

Linear Systems (E)

Solve each system of equations.

1. $5u + x = 21$
 $u = 3$

5. $4y + z = 26$
 $6y = 36$

2. $2u + 3y = 17$
 $u = 1$

6. $5b + 6v = 35$
 $4b = 4$

3. $6b + 4c = 22$
 $6b = 18$

7. $6b + u = 13$
 $6b = 12$

4. $5b + 4u = 46$
 $b = 6$

8. $3v + 2z = 19$
 $6v = 18$

Linear Systems (E) Answers

Solve each system of equations.

1. $5u + x = 21$
 $u = 3$
 $u = 3, x = 6$

5. $4y + z = 26$
 $6y = 36$
 $y = 6, z = 2$

2. $2u + 3y = 17$
 $u = 1$
 $u = 1, y = 5$

6. $5b + 6v = 35$
 $4b = 4$
 $b = 1, v = 5$

3. $6b + 4c = 22$
 $6b = 18$
 $b = 3, c = 1$

7. $6b + u = 13$
 $6b = 12$
 $b = 2, u = 1$

4. $5b + 4u = 46$
 $b = 6$
 $b = 6, u = 4$

8. $3v + 2z = 19$
 $6v = 18$
 $v = 3, z = 5$

Linear Systems (F)

Solve each system of equations.

1. $4v + 2z = 30$
 $4v = 24$

5. $6x + 4z = 30$
 $x = 3$

2. $2y + z = 8$
 $y = 2$

6. $2c + v = 13$
 $4c = 24$

3. $2c + 6x = 26$
 $3c = 12$

7. $2c + 3x = 7$
 $4c = 8$

4. $2c + 2u = 14$
 $4c = 16$

8. $u + 2y = 16$
 $4u = 16$

Linear Systems (F) Answers

Solve each system of equations.

1. $4v + 2z = 30$
 $4v = 24$
 $v = 6, z = 3$

5. $6x + 4z = 30$
 $x = 3$
 $x = 3, z = 3$

2. $2y + z = 8$
 $y = 2$
 $y = 2, z = 4$

6. $2c + v = 13$
 $4c = 24$
 $c = 6, v = 1$

3. $2c + 6x = 26$
 $3c = 12$
 $c = 4, x = 3$

7. $2c + 3x = 7$
 $4c = 8$
 $c = 2, x = 1$

4. $2c + 2u = 14$
 $4c = 16$
 $c = 4, u = 3$

8. $u + 2y = 16$
 $4u = 16$
 $u = 4, y = 6$

Linear Systems (G)

Solve each system of equations.

1. $a + 6c = 20$
 $5a = 10$

5. $2a + 6x = 14$
 $4a = 16$

2. $6u + 2v = 30$
 $u = 4$

6. $6a + 3u = 27$
 $4a = 16$

3. $u + z = 6$
 $6u = 24$

7. $4a + 4x = 28$
 $a = 2$

4. $5a + 4z = 30$
 $6a = 12$

8. $3b + 4v = 19$
 $6b = 30$

Linear Systems (G) Answers

Solve each system of equations.

1. $a + 6c = 20$
 $5a = 10$
 $a = 2, c = 3$

5. $2a + 6x = 14$
 $4a = 16$
 $a = 4, x = 1$

2. $6u + 2v = 30$
 $u = 4$
 $u = 4, v = 3$

6. $6a + 3u = 27$
 $4a = 16$
 $a = 4, u = 1$

3. $u + z = 6$
 $6u = 24$
 $u = 4, z = 2$

7. $4a + 4x = 28$
 $a = 2$
 $a = 2, x = 5$

4. $5a + 4z = 30$
 $6a = 12$
 $a = 2, z = 5$

8. $3b + 4v = 19$
 $6b = 30$
 $b = 5, v = 1$

Linear Systems (H)

Solve each system of equations.

1. $4a + 6c = 14$
 $6a = 12$

5. $6b + 6c = 48$
 $2b = 6$

2. $2c + 6y = 20$
 $5c = 20$

6. $3u + 3v = 36$
 $2u = 12$

3. $5a + 6y = 37$
 $a = 5$

7. $2b + 2c = 20$
 $4b = 16$

4. $3a + 5y = 30$
 $5a = 25$

8. $2b + 5v = 9$
 $3b = 6$

Linear Systems (H) Answers

Solve each system of equations.

1. $4a + 6c = 14$
 $6a = 12$
 $a = 2, c = 1$

5. $6b + 6c = 48$
 $2b = 6$
 $b = 3, c = 5$

2. $2c + 6y = 20$
 $5c = 20$
 $c = 4, y = 2$

6. $3u + 3v = 36$
 $2u = 12$
 $u = 6, v = 6$

3. $5a + 6y = 37$
 $a = 5$
 $a = 5, y = 2$

7. $2b + 2c = 20$
 $4b = 16$
 $b = 4, c = 6$

4. $3a + 5y = 30$
 $5a = 25$
 $a = 5, y = 3$

8. $2b + 5v = 9$
 $3b = 6$
 $b = 2, v = 1$

Translating Algebraic Phrases (E)

Name: _____

Date: _____

Write an algebraic expression for each phrase.

1. a number h multiplied by forty-six _____
2. the total of eighty-two and a number t _____
3. the product of a number r and twenty-three _____
4. the sum of a number y and eighty-three _____
5. a number c plus thirty _____
6. the difference between fifty-two and a number b _____
7. sixty-seven to the s^{th} power _____
8. fifty more than a number d _____
9. the sum of twenty-six and a number p _____
10. a number g to the power of fifteen _____
11. a number x divided by seventy _____
12. the difference between a number m and fifty-five _____
13. twenty subtracted from a number n _____
14. a number z minus fifty-five _____
15. fifty-four less than a number f _____
16. thirty-seven times a number j _____
17. a number w increased by sixty-eight _____
18. a number v added to seventeen _____
19. the quotient of a number k and seventy-five _____
20. twenty-two divided by a number q _____

Translating Algebraic Phrases (E) Answers

Name: _____

Date: _____

Write an algebraic expression for each phrase.

- | | |
|--|----------------|
| 1. a number h multiplied by forty-six | $46h$ |
| 2. the total of eighty-two and a number t | $82 + t$ |
| 3. the product of a number r and twenty-three | $r \times 23$ |
| 4. the sum of a number y and eighty-three | $y + 83$ |
| 5. a number c plus thirty | $c + 30$ |
| 6. the difference between fifty-two and a number b | $52 - b$ |
| 7. sixty-seven to the s^{th} power | 67^s |
| 8. fifty more than a number d | $d + 50$ |
| 9. the sum of twenty-six and a number p | $26 + p$ |
| 10. a number g to the power of fifteen | g^{15} |
| 11. a number x divided by seventy | $\frac{x}{70}$ |
| 12. the difference between a number m and fifty-five | $m - 55$ |
| 13. twenty subtracted from a number n | $n - 20$ |
| 14. a number z minus fifty-five | $z - 55$ |
| 15. fifty-four less than a number f | $f - 54$ |
| 16. thirty-seven times a number j | $37j$ |
| 17. a number w increased by sixty-eight | $w + 68$ |
| 18. a number v added to seventeen | $17 + v$ |
| 19. the quotient of a number k and seventy-five | $\frac{k}{75}$ |
| 20. twenty-two divided by a number q | $\frac{22}{q}$ |

Translating Algebraic Phrases (F)

Name: _____

Date: _____

Write an algebraic expression for each phrase.

1. the difference between sixteen and a number d _____
2. eighty-seven more than a number p _____
3. the quotient of a number b and sixty-one _____
4. a number g to the power of fifty-two _____
5. a number k decreased by twenty-nine _____
6. the product of nineteen and a number t _____
7. a number y added to twenty-four _____
8. a number z increased by seventeen _____
9. the difference between a number h and ninety-four _____
10. the total of thirty and a number w _____
11. a number v plus three _____
12. the product of a number r and five _____
13. five less than a number j _____
14. the quotient of thirteen and a number q _____
15. the sum of sixty-three and a number m _____
16. a number f minus thirty-eight _____
17. sixty-six to the x^{th} power _____
18. sixty-six added to a number n _____
19. the sum of a number s and seventeen _____
20. ninety-nine subtracted from a number c _____

Translating Algebraic Phrases (F) Answers

Name: _____

Date: _____

Write an algebraic expression for each phrase.

- | | |
|--|----------------|
| 1. the difference between sixteen and a number d | $16 - d$ |
| 2. eighty-seven more than a number p | $p + 87$ |
| 3. the quotient of a number b and sixty-one | $\frac{b}{61}$ |
| 4. a number g to the power of fifty-two | g^{52} |
| 5. a number k decreased by twenty-nine | $k - 29$ |
| 6. the product of nineteen and a number t | $19t$ |
| 7. a number y added to twenty-four | $24 + y$ |
| 8. a number z increased by seventeen | $z + 17$ |
| 9. the difference between a number h and ninety-four | $h - 94$ |
| 10. the total of thirty and a number w | $30 + w$ |
| 11. a number v plus three | $v + 3$ |
| 12. the product of a number r and five | $r \times 5$ |
| 13. five less than a number j | $j - 5$ |
| 14. the quotient of thirteen and a number q | $\frac{13}{q}$ |
| 15. the sum of sixty-three and a number m | $63 + m$ |
| 16. a number f minus thirty-eight | $f - 38$ |
| 17. sixty-six to the x^{th} power | 66^x |
| 18. sixty-six added to a number n | $n + 66$ |
| 19. the sum of a number s and seventeen | $s + 17$ |
| 20. ninety-nine subtracted from a number c | $c - 99$ |

Translating Algebraic Phrases (G)

Name: _____

Date: _____

Write an algebraic expression for each phrase.

1. a number m minus three _____
2. a number c increased by sixty-seven _____
3. a number k multiplied by sixty-nine _____
4. the sum of a number s and ten _____
5. the quotient of forty-two and a number b _____
6. seventy-eight to the v^{th} power _____
7. four times a number n _____
8. sixty-five more than a number w _____
9. the product of eighty-seven and a number f _____
10. sixty-five added to a number h _____
11. the quotient of a number y and fifty-eight _____
12. a number r divided by forty-two _____
13. a number x to the power of thirty _____
14. two subtracted from a number g _____
15. a number q plus sixty-three _____
16. eighty-five divided by a number t _____
17. four less than a number j _____
18. the total of sixty-two and a number z _____
19. a number p decreased by ten _____
20. the difference between a number d and fifty-three _____

Translating Algebraic Phrases (G) Answers

Name: _____

Date: _____

Write an algebraic expression for each phrase.

- | | |
|---|----------------|
| 1. a number m minus three | $m - 3$ |
| 2. a number c increased by sixty-seven | $c + 67$ |
| 3. a number k multiplied by sixty-nine | $69k$ |
| 4. the sum of a number s and ten | $s + 10$ |
| 5. the quotient of forty-two and a number b | $\frac{42}{b}$ |
| 6. seventy-eight to the v^{th} power | 78^v |
| 7. four times a number n | $4n$ |
| 8. sixty-five more than a number w | $w + 65$ |
| 9. the product of eighty-seven and a number f | $87f$ |
| 10. sixty-five added to a number h | $h + 65$ |
| 11. the quotient of a number y and fifty-eight | $\frac{y}{58}$ |
| 12. a number r divided by forty-two | $\frac{r}{42}$ |
| 13. a number x to the power of thirty | x^{30} |
| 14. two subtracted from a number g | $g - 2$ |
| 15. a number q plus sixty-three | $q + 63$ |
| 16. eighty-five divided by a number t | $\frac{85}{t}$ |
| 17. four less than a number j | $j - 4$ |
| 18. the total of sixty-two and a number z | $62 + z$ |
| 19. a number p decreased by ten | $p - 10$ |
| 20. the difference between a number d and fifty-three | $d - 53$ |

Translating Algebraic Phrases (H)

Name: _____

Date: _____

Write an algebraic expression for each phrase.

1. eleven times a number b _____
2. fifty-five more than a number x _____
3. the sum of fifty-five and a number d _____
4. the sum of a number v and eighty _____
5. the product of a number y and ten _____
6. three divided by a number k _____
7. the quotient of eighty-two and a number f _____
8. a number c plus thirty-two _____
9. nine added to a number h _____
10. the product of sixty-one and a number n _____
11. a number g multiplied by thirty-two _____
12. a number z added to seventy-six _____
13. the quotient of a number j and thirty-eight _____
14. thirty-one less than a number p _____
15. a number q decreased by fifty-two _____
16. a number m to the power of sixty-three _____
17. a number t increased by ninety-seven _____
18. the difference between sixty-nine and a number w _____
19. sixty-seven to the s^{th} power _____
20. a number r minus ninety-five _____

Translating Algebraic Phrases (H) Answers

Name: _____

Date: _____

Write an algebraic expression for each phrase.

