

- 1** What is a major theme in this story?
- A** It takes commitment to reach a goal.
  - B** It takes conviction to sit on the bench.
  - C** It takes persistence to get an education.
  - D** It takes concentration to make a basket.

- 2** Why does Fisher think it is funny when Dobbins wants to join the Wolverines?
- A** Fisher's players are national champions.
  - B** Fisher's players often become professionals.
  - C** Fisher knows that Dobbins can't play basketball.
  - D** Fisher thinks that Dobbins's scrapbook is comical.

- 3 What happens because Dobbins shows his scrapbook to Fisher?
- A Dobbins makes the team.
  - B Dobbins sits in the stands.
  - C Dobbins drives to Atlanta.
  - D Dobbins plays his first game.
- 4 What happens to Dobbins because Michigan recruits the Fab Five?
- A He joins an opposing team.
  - B He drives to different cities.
  - C He is traded to another team.
  - D He is dropped from the team.
- 5 What is the attitude of the Wolverines towards Dobbins?
- A lenient
  - B tolerant
  - C admiring
  - D flattering
- 6 What word BEST describes Dobbins's character?
- A critical
  - B humorous
  - C pessimistic
  - D determined
- 7 What method does the author use to dramatize the final scene of his story?
- A He interviews the coach.
  - B He quotes two ballplayers.
  - C He mentions the scrapbook.
  - D He discusses team motivation.

- 8 Which set of statements BEST summarizes the story?
- A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.
  - B Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.
  - C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.
  - D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

Read the following story and answer Numbers 1 through 10. You may look back at the story as often as you like.

# Saga of a Seagoing Dog

*Condensed from SAIL*

PETER MUILENBURG

SANTOS, the dog that barked furiously at any hint of danger to others, made not a whimper when he slipped and fell overboard five miles off the Venezuelan coast. We didn't miss him until the morning after we had anchored our ketch,<sup>1</sup> *Breath*, behind the breakwater at Puerto Azul. Suddenly our son Diego called out, "Where's Santos?"

We searched everywhere. Diego even tore open our last package of tortilla chips, crackling the bag noisily and calling Santos, but the dog was gone.

My wife, Dorothy, and I went ashore to notify the port captain of our loss. The captain was busy with the start of a sport-fishing tournament. He offered us no encouragement, but promised to keep an eye out.

We walked over to the beachside bar and began to think what we would tell Diego.

TIME AND AGAIN WE had feared for Santos's life. He had been an endlessly amusing little rogue. One friend called him a hamster masquerading as a wolf, though on close inspection he looked more like a cross between fox and a pint-size husky. He was Diego's constant companion.

Santos had been given to us years ago in a Florida port where we had anchored beside a schooner with two people and seven dogs onboard. Jeanne and Vince were raising

schipperkes—Belgian canal-barge dogs—and five puppies had just been born. Jeanne offered us the pick of the litter. "Your ship needs a schipperke," she declared.

I didn't think so, but my objections were blown away in a williwaw<sup>2</sup> of enthusiasm from the crew. I reminded the boys to pick a lively one, and they returned with a ball of jet-black fluff that looked me dead in the eye and growled.

In time Santos developed into a fine boat dog. "Schipperke" means "little captain" in Flemish, and his ancestors were bred to serve aboard Low Country<sup>3</sup> barges. Their duties included swimming ashore in the cold canals to nip the heels of recalcitrant<sup>4</sup> tow horses. And they were programmed to bark if anyone fell overboard, which made them ideal baby sitters for family-run vessels. They were even expected to help the master navigate.

Santos excelled at all these tasks, and more. One night, as a storm was brewing, we tried to gain the shelter of Mayaguana in the Bahamas. After 36 hours of overcast we couldn't be sure of our position. Suddenly Santos roused himself and stood with his nose straining into the wind, whimpering

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<sup>1</sup> ketch: a two-masted sailboat

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<sup>2</sup> williwaw: a violent gust of cold wind

<sup>3</sup> Low Countries: Belgium, the Netherlands, and Luxembourg

<sup>4</sup> recalcitrant: stubborn, defiant

ardently. We short-tacked up the dog's olfactory bearing<sup>5</sup> and within two hours sighted land.

In addition, this salty dog was endearing company, especially on long night watches. Then he would creep unbidden into the lonely helmsman's lap and rest his muzzle with a sigh of contentment in one's hand.

Intelligence in a dog such as Santos can be a mixed blessing. He knew well what was expected of him, but he also had his own agenda—fun—and this got him into trouble regularly. Before he was three months old, he'd almost drowned twice. Once, charging down the deck in a puppy war game, he shot right out a deckside scupper.<sup>6</sup> We heard scratching on the hull and went topside to find Santos treading water. Luckily it was slack tide.

Then a month later he did it again, and the ebb tide carried him out to sea while we were lurching below. A skin diver noticed his black head and pointed ears and picked him up.

IT WAS TIME to get back to Diego; we couldn't postpone the inevitable any longer.

"Oh, well," I consoled Dorothy, "with that dog's temperament we were lucky to have him as long as we did."

We walked to the dinghy,<sup>7</sup> and I was casting off when we heard a shout. The port captain came hurrying down the steps from his office.

"You won't believe it," he said. "I just called the fishing boats on the radio to tally their standings for the scoreboard." He paused, out of breath.

"And?" we gasped.

"And the last boat said they caught nothing—except a little black dog!"

Back on *Breath*, Santos received a joyous welcome and got his own helping of the family dinner. But his eyes were glazed, as if they'd seen the whole of his life pass before them, and right after supper he crashed. When I drifted off later, I thought about the charmed life Santos led, and wondered whether his brush with death would make a more sensible animal of him.

That fantasy died at dawn, when a flurry of barking awoke us. A fisherman had dared to pass within 150 feet of our boat. A few hours later, seeing some kids playing with a German shepherd on the beach, Santos jumped into the sea and headed for the action. Shortly afterward someone knocked on our hull.

"Hello—is this your dog?"

"Yup," I said. "That's our dog."

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<sup>5</sup> short-tacked up the dog's olfactory bearing: steered the boat in the direction the dog was sniffing

<sup>6</sup> scupper: an opening that lets water drain out

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<sup>7</sup> dinghy: a small rowboat

- 1 What is the tone of this story?
- A nostalgic regret
  - B harsh irritation
  - C gentle amusement
  - D sarcastic mockery
- 2 When the author first met the dog, Santos seemed
- A cheerful.
  - B miserable.
  - C unfriendly.
  - D affectionate.
- 3 What did Santos do when he FIRST arrived on the boat?
- A He fell overboard.
  - B He growled at the author.
  - C He barked at a nearby fishing boat.
  - D He whimpered as he smelled the wind.
- 4 Why did Diego tear open the “last package of tortilla chips, crackling the bag noisily”?
- A to help in the preparation of lunch
  - B to offer some food to the port captain
  - C to tempt the dog to come out of hiding
  - D to encourage the family to eat before leaving

- 5 Read the following sentence from the story.
- He had been an endlessly amusing little rogue.**
- What does the word *rogue* mean as it is used here?
- A rascal
  - B friend
  - C stranger
  - D monster
- 6 The puppy came to the family when
- A Dorothy got lost in the fog off the Bahamas.
  - B a couple offered them their choice of a litter.
  - C Santos was working as a canal dog in Europe.
  - D a fisherman found him swimming near a fishing tournament.
- 7 Schipperkes helped barges navigate the canals by
- A swimming alongside the barges.
  - B smelling the thick fog to locate land.
  - C alerting the captain of passengers overboard.
  - D encouraging tow horses to continue walking.



8 What does the author probably mean by the word *unbidden* when he writes that Santos “would creep unbidden into the lonely helmsman’s lap”?

- A not aided
- B not invited
- C not ashamed
- D not observed

9 What was the author’s reaction to the loss of Santos?

- A anger
- B optimism
- C happiness
- D discouragement

10 Which set of statements BEST summarizes the story?

- A Santos repeatedly falls or jumps overboard but is returned each time to his family’s sailboat. One time he is lost off South America but is brought back by a port captain.
- B The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.
- C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.
- D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.



Read the time line and answer Numbers 1 through 6. You may look back at the time line as often as you like.

*"The History of the U.S. Postal Service" is the subject Leann Brown has chosen for a research paper. Her first job is to develop an outline, and to do that she checks her reference materials. There she finds something that helps her get started: a Postal Delivery Time Line.*

## POSTAL DELIVERY TIME LINE

1000 B.C.	Homing pigeons delivered King Solomon's letters to Queen of Sheba.	1775	Benjamin Franklin was appointed first American postmaster general.
485-425 B.C.	Greek writer Herodotus described Persian horse postal service: "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds."	1785	Balloon carried letter addressed to Benjamin Franklin from England to France.
		1799	Congress passed a death penalty for robbing the mail.
59-44 B.C.	Julius Caesar used foot runners, then horseback riders; mail was delivered for nobility only.	1813	First mail carried by steamboat.
		1832	First official railroad mail service.
A.D. 286-288	Roman Emperor Diocletian started postal service for private citizens.	1860	Pony Express started service between St. Joseph, Missouri, and Sacramento, California.
1290	University of Paris began postal service for private citizens.	1893	First commemorative stamps issued at Chicago World's Fair.
1591	Queen Elizabeth I established central postal service in Great Britain.	1896	Rural Free Delivery began.
		1913	Parcel Post Delivery service started.
1639	First American post office set up in Boston; one cent charged for each letter.	1918	Airmail stamps first issued.
		1918	First regular airmail service in U.S.—Washington, D.C., to New York City.
1672	New York City began mail service to Boston, Massachusetts.	1920	First transcontinental air mail service, New York to San Francisco.
1674	Connecticut began mail service.	1941	Post office on wheels, called Highway Post Office (HYPO), initiated.
1683	William Penn began weekly mail service from Philadelphia to all large Pennsylvania and Maryland towns.	1958	Famous artists started designing postage stamps.
		1959	Transcontinental jet mail service began.
1693	Intercolonial postal service began in all colonies except Virginia.	1963	Zip Code numbers put into use.

