

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

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**Grade 11**  
**English Language Arts/Literacy**  
**Test Booklet**

*Practice Test*

*Large Print*

TEST BOOKLET SECURITY BARCODE





# Unit 1

**Directions:**

Today, you will take Unit 1 of the Grade 11 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.

**Today you will read and analyze passages from two novels. As you read these texts, you will gather information and answer questions about each text individually and about the relationship between the texts so you can write an analytical essay.**

Read the passage from the 1928 novel *Quicksand* by African American author Nella Larsen. Then answer questions 1 and 2.

from *Quicksand*

by Nella Larsen

- 1 Helga Crane felt no regret as the cliff-like towers faded. The sight thrilled her as beauty, grandeur, of any kind always did, but that was all.
- 2 The liner drew out from churning slate-colored waters of the river into the waves. The small seething ripples on the surface became little waves. It was evening. In the western sky was a pink and mauve light, which faded gradually into a soft gray-blue obscurity. Leaning against the railing, Helga stared into the approaching night, glad to be at last alone, free of that great superfluity of human beings, yellow, brown, and black, which, as the torrid summer burnt to its close, had so oppressed her. No, she hadn't belonged there. Of her attempt to emerge from that inherent aloneness which was part of her very being, only dullness had come, dullness and a great aversion.
- 3 Almost at once it was time for dinner. Somewhere a bell sounded. She turned and with buoyant steps went down. Already she had begun to feel happier. Just for a moment, outside the dining-salon, she hesitated, assailed with a tiny uneasiness which passed as quickly as it had come. She entered softly, unobtrusively. And, after all, she had had her little fear for nothing. The purser<sup>1</sup>, a man grown old in the service of the Scandinavian-American Line, remembered her as the little dark girl who had crossed with her mother years ago, and so she must sit at his table. Helga liked that. It put her at ease and made her feel important.
- 4 Everyone was kind in the delightful days which followed, and her first shyness under the politely curious glances of turquoise eyes of her fellow travelers soon slid from her. The old forgotten Danish of her childhood began to come, awkwardly at first, from her lips, under their agreeable tutelage. Evidently they

<sup>1</sup>purser—ship steward

were interested, curious, and perhaps a little amused about this Negro girl on her way to Denmark alone.

- 5 Helga was a good sailor, and mostly the weather was lovely with the serene calm of the lingering September summer, under whose sky the sea was smooth, like a length of watered silk, unruffled by the stir of any wind. But even the two rough days found her on deck, reveling like a released bird in her returned feeling of happiness and freedom, that blessed sense of belonging to herself alone and not to a race. Again, she had put the past behind her with an ease which astonished even herself. Only the figure of Dr. Anderson obtruded<sup>2</sup> itself with surprising vividness to irk her because she could get no meaning from that keen sensation of covetous exasperation that had so surprisingly risen within her on the night of the cabaret<sup>3</sup> party. This question Helga Crane recognized as not entirely new; it was but a revival of the puzzlement experienced when she had fled so abruptly from Naxos more than a year before. With the recollection of that previous flight and subsequent half-questioning a dim disturbing notion came to her. She wasn't, she couldn't be, in love with the man. It was a thought too humiliating, and so quickly dismissed. Nonsense! Sheer nonsense! When one is in love, one strives to please. Never, she decided, had she made an effort to be pleasing to Dr. Anderson. On the contrary, she had always tried, deliberately, to irritate him. She was, she told herself, a sentimental fool.
- 6 Nevertheless, the thought of love stayed with her, not prominent, definite; but shadowy, incoherent. And in a remote corner of her consciousness lurked the memory of Dr. Anderson's serious smile and gravely musical voice.
- 7 On the last morning Helga rose at dawn, a dawn outside old Copenhagen. She lay lazily in her long chair watching the feeble sun creeping over the ship's great green funnels with sickly light; watching the purple gray sky change to opal, to gold, to pale blue. A few other passengers, also early risen, excited by the prospect of renewing old attachments, of glad home-comings after long years, paced nervously back and forth. Now, at the last moment, they were impatient, but apprehensive fear, too, had its place in their rushing emotions. Impatient Helga Crane was not. But she *was* apprehensive. Gradually, as the ship drew into the lazier waters of the dock, she became prey to sinister fears and memories. A deep pang of misgiving nauseated her at the thought of her aunt's husband, acquired since Helga's childhood visit. Painfully, vividly, she remembered the frightened anger of Uncle Peter's new wife, and looking back

<sup>2</sup>obtruded—forced

<sup>3</sup>cabaret—night-club

at her precipitate<sup>4</sup> departure from America, she was amazed at her own stupidity. She had not even considered the remote possibility that her aunt's husband might be like Mrs. Nilssen. For the first time in nine days she wished herself back in New York, in America.

- 8 The little gulf of water between the ship and the wharf lessened. The engines had long ago ceased their whirring, and now the buzz of conversation, too, died down. There was a sort of silence. Soon the welcoming crowd on the wharf stood under the shadow of the great sea-monster, their faces turned up to the anxious ones of the passengers who hung over the railing. Hats were taken off, handkerchiefs were shaken out and frantically waved. Chatter. Deafening shouts. A little quiet weeping. Sailors and laborers were yelling and rushing about. Cables were thrown. The gangplank was laid.
- 9 Silent, unmoving, Helga Crane stood looking intently down into the gesticulating<sup>5</sup> crowd. Was anyone waving to her? She couldn't tell. She didn't in the least remember her aunt, save as a hazy pretty lady. She smiled a little at the thought that her aunt, or anyone waiting there in the crowd below, would have no difficulty in singling her out. But—had she been met? When she descended the gangplank she was still uncertain and was trying to decide on a plan of procedure in the event that she had not. A telegram before she went through the customs? Telephone? A taxi?
- 10 But, again, she had all her fears and questionings for nothing. A smart woman in olive-green came toward her at once. And, even in the fervent gladness of her relief, Helga took in the carelessly trailing purple scarf and correct black hat that completed the perfection of her aunt's costume, and had time to feel herself a little shabbily dressed. For it was her aunt; Helga saw that at once, the resemblance to her own mother was unmistakable. There was the same long nose, the same beaming blue eyes, the same straying pale-brown hair so like sparkling beer. And the tall man with the fierce mustache who followed carrying hat and stick must be Herr<sup>6</sup> Dahl, Aunt Katrina's husband. How gracious he was in his welcome, and how anxious to air his faulty English, now that her aunt had finished kissing her and exclaimed in Danish: "Little Helga! Little Helga! Goodness! But how you have grown!"