- | | |
|--|----------------|
| 1. eleven times a number b | $11b$ |
| 2. fifty-five more than a number x | $x + 55$ |
| 3. the sum of fifty-five and a number d | $55 + d$ |
| 4. the sum of a number v and eighty | $v + 80$ |
| 5. the product of a number y and ten | $y \times 10$ |
| 6. three divided by a number k | $\frac{3}{k}$ |
| 7. the quotient of eighty-two and a number f | $\frac{82}{f}$ |
| 8. a number c plus thirty-two | $c + 32$ |
| 9. nine added to a number h | $h + 9$ |
| 10. the product of sixty-one and a number n | $61n$ |
| 11. a number g multiplied by thirty-two | $32g$ |
| 12. a number z added to seventy-six | $76 + z$ |
| 13. the quotient of a number j and thirty-eight | $\frac{j}{38}$ |
| 14. thirty-one less than a number p | $p - 31$ |
| 15. a number q decreased by fifty-two | $q - 52$ |
| 16. a number m to the power of sixty-three | m^{63} |
| 17. a number t increased by ninety-seven | $t + 97$ |
| 18. the difference between sixty-nine and a number w | $69 - w$ |
| 19. sixty-seven to the s^{th} power | 67^s |
| 20. a number r minus ninety-five | $r - 95$ |

Classify Valid and Invalid Evidence

Use with *Student Book* pp. 70–71

READING ASSESSMENT TARGETS: R.2.8, R.4.3/L.4.3, R.5.1, R.5.2, R.5.4, R.6.3, R.6.4, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6

1 Review the Skill

Evidence that an author uses to support a claim should be from a reliable source—that is, a source that is trustworthy, such as an expert on the topic. Evidence should be complete and accurately reflect both sides of an argument. Evidence should be relevant, or directly related to the claim. Evidence that is reliable, complete, and relevant is **valid**. Evidence that is unreliable, incomplete, or irrelevant is **invalid**.

2 Refine the Skill

By refining the skill of classifying valid and invalid evidence, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

WIND POWER IS A DAYDREAM

Environmentalists like to claim that wind power could replace traditional energy sources, but the drawbacks of wind power far outweigh any supposed benefits. American taxpayers should not be forced to pay for subsidies to support this immature technology.

Traditional power plants produce a steady supply of electricity. Wind turbines, however, produce electricity only when the wind is blowing. During windless periods, backup power plants must fill the gap to provide electricity.

Furthermore, areas with the steadiest winds are usually far from the cities and communities that use electricity. *The New York Times* notes that in Texas, the leading state for wind-power production, the wind is strongest hundreds of miles from big cities. Building lines to transmit the electricity from wind turbines to communities is an expensive endeavor. Wind farms off the coast are equally expensive. The construction of the Cape Wind Project near Cape Cod could cost one billion dollars. Until we find practical solutions to these problems, we should not devote any tax dollars to this daydream of environmental extremists.

a *The New York Times* is a major national newspaper. Information from this source can generally be considered reliable.

b The author calls environmentalists **extremists** but provides no supporting evidence. The author is likely not presenting both sides of the issue fairly and may be considered biased.

TEST-TAKING TIPS

Question 1 asks you first to determine the author's claim and then to identify valid evidence. You must understand the claim before you can evaluate the evidence that supports it.

- Which detail is **valid** evidence that supports the author's claim?
 - Environmentalists like to claim that wind power could replace traditional energy sources.
 - Tax dollars support subsidies for development of wind power.
 - Wind power is an immature technology.
 - The New York Times* notes that in Texas the wind is strongest hundreds of miles from big cities.
- Which type of evidence would **most** strengthen the claim that the drawbacks of wind power outweigh the benefits?
 - examples of some of the benefits of wind power
 - examples of how environmentalists can be extremists
 - additional data about the cost of constructing wind farms
 - stories from people who have to rely on unreliable wind power

3 Master the Skill

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

INACTIVITY LOWERS ACHIEVEMENT

- 1 Many kids are arriving at school hungry, and some then go through the day with limited access to healthy food. Combined with a reduction in P.E. [physical education] time, is this fostering an adverse environment for academic achievement?
- 2 The more we learn, the more that appears to be the case.
- 3 Just examine the existing body of research in our report, "The Wellness Impact: Enhancing Academic Success Through Healthy School Environments," released by the GENYOUTH Foundation, National Dairy Council, American College of Sports Medicine, and American School Health Association. Physical activity during the school day continues to decrease, to the point where 75 percent of high school students aren't active for the recommended hour a day. Yet we know that children register improved cognitive function after just 20 minutes of physical activity—meaning that reducing P.E. and recess in favor of increased classroom time has the opposite effect intended. Physical activity helps turn on the areas of the brain needed to learn. ...
- 4 American kids spend 2,000 hours a year in school. That's just 80 hours shy of what we adults put in if we work 40 hours a week, every week of the year. And we're regularly warned of the potential health risks of sitting all day. Yet children sit at desks for hours on end and we expect them to thrive? Just how productive would you be if you started the day without breakfast and slowly rotated from one (possibly uncomfortable) desk to another? No coffee breaks. No walking to lunch. No snacks at your desk.
- 5 The ramifications of this situation stretch far beyond our injured pride when America's student-performance rankings fall behind those of other countries. We face the threat of an unprepared future workforce, of falling victim to preventable diseases at an earlier age and of hurting our economic productivity while our societal health care costs soar. As we look at our current generation, there is a risk that they will not reach their full potential, and a serious likelihood that they'll have a shorter life expectancy than their parents.

From ARE WE DOING IT ALL WRONG?: IS INCREASING CLASSROOM MINUTES HURTING ACADEMIC ACHIEVEMENT? by David Satcher, MD, © 2013

3. What makes the author a reliable source on this topic?
- A. He describes personal experiences.
 - B. He includes statistics.
 - C. He is a medical doctor.
 - D. His facts come from a variety of sources.
4. Which detail from the passage **best** supports the claim that students will likely do better in school if they have more physical activity?
- A. "... 75 percent of high school students aren't active for the recommended hour a day."
 - B. "... children register improved cognitive function after just 20 minutes of physical activity."
 - C. "American kids spend 2,000 hours a year in school."
 - D. "... we're regularly warned of the potential health risks of sitting all day."
5. The author suggests that poor nutrition and lack of activity have a negative impact on students' ability to learn. Which type of evidence would **best** strengthen this claim?
- A. quotations from nutrition experts about how diet affects overall health
 - B. information from reports about the effect of the length of the school day on test scores
 - C. data showing a link between decreased P.E. time and reduced test scores
 - D. stories from students about how healthier meals and more activity improved their grades
6. Which detail from the passage relies on emotional language to frighten readers?
- A. "Combined with a reduction in P.E. time, is this fostering an adverse environment for academic achievement?"
 - B. "Physical activity helps turn on the areas of the brain needed to learn."
 - C. "American kids spend 2,000 hours a year in school. That's just 80 hours shy of what we adults put in if we work 40 hours a week, every week of the year."
 - D. "We face the threat of an unprepared future workforce, of falling victim to preventable diseases at an earlier age and of hurting our economic productivity while our societal health care costs soar."

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

EXOTIC ANIMALS ARE NOT PETS

- 1 The Humane Society of the United States strongly opposes keeping wild animals as pets. This principle applies to both native and nonnative species, whether caught in the wild or bred in captivity. The overwhelming majority of people who obtain these animals are unable to provide the care they require.
- 2 Despite what animal sellers may say, appropriate care for wild animals requires considerable expertise, specialized facilities, and lifelong dedication to the animals. Their nutritional and social needs are demanding to meet and, in many cases, are unknown. They often grow to be larger, stronger, and more dangerous than owners expect or can manage. Even small monkeys and small cats such as ocelots can inflict serious injuries, especially on children. Wild animals also pose a danger to human health and safety through disease and parasites.
- 3 Baby animals can be irresistibly adorable—until the cuddly baby becomes bigger and stronger than the owner ever imagined. The instinctive behavior of the adult animal replaces the dependent behavior of the juvenile, resulting in biting, scratching, or displaying destructive behaviors without provocation or warning. Such animals typically become too difficult to manage and are confined to small cages, passed from owner to owner, or disposed of in other ways. ...
- 4 The Centers for Disease Control and Prevention [CDC] discourages direct contact with wild animals for a simple reason: They can carry diseases that are dangerous to people, such as rabies, herpes B virus, and Salmonella. The herpes B virus commonly found among macaque monkeys can be fatal to humans. Tens of thousands of people get Salmonella infections each year from reptiles or amphibians, causing the CDC to recommend that these animals be kept out of homes with children under five. A 2003 outbreak of monkeypox was set in motion when African rodents carrying the disease were imported for the pet trade and infected native prairie dogs, who were also sold as pets.

From the humanesociety.org article SHOULD WILD ANIMALS BE KEPT AS PETS?, © 2009 accessed 2013

7. One reason the authors cite against keeping wild animals as pets is that "The overwhelming majority of people who obtain these animals are unable to provide the care they require." This statement is an example of incomplete evidence because the evidence
 - A. does not include data about the number of people who own wild animals and can or cannot care for them.
 - B. is from a source unlikely to have knowledge about wild animals kept as pets.
 - C. does not take into account wild animals that are bred in captivity.
 - D. is not relevant to the claim that people should not keep wild animals as pets.
8. In paragraph 4, the author notes that in 2003, prairie dogs sold as pets were part of an outbreak of monkeypox. How does this evidence support a claim made in paragraph 1?
 - A. It shows how lack of veterinary care can lead to widespread illness among wild animals.
 - B. It gives data to support the claim that the wild-pet trade is dangerous.
 - C. It makes readers fear the consequences of importing animals into the United States.
 - D. It provides an example of why even wild animals native to the United States should not be kept as pets.
9. The author includes information from the Centers for Disease Control and Prevention. Which claim does this information support?
 - A. Animals that are cute as babies can become dangerous when they mature.
 - B. Most people lack the expertise required to care for wild animals.
 - C. Wild animals can pose a danger to human health and safety.
 - D. Pets that become difficult to manage are often forced to live in poor conditions.
10. What **implied** belief does the evidence in this passage support?
 - A. Most people are irresponsible pet owners.
 - B. Love cannot replace expertise when caring for a wild animal.
 - C. People with young children should think carefully before getting a pet.
 - D. Zoos are the best place for wild animals.

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THE FIGHT TO SAVE OUR FILMS

- 1 Movies have documented America for more than one hundred years. Since Thomas Edison introduced the movie camera in 1893, amateur and professional filmmakers have used motion pictures to tell stories, record communities, explain the work of business and government, and illustrate current events. They captured, with the immediacy unique to the moving image, how generations of Americans have lived, worked, and dreamed. By preserving these films, we save a century of history.
- 2 Unfortunately, movies are not made to last. Created on perishable plastic, film decays within years if not properly stored. Already the losses are high. The Library of Congress has documented that only 20% of U.S. feature films from the 1910 and 1920s survive in complete form in American archives; of the American features produced before 1950, about half still exist. For shorts, documentaries, and independently produced works, we have no way of knowing how much has been lost.
- 3 For Hollywood, the tide has turned. Commercial producers now invest heavily in the protection of their film libraries. With the development of television, home video, DVD, cable, and Internet exhibition, Hollywood sound films have become valuable assets and have many markets after their initial release.
- 4 Still at risk, however, are documentaries, silent-era films, anthropological footage, avant-garde works, newsreels, home movies, works made for ethnic communities, industrial films, and other independent productions. We call these orphan films because they fall outside the scope of commercial preservation programs. Orphan films may document viewpoints, traditions, and places not depicted in the mainstream media and have a cultural value that transcends their simple origins. They often survive as one-of-a-kind copies in archives, libraries, museums, universities and historical societies. These organizations are the first line of defense for saving American movies made outside of Hollywood. ...
- 5 By investing in saving film on film and storing it properly, we make sure that movies will be here to be studied and enjoyed for years to come.

From the filmpreservation.org article WHY PRESERVE FILM?, accessed 2013

11. Which claim is **best** supported by the evidence in this passage?
 - A. Film is the most effective way to capture history.
 - B. The need to preserve early films is urgent.
 - C. Hollywood has contributed to the loss of films.
 - D. Saving orphan films could bring financial rewards.
12. The statements in paragraph 1 support the claim that the preservation of film is an important task. Which statement **best** explains why some evidence in this paragraph is invalid?
 - A. The evidence does not include accurate details about how film is used.
 - B. The evidence does not acknowledge other viewpoints about film.
 - C. The evidence includes the outdated testimonial of Thomas Edison.
 - D. The evidence relies on appeals to readers' sense of patriotism and pride.
13. In paragraph 2, the authors note, "The Library of Congress has documented that only 20% of U.S. feature films from the 1910 and 1920s survive in complete form in American archives." Which statement **best** explains the purpose of this evidence?
 - A. The evidence comes from a reliable source and supports the article's claim.
 - B. The evidence acknowledges and responds to an opposing viewpoint.
 - C. The evidence provides background information necessary for understanding the article's claim.
 - D. The evidence is likely to have an emotional impact on readers.
14. In paragraph 4, the authors note that orphan films are in greater need of preservation than mainstream Hollywood movies. What additional evidence would improve support for this claim?
 - A. data about how many orphan films are made each year
 - B. a statement from a film-history professor about the importance of orphan films
 - C. a chart comparing resources spent preserving Hollywood films versus orphan films
 - D. descriptions of several orphan films that might be familiar to readers

Analyze the Structure of Arguments

Use with *Student Book* pp. 72–73

READING ASSESSMENT TARGETS: R.2.4, R.2.8, R.3.5, R.5.1, R.5.2, R.5.3, R.5.4, R.6.1, R.6.2, R.6.3, R.8.1, R.8.2, R.8.3, R.8.5

1 Review the Skill

Structure refers to the organization, or arrangement, of ideas in a text. In persuasive writing, authors may use a specific structure that best supports their claims.