"Postal Delivery Time Line" by Betty H. Little from *Cobblestone's* October 1981 issue: *The Pony Express: 1860-1861*, copyright © 1981 by Cobblestone Publishing Co., 30 Grove St., Suite C, Peterborough, NH 03458. Reprinted by permission of the publisher.

PATHWAYS FOR LEARNING - READING F-19

- 1** This time line is organized according to
- A** when the events happened.
  - B** where the events happened.
  - C** the importance of the events.
  - D** the people involved in the events.
- 2** If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?
- A** In 1896, Rural Free Delivery of mail began.
  - B** In 1963, Zip Code numbers were put into use.
  - C** In 1799, Congress passed a death penalty for robbing the mail.
  - D** In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.
- 3** Which phrase BEST describes the main idea of this time line?
- A** an in-depth history of the postal service
  - B** an international tribute to the postal service
  - C** a detailed history of technological advances in the postal service
  - D** a chronological list of important events concerning the postal service

- 4** Which date indicates the first effect of scientific advances on the delivery of the mail?
- A** 1639
  - B** 1813
  - C** 1832
  - D** 1918
- 5** What might be seen as a major trend in postal service?
- A** speeding up the time of delivery
  - B** making stamps attractive to collectors
  - C** offering service to the common people
  - D** providing increased security for postal customers
- 6** When did the first mail travel by air?
- A** in 1920
  - B** in 1918
  - C** in the 1700s
  - D** in 1000 B.C.

Read the following paragraph and list of Key Words. Answer Numbers 1 through 8. You may look back at the paragraph and list of Key Words as often as you like.

*Jesse's social studies teacher assigns the class a research paper on international trade. The students must demonstrate their understanding of the topic by using terms from the following glossary. In addition, the students must provide examples of how countries buy and sell goods. Jesse learns the following terms so that he can use them correctly in his research paper.*

## KEY WORDS

### THE TERMS OF TRADE

Here are a few key words used in international trade.

**Domestic:** Produced in or native to a country.

**Free trade:** An exchange of goods and services between countries that is not limited by government actions such as quotas, tariffs, and other taxes.

**GATT (General Agreement on Tariffs and Trade):** An international agreement intended to reduce trade barriers and encourage trade. GATT, established in 1947, was replaced by the WTO in 1995.

**Globalization:** The trend toward a single, worldwide market, without respect to national borders.

#### Imports/Exports

**Imports:** Goods and services bought from other countries for domestic use.

**Exports:** Goods and services produced in one country and sold to another country.

**NAFTA (North American Free Trade Agreement):** A 1993 agreement between Canada, the United States, and Mexico that will gradually eliminate most trade barriers between those countries.

**Protectionism:** Any policy designed to keep domestic industries from being hurt by competition from imports.

**Protective tariff:** A tax on imports designed to keep domestic producers from being hurt by competition from imports.

#### Quota/Tariff

**Quota:** A government limit on the amount of goods coming in from other countries.

**Tariff:** A tax on imports.

**Trade barriers:** Any government's use of taxes, tariffs, quotas, and other obstacles that make trade between countries more difficult or costly.

**World Trade Organization (WTO):** An international body that promotes free trade and resolves trade disputes between countries. The WTO was created in 1995 with the legal power to resolve a wide range of trade issues.

- 1** Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?
- A WTO
  - B GATT
  - C Protectionism
  - D Trade barriers
- 2** Trade barriers tend to have the hardest impact on the
- A country importing the products.
  - B people buying the imported products.
  - C domestic industries selling the same products.
  - D international organization resolving trade disputes.
- 3** Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?
- A Tariffs
  - B NAFTA
  - C Globalization
  - D Protectionism
- 4** What is the BEST way for Jesse to locate countries that have recently established trade barriers?
- A by gathering information from the WTO
  - B by researching the history of the GATT
  - C by discovering more facts about free trade
  - D by investigating the theory of globalization
- 5** A tax on imported products is called
- A a tariff.
  - B a quota.
  - C an export.
  - D a trade barrier.
- 6** Products that are brought from another country and used domestically are called
- A tariffs.
  - B quotas.
  - C exports.
  - D imports.
- 7** What is the trend toward a worldwide market that has no national boundaries called?
- A free trade
  - B trade barriers
  - C globalization
  - D protectionism

- 8** Which of the following is true about NAFTA's organization?
- A** It is the ultimate step toward globalization of the world.
  - B** It is a move toward using tariffs to control other countries.
  - C** It is an example of countries working together to lower trade barriers.
  - D** It is an example of being able to change rules in a short period of time.

**Read the following brochure and answer Numbers 1 through 10. You may look back at the brochure as often as you like.**

*You are about to take a vacation to Pensacola with your family. You have a brochure explaining some of the things you can do while there.*

## **PARK IT . . .**

**. . . OUTDOORS.** If you'd like to experience the natural side of the Pensacola area, you're welcome to camp, hike, or fish at Gulf Islands National Seashore, a 150-mile-long strip of barrier islands, harbors, and submerged land that's one of the most beautiful and well-preserved natural environments in the country. Established in 1971—with over 25 miles located in the Pensacola and Perdido Key area—it includes Santa Rosa Island (home of historic Fort Pickens and World War II batteries), and Naval Live Oaks Reservation, a 1,400-acre tract and seashore headquarters along Highway 98 in Gulf Breeze. The Gulf Islands National Seashore also contains an extraordinary collection of wildlife—including 280 different species of birds.

To the west, you can camp, hike, or picnic at Big Lagoon State Recreation Area located near Perdido Key on the Intracoastal Waterway. Birding, boating, concerts, and special night beach tours to view the sea turtles offer something for the whole family.

For a complete change of outdoor scenery, take a hike through the shady bayou at the Edward Ball Nature Preserve on the University of West Florida campus. Or head out to Bay Bluffs Park, where several elevated boardwalks give you a bird's-eye view of Florida's only scenic bluffs—a vista 20,000 years in the making!

**GO WITH THE FLOW.** Not far from Pensacola you'll find an area known as "The Canoe Capital of Florida." It contains the spring-fed streams of the Coldwater, Blackwater, and Sweetwater/Juniper creeks, which flow through state forests at a tranquil, relaxing pace.

Climb aboard a canoe, kayak, paddleboat, or inner tube, and leave your cares behind as you drift down the Perdido River or through the Blackwater River State Recreation Area, northeast of Pensacola.

On shore, cabins, campsites, nature trails, and picnic areas abound—especially at Adventures Unlimited, an 88-acre park (complete with even a ropes course) that's widely regarded as the center of all the action.

<b>PARKS &amp; TRAILS GUIDE</b> Many of these items are based for the "on season" period only. For more information about seasonal changes refer to the phone numbers below this chart.	<b>Fort Pickens</b> Gulf Islands National Seashore	<b>Fort Barrancas</b> Gulf Islands National Seashore	<b>Naval Live Oak Reservation</b> Gulf Islands National Seashore	<b>Perdido Key Area Johnson Beach</b> Gulf Islands National Seashore	<b>Big Lagoon State Recreation Area</b>	<b>Perdido Key State Recreation Area</b>	<b>Blackwater River State Park</b>
Visitor's Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		
Museum	<input type="radio"/>						
Guided Tours	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>
Picnic Area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Camping	<input type="radio"/>				<input type="radio"/>		
Full Facility Camping	<input type="radio"/>				<input type="radio"/>		<input type="radio"/>
Youth Camping			<input type="radio"/>				
Cabin Rentals					<input type="radio"/>		<input type="radio"/>
Nature Trail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Biking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snorkeling	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		
Lifeguard	<input type="radio"/>			<input type="radio"/>			
Canoeing					<input type="radio"/>		<input type="radio"/>
Fishing	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		
Boat Ramp				<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showers	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		
Concessions	<input type="radio"/>			<input type="radio"/>			
Handicap Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Park Fee	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Gulf Islands National Seashore 904-934-2600:** *Fort Pickens, Fort Barrancas, Naval Live Oak Reservation, Perdido Key Area Johnson Beach*  
**Perdido Key State Recreation Area 904-492-1595**  
**Big Lagoon State Recreation Area 904-492-1595**  
**Blackwater River State Park 904-623-2363**

- 1** According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone
- A their travel agency.
  - B a historical society.
  - C that recreation area.
  - D the brochure publishers.
- 2** Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?
- A winter
  - B summer
  - C on season
  - D off season
- 3** Which action shows that the chart was interpreted correctly?
- A traveling to Fort Barrancas for fishing
  - B going to Naval Live Oak Reservation to rent a cabin
  - C hauling a boat to Perdido Key State Recreation Area
  - D arriving at Big Lagoon State Recreation Area with canoes
- 4** Which place has elevated boardwalks?
- A Bay Bluffs Park
  - B Intracoastal Waterway
  - C Blackwater River State Park
  - D Big Lagoon State Recreation Area

- 5** In which park can you see sea turtles at night?
- A Naval Live Oak Reservation
  - B Edward Ball Nature Preserve
  - C Big Lagoon State Recreation Area
  - D Perdido Key State Recreation Area
- 6** Where is Naval Live Oak Reservation?
- A next to the Perdido Key area
  - B along Highway 98 in Gulf Breeze
  - C next to Gulf Islands National Seashore
  - D by Santa Rosa Island just outside of Pensacola
- 7** Which park has shower facilities?
- A Fort Barrancas
  - B Naval Live Oak Reservation
  - C Blackwater River State Park
  - D Perdido Key Area Johnson Beach
- 8** How are the first and second parts of this brochure different?
- A The first part promotes the features of parks; the second part lists factual information.
  - B The first part lists sequential details; the second part promotes the highlights of parks.
  - C The first part lists details; the second part contains chronological information about parks.
  - D The first part contains chronological information about parks; the second part describes various features.