<sup>4</sup>precipitate—hasty

<sup>5</sup>gesticulating—waving

<sup>6</sup>Herr—Mister

From QUICKSAND by Nella Larsen—Public Domain

**1. Part A**

In paragraph 2, what does the phrase **inherent aloneness** suggest about Helga?

- A.** She dislikes the company of others.
- B.** She is uncomfortable interacting with others.
- C.** She feels that other people are judging her.
- D.** She is uncomfortable being alone.

**Part B**

Which quotation from the text **best** shows the narrator moving beyond her **inherent aloneness**?

- A.** “No, she hadn’t belonged there.” (paragraph 2)
- B.** “She turned and with buoyant steps went down.” (paragraph 3)
- C.** “Everyone was kind in the delightful days which followed, and her first shyness under the politely curious glances of turquoise eyes of her fellow travelers soon slid from her.” (paragraph 4)
- D.** “The old forgotten Danish of her childhood began to come, awkwardly at first, from her lips, under their agreeable tutelage.” (paragraph 4)

**2. Part A**

How is the discussion of Dr. Anderson in paragraphs 5 and 6 important to the passage as a whole?

- A.** It emphasizes the extent to which Helga was dissatisfied with life in America.
- B.** It provides insight into Helga’s conflict about her feelings.
- C.** It highlights the reasons Helga is eager to begin a new life in Denmark.
- D.** It suggests the level of deception others have used when dealing with Helga.

**Part B**

What suggestion in paragraphs 5 and 6 provides context for understanding the answer to Part A?

- A.** the suggestion that Dr. Anderson is not of the same race as Helga
- B.** the suggestion that Dr. Anderson was more irritated by Helga’s behavior than Helga recognized
- C.** the suggestion that Helga fled from Naxos to get away from Dr. Anderson
- D.** the suggestion that Helga does in fact have a strong attraction to Dr. Anderson

**GO ON TO NEXT PAGE**

Read the passage from *The Autobiography of an Ex-Colored Man*, written by American author James Weldon Johnson in 1912. Then answer questions 3 and 4.

from *The Autobiography of an Ex-Colored Man*

by James Weldon Johnson

- 1 I did not feel at ease until the ship was well out of New York harbor; and, notwithstanding<sup>1</sup> the repeated reassurances of my millionaire friend and my own knowledge of the facts in the case, I somehow could not rid myself of the sentiment that I was, in a great degree, responsible for the widow's tragic end. We had brought most of the morning papers aboard with us, but my great fear of seeing my name in connection with the killing would not permit me to read the accounts, although, in one of the papers, I did look at the picture of the victim, which did not in the least resemble her. This morbid state of mind, together with seasickness, kept me miserable for three or four days. At the end of that time my spirits began to revive, and I took an interest in the ship, my fellow passengers, and the voyage in general. On the second or third day out we passed several spouting whales; but I could not arouse myself to make the effort to go to the other side of the ship to see them. A little later we ran in close proximity to a large iceberg. I was curious enough to get up and look at it, and I was fully repaid for my pains. The sun was shining full upon it, and it glistened like a mammoth diamond, cut with a million facets. As we passed it constantly changed its shape; at each different angle of vision it assumed new and astonishing forms of beauty. I watched it through a pair of glasses, seeking to verify my early conception of an iceberg—in the geographies of my grammar-school days the pictures of icebergs always included a stranded polar bear, standing desolately upon one of the snowy crags. I looked for the bear, but if he was there he refused to put himself on exhibition.
- 2 It was not, however, until the morning that we entered the harbor of Havre that I was able to shake off my gloom. Then the strange sights, the chatter in an unfamiliar tongue and the excitement of landing and passing the customs officials caused me to forget completely the events of a few days before. Indeed, I grew so lighthearted that when I caught my first sight of the train which was to take us to Paris, I enjoyed a hearty laugh. The toy-looking engine, the stuffy little compartment cars with tiny, old-fashioned wheels, struck me as being extremely funny. But before we reached Paris my respect

<sup>1</sup>notwithstanding—despite

for our train rose considerably. I found that the “tiny” engine made remarkably fast time, and that the old-fashioned wheels ran very smoothly. I even began to appreciate the “stuffy” cars for their privacy. As I watched the passing scenery from the car window it seemed too beautiful to be real. The bright-colored houses against the green background impressed me as the work of some idealistic painter. Before we arrived in Paris there was awakened in my heart a love for France which continued to grow stronger, a love which today makes that country for me the one above all others to be desired.

- 3 We rolled into the station Saint Lazare about four o’clock in the afternoon, and drove immediately to the Hotel Continental. My benefactor, humoring my curiosity and enthusiasm, which seemed to please him very much, suggested that we take a short walk before dinner. We stepped out of the hotel and turned to the right into the Rue de Rivoli. When the vista of the Place de la Concorde and the Champs Elysées suddenly burst on me I could hardly credit my own eyes. I shall attempt no such supererogatory<sup>2</sup> task as a description of Paris. I wish only to give briefly the impressions which that wonderful city made upon me. It impressed me as the perfect and perfectly beautiful city; and even after I had been there for some time, and seen not only its avenues and palaces, but its most squalid alleys and hovels, this impression was not weakened. Paris became for me a charmed spot, and whenever I have returned there I have fallen under the spell, a spell which compels admiration for all of its manners and customs and justification of even its follies and sins.