In a traditional “sandwich” structure, an author introduces the claim, presents evidence to support the claim, and ends with a conclusion. In a pro/con structure, an author explains the positives and negatives related to a claim or an idea. In a refutation/proof structure, an author presents information that shows why another claim is inaccurate or false. In an order-of-importance structure, an author lists evidence in order of effectiveness—either from weakest to strongest or from strongest to weakest.

2 Refine the Skill

By refining the skill of analyzing the structure of arguments, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

PAYING STUDENTS TO LEARN

American students are falling behind their counterparts in other developed countries. Among the many strategies for improving student performance, few have yielded such promising, if mixed, results as paying students to learn.

Students who are paid for behaviors in their control, such as reading or attendance, seem to do better on standardized tests. Harvard economist Roland Fryer Jr. found that second-graders who were paid for each book they read performed better on reading tests at the end of the year. The gains also carried over to the following year when students were not getting paid.

There are drawbacks, however, to paying students. When the rewards are for results, such as grades, rather than behaviors, test scores do not improve. Critics also argue that payment systems teach students to value education for only short-term gains.

In sum, evidence suggests that when applied in the right way, programs that pay students to learn do bring results.

a Whatever the structure of a passage, the author must include valid evidence. Roland Fryer, Jr., is a reliable source who is considered an expert in his field.

b The phrase **in sum** indicates that the author is stating a conclusion or summarizing the points in an argument.

USING LOGIC

Transitional language signals relationships between ideas. For example, *otherwise* indicates an alternative, *consequently* indicates a result, and *furthermore* indicates additional information.

- The word **however** in the third paragraph signals a
 - contrast between the benefits and drawbacks of paying students.
 - cause-and-effect relationship between payment and test scores.
 - result that contradicts the author’s viewpoint about payment.
 - strategy that could be an alternative to paying students.
- Why is pro/con an effective structure for this argument?
 - The conclusion includes a strong call to action.
 - Particularly strong evidence appears at the beginning.
 - The claim is a response to those opposed to paying students.
 - There are positives and negatives to paying students.

3 Master the Skill

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THE DEATH PENALTY RE-EXAMINED

- 1 Ever since California added the death penalty to its penal code in the 1870s, supporters have argued that the threat of executions would make potential murderers think twice before committing heinous crimes.
- 2 *The [Sacramento] Bee* made that argument numerous times in its early years, and many politicians and prosecutors have offered it since. But does the evidence show that capital punishment deters murders, even when applied frequently and expeditiously? Research suggests it does not.
- 3 One obvious way to look at the problem is to compare the murder rates in states with executions and those without.
- 4 For example, compare the homicide rates in California, New York and Texas, as the National Research Council has done. From 1974 to 2009, the homicide rates in those three states tracked virtually identically—going up at the same time in the late 1970s and late 1980s and all declining dramatically since then.
- 5 Yet during that time Texas had 447 executions and New York had none; California had 13. Clearly, something other than executions has had an effect on declining murder rates. And that clearly is what we should focus on.
- 6 That pattern holds up in comparisons of Canada and the United States, too.
- 7 Murder rates in Canada have gone up and down in virtual lockstep with U.S. rates over the years. Yet Canada has had no executions since 1962. In fact, during the period just after the United States reinstated the death penalty in 1976, murder rates remained high in the United States while declining in Canada.
- 8 Murder rates in the United States began a real decline in the 1990s, and research suggests multiple factors are involved.
- 9 For example, crime experts attribute the steep decline in violent crime that began in 1993 to new police strategies such as targeted police patrols of gun-crime hot spots and effective enforcement of gun laws. The waning of the crack epidemic and the decline of the percentage of 18- to 24-year-olds in the population also played a role.

From *The Sacramento Bee's* editorial DEATH PENALTY DETERS MURDERS? EVIDENCE DOESN'T BEAR THAT OUT, © 2012

3. How does paragraph 4 relate to the author's purpose and structure of the editorial?
 - A. It suggests that even respected organizations can be incorrect about some issues, thus contradicting the information presented.
 - B. It indicates that the National Research Council conducts a wide range of studies, thus explaining the purpose of the organization.
 - C. It shows readers that the evidence is from a reliable source, thus validating the example.
 - D. It emphasizes that most research has been done by government organizations.
4. How does the example of murder rates in Canada (paragraph 7) relate to the preceding examples?
 - A. It helps explain how the United States differs from other countries in the use of the death penalty.
 - B. It shows that the death penalty is unnecessary in Canada because murder rates are low.
 - C. It clarifies the author's claim about the effectiveness of the death penalty.
 - D. It provides further evidence that murder rates are not related to the use of the death penalty.
5. How does paragraph 9 relate to the evidence presented earlier in the passage?
 - A. It adds further evidence that the death penalty is ineffective.
 - B. It provides an alternative explanation for why the murder rate has declined in recent years.
 - C. It introduces a personal story to show readers the impact of the death penalty.
 - D. It identifies the crime experts who provided the author with data.
6. Why is a refutation/proof structure effective for this passage?
 - A. The purpose of the argument is to show that the death penalty does not deter crime.
 - B. The evidence shows the positives and negatives of enforcing the death penalty.
 - C. Some evidence in favor of the death penalty is much stronger than other evidence.
 - D. Readers need background information about the death penalty to understand the claim.

3 Master the Skill

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

CITIZENSHIP AND THE RIGHT TO VOTE

In November 1872, Susan B. Anthony voted in a presidential election at her polling place in Rochester, New York. She was arrested, indicted, and put on trial for voting illegally. Before her trial in 1873, she gave this speech presenting the main argument in her defense.

- 1 I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. ... I not only committed no crime, but instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.
- 2 The preamble of the Federal Constitution says: "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
- 3 It was we, the people, not we ... the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty ... to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them ... the ballot. ...
- 4 To ... [women] this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy, a hateful oligarchy of sex ... which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereign, all women subjects, carries dissension, discord, and rebellion into every home of the nation.
- 5 Webster, Worcester, and Bouvier [dictionaries] all define a citizen to be a person in the United States, entitled to vote and hold office.
- 6 The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no state has a right to make any law,

or to enforce any old law, that shall abridge their privileges. ... Hence, every discrimination against women in the constitution and laws of the several states is today null and void, precisely as is every one against Negroes.

From WOMEN'S RIGHT TO VOTE by Susan B. Anthony, 1873

7. Which statement **best** describes the structure of the passage?
 - A. It presents evidence in a refutation/proof structure to respond to the idea that women do not have the right to vote.
 - B. It uses a pro/con structure to explain the positives and negatives of voting rights for women.
 - C. It uses a traditional sandwich structure to present evidence supporting the claim that women have the right to vote.
 - D. It engages readers by beginning with the strongest evidence showing that women have the right to vote.
8. How does the quoted excerpt from the preamble of the U.S. Constitution help support Anthony's argument?
 - A. It suggests that the rights in the U.S. Constitution belong only to women.
 - B. It explains the meaning of the U.S. Constitution.
 - C. It explains why states cannot make laws about the right to vote in federal elections.
 - D. It helps establish that a citizen's rights flow from all of the people and are shared by all of them.
9. What is the purpose of paragraph 5?
 - A. It explains why women are citizens of the United States.
 - B. It sets up the next paragraph by establishing that a citizen is a person with the right to vote.
 - C. It sets up the next paragraph to contradict the definitions in Webster, Worcester, and Bouvier.
 - D. It establishes that the U.S. Constitution gives women the right to vote and hold office.

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THE INFLUENCE OF TV ADS ON UNDERAGE DRINKING

- 1 Given all the money the alcohol industry invests in advertising, it probably does encourage consumers to drink. But underage drinking is a complex problem with a variety of causes, and anybody who thinks that television ads are enough to get children drinking isn't paying attention to the facts.
- 2 Let me use myself to illustrate this point. I was fortunate to grow up in a stable, two-parent home. My parents rarely consumed alcohol, and never around me or my brothers. I also had few friends who drank. And despite watching those stupid Budweiser ads during every Super Bowl, I didn't touch alcohol until I was in my early 20s. Now, can you guess which two factors commonly lead to underage drinking? If that question wasn't rhetorical enough, the National [I]nstitutes of Health (NIH) points out that "... Parents who drink more and who view drinking favorably may have children who drink more, and an adolescent girl with an older or adult boyfriend is more likely to use alcohol."
- 3 Similarly, hereditary factors undeniably influence underage drinking. The NIH further explains that children of alcoholics (COAs) are between 4 and 10 times more likely than their peers to become alcoholics as well. And a study published in the *Journal of Adolescent Health* found that COAs are much more likely to take up drinking at an early age. "The most consistent antecedent risk factors for starting to drink in adolescence," the researchers wrote, "were parental and peer approval and models for drinking and drug use as well as adolescents' own prior involvement in delinquent behavior" ...
- 4 Parenthetically, there's also that pesky First Amendment to deal with. Any attempt to further regulate alcohol advertising is going to run headfirst into a well-funded and justifiable legal challenge from the alcohol industry. Advertising is protected by the Constitution; it's called commercial free speech, and the Supreme Court has come down in support of it. ...

From the policymic.com article ALCOHOL ADVERTISING DOES NOT CAUSE UNDERAGE DRINKING by Cameron English, accessed 2013

10. Which statement **best** explains the purpose of paragraph 1?
 - A. to alert readers that the passage will present the pros and cons of airing television ads for alcoholic beverages
 - B. to present background information about underage drinking and television ads to prepare readers for the claim
 - C. to distinguish the author's viewpoint from others' and imply that television ads alone do not lead to underage drinking
 - D. to share a personal story to draw readers into the passage and persuade them to agree with the author's viewpoint
11. What does the word **similarly** indicate about the relationship between paragraphs 2 and 3?
 - A. It indicates that paragraph 3 supports a new claim introduced in paragraph 2.
 - B. It indicates that both paragraphs use the same evidence to support opposing viewpoints.
 - C. It indicates that paragraph 3 acknowledges the negatives of an idea in paragraph 2.
 - D. It indicates that paragraph 3 provides information to add to the personal example in paragraph 2.
12. Which statement **best** explains how the author has constructed the argument?
 - A. The author states a claim and presents the pros and cons related to it.
 - B. The author uses a traditional sandwich structure to introduce a claim and present evidence.
 - C. The author states the claim and presents evidence in order of strongest to weakest.
 - D. The author describes personal events in the order in which they happened.

Analyze Rhetorical Devices

Use with *Student Book* pp. 74–75

READING ASSESSMENT TARGETS: R.4.3/L.4.3, R.5.1, R.5.2, R.6.1, R.6.3, R.6.4

1 Review the Skill

Authors and speakers use **rhetorical devices** to achieve desired effects, usually to create rhythm and hold readers' attention. When using **enumeration**, the author lists details, which emphasize an idea and create a rhythm. When using **repetition**, the author repeats words and phrases to create rhythm and, sometimes, build to a climax. When using **parallelism**, the author repeats grammatically similar phrases.

Other rhetorical devices help clarify or emphasize. **Analogy**, for example, is the use of comparison to clarify an idea. A **qualifying statement** adds to or changes an earlier statement to clarify or highlight a point. Rhetorical devices reflect an author's tone and are part of an author's style, as explained in Unit 1, Lesson 9.

2 Refine the Skill

By refining the skill of analyzing rhetorical devices, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for all those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it ... It is rather for us to be here dedicated to the great task remaining before us ... that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

From GETTYSBURG ADDRESS by Abraham Lincoln, 1863

a This expression is an example of **juxtaposition of opposites** (also called antithesis), or placing opposing ideas together.

b This sentence displays **parallelism**, which emphasizes that no memorial can match the sacrifice of the soldiers who died at Gettysburg.

TEST-TAKING TECH

As you read during the test, you can use the highlighting function to highlight rhetorical devices. Highlighting will help you find the relevant text quickly if a question asks about a rhetorical device.

- What effect does the juxtaposition of opposites have in the phrase "those who here gave their lives that that nation might live"?
 - It emphasizes the violence of the fighting.
 - It emphasizes the sorrow of the soldiers' loved ones.
 - It emphasizes the importance of the soldiers' sacrifices.
 - It emphasizes the number of soldiers who died during the battle.
- The parallelism at the end of the passage emphasizes Lincoln's
 - determination to persevere through the war.
 - sadness that so many people have died.
 - anger at the injustice of slavery.
 - respect for the U.S. Constitution.