- 9** How does the author support the statement that the Pensacola area is “one of the most beautiful and well-preserved natural environments in the country”?
- A** by listing recreational activities
  - B** by naming state recreation areas
  - C** by describing the scenery and wildlife
  - D** by outlining the geographic boundaries
- 10** Why is an area near Pensacola referred to as “The Canoe Capital of Florida”?
- A** It has a long coastline.
  - B** It is situated in a quiet harbor.
  - C** It has many slow-moving streams.
  - D** It is situated in the state forest system.

Read the following article and answer Numbers 1 through 7. You may look back at the article as often as you like.

SUSAN G. McBRIDE

# VIDEO GAME DESIGNER

San Jose, California

## WHAT I DO:

I come up with ideas for home computer video games, figure out how they would be played, and determine their basic graphic look. Then, I work with a team to fill out these designs. Right now my team includes another animator and a programmer, but we also get help from graphics, audio, and software support personnel. When I used to work on coin-operated arcade games, I worked on teams with two or three other programmers and up to five animators.

After getting an idea for a game, you produce story boards and thumbnail sketches that show how the new game will look. Then, once the concept is approved, you work out all the characters and the opponents, what the moment-to-moment action will be like, and how the controls will work. This stage includes producing working graphics and a model of the controls. When all that's finished, the concept is reviewed again and focus groups are held to estimate consumer reaction. Finally, the game is field tested.

Home games are different from coin-operated games. In coin-op games, you're trying to entice people to put their quarters into a machine. You know they're not going to play for long. But with home games, people own the cartridges, so you know they'll want to play the games for a long time. As a result, home games need to be more exploratory and graphically exciting. They're better suited to adventure formats than coin-op games.

## HOW I GOT STARTED:

I came to this work by way of drawing. When I was a kid, I was always drawing. I drew my own comic books and illustrated T-shirts. In college, I almost double majored in graphic design and science. But I realized that what I really liked the most about biology was drawing the animals we worked with. So I decided to major exclusively in graphic design.

Graphic design led me in turn to animation and film. A film teacher of mine recommended me to Atari for a position involving computer graphics. He knew about the little characters I liked to animate and about an award-winning film that I made called *Mangia, Mangia, Mangia*. Done before Pac Man, it was about a little space creature that went around gobbling things up. I guess that my professor—and Atari—thought the film proved I was a natural for creating video games and characters.

## HOW I FEEL ABOUT IT:

What I really like about working in the game industry is the chance to be creative and to come up with concepts that provide fun and entertainment for people. The games take people away from the world for a little while.

Each game is like a new beginning. You're creating a new world, and it's a thrill when it comes together. When you come up with an idea you love, you suddenly know it's going to be a hit, and that's very exciting.

---

"Video Game Designer" by Susan G. McBride from *Careers for Computer Buffs* by Andrew Kaplan, copyright © 1991 by The Millbrook Press. Used by permission.

### WHAT YOU SHOULD KNOW:

There are a number of different routes into this business. You can come in as a programmer or, as I did, through animation. But even if your route is animation, you still need to get as much of a background in computers as you can.

To break in, you need to have a degree. Animators need to have a strong film background with a degree in something like film, animation, or art. Programmers need computer degrees. And after you're in, it's still a good idea to keep learning. Game designers need to have as much computer knowledge as they can. For example, although I'm already established in the industry, I'm getting additional software background and working toward a master's degree.

The pay varies. Some people get royalties, which can double or triple their salaries.

Another way to go is to open up your own house. Get an animator, a designer, a programmer, an engineer, and an audio person. Then develop games, sell them to companies, and get royalties. This arrangement offers you the potential to earn a lot of money.

To create these games, you need to enjoy children's culture and know what's going on with kids. Obviously, it helps to know what kids like to watch and the music they like to listen to. I go to science fiction conventions, arcades, and movies to keep up, and I also buy comic books and kids' magazines.

- 1 Information in the article is organized according to
- A isolated blocks of information.
  - B separate sections with headings.
  - C steps explaining how to enter the field.
  - D important events in the author's career.

- 2 The author's main purpose in this article is to
- A inspire.
  - B inform.
  - C entertain.
  - D persuade.

- 3 The next step after approval of a game concept is to
- A field test the game.
  - B produce story boards.
  - C create a working model.
  - D estimate consumer reaction.

- 4 What convinced Atari of the author's creative abilities?
- A her early drawings
  - B her job application
  - C her scientific sketches
  - D her award-winning film

- 5** When the author says, “Another way to go is to open up your own house,” she is comparing a working group to a
- A** team.
  - B** family.
  - C** school.
  - D** neighborhood.
- 6** If the next subheading in this article were “WHERE WE’RE HEADED,” which of the following subjects would most likely be covered in that paragraph?
- A** the reader’s future needs
  - B** the future of children’s culture
  - C** the author’s plans for the future
  - D** the future of video game design
- 7** Which set of statements BEST summarizes the author’s advice for entering and working in the video game design business?
- A** Obtain a master’s degree in computers and open your own design house. Develop your own games and then sell them to other companies.
  - B** Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.
  - C** Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children’s cultural events.
  - D** Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

DON SMALL

# FLIGHT SIMULATOR

Houston, Texas

## WHAT I DO:

Because I've been designing flight simulators for more than thirty-five years, I've worked on everything from airplane simulators to machines that simulate space flight. Right now, I'm working on a simulator for a space station.

To understand my work, you have to understand what a flight simulator is. A simulator's function is to prepare pilots, crew members, and astronauts for flight. When we design a simulator, we create a machine that will replicate<sup>1</sup> the trainee's future environment as closely as possible. The trainee uses the same controls found in the actual vehicle.

## HOW I GOT STARTED:

I didn't start by pursuing a career in flight simulation. When I went to college, I began as a pre-med student. But I didn't like that side of science, so I moved into electronics.

After college, I got a job with a flight simulation company called Link. Link was just switching over from mechanical air trainers to electronic trainers, and they were recruiting electronics people like myself. I started as a field engineer, working in the factory to gain an understanding of the equipment. Then I went to the customers, trained them to use the equipment, and made any modifications that were necessary.

After that, I became involved with the space program. I worked on the Gemini mission simulator and other space flight simulators until 1969, when I moved to

Houston to work with NASA on the Apollo program. After Apollo ended, I headed teams that built the simulator for the space shuttle.

## HOW I FEEL ABOUT IT:

What's challenging about this work is that it explores every branch of science there is. We have to model the behavior of the real world so that what a person feels is exactly coordinated with what he or she hears and sees. That means really getting into a person's senses. To do this, you need a variety of engineering skills, and you must constantly call on all of your training and experience.

## WHAT YOU SHOULD KNOW:

Today, most of the people we hire have computer science, electrical engineering, or physics degrees. Some even have simulation-related degrees. But even if you get one of these degrees, you still have to be trained as a systems engineer by Link or one of its competitors.

Normally, this is a regular eight-to-five job. However, there are times when you'll be working over sixty hours a week. This tends to occur either in the development cycle when things don't go as planned, or later during the space mission itself when something that wasn't anticipated happens. When I was working on Apollo 13, for example, one of the ship's tanks exploded on the way to the moon. I was part of a team that helped figure out a way to get the crew back before its supplies were exhausted. On that mission, I worked for thirty-six hours straight.

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<sup>1</sup> replicate: to duplicate or copy

- 1** A simulator for a space station is probably used to
- A study conditions in space.
  - B launch the space shuttle into orbit.
  - C form a satellite link among nations.
  - D prepare astronauts for living in space.
- 2** What field of knowledge is MOST important for a flight simulation designer?
- A graphics
  - B aeronautics
  - C psychology
  - D engineering
- 3** What makes a simulator different from other training methods?
- A It reproduces actual conditions.
  - B It is used only for flight training.
  - C It is designed by professional trainers.
  - D It allows people to perform their jobs right away.
- 4** In the section titled "HOW I GOT STARTED," information is organized by
- A date.
  - B skill.
  - C time.
  - D importance.

- 5** The author's experience with the flight simulation company probably
- A prepared him to be a pilot.
  - B led him to pursue a degree in electronics.
  - C taught him a lot about the Apollo program.
  - D helped him get a position with the space program.
- 6** What does the author mean by "getting into a person's senses"?
- A studying the physical effects of stress
  - B measuring the intelligence of humans
  - C controlling a person's thoughts and feelings
  - D understanding what a person is seeing and hearing
- 7** What is one of the common causes of long work hours in this field?
- A unscheduled space launches
  - B team meetings to discuss future projects
  - C unexpected events during space missions
  - D special training to prepare new employees
- 8** The BEST way to prepare for a career in flight simulation design is to
- A learn how to fly and train others.
  - B major in psychology or sociology.
  - C pursue a degree in engineering or science.
  - D receive on-the-job training in systems engineering.

- 9** Which statement BEST expresses the main idea of this article?
- A** This is a demanding job that requires intense preparation and training.
  - B** This is an exciting job for people who like to work with others and make important decisions.
  - C** This is a good job for people who like an eight-to-five schedule with few interruptions and little stress.
  - D** This is a challenging job that calls upon all of your training and experience in a variety of scientific fields.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

## Pollution's Hidden Toll on Native Plants

Nitrogen is an important plant nutrient, right? So when your car spews out nitrogen emissions into the environment and they settle onto the ground, are you enhancing plant growth? The answer may be yes, but, scientists are discovering, it's not the kind of growth that benefits native plants.