<sup>2</sup>supererogatory—unnecessary

From THE AUTOBIOGRAPHY OF AN EX-COLORED MAN by James Weldon Johnson—Public Domain

**3. Part A**

What is the meaning of the word **morbid** as it is used in paragraph 1?

- A. informed
- B. reluctant
- C. unhealthy
- D. intrigued

**Part B**

According to the passage, what is responsible for the narrator's **morbid** state of mind?

- A. his distaste for New York harbor
- B. the burdensome company of his millionaire friend
- C. his connection to events surrounding a killing
- D. the passengers on the ship

**4. Part A**

In paragraph 1, the narrator describes the ship passing by an iceberg that “glistened like a mammoth diamond.” What does this description reveal about the narrator’s state of mind at the time?

- A.** It demonstrates how the spectacular setting distracts the narrator from what had previously occupied him.
- B.** It implies a yearning for physical wealth and accomplishment, indicating that the narrator has neither.
- C.** It highlights the narrator’s general inquisitiveness, exemplifying his tendency to observe all passing scenery during his voyage.
- D.** It establishes the narrator’s estrangement from nature, forecasting his later preference for man-made, mechanical objects.

**Part B**

Select the sentence from paragraph 1 that **best** supports the answer to Part A.

- A.** “This morbid state of mind, together with seasickness, kept me miserable for three or four days.”
- B.** “At the end of that time my spirits began to revive, and I took an interest in the ship, my fellow passengers, and the voyage in general.”
- C.** “On the second or third day out we passed several spouting whales; but I could not arouse myself to make the effort to go to the other side of the ship to see them.”
- D.** “I looked for the bear, but if he was there he refused to put himself on exhibition.”

Refer to the passage from the 1928 novel *Quicksand* and the passage from *The Autobiography of an Ex-Colored Man*. Then answer questions 5 and 6.

**5. Part A**

What is similar about the journeys taken by the main character from *Quicksand* and the main character from *The Autobiography of an Ex-Colored Man*?

- A. The journey reflects inner turmoil.
- B. The journey offers an escape.
- C. The journey leads to self-discovery.
- D. The journey leads to a homecoming of sorts.

**Part B**

Which statement from the passage from *The Autobiography of an Ex-Colored Man* **best** reflects the answer to Part A?

- A. "I did not feel at ease until the ship was well out of New York harbor . . . ." (paragraph 1)
- B. ". . . but I could not arouse myself to make the effort to go to the other side of the ship . . ." (paragraph 1)
- C. "I even began to appreciate the 'stuffy' cars for their privacy." (paragraph 2)
- D. "Before we arrived in Paris there was awakened in my heart a love for France which continued to grow stronger . . . ." (paragraph 2)

6. Now that you have read and answered questions about the passages from *Quicksand* and *The Autobiography of an Ex-Colored Man*, write an essay in which you identify a theme that is similar in both passages and analyze how each author uses the characters, events, and settings in the passages to develop the theme.









Read the passage from the speech “The Solitude of Self.” Then answer questions 7 through 10.

## from “The Solitude of Self”

*by Elizabeth Cady Stanton*

- 1 The strongest reason for giving woman all the opportunities for higher education, for the full development of her faculties, forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear, is the solitude and personal responsibility of her own individual life. The strongest reason why we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself. No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone, and for safety in an emergency they must know something of the laws of navigation. To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail, and to read the signs in the firmament<sup>1</sup> over all. It matters not whether the solitary voyager is man or woman.
- 2 Nature having endowed them equally, leaves them to their own skill and judgment in the hour of danger, and, if not equal to the occasion, alike they perish.
- 3 To appreciate the importance of fitting every human soul for independent action, think for a moment of the immeasurable solitude of self. We come into the world alone, unlike all who have gone before us; we leave it alone under circumstances peculiar to ourselves. No mortal ever has been, no mortal ever will be like the soul just launched on the sea of life. There can never again be just such environments as make up the infancy, youth and manhood of this one. Nature never repeats herself, and the possibilities of one human soul will never be found in another. No one has ever found two blades of ribbon grass alike, and no one will ever find two human beings alike. Seeing, then, what must be the infinite diversity in human character, we can in a measure

<sup>1</sup>firmament—sky

appreciate the loss to a nation when any large class of the people is uneducated and unrepresented in the government. We ask for the complete development of every individual, first, for his own benefit and happiness. In fitting out an army we give each soldier his own knap-sack, arms, powder<sup>2</sup>, his blanket, cup, knife, fork and spoon. We provide alike for all their individual necessities, then each man bears his own burden.

- 4 Again we ask complete individual development for the general good; for the consensus of the competent on the whole round of human interests; on all questions of national life.

<sup>2</sup>powder—gun powder

From "The Solitude of Self" by Elizabeth Cady Stanton—Public Domain

**7. Part A**

How does the author use the term **solitude** in the passage from her speech “The Solitude of Self”?

- A.** She uses the term to emphasize each person’s desire to be left alone.
- B.** She uses the term to highlight each person’s uniqueness.
- C.** She uses the term to highlight the isolation some women feel.
- D.** She uses the term to emphasize a separation between the needs of self and of society.

**Part B**

Which statement offers the **strongest** support for the answer in Part A?

- A.** “. . . a complete emancipation from all forms of bondage, of custom, dependence, superstition . . .” (paragraph 1)
- B.** “. . . they must make the voyage of life alone . . . .” (paragraph 1)
- C.** “. . . the possibilities of one human soul will never be found in another . . . .” (paragraph 3)
- D.** “. . . each man bears his own burden . . . .” (paragraph 3)

**8. Part A**

Read the excerpt from paragraph 1.

. . . in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread . . .

Why does the author use this list-like structure?