3 Master the Skill

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THE IMPORTANCE OF WOMEN'S RIGHTS

- 1 If there is one message that echoes forth from this conference, it is that human rights are women's rights. ... And women's rights are human rights.
- 2 Let us not forget that among those rights are the right to speak freely. And the right to be heard.
- 3 Women must enjoy the right to participate fully in the social and political lives of their countries if we want freedom and democracy to thrive and endure.
- 4 It is indefensible that many women in non-governmental organizations who wished to participate in this conference have not been able to attend—or have been prohibited from fully taking part.
- 5 Let me be clear. Freedom means the right of people to assemble, organize, and debate openly. It means respecting the views of those who may disagree with the views of their governments. It means not taking citizens away from their loved ones and jailing them, mistreating them, or denying them their freedom or dignity because of the peaceful expression of their ideas and opinions.
- 6 In my country, we recently celebrated the 75th anniversary of women's suffrage. It took 150 years after the signing of our Declaration of Independence for women to win the right to vote. It took 72 years of organized struggle on the part of many courageous women and men.
- 7 It was one of America's most divisive philosophical wars. But it was also a bloodless war. Suffrage was achieved without a shot fired.
- 8 We have also been reminded, in V-J Day observances last weekend, of the good that comes when men and women join together to combat the forces of tyranny and build a better world.
- 9 We have seen peace prevail in most places for a half century. We have avoided another world war.
- 10 But we have not solved older, deeply rooted problems that continue to diminish the potential of half the world's population.
- 11 Now it is time to act on behalf of women everywhere.

From REMARKS FOR THE UNITED NATIONS FOURTH WORLD CONFERENCE ON WOMEN by Hillary Rodham Clinton, 1995

3. In paragraph 1, the author states, "human rights are women's rights. ... And women's rights are human rights." Reversing the order of the phrases **human rights** and **women's rights**
 - A. shows that the author believes human rights are worth fighting for.
 - B. shows that the author has deep respect for women's rights.
 - C. suggests that most women are denied their human rights.
 - D. stresses the closeness of women's rights and human rights.
4. What is the purpose of the qualifying statement in paragraph 4?
 - A. to celebrate that so many women were able to attend the conference
 - B. to suggest that not letting women participate fully in the conference is as bad as not letting them attend
 - C. to note that the conference is incomplete without more women in attendance
 - D. to emphasize that some organizations overcame great challenges to send women to the conference
5. In paragraph 5, the author defines freedom by enumerating, or listing, the conditions of freedom in order to
 - A. compare the rights of women now and the rights of women years ago.
 - B. show that she has studied the work of civil rights leaders.
 - C. clarify that freedom should not differ depending on gender or place of residence.
 - D. argue that most people do not understand what freedom really is.

3 Master the Skill

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

A SHIP LOST AT SEA

- 1 A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, "Water, water; we die of thirst!" The answer from the friendly vessel at once came back, "Cast down your bucket where you are." A second time the signal, "Water, water; send us water!" ran up from the distressed vessel, and was answered, "Cast down your bucket where you are." And a third and fourth signal for water was answered, "Cast down your bucket where you are." The captain of the distressed vessel, at last heeding the injunction, cast down his bucket, and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say: "Cast down your bucket where you are"—cast it down in making friends in every manly way of the people of all races by whom we are surrounded.
- 2 Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions. ... Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour, and put brains and skill into the common occupations of life; we shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.

From *UP FROM SLAVERY: AN AUTOBIOGRAPHY* by Booker T. Washington, © 1901

6. The analogy in paragraph 1 suggests that
 - A. African Americans are overlooking opportunities in their communities.
 - B. African Americans should not be afraid to leave the South now that they have their freedom.
 - C. sea voyages can be dangerous for inexperienced sailors.
 - D. Americans of different races should not befriend one another.
7. The author begins paragraph 2 by enumerating, or listing, the areas in which people work. How does this list relate to the rest of the passage?
 - A. It contradicts the rest of the paragraph, which is about problems in the lives of African Americans.
 - B. It creates a build-up of information to keep readers' attention.
 - C. It continues and extends the comparison begun in paragraph 1.
 - D. It introduces the topic of the paragraph, which is about work African Americans can pursue.
8. Which statement **best** explains why the author continues to repeat the phrase **cast down** after concluding the analogy?
 - A. to extend the analogy to other occupations
 - B. to connect the analogy with a call to action
 - C. to use the analogy to dignify common labor
 - D. to apply the analogy to future prosperity
9. In paragraph 2, the author states, "It is at the bottom of life we must begin, and not at the top." What does the author mean by this juxtaposition of opposites?
 - A. Everyone must work his or her way up.
 - B. Good fortune is not a substitute for hard work.
 - C. Opportunities can come and go quickly.
 - D. All people should have an equal start in life.

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

**FROM PRESIDENT KENNEDY'S
INAUGURAL ADDRESS**

- 1 ...[W]e observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.
- 2 The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state, but from the hand of God.
- 3 We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.
- 4 Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.
- 5 This much we pledge—and more.

From INAUGURAL ADDRESS by John F. Kennedy, 1961

10. In paragraph 2, the author states that humans can now “abolish all forms of human poverty and all forms of human life.” The juxtaposition of the terms **human poverty** and **human life**
- A. illustrates how technologically advanced yet socially backward humans have become.
 - B. suggests that there are problems beyond the scope of human inventiveness.
 - C. emphasizes the best and worst parts of human resourcefulness.
 - D. implies that the President is a man of the people but very powerful.
11. In paragraph 3, the author refers to the “first revolution”—also called the American Revolution—in order to make the audience feel
- A. proud and connected to history.
 - B. afraid that liberty is threatened once again.
 - C. disappointed that the country has not accomplished more.
 - D. excited and optimistic about the future.
12. In paragraph 3, the author enumerates, or lists, the characteristics of “a new generation of Americans.” What tone does this enumeration **best** reflect?
- A. hope
 - B. sincerity
 - C. fear
 - D. doubt
13. In paragraph 4, the author uses parallel phrases with the word **any** to emphasize
- A. that the United States faces serious threats.
 - B. the military victories of the United States.
 - C. that the United States can overcome all challenges.
 - D. the distance the United States has come in the past century.

Compare and Contrast Texts

Use with *Student Book* pp. 76–77

READING ASSESSMENT TARGETS: R.2.2, R.4.2/L.4.2, R.4.3/L.4.3, R.5.1, R.5.4, R.6.1, R.6.3, R.9.1/R.7.1, R.9.2

1 Review the Skill

Remember that when you **compare and contrast** two texts, you look for similarities and differences. Sometimes two texts written on similar topics or in similar genres, or forms of writing, may appear very similar. However, you need to dig deeper than what appears on the surface to find out whether they are as similar as they look.

In fact, you may uncover subtle differences. Authors might have a different point of view on a topic but may agree on some smaller points. Furthermore, you might find that authors engage readers in different ways or reveal differences in solutions to problems.

2 Refine the Skill

By refining the skill of comparing and contrasting texts that address similar topics or themes, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passages below. Then answer the question that follows.

SPORTS PARENTS

Hundreds of college athletes were asked to think back: "What is your worst memory from playing youth and high school sports?"

Their overwhelming response: "The ride home from games with my parents."

The informal survey lasted three decades, initiated by two former longtime coaches who over time became staunch advocates for the player, for the adolescent, for the child.

From thepostgame.com article WHAT MAKES A NIGHTMARE SPORTS PARENT—AND WHAT MAKES A GREAT ONE by Steve Henson, © 2012 accessed 2013

- a** Henson introduces the topic in an engaging way by including a question and an answer that lay the groundwork for his viewpoint.

HOCKEY MOMS

I always have had a special distaste for rabid sports parents. They rank right up there with spiders, crowded elevators and runny eggs in my "Book of Yuck."

Yes, I have a "Book of Yuck." But I digress ...

Rabid sports parents—you know the ones—they scream at their kids while they play, browbeat them with "advice" when they come off the playing field, and they coach from the stands. They also say things like, "I wouldn't push him so hard if he wasn't so talented and driven himself," while their kid is quietly crying because he doesn't want to practice today.

From the *New England Hockey Journal's* column WHEN DID I BECOME THAT HOCKEY MOM? by April Bowling, © 2012

- b** Bowling engages the reader as well but does so in a different way. She draws the reader in through humor—for example, mentioning her "Book of Yuck."

TEST-TAKING TIPS

When identifying an author's perspective, look for strong words expressing the author's opinion or attitude. For example, think how the sentence would change if Bowling had used *enthusiastic* or *passionate* instead of *rabid*.

- Which statement **best** explains the authors' views about sports parents?
 - Henson believes that overbearing sports parents are misunderstood, but Bowling finds them entertaining.
 - Both authors believe that for athletes to succeed, they need parents who are passionate about sports.
 - Henson believes that successful athletes have pushy sports parents, but Bowling believes that pushy sports parents are rare.
 - Both authors believe that overbearing sports parents can have a negative effect on children.

DIRECTIONS: Read the remainder of the passages, read each question, and choose the **best** answer.

SPORTS PARENTS

1 There it is, from the mouths of babes who grew up to become college and professional athletes. Whether your child is just beginning T-ball or is a travel-team soccer all-star or survived the cuts for the high school varsity, parents take heed.

2 The vast majority of dads and moms that make rides home from games miserable for their children do so inadvertently. They aren't stereotypical horrendous sports parents, the ones who scream at referees, loudly second-guess coaches or berate their children. They are well-intentioned folks who can't help but initiate conversation about the contest before the sweat has dried on their child's uniform.

3 In the moments after a game, win or lose, kids desire distance. They make a rapid transition from athlete back to child. And they'd prefer if parents transitioned from spectator – or in many instances from coach – back to mom and dad. ASAP.

From thepostgame.com article WHAT MAKES A NIGHTMARE SPORTS PARENT—AND WHAT MAKES A GREAT ONE by Steve Henson, © 2012 accessed 2013

2. What is the purpose of Henson's text?
 - A. to explain how and why even well-intentioned sports parents can have a negative effect on children
 - B. to entertain with stories about parents who are passionate about sports
 - C. to describe the problems on the way to becoming a college athlete
 - D. to persuade student athletes to discuss their problems with their parents
3. How are the authors' perspectives similar? Both believe that
 - A. coaches should limit parental involvement in youth sports.
 - B. youth sports culture cannot change.
 - C. as long as parents do not berate their children during games, no harm is done.
 - D. attentive and concerned parents can become over-zealous and affect their children.

HOCKEY MOMS

1 Given my acute distaste, imagine my surprise when my inner "anti-rabid sports parent" alarm went off recently ... because of me! You got it—I was that obnoxious parent at one of Sam's games.

2 Because I am so competitive myself, I am a big cheerleader at my kids' games. But usually I'm nothing but positive, and the first thing I always say to my kids as they come off the ice or the field or the track is, "I love to watch you play. You're the highlight of my day." ...

3 But on this particular day I'd battled with Sam to get him to the rink for his game. It was still soccer season, so I knew a lot of kids had conflicts and wouldn't be there. ... But in his defense, he was getting over a cold and had just wrapped up a long, overscheduled week of school and sports. Did I mention he's only 7?

4 Anyway, I wrestled him to the rink as my 9-year-old hung on me and complained endlessly. The rink was too cold. She wanted a snack. She hated hockey. My husband stuck his earbuds in and listened to the Patriots game (their blown fourth-quarter lead might have contributed to my loss of control), while Sam skated like his socks were filled with concrete.

5 Time and time again, he turned over the puck. The goalie got assaulted with multiple breakaways. My daughter kept whining. And then I started to boil over.

From the *New England Hockey Journal's* column WHEN DID I BECOME THAT HOCKEY MOM? by April Bowling, © 2012

4. Which statement **best** explains the differences in the authors' styles?
 - A. Henson uses vivid, poetic descriptions, but Bowling uses formal, academic language.
 - B. Henson uses logical reasoning, but Bowling uses amusing references and tells a personal narrative.
 - C. Henson uses inspirational, emotional language, but Bowling uses fact-based reasoning and a sophisticated vocabulary.
 - D. Henson uses engaging anecdotes, but Bowling uses motivational terms.

DIRECTIONS: Read the passages. Then choose the **best** answers to the questions on the next page.

DO NOT CLOSE THE DOORS ON THE ARTS

Dear Members of the Board of Education:

- 1 I am writing in opposition to the proposed restructuring and moving (read closing) of Lowell High School of the Visual and Performing Arts. This institution has been the soul of downtown for 52 years and has seen many of its students go on to professional success, in large part because of the opportunities and flexibility it provides. Smaller and larger cities maintain similar schools that nurture talent and offer opportunities for gifted teens to develop at their own pace and to combine professional and academic responsibilities. Actors such as Jennifer Anniston, Al Pacino, and Robert DeNiro attended The High School of Performing Arts in New York, the model of Lowell High School, and Lowell graduates now work in film, theater, and design.
- 2 Imagine these celebrities and others as teenagers with special gifts that did not lend themselves to traditional classrooms. Such students need accommodation for special training, auditioning, rehearsing, and performing, in addition to academic subjects. To combine Lowell with a traditional suburban school is as much a disservice as moving it, limiting access to the downtown locations. Attending Lowell as it has been and where it has been has enabled student artists to connect with other artists, develop their skills, and realize their potentials not only as performers but as the people in our society who tell our stories, forge the connections between past and present, envision the future, and weave a sense of cultural identity.
- 3 Moreover, the closing of the school is a bad economic decision. Nearby restaurants, coffee shops, bookstores, and theaters benefit from their proximity to the school. Staff, students, residents, and visitors frequent these establishments and support the local economy. Without the school, a good part of downtown will die.
- 4 I urge you to reconsider your decision, not only to honor the school's cultural service and current economic value, but to preserve opportunities for future generations of artists.