For 12 years, ecologists David A. Wedin of the University of Toronto and David Tilman of the University of Minnesota have applied nitrogen to 162 plots of native grasses at levels that approximate the amount of nitrogen that occurs in air-borne pollution from cars and power plants in the Northeast. Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

This unusual situation apparently results from the way the two groups of plants use nutrients. Native grasses thrive in areas of relatively low nitrogen, while European interlopers imported for agricultural development need large doses of the nutrient. Once nitrogen increases in the soil, as when motor-vehicle pollution settles to the ground, non-native plants take over. Subsequent changes in the soil also increase nitrogen pollution in water supplies. In addition, species diversity in affected areas declines.

The news represents another blow to the nation's grasslands, which have declined considerably. What's more, observes Wedin, the disruptions caused by air-borne nitrogen may not be restricted only to grasslands, since the same effect is likely in other plant communities.

1 What is one important fact that researchers have found out about native grass plants?

- A They require less attention.
- B They require more nutrients.
- C They require low levels of nitrogen.
- D They require regular supplies of water.

2 How are increased levels of nitrogen beneficial?

- A They enrich native plants.
- B They stimulate imported grasses.
- C They are good for water supplies.
- D They are helpful for species diversity.

3 What is the meaning of the word *enhancing* as it is used in the first paragraph?

- A creating
- B decreasing
- C stimulating
- D illuminating

4 What effect does an increased level of nitrogen have on non-native grasses?

- A It blocks nutrients.
- B It stimulates growth.
- C It activates diversity.
- D It inhibits development.



5 What is the meaning of the word *interlopers* as used in the third paragraph?

- A visitors
- B invaders
- C achievers
- D impostors

6 Read this sentence.

**Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.**

What is the meaning of the word *impairing* as it is used here?

- A hastening
- B damaging
- C increasing
- D disintegrating

7 How does a raised level of nitrogen in the soil affect the water supply?

- A It increases pollution.
- B It encourages oxygen.
- C It activates organisms.
- D It introduces nutrients.

8 Which idea from the article is not supported by evidence?

- A Air-borne nitrogen is likely to disrupt other plant communities.
- B Wedin and Tilman studied the effects of applied nitrogen for more than ten years.
- C Air-borne nitrogen pollution from cars and power plants was approximated in a study.
- D Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

9 Which statement BEST summarizes the article?

- A Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.
- B Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.
- C Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.
- D Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

Read the following editorial and answer Numbers 1 through 11. You may look back at the editorial as often as you like.

## Point of View on Advertising

by Andrew McFarland

Economists tell us that a healthy economy depends upon a healthy flow of goods and services. When people stop buying and selling, the economy goes into a tailspin. People become poor, and life becomes a barren struggle for survival at the subsistence level.

Someone who wants to sell something has to let people know what it is and how much it costs. A seller has to show wares and convince people that they need them. In other words, a seller has to advertise.

It has become fashionable recently to belabor advertising as a sinister plot to swindle the consumer and litter the countryside with huge piles of junk. Eye-catching, multicolored advertisements in slick magazines, as well as amusing commercials on TV, are decried as being not only insulting to the intelligence of the adult, but also, what's worse, damaging to the minds of children. Yet without them, both magazine publishers and television stations would go bankrupt, because advertisers contribute a major part of their revenue.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed in a liberal democracy founded on the principle of free choice! This charge conjures up visions of a helpless citizenry enmeshed in a brainwashing mechanism. Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want. Yes, *caveat emptor!* (let the buyer beware), but don't eliminate the sales pitch just because some people have bad judgment. Reflect for a moment on what this country would be today if it weren't for advertising.

Still other critics say that advertising contributes to pollution and is hastening the depletion of our raw materials. Because advertising is partly responsible for the flow of goods and services, this assertion may be true. But several other agents also contribute: the consumer who wants the goods, the manufacturer who profits by their production, the stockholder who wants a cut, the government that needs the tax money produced by the economy, and so on. Look back over this list and see where you fit in!

Next time you hear someone say that advertising has an adverse effect on the nation, remember that it is the catalyst in the essential buying-selling process.

- 1 How is this editorial organized?
- A main idea supported by statistical examples
  - B critical ideas contradicted by logical statements
  - C a number of topics introduced for further development
  - D a number of topics considered, all of historical significance
- 2 Which technique does the author use to strengthen his argument about advertising?
- A using personal testimonies
  - B giving statistics to show effectiveness
  - C addressing both positive and negative aspects
  - D describing advertisements that were successful
- 3 What method does the author use to convince the reader of his viewpoint?
- A citing statistics
  - B quoting experts
  - C frightening the reader
  - D contradicting the critics
- 4 Which of the following ideas from the editorial is an example of faulty logic?
- A To let people know what is for sale, sellers have to advertise.
  - B Without amusing commercials on TV, television stations would go bankrupt.
  - C You cannot take a company to court for selling something a buyer doesn't need.
  - D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

- 5 Read the following statement from the editorial.

**Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want.**

Which phrase is used by the author to avoid a serious flaw in logic?

- A "Search as you may"
  - B "an innocent citizen"
  - C "into buying something"
  - D "in American court records"
- 6 Which of the following ideas from the editorial is a FACT?
- A Manufacturers profit by the production of goods.
  - B Most advertising is designed to brainwash people.
  - C Someone who wants to sell something must advertise.
  - D Television commercials damage the minds of children.
- 7 Which of the following ideas from the editorial is an OPINION?
- A Advertising affects the flow of goods and services.
  - B Some magazines contain multicolored advertisements.
  - C Advertising causes consumers to buy items they do not need.
  - D Commercial television stations depend on advertising for revenue.

8 Read the following sentence.

**Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed . . .**

What does the word *assertion* mean as used here?

- A denial
- B question
- C statement
- D predicament

9 According to the editorial, what would happen without advertising?

- A Citizens would become wiser consumers.
- B Farming would dominate economic decisions.
- C Pollution and depletion of natural resources would increase.
- D Exchange of goods and services would be drastically reduced.

10 Which of the following most accurately states the point of view of the author?

- A Advertising contributes to pollution.
- B Advertising is insulting to an intelligent adult.
- C Advertising is an essential component of a healthy economy.
- D Advertising causes people to buy things they don't want or need.

11 Advertising could hasten the depletion of raw materials by

- A lowering environmental protection.
- B causing inefficient production methods.
- C generating over-consumption of products.
- D providing excess profits to manufacturers.

Read the following article and answer Numbers 1 through 8. You may look back at the article as often as you like.

## A Punctuation History

Imagine a world without commas or question marks. If that sounds great to you, you may wish you lived centuries ago, because punctuation as we know it today didn't always exist.

### Greeks and Romans Get the Point

Both the Greeks and the Romans wrote without any separations between words; their inscriptions flowed in long, unbroken streams. The Latin word *punctus*, from which our word *punctuation* derives, simply means "point." And the first punctuation marks were just that—points placed between words in Greek and Latin texts to separate them. Later points were placed at different heights next to words to indicate places to pause or stop. The points didn't end sentences, or set off clauses, they simply gave some aid in reading aloud.

In fact, for centuries punctuation wasn't used to clarify grammar at all. It was used only to help people who were reading aloud figure out where to raise their voices, and where to slow down. The marks had nothing to do with meaning (so you were on your own if you needed to know a question from an exclamation).

### Punctuation Heats Up

But things changed. In the 10th century, people started to write Latin with spaces between the words. An extra space at the end of a sentence became the rule, and a bigger letter was used at the beginnings of sentences and paragraphs. Parentheses showed up around 1500, and commas,

## From Points to Periods

(& commas, colons, dashes, ellipses, etc.):  
by Pico Iyer

periods, and semicolons were in use in Latin texts by the end of the 16th century.

By the end of the 17th century writers of English were using most of the marks of punctuation we're used to. However, the purpose of punctuation was still elocutionary, not syntactical.<sup>1</sup> The poet Ben

Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

By the 18th century, writers of English had gone a little wild with punctuation, using commas to separate everything. It was Henry Watson Fowler and Francis George Fowler in *The King's English* (1906), who advocated easing up a bit. Our rules for correct punctuation still follow the guidelines that the Fowlers laid down.

### Modern Rebels: Tom Wolfe and e.e. cummings

If, as the writer Pico Iyer states, punctuation has now become "a pillar that holds society upright," then an author's violation of the rules of punctuation can be a kind of rebellion. That does not mean that a writer ignores the rules, or makes unintentional mistakes. Instead, he or she both uses *and* breaks the rules to express meaning that can't be expressed in any other way. Poet e.e. cummings and journalist and novelist Tom Wolfe are two of the many writers whose work challenges the authority of the rules.

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<sup>1</sup> **syntactical:** of or relating to the rules for forming grammatical sentences

- 1 What is the author's purpose in writing this article?
- A to promote the use of punctuation
  - B to explain the history of punctuation
  - C to demonstrate the rules of punctuation
  - D to illustrate the necessity of punctuation
- 2 How is the information in this article organized?
- A events presented in the order they occurred
  - B general statements clarified by specific examples
  - C overall descriptions followed by detailed analyses
  - D definitions supported through references to authorities
- 3 In the development of punctuation, which appeared FIRST?
- A points
  - B spaces
  - C ellipses
  - D semicolons

- 4 Read the following sentences from the article.

**However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.**

What is the meaning of *elocutionary* as it is used here?

- A related to speaking publicly
- B related to memorizing words
- C related to arranging sentences
- D related to understanding word meanings

- 5 Read the following sentence from the last paragraph under "Punctuation Heats Up."

**It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.**

What is the meaning of the word *advocated* as it is used in this paragraph?

- A required
- B continued
- C discovered
- D recommended

6 What is the central thought of the section entitled “**Modern Rebels: Tom Wolfe and e.e. cummings**”?

- A Writer Pico Iyer is a rebel who violated punctuation rules.
- B Writers today mold punctuation to express themselves individually.
- C Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.
- D The importance of punctuation in contemporary society should not be overlooked.