- A.** to emphasize a large scope
- B.** to highlight a particular issue
- C.** to provide specific detail
- D.** to contradict an earlier impression

**Part B**

Select **one** other quote in paragraph 1 that serves a similar function to the excerpt in Part A.

- A.** “. . . for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear . . .”
- B.** “No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone . . . .”
- C.** “. . . and for safety in an emergency they must know something of the laws of navigation.”
- D.** “To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail . . . .”

9. **Part A**

In paragraph 1, what is the author's purpose in acknowledging that women may **prefer to lean** and men may **desire to have them do so**?

- A. to counter a claim that society has offered women more control and they have refused it
- B. to illustrate that most men are encouraging women to become more independent
- C. to prove that women and men have specific roles in society that cannot be changed
- D. to argue that despite some people's conflicted feelings, society will benefit from women having more control of their own lives

**Part B**

What broader idea in the passage is the author developing through her discussion of women who **prefer to lean** and men who **desire to have them do so**?

- A. that the best society is one composed of strong individuals
- B. that fundamental biological differences between men and women cannot be ignored
- C. that societal attitudes about independence are changing rapidly
- D. that what people do in their personal lives is not relevant to the nation's overall political life

**10. Part A**

Which statement provides the line of reasoning presented in the passage?

- A.** Women and men may share a common experience of individuality, but women are better equipped to exert control over public matters.
- B.** Women share the same experience that men do of navigating life as individuals and therefore should be given the opportunity to develop self-reliance for their own good and the good of society.
- C.** People do not share a common experience, so society should consider individual differences, not gender, when determining who should be allowed to live independently.
- D.** Women should pursue the opportunity to be self-reliant with caution because while it may be good for their individual development, it will hurt society in general.

**Part B**

Which sentence **best** reflects the purpose for the line of reasoning identified in Part A?

- A.** "Nature having endowed them equally, leaves them to their own skill and judgment in the hour of danger, and, if not equal to the occasion, alike they perish." (paragraph 2)
- B.** "There can never again be just such environments as make up the infancy, youth and manhood of this one." (paragraph 3)
- C.** "We provide alike for all their individual necessities, then each man bears his own burden." (paragraph 3)
- D.** "Again we ask complete individual development for the general good; for the consensus of the competent on the whole round of human interests; on all questions of national life." (paragraph 4)





**You have come to the end of Unit 1 of the test.**

- **Review your answers from Unit 1 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



# Unit 2

**Directions:**

Today, you will take Unit 2 of the Grade 11 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.

**Today you will read two documents that were written at the time of the American Revolution and read a transcript of a video that gives further information about one of these documents. As you study these sources, pay particular attention to the rhetorical features of each source and the audience to which each one was addressed. At the end of the task, you will be asked to write an analytical essay.**

Read the “Declaration of Independence,” which was written by Thomas Jefferson and signed on July 4, 1776. Then answer questions 11 and 12.

## Declaration of Independence

*by Thomas Jefferson*

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

- 1 When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
- 2 We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design

to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

- 3 He has refused his Assent to Laws, the most wholesome and necessary for the public good.
- 4 He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
- 5 He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
- 6 He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.
- 7 He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.
- 8 He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.
- 9 He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.
- 10 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.
- 11 He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.
- 12 He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

- 13 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.
- 14 He has affected to render the Military independent of and superior to the Civil power.
- 15 He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:
- 16 For Quartering large bodies of armed troops among us:
- 17 For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:
- 18 For cutting off our Trade with all parts of the world:
- 19 For imposing Taxes on us without our Consent:
- 20 For depriving us in many cases, of the benefits of Trial by Jury:
- 21 For transporting us beyond Seas to be tried for pretended offences
- 22 For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:
- 23 For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
- 24 For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
- 25 He has abdicated Government here, by declaring us out of his Protection and waging War against us.
- 26 He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
- 27 He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.
- 28 He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

- 29 He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.
- 30 In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.
- 31 Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.
- 32 We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

“Declaration of Independence” by Thomas Jefferson—Public Domain

**11. Part A**

Which statement expresses a general principle that serves as a foundational basis for the argument Jefferson sets forth in the “Declaration of Independence”?

- A.** The king is guilty of crimes against the colonies.
- B.** The king’s government should be abolished.
- C.** Governments that abuse people’s rights should be transformed or removed.
- D.** Colonists have a right to exist free and independent of Great Britain.

**Part B**

Which quotation from the “Declaration of Independence” **best** supports the answer to Part A?

- A.** “. . . a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.” (paragraph 1)
- B.** “. . . That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government . . .” (paragraph 2)
- C.** “We have reminded them of the circumstances of our emigration and settlement here.” (paragraph 31)
- D.** “. . . that all political connection between them and the State of Great Britain, is and ought to be totally dissolved . . .” (paragraph 32)

**12. Part A**

Jefferson begins the majority of the paragraphs in the “Declaration of Independence” with the words “He has.” Why is this structure effective in helping Jefferson make his argument?

- A.** It enables the reader to determine which of the king’s offenses are the most severe.
- B.** It emphasizes the king’s role in inflicting multiple forms of injustice.
- C.** It contrasts the king’s behavior with that of his deputies.
- D.** It proposes a clear series of actions to oppose the king’s mistreatment.

**Part B**

Which aspect of the “Declaration of Independence” provides support for the answer to Part A?

- A.** the metaphor of “political bands” (paragraph 1)
- B.** the reference to “a long train of abuses and usurpations” (paragraph 2)
- C.** the reference to “native justice and magnanimity” (paragraph 31)
- D.** the appeal to “the protection of divine Providence” (paragraph 32)

Read the passage from a speech delivered by Patrick Henry on March 23, 1776, to the Second Virginia Convention in Richmond, Virginia, as quoted in William Wirt’s *Sketches of the Life and Character of Patrick Henry* (1817). Then answer questions 13 through 15.

from “Speech to the Second Virginia Convention”

by Patrick Henry

- 1 “Ask yourselves how this gracious reception of our petition, comports with those warlike preparations which cover our waters and darken our land? Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation—the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world, to call for all this accumulation of navies and armies? No, sir: she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains, which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we any thing new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find, which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done every thing that could be done, to avert the storm which is now coming on. We have petitioned—we have remonstrated—we have supplicated—we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. *There is no longer any room for hope.* If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained—we must fight!—I repeat it, sir,

we must fight!! An appeal to arms and to the God of Hosts, is all that is left us!"