Sincerely,
Mallory Riley
Parent and Local Business Owner

WHAT WE CAN RELY ON

- 1 I believe in arts and culture and I believe that, far from being luxury items, they are a necessity in our lives, as individuals and as nations. Countries may go to war but it is culture that unites us: the words of a great writer, the style of a legendary dancer, the brilliance our favourite actors display in bringing life to their roles, a Mozart piano concerto, the endless mystery of Mona Lisa's smile, the flickering images on celluloid and the countless stories they have told. Here in Shakespeare's country, this should be understood more clearly perhaps than anywhere else in the world—that the arts inspire, uplift, challenge, stimulate our conversations, drive our debates and remain in our memories.
- 2 What I have come to recognise, in my six years of fundraising for the Old Vic theatre in London, is that those of us who make an argument for supporting the arts have not used the economic impact of arts and culture as the centrepiece of our appeals as much as we should. Too often we focus solely on the social aspects of what we can achieve, or the artistic merits. These are important and valid, but I believe we should change tack at this time. Instead of apologetically holding our hat in our hands, we should cite the economic successes of what is called show business. We can do better by recognising how much our cultural life contributes to the health of communities across our nation and, indeed, around the world. Those who enjoy culture should be more aware of the financial contribution arts institutions make to their communities.
- 3 Relationships between business and the arts offer a real chance to achieve financial success—not only for each other, but also to generate income for the hotels, restaurants and countless other businesses that populate the neighbourhoods where cultural centres operate. I for one do not want to see another regeneration plan that does not have arts and culture at the heart of its offer. Without it, we are not building rounded communities, but ignoring the fabric and soul of society.

From the *New Statesman's* article WHAT WE CAN RELY ON IS OUR CREATIVITY, OUR INSPIRATION AND OUR PASSION by Kevin Spacey, © 2009

The chart below describes the four methods used to amend the U.S. Constitution.

Four Methods of Amending the U.S. Constitution

	Step 1	Step 2
1.	A two-thirds vote in both houses of the U.S. Congress	Ratified by three-fourths of the state legislatures
2.	A two-thirds vote in both houses of the U.S. Congress	Ratified by ratification conventions in three-fourths of the states
3.	A national constitutional convention called by two-thirds of the state legislatures	Ratified by three-fourths of the state legislatures
4.	A national constitutional convention called by two-thirds of the state legislatures	Ratified by ratification conventions in three-fourths of the states

Which statement correctly describes an important way that the process of amending the U.S. Constitution is different from the process of creating federal laws?

- ☒ A. Only one government branch is involved in the amendment process.
- ☐ B. Only one legislative body can conclude the amendment process.
- ☐ C. Only state legislatures are involved in the amendment process.
- ☐ D. Only state governments can start the amendment process.

The 17th Amendment

In 1787, delegates to the Constitutional Convention decided to give state legislatures the power to select U.S. senators. The purpose was to ensure that the interests of the states were represented in the national legislature. However, some argued that the people should directly elect their senators. They thought the interests of the states would be preserved because the people were the source of all government power.

The first of nearly 300 congressional resolutions calling for direct election of senators came in 1826. Over the next 85 years, an amendment to directly elect U.S. senators was debated extensively. Finally, in 1913, the 17th Amendment, which allowed for the direct election of senators, was ratified.

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This excerpt is from an article published in the *Washington Times* in 1908.

[The] Senator . . . said [t]he reasons for this reform are thoroughly well understood. . . . [I]t will prevent the corruption of the legislatures. . . . [I]t will prevent men buying a seat in the Senate . . . [and] make the Senate more responsive to the will of the people. . . . [I]t will . . . [also make] candidates . . . campaign before the people.

This excerpt is taken from the public domain.

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Which concern about the original method of selecting senators is implied in the excerpt?

- ☒ A. It failed to limit the influence of the wealthy.
- ☐ B. It did not help to organize debates effectively.
- ☐ C. It neglected to limit the influence of the majority.
- ☐ D. It did not encourage an efficient lawmaking process.

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This excerpt is taken from the public domain.

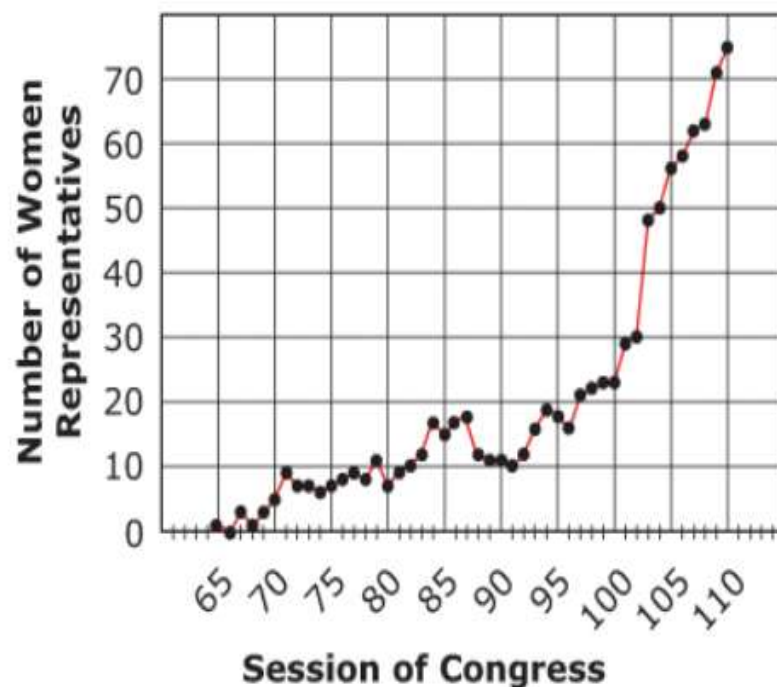
What does the word **convention** mean in both the chart and *The 17th Amendment* passage?

- ☐ A. cultural tradition
- ☒ B. formal assembly
- ☐ C. agreed-upon contract
- ☐ D. preferred writing style

Women's Voting Rights

Since the 19th century, many people have worked for equal rights for women. Much of this effort focused on suffrage, which is the right to vote. One of the greatest victories for advocates of women's rights was ratification of the 19th Amendment to the U.S. Constitution in 1920. The 19th Amendment stated that "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." However, the struggle for equality in other areas of society continued even after the 19th Amendment granted woman suffrage.

Number of Women in the U.S. House of Representatives, 1917–2011



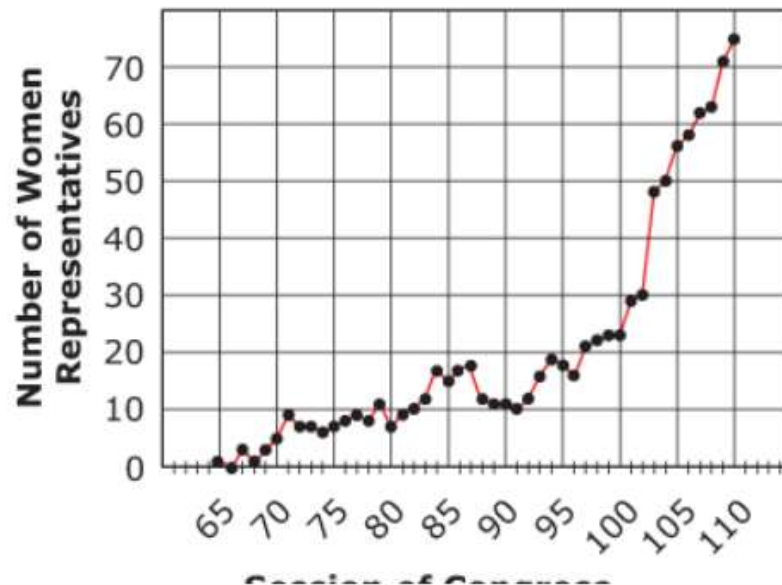
What do the passage and graph indicate about the United States in the 20th and 21st centuries?

- ☐ A. Social movements halted inequalities within society.
- ☒ B. The changes in voting rights impacted representation in the U.S. government.
- ☐ C. Democratic principles are more powerful than cultural traditions.
- ☐ D. The Civil War Amendments created greater democratic opportunities for women.

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**Number of Women in the U.S.
House of Representatives,
1917–2011**



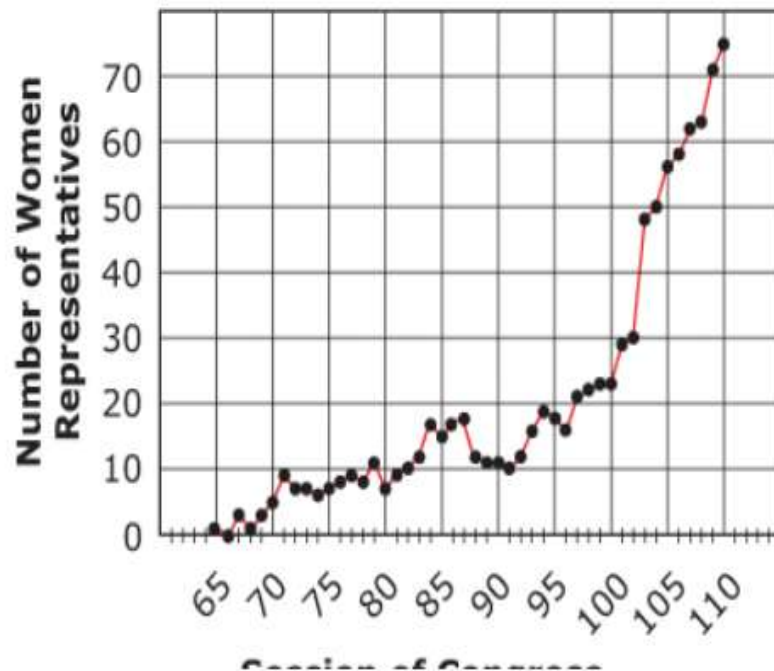
Type the appropriate session of Congress in the box.

The number of women representatives who served in the Congress was twice the number of women representatives who served in the 101st Congress

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**Number of Women in the U.S.
House of Representatives,
1917–2011**



Which statement explains the number of women serving in the U.S. House of Representatives during the 65th congressional session?

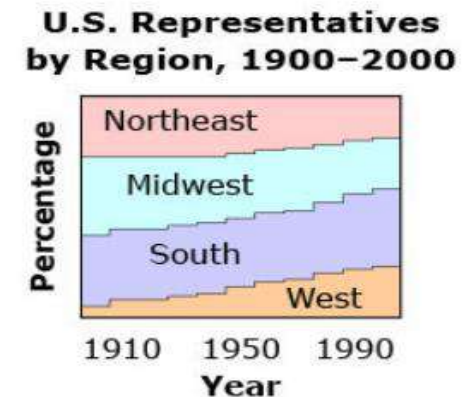
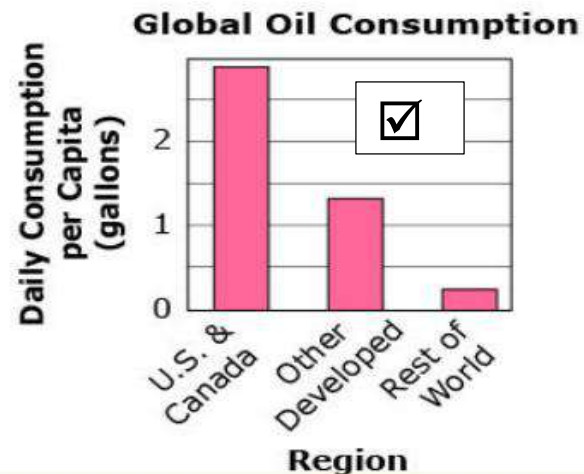
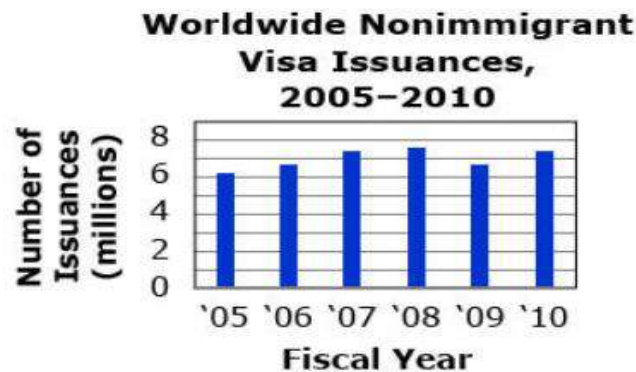
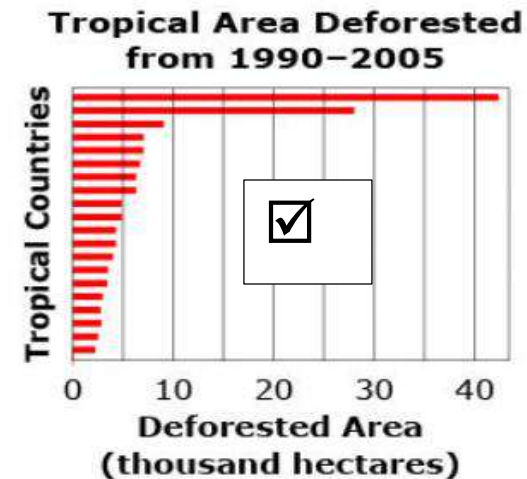
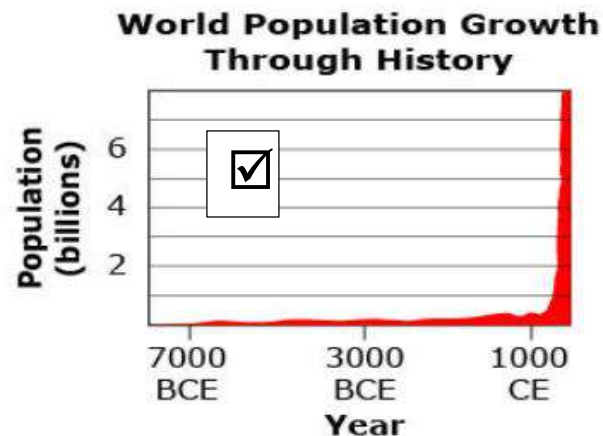
- ☒ A. Women lacked suffrage rights at the national level.
- ☐ B. States used literacy tests to restrict women's voting rights.
- ☐ C. Women resisted involvement in politics at the national level.
- ☐ D. States prohibited political campaigns by women.