7 If the next subheading in the article were “**The Electronic Age,**” which of the following questions would most likely be answered in the paragraph?

- A Has punctuation advanced the electronic revolution?
- B Will the rules of punctuation change in the computer era?
- C Has punctuation been made obsolete by the electronic age?
- D Will computer software adjust to punctuation requirements?

8 Which set of statements BEST summarizes the article?

- A Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.
- B Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.
- C The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.
- D Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.



Read the following article and answer Numbers 1 through 5. You may look back at the article as often as you like.

## The Globe Theater

THE GLOBE THEATER, a playhouse originally constructed in 1599 across the Thames River from London, England, has been rebuilt a second time. The reconstructed theater was opened officially in 1997.

The Globe, perhaps the most famous theater in history, was the scene of William Shakespeare's major plays, and two of his works about English kings bracketed its early years. The first, *Henry V*, christened the new theater; the second, *Henry VIII*, was playing in 1613 when a cannon, discharged at the entry of the king, set the thatched roof afire and completely destroyed the building. It was rebuilt in a year, but again tragically razed in 1644.

It was in the opening chorus of *Henry V* that Shakespeare referred to the theater as "this wooden O." His pride was justified, since he had been made a part owner of the building.

The original Globe was constructed by a syndicate headed by the Burbage brothers, Cuthbert and Richard. To build it, they tore down their previous playhouse, "The Theater," and transported the timber to the new site on carts. Luckily, it was an extremely cold winter, so the workmen were able to haul the material across the Thames, rather than using the crowded London Bridge.

The stage itself was ideally suited to the intimate, swiftly moving style of Elizabethan drama. The jutting forestage was used for general action. Behind it, there was a curtained-off area that could become a bedroom, as in *Othello*, or a cave, as in *The Tempest*. Above that was a gallery that was ideal for balcony scenes, and over that a smaller gallery for musicians. Above all was a false ceiling, known as "the Heavens." Permanent doors gave access on either side of the main stage; trap doors allowed for sudden appearances and disappearances.

The general audience, known as "groundlings," stood in the unroofed "yard" of the theater to watch the plays. A rough and rowdy bunch, they loved ghosts, sword fights, and amusing wordplay. Around them, in the galleries, the wealthier customers sat. The courtiers and gallants, for a higher price, were allowed to sit on the stage itself.

Rebuilding the famous playhouse was the dream of American actor Sam Wanamaker. In London, just after World War II, he tried to find the site of the theater and could locate nothing more than a metal plaque on a decrepit brewery. He spent the next 40 years finding the money and organizing the reconstruction of an exact replica of the old Globe, just a few yards from its original location. Now, tourists visiting London can put themselves in the shoes of those Elizabethan playgoers who cheered and jeered from the yard and galleries of the "wooden O."

1 Workmen were able to haul materials across the Thames River because

- A it was frozen over.
- B London Bridge had been built.
- C they had specialized equipment.
- D it was less crowded than London Bridge.

2 What is apparent from the seating arrangements at the Globe?

- A There was one ticket price for all.
- B The audience appreciated fine music.
- C Trap doors allowed for dramatic entrances.
- D There were distinctions among social classes.

"The Globe Theater" by CTB/McGraw-Hill editors.



- 3** What is the main idea of this article?
- A The Globe Theater has a long history.
  - B The Globe Theater is now a tourist attraction.
  - C The Globe Theater has recently been rebuilt.
  - D The Globe Theater is currently owned by a syndicate.
- 4** What caused the Globe Theater to burn down?
- A a cannon shot
  - B a rowdy patron
  - C the king's entry
  - D the wooden stage
- 5** Which set of statements BEST summarizes the article?
- A The Globe is the most famous theater in history because Shakespeare's plays were performed there. It burned down and then was rebuilt a year later.
  - B The Globe's design made it the ideal theater for Shakespeare's plays. For this reason, it was reconstructed after many years and despite difficult problems.
  - C The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare's plays, it was razed and then rebuilt.
  - D The Globe, where Shakespeare's plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

Read the following paragraph and bus schedule and answer Numbers 1 through 8. You may look back at the paragraph and bus schedule as often as you like.

*Timothy is planning to take a bus trip over the winter break. He will be leaving from Mobile. He is looking at the schedule below to help him plan his trip.*

BUSES LEAVING MOBILE				
Destination	Bus Number	Departs	Arrives	Stops
Chattanooga, TN	46	9:45 a.m.	6:10 p.m.	None (EXPRESS)
Dalton, GA	498	10:01 a.m.	9:00 p.m.	Montgomery, AL
Glasgow, KY	73	10:15 a.m.	1:15 p.m.	None (EXPRESS)
Lexington, KY	575	12:30 p.m.	7:00 a.m.	Tuscaloosa, AL Chattanooga, TN
Carbondale, IL	109	3:25 p.m.	2:00 p.m.	Madisonville, KY

- 1 What is the number of the bus that will make the most stops before reaching its final destination?
  - A 46
  - B 498
  - C 575
  - D 109
- 2 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?
  - A 498
  - B 73
  - C 575
  - D 109
- 3 To which of the following cities is there a nonstop bus from Mobile?
  - A Dalton, GA
  - B Glasgow, KY
  - C Lexington, KY
  - D Carbondale, IL
- 4 What can you determine about the buses labeled "EXPRESS"?
  - A These buses drive faster.
  - B These buses don't cost as much.
  - C These buses carry more passengers.
  - D These buses don't make any stops.

- 5** What time does the bus to Carbondale, IL, leave Mobile?
- A 10:01 a.m.
  - B 10:15 a.m.
  - C 12:30 p.m.
  - D 3:25 p.m.
- 6** A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?
- A 46
  - B 498
  - C 73
  - D 109
- 7** The information in the bus schedule is organized by
- A bus numbers numerically ordered.
  - B transfer places ordered by distance.
  - C destinations alphabetically ordered.
  - D departure times chronologically ordered.
- 8** The bus schedule presents information in
- A related blocks of places and times.
  - B separate columns with headings.
  - C steps telling how to buy a ticket.
  - D interesting sites to see en route.

**ITEMS**

**BY**

**STANDARD AND OBJECTIVE**

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

## OBJECTIVE

1. Identify supporting details.

## ELIGIBLE CONTENT

- Identify details that support main idea(s) in one or more passages.

## SAMPLE ITEMS

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 1** Why does Fisher think it is funny when Dobbins wants to join the Wolverines?
- \* **A** Fisher’s players are national champions.
  - B** Fisher’s players often become professionals.
  - C** Fisher knows that Dobbins can’t play basketball.
  - D** Fisher thinks that Dobbins’s scrapbook is comical.

The item below references “Park It” on page 24.

- 2** Which place has elevated boardwalks?
- \* **A** Bay Bluffs Park
  - B** Intracoastal Waterway
  - C** Blackwater River State Park
  - D** Big Lagoon State Recreation Area

The item below references “Park It” on page 24.

- 3** In which park can you see sea turtles at night?
- A** Naval Live Oak Reservation
  - B** Edward Ball Nature Preserve
  - \* **C** Big Lagoon State Recreation Area
  - D** Perdido Key State Recreation Area

The item below references “Park It” on page 24.

- 4** Where is Naval Live Oak Reservation?
- A** next to the Perdido Key area
  - \* **B** along Highway 98 in Gulf Breeze
  - C** next to Gulf Islands National Seashore
  - D** by Santa Rosa Island just outside of Pensacola

The item below references "The Globe Theater" on page 42.

5 What caused the Globe Theater to burn down?

- \* A a cannon shot
- B a rowdy patron
- C the king's entry
- D the wooden stage

The item below references "Flight Simulator" on page 31.

6 The BEST way to prepare for a career in flight simulation design is to

- A learn how to fly and train others.
- B major in psychology or sociology.
- \* C pursue a degree in engineering or science.
- D receive on-the-job training in systems engineering.

The item below references "Flight Simulator" on page 31.

7 What field of knowledge is MOST important for a flight simulation designer?

- A graphics
- B aeronautics
- C psychology
- \* D engineering

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

8 How are increased levels of nitrogen beneficial?

- A They enrich native plants.
- \* B They stimulate imported grasses.
- C They are good for water supplies.
- D They are helpful for species diversity.

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

9 What is one important fact that researchers have found out about native grass plants?

- A They require less attention.
- B They require more nutrients.
- \* C They require low levels of nitrogen.
- D They require regular supplies of water.

The item below references "Postal Delivery Time Line" on page 19.

10 When did the first mail travel by air?

- A in 1920
- B in 1918
- C in the 1700s
- \* D in 1000 B.C.

The item below references “Saga of a Seagoing Dog” on page 15.

- 11** What was the author’s reaction to the loss of Santos?
- A anger
  - B optimism
  - C happiness
  - \* D discouragement

The item below references “Saga of a Seagoing Dog” on page 15.

- 12** The puppy came to the family when
- A Dorothy got lost in the fog off the Bahamas.
  - \* B a couple offered them their choice of a litter.
  - C Santos was working as a canal dog in Europe.
  - D a fisherman found him swimming near a fishing tournament.

The item below references “The Terms of Trade” on page 21.

- 13** Which of the following is true about NAFTA’s organization?
- A It is the ultimate step toward globalization of the world.
  - B It is a move toward using tariffs to control other countries.
  - \* C It is an example of countries working together to lower trade barriers.
  - D It is an example of being able to change rules in a short period of time.

The item below references “Dorothy Parker” on page 7.

- 14** When Dorothy Parker wrote, “Dear God, please make me stop writing like a woman,” she meant she would rather write
- A with a masculine style.
  - B without using her wit.
  - C about something she knows.
  - \* D about something other than romantic love.