- 2 "They tell us, sir," continued Mr. Henry, "that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed; and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us, hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat, but in submission and slavery! Our chains are forged. Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come!! I repeat it, sir, let it come!!!"
- 3 "It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north, will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains, and slavery? Forbid it, Almighty God!—I know not what course others may take; but as for me," cried he, with both his arms extended aloft, his brows knit, every feature marked with the resolute purpose of his soul, and his voice swelled to its boldest note of exclamation—"give me liberty, or give me death!"

"Speech to the Second Virginia Convention" by Patrick Henry—Public Domain

**13. Part A**

In paragraph 1, Henry says of the colonists, “we have **prostrated** ourselves before the throne.” In this context, what does it mean to **prostrate** oneself?

- A. to put oneself in a humble and submissive position
- B. to use up one’s physical and mental resources
- C. to waste one’s time in a hopeless cause
- D. to put oneself in an advantageous situation

**Part B**

What points does Henry seek to make in saying that the colonists have **prostrated** themselves before the throne? Select **two** correct answers.

- A. They continue to behave as if they are subjects of the king.
- B. Their efforts have attracted the sympathy of the king.
- C. They would be better advised to stand up to the king.
- D. Their actions have caused a division between the king and parliament.
- E. Their actions are testing the king’s patience.
- F. They are unknowingly imitating the king’s behavior.

**14. Part A**

What is Henry's overall purpose in his speech?

- A. to urge caution
- B. to warn of danger
- C. to incite action
- D. to reveal information

**Part B**

Which quotation from paragraph 1 **most** directly supports the answer to Part A?

- A. "Ask yourselves how this gracious reception of our petition, comports with those warlike preparations which cover our waters and darken our land? Are fleets and armies necessary to a work of love and reconciliation?"
- B. "I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world, to call for all this accumulation of navies and armies?"
- C. "Sir, we have done every thing that could be done, to avert the storm which is now coming on. We have petitioned—we have remonstrated—we have supplicated—we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and parliament."
- D. "If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained—we must fight!—I repeat it, sir, we must fight!!"

**15. Part A**

Which **two** statements **best** describe Henry's views about those who continue to strive for reconciliation with the British?

- A. They demonstrate admirable loyalty toward the king.
- B. They have ignored the truth about Britain's intentions toward the colonists.
- C. They are victims of the king's lies.
- D. They make the colonists more vulnerable to British tyranny.
- E. They consider themselves morally superior to those who advocate fighting.
- F. They are pursuing an alternative course toward the same goal.

**Part B**

Select **two** quotations from Henry's speech that **most** directly support the answers to Part A.

- A. "Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love?" (paragraph 1)
- B. "Have we any thing new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable . . . ." (paragraph 1)
- C. "Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation." (paragraph 1)
- D. "Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us, hand and foot?" (paragraph 2)
- E. "There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us." (paragraph 2)
- F. "Our chains are forged. Their clanking may be heard on the plains of Boston!" (paragraph 2)

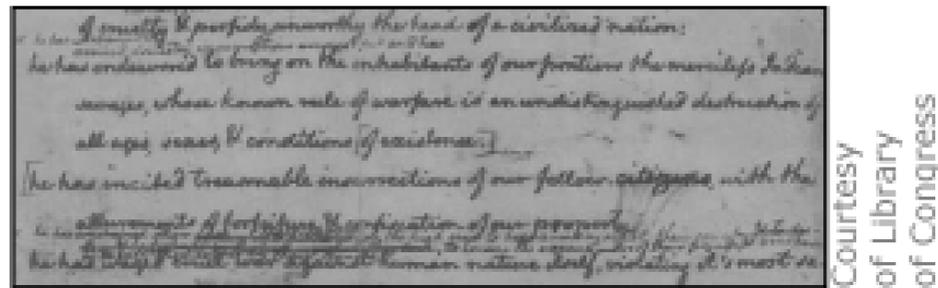
**GO ON TO NEXT PAGE**

Read the transcript of a video by the Kettering Foundation about a recent finding about the “Declaration of Independence.” Then answer question 16.

### Transcript of “From Subjects to Citizens”

*by the Kettering Foundation*

- 1 New advances in science have uncovered a fascinating twist in the writing of the Declaration of Independence, one that’s still of interest to the Kettering Foundation today.
- 2 Spectral imaging technology shows that in writing the Declaration of Independence, Thomas Jefferson had first referred to the American colonists as “subjects.” But, in the course of revising the document, he then carefully expunged the word, smearing the ink and overwriting it with the word “citizens,” so as to completely obliterate the original word.
- 3 The sentence in which Jefferson made the change didn’t make it into the final document, but the word “citizens” is also used elsewhere in the final Declaration, while “subjects” is not.
- 4 This finding reveals an important shift in the Founders’ thinking: that the people’s allegiance was to one another, not to a distant king.
- 5 That change in thinking, from “subject” to “citizen,” is the starting point for Kettering Foundation’s view of democracy.



“From Subjects to Citizens,” contributed by the Charles F. Kettering Foundation.  
[www.kettering.org](http://www.kettering.org)

**16. Part A**

The transcript refers to the fact that Jefferson **expunged** the word “subjects” from an early draft of the “Declaration of Independence.” What does the word **expunged** mean in this context?

- A. deleted
- B. directed
- C. recopied
- D. emphasized

**Part B**

Which word from paragraph 2 of the transcript **best** supports the answer to Part A?