This definition of sustainability is from the U.S. Environmental Protection Agency (EPA).

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic, and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment.

This definition is taken from the public domain.

Which three graphs relate to the concept of sustainability? Click on the three graphs that you want to select.

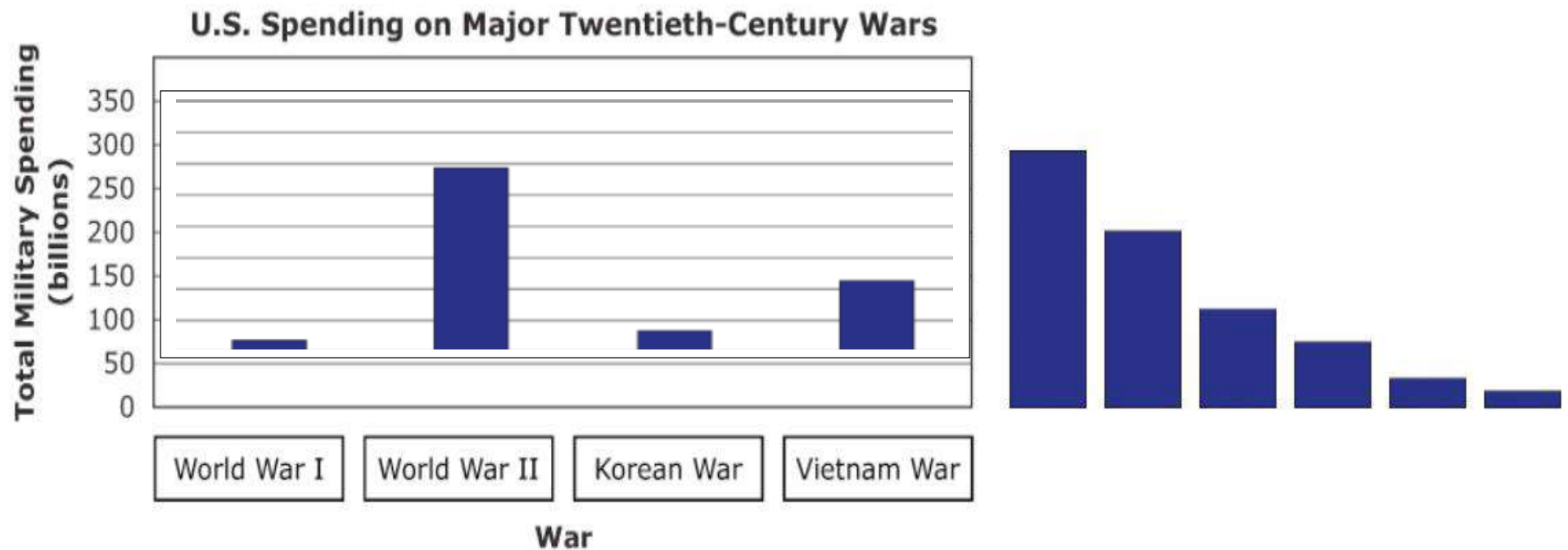


Use the information below from the Congressional Research Service to complete the graph.

The United States has spent large amounts of money since the turn of the twentieth century to support involvement in major wars. From 1917 to 1921, the total cost of military involvement in World War I was around \$20 billion. Approximately \$296 billion was spent on World War II military operations between 1941 and 1945. The United States spent nearly \$30 billion to wage the Korean War from 1950 to 1953. From 1965 to 1975, the years spanning the Vietnam War, the U.S. government spent about \$111 billion on military efforts.

This information is taken from the public domain.

Click on four blue bars and drag them onto the graph to show the amount of spending on each of the four wars.



Much of the 20th century was marked by the Cold War between the ideals of capitalism and communism.

Drag each phrase into the correct box to show whether it is associated with capitalism or communism.

Capitalism		
	Profit Motive	
	Private Ownership	
	Competitive Markets	

Communism		
	Income Redistribution	
	Classless Society	
	State Ownership of All Property	

Profit Motive	Income Redistribution	Classless Society
Private Ownership	Competitive Markets	State Ownership of All Property

 Highlight (1)

This excerpt is from remarks made by President Barack Obama at the Tribal Nations Conference in 2014.

When anybody in this country is not being treated equally under the law . . . it's my job as President to help solve it.

Now, when I visited the Crow Nation in Montana, . . . I made it a point to meet with tribal leaders . . . because I wanted to make sure our country did better by our First Americans. . . .

I wanted to change the relationship between our governments—to elevate your voices in Washington and give your tribes greater say over the decisions that affect the lives of your people every day. And I wanted to turn the page on a history that is riddled with too many broken promises, [and] write a new chapter with a spirit of respect and trust.

Which statement from the excerpt shows that President Obama believes it is the president's duty to ensure that Native American nations are involved in the democratic process?

- ☐ A. "When anybody in this country is not being treated equally under the law . . . it's my job as President to help solve it."
- ☐ B. "I made it a point to meet with tribal leaders . . . because I wanted to make sure our country did better by our First Americans."
- ☐ C. "I wanted to change the relationship between our governments—to elevate your voices in Washington and give your tribes greater say over the decisions that affect the lives of your people every day."
- ☐ D. "And I wanted to turn the page on a history that is riddled with too many broken promises, [and] write a new chapter with a spirit of respect and trust."

This excerpt is from remarks President Lyndon B. Johnson made at the signing of the Voting Rights Act of 1965.

This act flows from a clear and simple wrong. Its only purpose is to right that wrong. Millions of Americans are denied the right to vote because of their color. This law will ensure them the right to vote. The wrong is one which no American, in his heart, can justify. The right is one which no American, true to our principles, can deny.

Which statement from this excerpt is a fact and *not* an opinion?

- ☐ A. "This act flows from a clear and simple wrong."
- ☐ B. "Millions of Americans are denied the right to vote because of their color."
- ☐ C. "The wrong is one which no American, in his heart, can justify."
- ☐ D. "The right is one which no American, true to our principles, can deny."

The passage summarizes a speech given by John Quincy Adams in 1839, fifty years after the ratification of the U.S Constitution.

- 1 In explaining the American colonists' conflict with Great Britain, Adams said, "The struggle was for chartered rights—for English liberties . . . for trial by jury—the Habeas Corpus and Magna Carta. But the English lawyers had decided that Parliament was all-powerful." So, the colonists issued the Declaration of Independence, announcing their unification and self-rule. They explained that governments rule only with the consent of the governed. They declared that all people have certain rights that governments should not violate.
- 2 Adams criticized the Articles of Confederation. He explained that the Declaration of Independence represented the will of the American people while the main principle of the Articles of Confederation "was the sovereignty of organized power and the independence of the separate or disunited States."
- 3 According to Adams, the Constitution reflects the ideas of the Declaration of Independence. He explained that it would allow the affairs of the nation "to be administered, not by a confederacy, or mere league of friendship between the sovereign states, but by a government, distributed into the three great departments—legislative, judicial, and executive."
- 4 Adams explained the role of the federal government, stating that under the Constitution, "the powers of government should be limited to concerns interesting to the whole people, leaving the internal administration of each state . . . to its own constitution and laws. . . ."
- 5 Adams concluded by stating that the Constitution had fulfilled its duty by forming a more perfect union. It had established justice and peace and promoted the general welfare. It secured the blessings of liberty for future generations. Adams hoped people would continue to celebrate the Constitution and its many benefits.

Which statement from the excerpt provides evidence that John Quincy Adams believed in local control of local issues?

- ☐ A. "... 'The struggle was for chartered rights—for English liberties . . . for trial by jury—the Habeas Corpus and Magna Carta.' " (paragraph 1)
- ☐ B. "... the main principle of the Articles of Confederation 'was the sovereignty of organized power and the independence of the separate or disunited States.' " (paragraph 2)
- ☐ C. "... it would allow the affairs of the nation 'to be administered, not by a confederacy, or mere league of friendship between the sovereign states . . . ' " (paragraph 3)
- ☐ D. "... 'the powers of government should be limited to concerns interesting to the whole people, leaving the internal administration of each state . . . to its own constitution and laws. . . . ' " (paragraph 4)

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Which claim about early American government is *not* based on the passage?

- ☐ A. The colonists believed the British were violating their unalienable rights.
- ☐ B. The U.S. government under the Constitution enforced laws more effectively.
- ☐ C. The Constitution clearly defined the economic freedoms and opportunities of U.S. citizens.
- ☐ D. The state governments retained the power to create their own laws and constitutions.

This excerpt is from a 1957 speech by President Dwight D. Eisenhower.

- 1 . . . For a few minutes this evening I want to speak to you about the serious situation that has arisen in Little Rock. . . .
- 2 In that city, under the leadership of demagogic extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a Federal Court. . . .
- 3 This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro children to that school.
- 4 Whenever normal agencies prove inadequate to the task, and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.
- 5 In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas.

Based on the excerpt from President Eisenhower's speech, how did the historical circumstances shape his point of view?

- ☐ A. Court orders directing presidential action caused him to see the need for military action.
- ☐ B. Increasing resistance to court decisions made him more willing to assert executive power.
- ☐ C. Growing northern support for integration caused him to send federal troops into segregated cities.
- ☐ D. Rapid responses from southern leaders made him more willing to wait patiently for state officials to protect citizens.

This excerpt is from a press conference given by President Herbert Hoover in 1929.

The question is one somewhat of analysis. We have had a period of overspeculation that has been extremely widespread, one of those waves of speculation that are more or less uncontrollable, as evidenced by the efforts of the Federal Reserve Board, and that ultimately results in a crash due to its own weight. . . . The ultimate result of it is a complete isolation of the stock market phenomenon from the general business phenomenon. In other words, the financial world is functioning entirely normal and rather more easily today than it was 2 weeks ago, because interest rates are less and there is more capital available. The effect on production is purely psychological. . . . The sum of it is, therefore, that we have gone through a crisis in the stock market, but for the first time in history the crisis has been isolated to the stock market itself. It has not extended into either the production activities of the country or the financial fabric of the country, and for that I think we may give the major credit to the constitution of the Federal Reserve System.

This excerpt is from President Franklin D. Roosevelt's first inaugural address in 1933.

In such a spirit on my part and on yours we face our common difficulties. . . . Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone. More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

How does the excerpt from President Hoover's press conference differ from President Roosevelt's inaugural address?

- ☐ A. Only Roosevelt acknowledges widespread economic problems.
- ☐ B. Only Hoover admits that the country's economic problems have an international basis.
- ☐ C. Only Roosevelt advises that the federal government should focus on the economic problems.
- ☐ D. Only Hoover says that the federal government is responsible for the country's economic problems.

This excerpt is from the U.S. Constitution.

Article II, Section 2

He [the president] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

Which fundamental principle of U.S. democracy does this excerpt describe?

- ☐ A. representative government
- ☐ B. checks and balances
- ☐ C. right to a fair trial
- ☐ D. legislative powers

These excerpts are from a 2011 debate in the U.S. Congress concerning financial reform.

One of the provisions of [a proposed bill] that will hinder economic growth and the creation of new jobs is the massive new bureaucracy called the Consumer Financial Protection Bureau, or CFPB. Everyone supports consumer protection, but the CFPB was given virtually unlimited power to dictate the types, terms and prices of financial products and services that consumers and small businesses can obtain from their bank or other credit provider. . . . The burden of this credit rationing will fall most heavily on lower-income and middle class families, as well as the small businesses that create about 80 percent of all new jobs. Rather than being protected, consumers are likely to be denied the products they want and need.