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**

- 2. Determine sequence of events.

**ELIGIBLE CONTENT**

- Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

**SAMPLE ITEMS**

The item below references “Dorothy Parker” on page 7.

- 1** How did Dorothy Parker begin her career as a writer?

- \* **A** as a copywriter for *Vogue*
- B** as a student at convent school
- C** as a drama critic for *Vanity Fair*
- D** as a member of the Algonquin Round Table

The item below references “In and of Ourselves We Trust” on page 10.

- 2** When does Andy Rooney decide that he stopped at the red light “because it’s part of a contract we all have with each other”?

- \* **A** after he goes to bed
- B** while braking for the light
- C** during his wait at the light
- D** before he reaches Lewisburg

The item below references “Saga of a Seagoing Dog” on page 15.

- 3** What did Santos do when he **FIRST** arrived on the boat?

- A** He fell overboard.
- \* **B** He growled at the author.
- C** He barked at a nearby fishing boat.
- D** He whimpered as he smelled the wind.

The item below references “From Points to Periods” on page 39.

- 4** In the development of punctuation, which appeared **FIRST**?

- \* **A** points
- B** spaces
- C** ellipses
- D** semicolons



The item below references “Video Game Designer” on page 28.

5. The next step after approval of a game concept is to
- A field test the game.
  - B produce story boards.
  - \* C create a working model.
  - D estimate consumer reaction.

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**

3. Follow directions.

**ELIGIBLE CONTENT**

- Identify directions that are implicit or embedded in a passage.
- Identify the outcome or product of a set of directions.
- Recognize when a set of directions has been followed correctly.

Note: Directions will relate to activities that are appropriate for Grade 11 students.

**SAMPLE ITEMS**

The item below references “Park It” on page 24.

- 1** According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone
- A** their travel agency.
  - B** a historical society.
  - \* **C** that recreation area.
  - D** the brochure publishers.

The item below references “Park It” on page 24.

- 2** Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?
- A** winter
  - B** summer
  - C** on season
  - \* **D** off season

The item below references “Park It”  
on page 24.

- 3** Which action shows that the chart was interpreted correctly?
- A traveling to Fort Barrancas for fishing
  - B going to Naval Live Oak Reservation to rent a cabin
  - C hauling a boat to Perdido Key State Recreation Area
  - \* D arriving at Big Lagoon State Recreation Area with canoes

**STANDARD II:** The student will interpret passages taken from textual, functional, and recreational reading material.

## OBJECTIVE

1. Identify main idea.

## ELIGIBLE CONTENT

- Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.)

## SAMPLE ITEMS

The item below references "The Globe Theater" on page 42.

- 1** What is the main idea of this article?
- \* **A** The Globe Theater has a long history.
  - B** The Globe Theater is now a tourist attraction.
  - C** The Globe Theater has recently been rebuilt.
  - D** The Globe Theater is currently owned by a syndicate.

The item below references "Flight Simulator" on page 31.

- 2** Which statement BEST expresses the main idea of this article?
- A** This is a demanding job that requires intense preparation and training.
  - B** This is an exciting job for people who like to work with others and make important decisions.
  - C** This is a good job for people who like an eight-to-five schedule with few interruptions and little stress.
  - \* **D** This is a challenging job that calls upon all of your training and experience in a variety of scientific fields.

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 3 What is a major theme in this story?
- \* A It takes commitment to reach a goal.
  - B It takes conviction to sit on the bench.
  - C It takes persistence to get an education.
  - D It takes concentration to make a basket.

The item below references “In and of Ourselves We Trust” on page 10.

- 4 What is the main idea of this newspaper column?
- \* A We must trust each other in order to have a stable society.
  - B We stop at red lights because we obey social conventions.
  - C We should pay our taxes even when we don’t agree with the government.
  - D We tell others about our honesty so they will be more likely to follow the rules.

The item below references “From Points to Periods” on page 39.

- 5 What is the author’s purpose in writing this article?
- A to promote the use of punctuation
  - \* B to explain the history of punctuation
  - C to demonstrate the rules of punctuation
  - D to illustrate the necessity of punctuation

The item below references “From Points to Periods” on page 39.

- 6 What is the central thought of the section entitled “**Modern Rebels: Tom Wolfe and e.e. cummings**”?
- A Writer Pico Iyer is a rebel who violated punctuation rules.
  - \* B Writers today mold punctuation to express themselves individually.
  - C Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.
  - D The importance of punctuation in contemporary society should not be overlooked.

The item below references “Dorothy Parker” on page 7.

- 7 The main idea of this article is that Dorothy Parker
- A lost her sense of humor at the end of her life.
  - B is best known for her screenplay *A Star Is Born*.
  - C often wished that she could write without using humor.
  - \* D is famous for both her wit and her insightful tales of love.

The item below references “Postal Delivery Time Line” on page 19.

**8** Which phrase BEST describes the main idea of this time line?

- A an in-depth history of the postal service
- B an international tribute to the postal service
- C a detailed history of technological advances in the postal service
- \* D a chronological list of important events concerning the postal service

The item below references “Video Game Designer” on page 28.

**9** The author’s main purpose in this article is to

- A inspire.
- \* B inform.
- C entertain.
- D persuade.

**STANDARD II:** The student will interpret passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**

- 2. Draw conclusions.

**ELIGIBLE CONTENT**

- Draw conclusions based on information in one or more passages.

**SAMPLE ITEMS**

The item below references “Dorothy Parker” on page 7.

- 1** What can the reader conclude about Dorothy Parker’s time in school?
- A She learned many practical skills.
  - \* B She cared little about her education.
  - C She wrote many humorous essays that got her in trouble.
  - D She learned everything she needed to know to become a great writer.

The item below references “Dorothy Parker” on page 7.

- 2** What can the reader conclude from the poem about Dorothy Parker’s attitude toward roses?
- A She appreciates roses as examples of perfection.
  - B She believes roses symbolize a romantic relationship.
  - C She thinks roses are a poor substitute for time spent traveling.
  - \* D She feels roses are fine but she would like something more substantial.

The item below references “Dorothy Parker” on page 7.

- 3** Which part of the poem demonstrates Dorothy Parker’s wit?
- A “A single flow’r he sent me, since we met.”
  - B “Deep-hearted, pure, with scented dew still wet—”
  - C “Love long has taken for his amulet/One perfect rose.”
  - \* D “Why is it no one ever sent me yet/One perfect limousine?”

The item below references “Flight Simulator” on page 31.

- 4** What makes a simulator different from other training methods?
- \* A It reproduces actual conditions.
  - B It is used only for flight training.
  - C It is designed by professional trainers.
  - D It allows people to perform their jobs right away.

The item below references "Flight Simulator" on page 31.

- 5 A simulator for a space station is probably used to
- A study conditions in space.
  - B launch the space shuttle into orbit.
  - C form a satellite link among nations.
  - \* D prepare astronauts for living in space.

The item below references "In and of Ourselves We Trust" on page 10.

- 6 What can you conclude about Andy Rooney from this newspaper column?
- A He believes most people mistrust others.
  - \* B He considers himself a law-abiding citizen.
  - C He thinks that he is perfect.
  - D He trusts the Internal Revenue Service.

The item below references "In and of Ourselves We Trust" on page 10.

- 7 Rooney's statement "We do what we say we'll do. We show up when we say we'll show up" supports his belief that Americans are
- A proud.
  - B prompt.
  - \* C trustworthy.
  - D complacent.

The item below references "Just Two Points Make One Dream Come True" on page 12.

- 8 What is the attitude of the Wolverines towards Dobbins?
- A lenient
  - B tolerant
  - \* C admiring
  - D flattering

The item below references "The Terms of Trade" on page 21.

- 9 Trade barriers tend to have the hardest impact on the
- A country importing the products.
  - \* B people buying the imported products.
  - C domestic industries selling the same products.
  - D international organization resolving trade disputes.

The item below references "The Globe Theater" on page 42.

- 10 What is apparent from the seating arrangements at the Globe?
- A There was one ticket price for all.
  - B The audience appreciated fine music.
  - C Trap doors allowed for dramatic entrances.
  - \* D There were distinctions among social classes.



The item below references "Postal Delivery Time Line" on page 19.

- 11** Which date indicates the first effect of scientific advances on the delivery of the mail?

A 1639  
\* B 1813  
C 1832  
D 1918

The item below references "Postal Delivery Time Line" on page 19.

- 12** What might be seen as a major trend in postal service?

\* A speeding up the time of delivery  
B making stamps attractive to collectors  
C offering service to the common people  
D providing increased security for postal customers

The item below references "Saga of a Seagoing Dog" on page 15.

- 13** Schipperkes helped barges navigate the canals by

A swimming alongside the barges.  
B smelling the thick fog to locate land.  
C alerting the captain of passengers overboard.  
\* D encouraging tow horses to continue walking.

The item below references "Saga of a Seagoing Dog" on page 15.

- 14** When the author first met the dog, Santos seemed

A cheerful.  
B miserable.  
\* C unfriendly.  
D affectionate.

The item below references "Saga of a Seagoing Dog" on page 15.

- 15** Why did Diego tear open the "last package of tortilla chips, crackling the bag noisily"?

A to help in the preparation of lunch  
B to offer some food to the port captain  
\* C to tempt the dog to come out of hiding  
D to encourage the family to eat before leaving

The item below references "Park It" on page 24.

- 16** Why is an area near Pensacola referred to as "The Canoe Capital of Florida"?

A It has a long coastline.  
B It is situated in a quiet harbor.  
\* C It has many slow-moving streams.  
D It is situated in the state forest system.

**STANDARD II:** The student will interpret passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**

3. Determine cause and effect.

**ELIGIBLE CONTENT**

- Infer the cause(s) of effect(s) stated or implied in a passage.
- Infer the effect(s) of cause(s) stated or implied in a passage.