- A. referred
- B. revising
- C. overwriting
- D. obliterate

Refer to the “Declaration of Independence,” and the transcript of a video about the “Declaration of Independence.” Then answer question 17.

**17. Part A**

Paragraph 4 of the transcript contains the claim that the discovery “reveals an important shift in the Founders’ thinking: that the people’s allegiance was to one another.” Which quotation from the “Declaration of Independence” **best** illustrates this view of “the Founders’ thinking”?

- A. “. . . Our repeated Petitions have been answered only by repeated injury.” (paragraph 30)
- B. “We have reminded them of the circumstances of our emigration and settlement here.” (paragraph 31)
- C. “. . . that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.” (paragraph 32)
- D. “. . . with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.” (paragraph 32)

**Part B**

Which paragraph of the “Declaration of Independence” **most** directly reflects “the Founders’ thinking” as discussed in the transcript?

- A. paragraph 5
- B. paragraph 7
- C. paragraph 26
- D. paragraph 28

Refer to the “Declaration of Independence,” a passage from “Speech to the Second Virginia Convention,” and the transcript of a video about the “Declaration of Independence.” Then answer questions 18 and 19.

**18. Part A**

Based on all three sources, what was a major assumption shared by Thomas Jefferson and Patrick Henry?

- A.** Even though they are right to rebel against Britain, the colonists should be equally aware of the dangers of conflict within the colonies themselves.
- B.** Even though they are right to sever ties with the British, the colonists should exercise moderation in their approach.
- C.** Even though they have little reason to be optimistic about a conflict with Britain, the colonists should begin to prepare for war.
- D.** Even though they are still considered British subjects, the colonists’ foremost loyalty should be to each other.

**Part B**

Select **two** quotations that **best** support the answer to Part A. Quotations from any of the three sources may be used.

- A.** “But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.” (“Declaration of Independence,” paragraph 2)
- B.** “He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.” (“Declaration of Independence,” paragraph 8)
- C.** “Ask yourselves how this gracious reception of our petition, comports with those warlike preparations which cover our waters and darken our land?” (“Speech to the Second Virginia Convention,” paragraph 1)
- D.** “. . . I know not what course others may take; but as for me,’ cried he, with both his arms extended aloft, his brows knit, every feature marked with the resolute purpose of his soul, and his voice swelled to its boldest note of exclamation—‘give me liberty, or give me death!’” (“Speech to the Second Virginia Convention,” paragraph 3)
- E.** “The sentence in which Jefferson made the change didn’t make it into the final document . . . .” (“From Subjects to Citizens,” paragraph 3)
- F.** “This finding reveals an important shift in the Founders’ thinking: that the people’s allegiance was to one another, not to a distant king.” (“From Subjects to Citizens,” paragraph 4)

**19.** You have studied three sources involving the establishment of American independence from Great Britain. The sources are:

- “Declaration of Independence,” signed on July 4, 1776
- A passage from Patrick Henry’s March 23, 1776, “Speech to the Second Virginia Convention”
- The transcript of the video “From Subjects to Citizens”

An important idea presented in the sources involves the colonists’ notions of the purpose of government. Write an essay in which you explore the perspectives offered in the source documents regarding government’s purpose and its relationship to the people it governs. Use evidence from all three source documents to support your ideas.











**You have come to the end of Unit 2 of the test.**

- **Review your answers from Unit 2 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**





# Unit 3

**Directions:**

Today, you will take Unit 3 of the Grade 11 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.

**Today you will read a passage from a short story. As you read, you will gather information about the passage and answer questions about it so you can write a narrative story.**

Read the passage from the 1842 short story “The Overcoat” by Ukrainian-born author Nikolai Gogol. Then answer questions 20 through 24.

from “The Overcoat”

*by Nikolai Gogol*

*translated by Constance Garnett*

- 1 When and how he entered the department, and who appointed him, no one could remember. However much the directors and chiefs of all kinds were changed, he was always to be seen in the same place, the same attitude, the same occupation; so that it was afterwards affirmed that he had been born in undress uniform with a bald head. No respect was shown him in the department. The porter not only did not rise from his seat when he passed, but never even glanced at him, any more than if a fly had flown through the reception-room. His superiors treated him in coolly despotic fashion. Some sub-chief would thrust a paper under his nose without so much as saying, “Copy,” or, “Here’s a nice interesting affair,” or anything else agreeable, as is customary amongst well-bred officials. And he took it, looking only at the paper, and not observing who handed it to him, or whether he had the right to do so; simply took it, and set about copying it.
- 2 The young officials laughed at and made fun of him, so far as their official wit permitted; told in his presence various stories concocted about him, and about his landlady, an old woman of seventy; declared that she beat him; asked when the wedding was to be; and strewed bits of paper over his head, calling them snow. But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself. It even had no effect upon his work: amid all these annoyances he never made a single mistake in a letter. But if the joking became wholly unbearable, as when they jogged his hand, and prevented his attending to his work, he would exclaim, “Leave me alone! Why do you insult me?” And there was something strange in the words and the voice in which they were uttered. There was in it something which moved to pity; so much that one young man, a new comer, who, taking pattern by the

others, had permitted himself to make sport of Akakiy, suddenly stopped short, as though all about him had undergone a transformation, and presented itself in a different aspect. Some unseen force repelled him from the comrades whose acquaintance he had made, on the supposition that they were well-bred and polite men. Long afterwards, in his gayest moments, there recurred to his mind the little official with the bald forehead, with his heart-rending words, "Leave me alone! Why do you insult me?" In these moving words, other words resounded,—"I am thy brother." And the young man covered his face with his hand; and many a time afterwards, in the course of his life, shuddered at seeing how much inhumanity there is in man, how much savage coarseness is concealed beneath delicate, refined worldliness, and even in that man whom the world acknowledges as honourable and noble.