—U.S. House Committee on Financial Services report, 2011

We have all seen the consequences of a regulatory system in which no single regulator has the authority and the comprehensive tools necessary to ensure that the consumer financial markets work for American families. For years, we have seen the growth of fine print that hides important and complex terms, fine print that makes it almost impossible for consumers to know what they are really getting into when they sign on the dotted line. . . . As a country, we are all paying the price for a consumer credit system that was broken.

—Elizabeth Warren, U.S. Treasury Department, 2011

Which basic assumption behind the committee report is *not* a basic assumption behind Warren's statement?

- ☐ A. Concentrated authority is a threat to freedom.
- ☐ B. Economies depend on borrowed money.
- ☐ C. Conflicting authority causes uncertainty.
- ☐ D. Government oversight is unnecessary.

Events During George Washington's Presidency

October 1789: Washington sets aside November 26 as "A Day of Public Thanksgiving and Prayer."

August 1790: This is the official enumeration date of the first U.S. Census.

February 1792: The U.S. Post Office is officially established as a federal department.

October 1794: Federal troops under Washington stop the Whiskey Rebellion.

January 1790: Washington delivers the first State of the Union address.

September 1791: Washington, D.C., is established as the U.S. capital.

March 1794: Eli Whitney is granted a patent for the cotton gin.

September 1796: Washington announces he will not seek a third term as president.



Which conclusion is supported by the information in the timeline?

- ☐ A. In January 1790, Washington exercised his power of executive privilege to deliver his first State of the Union address.
- ☐ B. In August, 1790, Washington violated the terms of his office by ordering the first official count of the U.S. population.
- ☐ C. In October 1794, Washington exercised his power as commander in chief to restore peace in the United States.
- ☐ D. In September 1796, Washington established by executive order a limit of two terms in office for presidents.

This summary of the U.S. Bill of Rights was prepared for a guidebook about the United States for foreign tourists.

Check the summary and the footnotes for the author's bias.

The U.S. Bill of Rights consists of 10 amendments that specify the fundamental rights of Americans. This summary includes rights listed in seven of those amendments.

Rights Guaranteed by the Bill of Rights

Individuals have freedom of religion, speech, the press, and assembly; they may petition the government for "redress of grievances."¹

Individuals have "the right to keep and bear arms."²

Individuals cannot be forced to shelter troops in private homes during peacetime.³

An individual accused of a serious offense cannot be tried twice⁴ for the same crime or forced to testify when on trial.

An individual accused of a crime must be given a speedy⁵ and public trial by an impartial jury with the assistance of a lawyer.

An individual jailed for a crime cannot be subject to excessive bail, an excessive fine, or "cruel and unusual punishment."⁶

The states or individuals retain powers not delegated⁷ to the federal government.

Footnotes

¹ This phrase is used in the original eighteenth-century document. To "redress" means to "set right."

² Lenient U.S. gun control laws are based on this phrase from the 2nd Amendment.

³ This amendment is reflective of a British practice during the colonial era.

⁴ This practice is referred to in the U.S. Constitution as "double jeopardy."

⁵ A trial in the United States may not be delayed by the government for months or years.

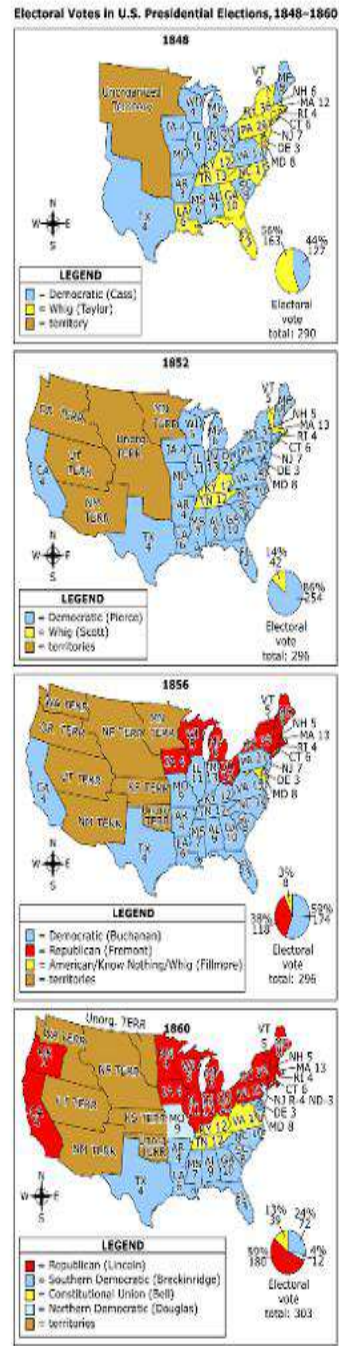
⁶ U.S. courts have ruled on the meaning of this phrase several times.

⁷ This amendment is indicative of the American system whereby powers are divided between the national government and the state governments.

Type your answer in the box.

Of the 7 footnotes, only footnote reveals evidence of the author's bias.

These maps contain data from the U.S. Department of the Interior about four presidential elections.



Which political trend do the maps show in the United States from 1848 to 1860?

- ☐ A. nationalism that kept the Northern states in the Union
- ☐ B. an increase in Northern support of the Democratic Party
- ☐ C. an increase in Southern support of the Democratic Party
- ☐ D. sectionalism that led to the secession of the Southern states

This information is from the U.S. Government Printing Office.

Selected Sections of a Federal Law, October 2001

Section	Purpose
201	provide expanded authority to intercept wire, oral, and electronic communications relating to terrorism
202	provide expanded authority to intercept wire, oral, and electronic communications relating to computer fraud and abuse offenses
205	authorize employment of translators by the Federal Bureau of Investigation
206	provide roving surveillance authority under the Foreign Intelligence Surveillance Act of 1978
207	extend the duration of surveillance of non-U.S. persons who are agents of a foreign power
209	provide authority for seizure of voice-mail messages pursuant to warrants
217	authorize interception of computer trespasser communications
220	allow nationwide service of search warrants for electronic evidence

Based on this table, which phrase states the *most likely* goal of the law?

- ☐ A. to stop identity fraud by criminal organizations
- ☐ B. to discover plans of violence against civilian targets
- ☐ C. to improve communications between computer networks
- ☐ D. to end organized theft of copyrighted electronic materials



This essay was published in 1788 in response to an article that argued against the ratification of the U.S. Constitution.

He tells you that the President will have more power than many Princes in Europe;—The President has not, in many instances, as much power as the Governor of this State. He tells you also that the President has the power to call out the Militia, when, and how he pleases; this is not a fact. The power of calling out the Militia is vested in Congress:—Congress ought to have the power of calling out the Militia in cases of invasions or insurrections; for instance, if our State was to be invaded by a numerous enemy, too powerful for our Militia to oppose, ought not Congress to have power to call on the Militia of the other States to assist us? Surely they ought: Or are we to be destroyed because we have not force sufficient to drive the enemy from amongst us? This is the monstrous power which the Congress have over the Militia, and which this man relates such frightful tales about.—The Governor of this State has more power over the Militia of the State than the President will have over the militia of the United States.

According to the essay, what is the effect of dividing control of the military power of the United States between Congress and the president?

- ☐ A. limiting the military powers of the states
- ☐ B. providing assistance to the state governors
- ☐ C. preventing the consolidation of power in one individual
- ☐ D. ensuring protection against invasion by a foreign force

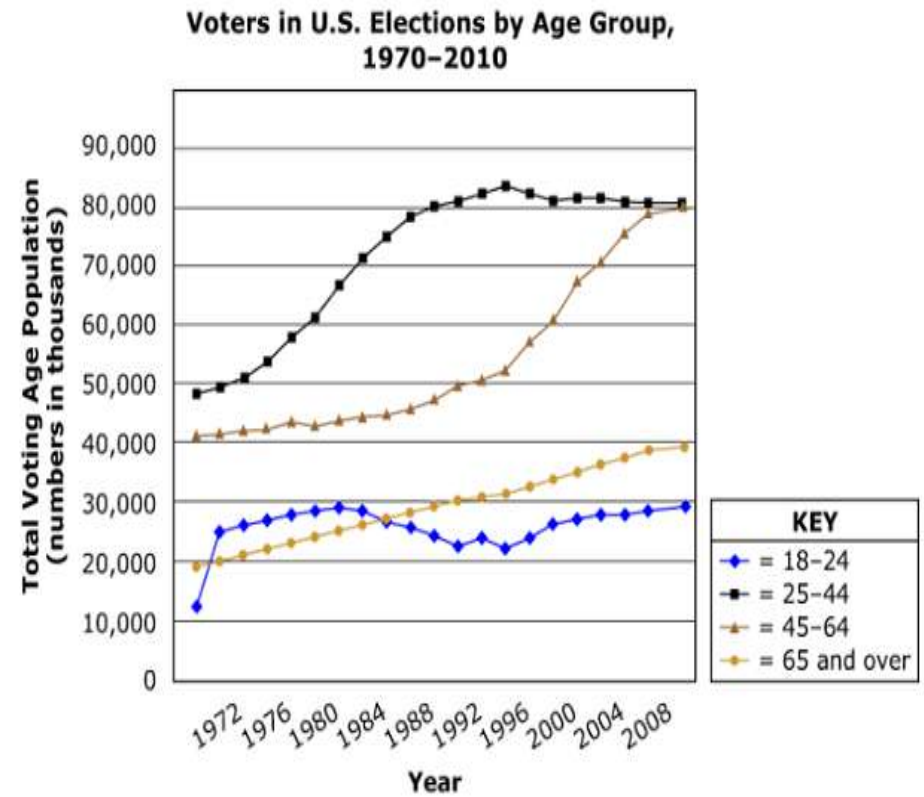
Savings Accounts, Interest Rates, and Loans

- 1 Banks pay interest on money kept in savings accounts. Interest rates for savings accounts are often relatively low.
- 2 Consider this example: John deposits \$100 into his savings account, which has an annual interest rate of 3%. A year later, John's savings account balance will be \$103.
- 3 When a person deposits money into a bank account, the bank records the new balance of that account. Some money is set in reserve so that the bank has cash on hand in case the person wishes to withdraw his or her money. A majority of that money is loaned to other people who need it for large purchases such as a house, a car, or new equipment for a business. The bank charges interest on loans. This is one major way a bank makes a profit.
- 4 Consider this example: John needs a new car. He borrows \$10,000 at an annual interest rate of 9%. He will pay back the bank in one year. This means that he will pay the bank a total of \$10,900. In this example, the bank makes a profit of \$900.
- 5 Interest rates rise and fall, depending on how much money a bank owes to depositors, how much it has collected through deposits, and how many people want to borrow money. If there are not many borrowers, a bank may offer low interest rates to attract borrowers. If a bank has less money to loan, and there is a high demand for borrowing money, the bank may increase its interest rates.

Which phrase describes a situation when a bank will make the *most* profit?

- ☐ A. when savings interest rates are low and loan interest rates are high
- ☐ B. when loan interest rates are low and savings interest rates are low
- ☐ C. when savings interest rates are high and loan interest rates are low
- ☐ D. when loan interest rates are high and savings interest rates are high

This graph uses information from the Bureau of the Census.



Based on the trends shown in the graph, which age group will be the largest group of voters by 2020?

- ☐ A. 18-24
- ☐ B. 25-44
- ☐ C. 45-64
- ☐ D. 65 and over

This article contains information from the U.S. Department of the Interior.

Distributing Water Resources
in the Colorado River Basin

- 1
- Water is a scarce and vital resource in the arid parts of the U.S. Southwest. Located in this area are 26 million people, 4.5 million acres of agricultural land, numerous industries, power generators, livestock, and wildlife, all depending on one main source for water: the Colorado River.
- 2
- In total, the Colorado River Basin supplies water to Mexico, ten American Indian tribes, and seven U.S. states. U.S./Mexican and U.S. state water-use allocation totals have been strictly negotiated in numerous interstate and international legal contracts, including the Colorado River Compact of 1922 and the Mexican Water Treaty of 1944. Each entity is allocated a certain amount of water from the river, totaling 16.5 million acre-feet (see chart below).
- 3
- Recent droughts and increases in population have severely strained the region's water resources and created a supply/demand imbalance. When cities have fixed water supplies, increases in population mean less water per person, and water conservation increases in importance. Fixed supplies also intensify the value of the legal agreements among the states and nations contending for water. Without these agreements, water would be misused by those with early access to it, leaving little for people downstream who depend on it.

This table contains information from the U.S. Department of State.

Water Allocation and Use in the
Colorado River Basin, 2011*

State or Country	Total Water-Use Limit	Water Used for Farming	Water Used in Urban Areas	Amount Over or Under Limit
California	4.40	3.00	0.907	-0.493
Colorado	3.88	1.55	0.301	-2.028
Arizona	2.80	1.08	1.606	-0.119
Utah	1.72	0.96	0.242	-0.519
Nevada	0.30	0.75	0.310	+0.76
Wyoming	1.05	0.31	0.630	-0.11
New Mexico	0.84	0.24	0.174	-0.442
Mexico	1.50	1.20	0.300	0

*All figures are in million acre square feet.

The author's belief that both interstate and international water-use agreements were necessary was shaped by the fact that the seven states

Select...

 the United States, while the United States and its neighboring country of Mexico

Select...