**SAMPLE ITEMS**

The item below references “Flight Simulator” on page 31.

**1** The author’s experience with the flight simulation company probably

- A** prepared him to be a pilot.
- B** led him to pursue a degree in electronics.
- C** taught him a lot about the Apollo program.
- \* **D** helped him get a position with the space program.

The item below references “Flight Simulator” on page 31.

**2** What is one of the common causes of long work hours in this field?

- A** unscheduled space launches
- B** team meetings to discuss future projects
- \* **C** unexpected events during space missions
- D** special training to prepare new employees

The item below references “Just Two Points Make One Dream Come True” on page 12.

**3** What happens because Dobbins shows his scrapbook to Fisher?

- \* **A** Dobbins makes the team.
- B** Dobbins sits in the stands.
- C** Dobbins drives to Atlanta.
- D** Dobbins plays his first game.

The item below references “Just Two Points Make One Dream Come True” on page 12.

**4** What happens to Dobbins because Michigan recruits the Fab Five?

- A** He joins an opposing team.
- B** He drives to different cities.
- C** He is traded to another team.
- \* **D** He is dropped from the team.

The item below references “The Globe Theater” on page 42.

- 5** Workmen were able to haul materials across the Thames River because
- \* **A** it was frozen over.
  - B** London Bridge had been built.
  - C** they had specialized equipment.
  - D** it was less crowded than London Bridge.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 6** How does a raised level of nitrogen in the soil affect the water supply?
- \* **A** It increases pollution.
  - B** It encourages oxygen.
  - C** It activates organisms.
  - D** It introduces nutrients.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 7** What effect does an increased level of nitrogen have on non-native grasses?
- A** It blocks nutrients.
  - \* **B** It stimulates growth.
  - C** It activates diversity.
  - D** It inhibits development.

The item below references “Video Game Designer” on page 28.

- 8** What convinced Atari of the author’s creative abilities?
- A** her early drawings
  - B** her job application
  - C** her scientific sketches
  - \* **D** her award-winning film

The item below references “Point of View on Advertising” on page 36.

- 9** Advertising could hasten the depletion of raw materials by
- A** lowering environmental protection.
  - B** causing inefficient production methods.
  - \* **C** generating over-consumption of products.
  - D** providing excess profits to manufacturers.

**STANDARD II:** The student will interpret passages taken from textual, functional, and recreational reading material.

## OBJECTIVE

4. Detect propaganda; distinguish fact from opinion.

## ELIGIBLE CONTENT

- Identify an author’s purpose or point of view in one or more passages.
- Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
- Identify the purpose of specific persuasive techniques, but not label or define the techniques.
- Distinguish facts from opinions based on a passage.

## SAMPLE ITEMS

The item below references “Point of View on Advertising” on page 36.

- 1** Which of the following ideas from the editorial is a FACT?
- \* **A** Manufacturers profit by the production of goods.
  - B** Most advertising is designed to brainwash people.
  - C** Someone who wants to sell something must advertise.
  - D** Television commercials damage the minds of children.

The item below references “Point of View on Advertising” on page 36.

- 2** According to the editorial, what would happen without advertising?
- A** Citizens would become wiser consumers.
  - B** Farming would dominate economic decisions.
  - C** Pollution and depletion of natural resources would increase.
  - \* **D** Exchange of goods and services would be drastically reduced.

The item below references “Point of View on Advertising” on page 36.

- 3** Which of the following most accurately states the point of view of the author?
- A** Advertising contributes to pollution.
  - B** Advertising is insulting to an intelligent adult.
  - \* **C** Advertising is an essential component of a healthy economy.
  - D** Advertising causes people to buy things they don’t want or need.

The item below references “Point of View on Advertising” on page 36.

- 4** What method does the author use to convince the reader of his viewpoint?
- A** citing statistics
  - B** quoting experts
  - C** frightening the reader
  - \* **D** contradicting the critics

The item below references “Point of View on Advertising” on page 36.

- 5** Which of the following ideas from the editorial is an OPINION?
- A** Advertising affects the flow of goods and services.
  - B** Some magazines contain multicolored advertisements.
  - \* **C** Advertising causes consumers to buy items they do not need.
  - D** Commercial television stations depend on advertising for revenue.

The item below references “In and of Ourselves We Trust” on page 10.

- 6** Why does Rooney change from “I” to “we” about halfway through the newspaper column?
- A** to urge readers to obey traffic laws
  - B** to enable readers to understand the social contract
  - \* **C** to encourage readers to identify with his point of view
  - D** to lead readers to consider conventions more important than laws

**STANDARD II:** The student will interpret passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**

5. Recognize statements that adequately summarize a passage.

**ELIGIBLE CONTENT**

None specified.

**SAMPLE ITEMS**

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 1** Which statement BEST summarizes the article?
- A Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.
  - B Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.
  - \* C Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.
  - D Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

The item below references “In and of Ourselves We Trust” on page 10.

- 2** Which set of statements BEST summarizes this newspaper column?
- A The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.
  - \* B The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.
  - C If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.
  - D Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

The item below references “From Points to Periods” on page 39.

- 3** Which set of statements BEST summarizes the article?
- \* **A** Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.
  - B** Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.
  - C** The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.
  - D** Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.

The item below references “Video Game Designer” on page 28.

- 4** Which set of statements BEST summarizes the author’s advice for entering and working in the video game design business?
- A** Obtain a master’s degree in computers and open your own design house. Develop your own games and then sell them to other companies.
  - B** Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.
  - C** Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children’s cultural events.
  - \* **D** Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 5 Which set of statements BEST summarizes the story?
- A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.
  - \* B Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.
  - C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.
  - D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

The item below references “Saga of a Seagoing Dog” on page 15.

- 6 Which set of statements BEST summarizes the story?
- A Santos repeatedly falls or jumps overboard but is returned each time to his family’s sailboat. One time he is lost off South America but is brought back by a port captain.
  - \* B The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.
  - C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.
  - D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.



The item below references “The Globe Theater” on page 42.

- 7** Which set of statements BEST summarizes the article?
- A** The Globe is the most famous theater in history because Shakespeare’s plays were performed there. It burned down and then was rebuilt a year later.
  - B** The Globe’s design made it the ideal theater for Shakespeare’s plays. For this reason, it was reconstructed after many years and despite difficult problems.
  - C** The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare’s plays, it was razed and then rebuilt.
  - \* D** The Globe, where Shakespeare’s plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

**STANDARD III:** The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

## OBJECTIVE

1. Recognize fallacies of logic and judge strength of argument.

## ELIGIBLE CONTENT

- Recognize faulty logic in one or more passages.
- Evaluate faulty logic in one or more passages.
- Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
- Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
- Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

## SAMPLE ITEMS

The item below references “Point of View on Advertising” on page 36.

- 1 Which of the following ideas from the editorial is an example of faulty logic?
- A To let people know what is for sale, sellers have to advertise.
  - \* B Without amusing commercials on TV, television stations would go bankrupt.
  - C You cannot take a company to court for selling something a buyer doesn’t need.
  - D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

The item below references “Point of View on Advertising” on page 36.

- 2 Read the following statement from the editorial.

**Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn’t want.**

Which phrase is used by the author to avoid a serious flaw in logic?

- A “Search as you may”
- B “an innocent citizen”
- C “into buying something”
- \* D “in American court records”

The item below references “Point of View on Advertising” on page 36.

- 3 Which technique does the author use to strengthen his argument about advertising?
- A using personal testimonies
  - B giving statistics to show effectiveness
  - \* C addressing both positive and negative aspects
  - D describing advertisements that were successful

The item below references “In and of Ourselves We Trust” on page 10.

- 4 What is the most convincing reason Rooney gives for not going through the red light?
- A It is against the law.
  - B We just don’t go through red lights.
  - \* C It is part of a contract we have with each other.
  - D We stop in this situation because it makes us feel proud.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 5 Which idea from the article is not supported by evidence?
- \* A Air-borne nitrogen is likely to disrupt other plant communities.
  - B Wedin and Tilman studied the effects of applied nitrogen for more than ten years.
  - C Air-borne nitrogen pollution from cars and power plants was approximated in a study.
  - D Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

The item below references “Postal Delivery Time Line” on page 19.

- 6 If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?
- A In 1896, Rural Free Delivery of mail began.
  - B In 1963, Zip Code numbers were put into use.
  - \* C In 1799, Congress passed a death penalty for robbing the mail.
  - D In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.

The item below references “Park It” on page 24.

- 7 How does the author support the statement that the Pensacola area is “one of the most beautiful and well-preserved natural environments in the country”?
- A by listing recreational activities
  - B by naming state recreation areas
  - \* C by describing the scenery and wildlife
  - D by outlining the geographic boundaries

**STANDARD III:** The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

**OBJECTIVE**

2. Analyze literary elements.

**ELIGIBLE CONTENT**

- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

**SAMPLE ITEMS**

The item below references “Dorothy Parker” on page 7.

- 1** What is the theme of the poem?
- A Love will last no matter what gifts are given.
  - \* B Women desire more than symbolism in a gift.
  - C Love should be shown through inexpensive gifts.
  - D Women know a single rose is a better gift than jewelry.

The item below references “Dorothy Parker” on page 7.

- 2** What is the tone of the poem?
- A angry
  - \* B ironic
  - C tender
  - D dramatic

The item below references “Saga of a Seagoing Dog” on page 15.

- 3** What is the tone of this story?
- A nostalgic regret
  - B harsh irritation
  - \* C gentle amusement
  - D sarcastic mockery

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 4** What word BEST describes Dobbins’s character?
- A critical
  - B humorous
  - C pessimistic
  - \* D determined

The item below references “Just Two Points Make One Dream Come True” on page 12.

**5** What method does the author use to dramatize the final scene of his story?

- A He interviews the coach.
- \* B He quotes two ballplayers.
- C He mentions the scrapbook.
- D He discusses team motivation.