- 3 It would be difficult to find another man who lived so entirely for his duties. It is not enough to say that Akakiy laboured with zeal: no, he laboured with love. In his copying, he found a varied and agreeable employment. Enjoyment was written on his face: some letters were even favourites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state. But he worked, as his companions, the wits, put it, like a horse in a mill.
- 4 Moreover, it is impossible to say that no attention was paid to him. One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying. So he was ordered to make a report of an already concluded affair, to another department: the duty consisting simply in changing the heading, and altering a few words from the first to the third person. This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, "No, give me rather something to copy." After that they let him copy on forever.

From "The Overcoat" by Nikolai Gogol—Public Domain

**20. Part A**

In paragraph 1, the author describes behavior that “is customary amongst well-bred officials.” How is this description important to the passage?

- A.** It explains the narrator’s beliefs about the way Akakiy’s colleagues should treat each other.
- B.** It suggests the extent to which Akakiy has failed to perform well in his position.
- C.** It hints at the ways in which Akakiy believes his situation to be worse than it is.
- D.** It magnifies the isolation and humiliation that characterize Akakiy’s situation.

**Part B**

Which quotation has the **most** similar effect to that of the answer to Part A in how it contributes to the passage?

- A.** “When and how he entered the department, and who appointed him, no one could remember. However much the directors and chiefs of all kinds were changed, he was always to be seen in the same place, the same attitude, the same occupation; so that it was afterwards affirmed that he had been born in undress uniform with a bald head.” (paragraph 1)
- B.** “The young officials laughed at and made fun of him, so far as their official wit permitted; told in his presence various stories concocted about him, and about his landlady, an old woman of seventy; declared that she beat him; asked when the wedding was to be; and strewed bits of paper over his head, calling them snow. But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself.” (paragraph 2)
- C.** “Enjoyment was written on his face: some letters were even favourites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state.” (paragraph 3)
- D.** “So he was ordered to make a report of an already concluded affair, to another department: the duty consisting simply in changing the heading, and altering a few words from the first to the third person. This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, ‘No, give me rather something to copy.’ After that they let him copy on forever.” (paragraph 4)

**21. Part A**

How does the introduction of the “young man, a new comer” in paragraph 2 contribute to meaning in the passage?

- A.** It allows the narrator to provide a broader commentary on what Akakiy’s mistreatment shows about people’s behavior.
- B.** It permits insight into the motivations Akakiy’s colleagues have for teasing him so mercilessly.
- C.** It suggests that the reader needs to view the events of the story from Akakiy’s perspective.
- D.** It provides insight into Akakiy’s thoughts that is not otherwise available.

**Part B**

Which quotation from paragraph 2 **most** directly supports the answer to Part A?

- A.** “But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself.”
- B.** “. . . amid all these annoyances he never made a single mistake in a letter.”
- C.** “Some unseen force repelled him from the comrades whose acquaintance he had made, on the supposition that they were well-bred and polite men.”
- D.** “. . . many a time afterwards, in the course of his life, shuddered at seeing how much inhumanity there is in man, how much savage coarseness is concealed beneath delicate, refined worldliness . . .”

**22. Part A**

How does the description of Akakiy throughout paragraph 2 add to the development of Akakiy's character?

- A.** It reveals his concerns beyond the workplace but shows he has no opportunity to deal with these concerns.
- B.** It reveals his physical troubles and shows how these troubles have impacted his ability to work.
- C.** It reveals his potential for advancement as a worker but shows he has no desire for advancement.
- D.** It reveals his true feelings about his work and shows why he does not feel comfortable expressing these feelings.

**Part B**

Which pair of quotations from paragraphs 2 and 3 **best** supports the answer to Part A?

- A.** "It would be difficult to find another man who lived so entirely for his duties." / "This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, 'No, give me rather something to copy.'"
- B.** ". . . it seemed as though each letter might be read in his face, as his pen traced it." / "One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying."
- C.** "If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state." / ". . . it is impossible to say that no attention was paid to him."
- D.** "It is not enough to say that Akakiy laboured with zeal . . ." / "After that they let him copy on forever."

**23. Part A**

As used in paragraph 3, what does the word **zeal** suggest about Akakiy?

- A.** He is a good-natured worker.
- B.** He executes his work with precision.
- C.** He takes pains to indicate to others that he is working.
- D.** He is extremely passionate about his work.

**Part B**

Which quotation from paragraph 3 **best** illustrates the meaning of the word **zeal** as it is used in the paragraph?

- A.** “. . . he found a varied and agreeable employment.”
- B.** “Enjoyment was written on his face . . . .”
- C.** “. . . to his great surprise . . . .”
- D.** “. . . have been made even a councillor of state.”

- 24.** Near the middle of paragraph 2, the author describes a “young man, a new comer” who shows sympathy for Akakiy. Write an imagined journal entry from the young man’s point of view as he reflects back on the situation later in life and the effects it has had on his life. Use what you have read in the passage to provide specific details relevant to the young man and Akakiy.









Read the blog post “Are We Causing Antibiotic Resistance by Trying to Prevent It?” Then answer questions 25 through 30. NOTE: The hyperlinks are not active.

## Are We Causing Antibiotic Resistance by Trying to Prevent It?

by Beth Skwarecki

- 1 You fill a prescription for antibiotics, and have 14 days worth of pills in your hand. Pop quiz: If you want to be a good citizen and prevent the spread of antibiotic resistance, how many of those pills should you take?
- 2 The **sticker on the bottle** is clear: all of them. In India, where Andrew Read studies infectious disease, resistance is so prevalent that standard malaria treatment includes not just the pills, but a boy who comes to your home each day to check that you’ve taken your dose. And yet, Read believes that aggressive treatment with antibiotics is increasing the spread of resistance, not controlling it.
- 3 To be clear, nobody is saying patients should decide their own dose. But there is a good argument to be made that the public health message about antibiotics, which is consistent worldwide for many diseases and drugs, deserves a second look.
- 4 I first heard about this idea in a talk Read gave at an evolutionary medicine conference in Palo Alto. He addressed one of those nagging questions I always had: if you have antibiotic-resistant pathogens in you, wouldn’t they survive antibiotic treatment no matter how long the course?
- 5 The answer is yes, at least sometimes. It’s true that some resistance is low-level, so you can kill off those bugs if you use enough medicine; sometimes the higher level resistance requires several mutations, so the sooner you can kill off your pathogens, the less likely they will find the magic combo of mutations that will let them completely evade the drug. But what if a high-level resistance mutation is already present?
- 6 Don’t think that’s so far-fetched: since most antibiotic drugs come from naturally occurring toxins, there have probably always been resistance genes. Researchers have found them in bacteria that have never been exposed to drugs, like in **this 4-million-year-old cave**. Friendly gut bacteria can be a **reservoir for resistance genes**, even years after the last antibiotic dose; and