Select...
Select...
have priority status within
are self-governing units within
control the natural resources within

Select...
Select...
Select...
are two independent nations.
represent two different cultures.
make up much larger territories.

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*All figures are in million acre square feet.

Which statement from the article is an opinion?

- ☐ A. "Water is a scarce and vital resource in the arid parts of the U.S. Southwest." (paragraph 1)
- ☐ B. "Recent droughts and increases in population have severely strained the region's water resources and created a supply/demand imbalance." (paragraph 3)
- ☐ C. "Fixed supplies also intensify the value of the legal agreements among the states and nations contending for water." (paragraph 3)
- ☐ D. "Without these agreements, water would be misused by those with early access to it, leaving little for people downstream who depend on it." (paragraph 3)

This information is from the U.S. Federal Elections Commission.

U.S. Presidential Election, 1992

Candidate	Popular Votes	Popular Votes (Percent)
George H. W. Bush (Republican)	39,104,545	37.45
William J. "Bill" Clinton (Democrat)	44,909,889	43.01
H. Ross Perot (Independent)	19,742,267	18.91

Which statement about popular votes in the 1992 election is supported by the data in the table?

You may use the calculator.

- ☐ A. Bill Clinton received more than half of all the popular votes.
- ☐ B. Bill Clinton received more than twice the popular votes for George Bush.
- ☐ C. George Bush would have won the popular vote if he had also received all of Ross Perot's votes.
- ☐ D. Ross Perot would have won the popular vote if he had also received half of George Bush's votes.

After graduating from high school, Sue chose to attend college rather than join the work force. The opportunity cost of her decision is the money she would have made if she had chosen a job over school.

Which statement represents a direct causal relationship?

- ☐ A. Sue's need for social interaction made her willing to bear the opportunity cost of going to college.
- ☐ B. Sue's desire for a higher education made her willing to bear the opportunity cost of going to college.
- ☐ C. Because Sue had superior technical skills, she was willing to bear the opportunity cost of going to college.
- ☐ D. Because Sue had a superior grade-point average, she was willing to bear the opportunity cost of going to college.

This speech discussing the Athenian government was delivered by Pericles in the fifth century BCE.

Our constitution does not copy the laws of neighboring states; we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if to social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way; if a man is able to serve the state, he is not hindered by the obscurity of his condition.

Which principle did Pericles discuss in this speech?

- ☐ A. civil rights
- ☐ B. equality before the law
- ☐ C. separation of powers
- ☐ D. citizen responsibilities

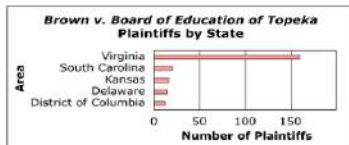
In 1952, the U.S. Supreme Court had five cases on its docket regarding school segregation. In 1954, the following cases were combined and heard before the Supreme Court as *Brown v. Board of Education of Topeka*:

- *Bolling v. Sharpe*, with nine plaintiffs in the District of Columbia
- *Belton v. Gebhart*, with 12 plaintiffs in Delaware
- *Brown v. Board of Education of Topeka*, with 13 plaintiffs in Kansas
- *Briggs et al. v. Elliott*, with 20 plaintiffs in South Carolina
- *Davis v. County School Board of Prince Edward County*, with 163 plaintiffs in Virginia

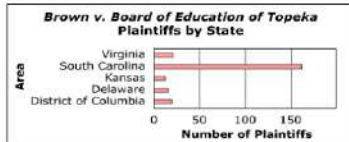
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Which graph correctly expresses quantitative information from the passage?

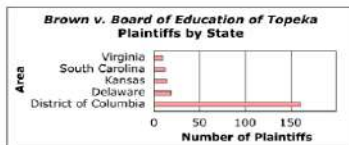
☐ A.



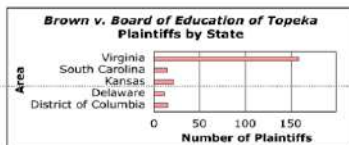
☐ B.



☐ C.



☐ D.



During the 1930s, the U.S. Supreme Court declared some parts of the New Deal unconstitutional. This letter is representative of common views that could have been expressed by a concerned citizen during this time.

February 15, 1937

To the Editor:

In the uproar that has followed President Roosevelt's proposal to ease the pressure of the courts over social legislation by increasing the number of U.S. Supreme Court justices to 15, the real point at issue is in danger of being overshadowed. This point could be phrased in the form of a question: What would you do if you were president?

I understand the president has heard from the farmers, workers, sharecroppers, coal miners, railway men, the unemployed, the small depositor, and has heard in no uncertain terms from the victims of the Dust Bowl. He is responsible, together with Democrats in Congress, for action on these issues. He has the tough job of thinking up ways to give millions of distressed people hope for a better and more secure existence. But when he devises such measures, what does he hit? A stone wall (the Supreme Court). Five old gentlemen say: "No, you can't do it." Four old gentlemen say: "Yes, you can." So the president can't take action to help our citizens. What is the president to do? What would you do? Tell the 27 million citizens who voted for the New Deal to forget their difficulties because five old gentlemen say it can't be solved, or warn the five gentlemen that the people demand action?

Sincerely,
James Watson

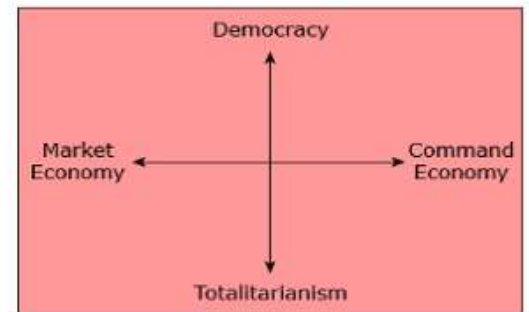
How did historical circumstances shape this citizen's point of view?

- ☐ A. Congress refused to debate the merit of the president's New Deal legislative proposals.
- ☐ B. Years of difficult economic times made him willing to support unprecedented presidential action.
- ☐ C. Involvement in a major war required the president to take strong action to deal with financial issues.
- ☐ D. Constitutional amendments already granted the president authority to increase the size of the judicial branch.

This graphic organizer is used to classify systems of government according to the relationship between political and economic freedom.

In which quadrant did the Soviet Union belong?

Click inside the quadrant you want to select.



This excerpt is from a speech made by President Woodrow Wilson in 1913 in support of tariff reform.

We long ago passed beyond the modest notion of "protecting" the industries of the country and moved boldly forward to the idea that they were entitled to the direct patronage of the Government. For a long time . . . we have sought in our tariff schedules to give each group of manufacturers or producers what they themselves thought that they needed in order to maintain a practically exclusive market as against the rest of the world. Consciously or unconsciously, we have built up a set of privileges and exemptions from competition behind which it was easy by any, even the crudest, forms of combination to organize monopoly. . . . Only new principles of action will save us from a final hard crystallization of monopoly and a complete loss of the influences that quicken enterprise and keep independent energy alive.

Based on the excerpt from President Wilson's speech, how did the historical circumstances shape the president's point of view?

- ☐ A. The danger of an international conflict made him wary of expanding international trade.
- ☐ B. The growth of tensions with organized labor unions made him cautious about regulating the economy.
- ☐ C. The formation of corrupt industrial trusts made him recognize the need for increased economic competition.
- ☐ D. The threat of an economic recession made him realize that manufacturers needed a larger market for goods.

Checks and Balances

The system of checks and balances is a cornerstone of the U.S. Constitution. The president, Congress, and the Supreme Court have unique constitutional procedures to check and balance the powers of the other branches. A good example of checks and balances at work occurred when Franklin D. Roosevelt was president. From 1935 to 1936, the U.S. Supreme Court struck down eight programs providing much-needed progressive reforms. Because the president strongly believed in these programs, he acted against the Court. Roosevelt pushed for legislation that would have increased the number of Supreme Court justices from nine to 15. This would have allowed Roosevelt to nominate six justices. The number of justices had been changed six times since 1789, so the move was not without precedent. Despite strong public approval of President Roosevelt and of his New Deal reforms, the Judicial Procedures Reform Bill of 1937 failed. Critics said Roosevelt wanted to "pack" the Court with justices who would agree with him, thereby evading the Court's check on the executive branch of government. Roosevelt was a Democrat, but even lawmakers in his political party disapproved of the bill. When the chairman of the House Judiciary Committee, Democrat Hatton W. Summers, announced that he opposed the plan, it was dead.

Which sentence from the passage expresses a bias of the author?

- ☐ A. "A good example of checks and balances at work occurred when Franklin D. Roosevelt was president."
- ☐ B. "From 1935 to 1936, the U.S. Supreme Court struck down eight programs providing much-needed progressive reforms."
- ☐ C. "Despite strong public approval of President Roosevelt and of his New Deal reforms, the Judicial Procedures Reform Bill of 1937 failed."
- ☐ D. "Roosevelt was a Democrat, but even lawmakers in his political party disapproved of the bill."

This excerpt is from a 1912 speech by Theodore Roosevelt.

The great fundamental issue now before . . . our people can be stated briefly. It is, are the American people fit to govern themselves, to rule themselves, to control themselves? I believe they are. . . . I believe the majority of the plain people of the United States will . . . make fewer mistakes in governing themselves than any smaller class or body of men, no matter what their training, will make in trying to govern them. I believe . . . that the American people are . . . capable of self-control, and of learning by their mistakes. . . . Friends, our task as Americans is to strive for . . . justice, achieved through the genuine rule of the people.

This excerpt is from U.S. President William H. Taft's 1911 veto message regarding a House resolution calling for statehood for New Mexico and Arizona.

It is said you can always trust the people to do justice . . . and the maxim is interpreted to mean that you can always trust a majority of the people. This is not invariably true; and every limitation imposed by the people upon the power of the majority in the constitutions is an admission that it is not always true. . . . [T]he unbridled expression of the majority . . . converted hastily into law or action would sometimes make a government tyrannical and cruel. Constitutions are checks upon the hasty action of the majority. They are the self-imposed restraints of a whole people upon a majority of them to secure sober action and a respect for the rights of the minority.

What basic assumption is behind Roosevelt's speech that is *not* behind Taft's veto message?

- ☐ A. Majority rule can lead to tyrannical rule.
- ☐ B. Majority rule will produce rational decisions.
- ☐ C. Minority rights are defended by majority rule.
- ☐ D. Minority rights are protected by constitutions.

This passage describes Henry Ford's manufacturing methods and his relationship with labor unions.

In December 1913, Henry Ford introduced the moving assembly line into his Model T factory to speed production of new automobiles. Ford said the idea came from the way that Chicago meat packers used overhead trolleys to prepare beef. With the new method of production, a car was completed every three minutes.

With mass production came numerous safety issues, including noise pollution and potential injuries caused by machinery. Additionally, performing the same task over and over again was boring for many employees. To counteract these issues, Ford increased wages to \$5.00 a day, more than doubling the average daily wage. He shortened the workday from nine hours to eight and implemented a series of safety measures.

Despite his progressive labor practices, Ford was against the unionization of labor. He also refused to come to terms with the United Automobile Workers (UAW) when the union requested that the workday be shortened to six hours. The culmination of this battle occurred at the 1937 "Battle of the Overpass" when UAW organizers physically clashed with Ford security staff. On the order of the National Labor Relations Board, which directed Ford to stop interfering with union organization, the Ford Motor Company and the UAW signed their first contract in 1941.

Which statement is a logical inference based on evidence in the passage?

- ☐ A. Ford invented the assembly line and promoted fair labor practices that included strong trade unions.
- ☐ B. Ford was a ruthless man who improved working conditions only when forced to do so or to increase company profits.
- ☐ C. The UAW and the government conspired to shut down assembly lines in order to force Ford to negotiate with the union.
- ☐ D. There were workplace reforms that required the support of the UAW despite Ford's innovations in employee working conditions and pay.

This passage describes Jim Crow laws in the United States.

For years discriminatory laws known as "black codes" were enforced against African Americans in the United States. These laws, which legalized segregation and unfair treatment of people based on race, ensured that African Americans remained second-class citizens despite the ratification of the 14th Amendment in 1868.

The 14th Amendment was passed following the Civil War. Included in the amendment were the due process clause and the equal protection clause, which declared unfair treatment of people based on race to be unconstitutional and thus required that all people be treated equally under the law. However, after Reconstruction the "Jim Crow" laws, which replaced the black codes, ignored the amendment as it related to African Americans.

Jim Crow laws were upheld largely through violence and were used to ensure that African Americans remained second-class citizens socially, politically, economically, and legally. African Americans who resisted were often subjected to beatings or even lynching. Jim Crow laws were so embedded in society that they remained in effect for many years, ending only after passage of the Civil Rights Act and the Voting Rights Act in the 1960s.

Based on this passage, which statement is accurate?

- ☒ A. Jim Crow laws took effect during the Civil War.
- ☐ B. Jim Crow laws were created before Reconstruction.
- ☐ C. Jim Crow laws were created as a response to the Civil Rights Act.
- ☐ D. Jim Crow laws took effect after ratification of the 14th Amendment.