**STANDARD III:** The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

## OBJECTIVE

3. Demonstrate understanding of figurative language and analogy.

## ELIGIBLE CONTENT

- Analyze the use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)

## SAMPLE ITEMS

The item below references “Dorothy Parker” on page 7.

**1** Who or what is the messenger in the line, “All tenderly his messenger he chose”?

- \* A flower
- B limousine
- C amulet
- D heart

The item below references “Flight Simulator” on page 31.

**2** What does the author mean by “getting into a person’s senses”?

- A studying the physical effects of stress
- B measuring the intelligence of humans
- C controlling a person’s thoughts and feelings
- \* D understanding what a person is seeing and hearing

The item below references “Video Game Designer” on page 28.

**3** When the author says, “Another way to go is to open up your own house,” she is comparing a working group to a

- A team.
- \* B family.
- C school.
- D neighborhood.

**STANDARD IV:** The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

## OBJECTIVE

1. Determine word meaning through the use of context clues.

## ELIGIBLE CONTENT

- Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

## SAMPLE ITEMS

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

- 1** What is the meaning of the word *interlopers* as used in the third paragraph?

- A visitors
- \* B invaders
- C achievers
- D impostors

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

- 2** What is the meaning of the word *enhancing* as it is used in the first paragraph?

- A creating
- B decreasing
- \* C stimulating
- D illuminating

The item below references "Pollution's Hidden Toll on Native Plants" on page 34.

- 3** Read this sentence.

**Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.**

What is the meaning of the word *impairing* as it is used here?

- A hastening
- \* B damaging
- C increasing
- D disintegrating

The item below references "Point of View on Advertising" on page 36.

- 4 Read the following sentence.

**Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed . . .**

What does the word *assertion* mean as used here?

- A denial
- B question
- \* C statement
- D predicament

The item below references "Saga of a Seagoing Dog" on page 15.

- 5 Read the following sentence from the story.

**He had been an endlessly amusing little rogue.**

What does the word *rogue* mean as it is used here?

- \* A rascal
- B friend
- C stranger
- D monster

The item below references "Saga of a Seagoing Dog" on page 15.

- 6 What does the author probably mean by the word *unbidden* when he writes that Santos "would creep unbidden into the lonely helmsman's lap"?

- A not aided
- \* B not invited
- C not ashamed
- D not observed

The item below references "From Points to Periods" on page 39.

- 7 Read the following sentence from the last paragraph under "Punctuation Heats Up."

**It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.**

What is the meaning of the word *advocated* as it is used in this paragraph?

- A required
- B continued
- C discovered
- \* D recommended



The item below references “From Points to Periods” on page 39.

8 Read the following sentences from the article.

**However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.**

What is the meaning of *elocutionary* as it is used here?

- \* A related to speaking publicly
- B related to memorizing words
- C related to arranging sentences
- D related to understanding word meanings

**STANDARD IV:** The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

## OBJECTIVE

2. Demonstrate the ability to preview and predict.

## ELIGIBLE CONTENT

- Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

## SAMPLE ITEMS

The item below references “Video Game Designer” on page 28.

- 1 If the next subheading in this article were “WHERE WE’RE HEADED,” which of the following subjects would most likely be covered in that paragraph?

- A the reader’s future needs
- B the future of children’s culture
- C the author’s plans for the future
- \* D the future of video game design

The item below references “From Points to Periods” on page 39.

- 2 If the next subheading in the article were “**The Electronic Age**,” which of the following questions would most likely be answered in the paragraph?

- A Has punctuation advanced the electronic revolution?
- \* B Will the rules of punctuation change in the computer era?
- C Has punctuation been made obsolete by the electronic age?
- D Will computer software adjust to punctuation requirements?

**STANDARD IV:** The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

## OBJECTIVE

3. Discern organizational patterns.

## ELIGIBLE CONTENT

- Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

## SAMPLE ITEMS

The item below references “Flight Simulator” on page 31.

**1** In the section titled “HOW I GOT STARTED,” information is organized by

- A date.
- B skill.
- \* C time.
- D importance.

The item below references “From Points to Periods” on page 39.

**2** How is the information in this article organized?

- \* A events presented in the order they occurred
- B general statements clarified by specific examples
- C overall descriptions followed by detailed analyses
- D definitions supported through references to authorities

The item below references “Park It” on page 24.

**3** How are the first and second parts of this brochure different?

- \* A The first part promotes the features of parks; the second part lists factual information.
- B The first part lists sequential details; the second part promotes the highlights of parks.
- C The first part lists details; the second part contains chronological information about parks.
- D The first part contains chronological information about parks; the second part describes various features.

The item below references "Postal Delivery Time Line" on page 19.

4 This time line is organized according to

- \* A when the events happened.
- B where the events happened.
- C the importance of the events.
- D the people involved in the events.

The item below references "Point of View on Advertising" on page 36.

5 How is this editorial organized?

- A main idea supported by statistical examples
- \* B critical ideas contradicted by logical statements
- C a number of topics introduced for further development
- D a number of topics considered, all of historical significance

The item below references "Video Game Designer" on page 28.

6 Information in the article is organized according to

- A isolated blocks of information.
- \* B separate sections with headings.
- C steps explaining how to enter the field.
- D important events in the author's career.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

7 The bus schedule presents information in

- A related blocks of places and times.
- \* B separate columns with headings.
- C steps telling how to buy a ticket.
- D interesting sites to see en route.

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

8 The information in the bus schedule is organized by

- A bus numbers numerically ordered.
- B transfer places ordered by distance.
- C destinations alphabetically ordered.
- \* D departure times chronologically ordered.

**STANDARD IV:** The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

## OBJECTIVE

4. Demonstrate the ability to locate information in reference material.

## ELIGIBLE CONTENT

- Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)

## SAMPLE ITEMS

The item below references "Park It" on page 24.

- 1** Which park has shower facilities?
- A Fort Barrancas
  - B Naval Live Oak Reservation
  - C Blackwater River State Park
  - \* D Perdido Key Area Johnson Beach

The item below references "The Terms of Trade" on page 21.

- 2** Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?
- A Tariffs
  - \* B NAFTA
  - C Globalization
  - D Protectionism

The item below references "The Terms of Trade" on page 21.

- 3** What is the BEST way for Jesse to locate countries that have recently established trade barriers?
- \* A by gathering information from the WTO
  - B by researching the history of the GATT
  - C by discovering more facts about free trade
  - D by investigating the theory of globalization

The item below references "The Terms of Trade" on page 21.

- 4** A tax on imported products is called
- \* A a tariff.
  - B a quota.
  - C an export.
  - D a trade barrier.

The item below references "The Terms of Trade" on page 21.

- 5 Products that are brought from another country and used domestically are called

A tariffs.  
B quotas.  
C exports.  
\* D imports.

The item below references "The Terms of Trade" on page 21.

- 6 What is the trend toward a worldwide market that has no national boundaries called?

A free trade  
B trade barriers  
\* C globalization  
D protectionism

The item below references "The Terms of Trade" on page 21.

- 7 Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?

\* A WTO  
B GATT  
C Protectionism  
D Trade barriers

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

- 8 What is the number of the bus that will make the most stops before reaching its final destination?

A 46  
B 498  
\* C 575  
D 109

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

- 9 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?

\* A 498  
B 73  
C 575  
D 109

The item below references the paragraph and bus schedule "Buses Leaving Mobile" on page 44.

- 10 To which of the following cities is there a nonstop bus from Mobile?

A Dalton, GA  
\* B Glasgow, KY  
C Lexington, KY  
D Carbondale, IL

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

**11** What can you determine about the buses labeled “EXPRESS”?

- A These buses drive faster.
- B These buses don’t cost as much.
- C These buses carry more passengers.
- \* D These buses don’t make any stops.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

**12** What time does the bus to Carbondale, IL, leave Mobile?

- A 10:01 a.m.
- B 10:15 a.m.
- C 12:30 p.m.
- \* D 3:25 p.m.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

**13** A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?

- A 46
- \* B 498
- C 73
- D 109

# ANSWER KEY



## ANSWER KEY FOR PASSAGES WITH ITEMS

### “Dorothy Parker”

1. D
2. A
3. D
4. B
5. B
6. B
7. A
8. D
9. D

### “In and of Ourselves We Trust”

1. B
2. C
3. C
4. C
5. A
6. A
7. B

### “Just Two Points Make One Dream Come True”

1. A
2. A
3. A
4. D
5. C
6. D
7. B
8. B

### “Saga of a Seagoing Dog”

1. C
2. C
3. B
4. C
5. A
6. B
7. D
8. B
9. D
10. B

### “Postal Delivery Time Line”

1. A
2. C
3. D
4. B
5. A
6. D

### “The Terms of Trade”

1. A
2. B
3. B
4. A
5. A
6. D
7. C
8. C

### “Park It”

1. C
2. D
3. D
4. A
5. C
6. B
7. D
8. A
9. C
10. C

### “Video Game Designer”

1. B
2. B
3. C
4. D
5. B
6. D
7. D

### “Flight Simulator”

1. D
2. D
3. A
4. C
5. D
6. D
7. C
8. C
9. D

### “Pollution’s Hidden Toll on Native Plants”

1. C
2. B
3. C
4. B
5. B
6. B
7. A
8. A
9. C

### “Point of View on Advertising”

1. B
2. C
3. D
4. B
5. D
6. A
7. C
8. C
9. D
10. C
11. C

### “From Points to Periods”

1. B
2. A
3. A
4. A
5. D
6. B
7. B
8. A

### “The Globe Theater”

1. A
2. D
3. A
4. A
5. D

### “Buses Leaving Mobile”

1. C
2. A
3. B
4. D
5. D
6. B
7. D
8. B



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