Read points out that among the  $10^{12}$  individual malaria parasites in an infected person, the odds are that every possible point mutation is already present.

- 7 (By the way, we're not just talking antibiotics for bacteria; the same issues apply to antimicrobials that target fungi, or protists such as malaria, and even insecticides and cancer drugs.)

#### Germ-on-germ battles

- 8 We talk of "fighting disease" as if it's the patient vs. the germ, but there is a germ-on-germ battle too: the resistant microbes vs. others. The others may be susceptible strains of the same bug, or even commensals like your friendly gut flora. In dosing with an antibiotic, you tip the scales toward the resistant ones, so they can outcompete their antibiotic-sensitive peers. While an aggressive dose can make resistance mutations less likely to happen (good), it has a flip side of boosting the success of any resistant bugs that survive (bad).
- 9 Those resistant bugs may be few and far between, but it turns out that rare mutations benefit the most when drugs kill off their competitors. Read's team showed, with a mouse model of malaria, that the susceptible strains win out over the resistant strains in the absence of antibiotics; after treatment, though, the resistant ones bounce back faster and in greater numbers. The boost was biggest for mutants that were rare to begin with.
- 10 This isn't just a problem for the individual with the infection; it affects transmission rates. If you're the patient with the newly-boosted resistance mutation, when the next mosquito bites you, she's going to get a mouthful of resistant bugs, rather than the susceptible ones. The next person she bites will show up to the clinic infected with a strain that's hard to kill off.
- 11 Then there's that huge reservoir of (hopefully) susceptible bacteria that you can't totally kill off, and don't want to: your normal flora.
- 12 Treating your body with antibiotics (regardless of what bugs were present—possibly none if your prescription was one of the **40% for respiratory infections that aren't bacterial**) exposes your gut bacteria to antibiotics and increases selection for antibiotic-resistant versions of those. No biggie—until one of them transfers that gene to a pathogen you do care about. The vancomycin resistance gene in VRSA (MRSA's scarier cousin) **apparently came from E. faecalis**—you guessed it, gut bacteria.
- 13 Fortunately in VRSA's case, resistant bugs often **take a hit** when it comes to competing outside of the influence of the drug. That's why it never took off in the community like MRSA did (**we think**).

How to best use the drugs we have

- 14 New drugs are potentially a useful weapon in the fight against resistance, but the drugs often just aren't available—leaving aside the question of whether an unlimited supply of drugs is just waiting to be discovered, there is the problem that drug companies aren't interested in a drug that, with widespread use, could be obsolete long before it's turned a profit; or a drug that is so good that it's saved as a last line of defense. The few new antibiotics, **Gary Taubes reports**, are minor tweaks to old drugs, or have toxic side effects; some classes of bacteria aren't getting new antibiotics at all.
- 15 So if our antibiotic use strategy is actually encouraging resistance, what should we do instead? Many guidelines still stand, like preventing disease transmission in the first place (think hand washing) and eliminating antibiotic use where it's not necessary: viral infections, for example, and use in livestock. When it comes to treating an individual patient, though, aggressive antibiotic use (finishing all your medication) may make that person feel better but ultimately pass the risk on to the community.
- 16 One suggestion, supported by Read and others, is this: rather than killing off all the pathogens, we could help the immune system with the smallest dose possible. That would reduce the microbes' numbers temporarily so the patient's natural defenses can do their job. (The immune system seems to be equally effective against antibiotic-resistant and sensitive bugs.) This could mean pulses of treatment, or even the heretical advice to take the drugs until you feel better, then stop. Of course, you may need them again later on.
- 17 Evidence shows that many infections clear with less than a typical course of antibiotics, which is good since the longer the course, the more chances bugs get to develop resistance. **Richard Everts identifies** several infections where short courses are effective; they include (depending on the exact drug and dose) UTIs, bacterial meningitis, strep throat, and others. The short courses he reviewed were often along the lines of 3 days; for gonorrhea, a single dose was effective. He concludes that symptoms should guide the length of treatment, except for particular diseases where symptoms don't reflect the true pathogen load. Quoted in the Taubes article, Louis B. Rice argues that long courses of antibiotics benefit the physician's peace of mind more than the patient or public health.
- 18 Back to those pills in your hand: the evidence isn't strong enough, yet, for anyone to feel comfortable telling your pharmacist to trash the sticker. Read et al also consider the idea that the right drug regimen may change over time: aggressive treatment with fresh drugs, then shorter pulses of treatment once

resistance develops. This means that different drugs would have different dosing regimens, subject to change. If that's the case, public health officials will need to consider the spread of information as well as the spread of resistance genes. They write: "Such a switch may be difficult in practice. Health messaging may require constancy, or it may be that by the time unambiguous evidence of high-level resistance has been obtained and policy changed, it is already too late."

- 19 Do you think we could realistically change the public health message about antibiotics? Would it be too confusing if the rule was different for different drug/pathogen combinations?

"Are We Causing Antibiotic Resistance by Trying to Prevent It?" by Beth Skwarecki, © 2012.

**25. Part A**

How is the word **pathogens** used in paragraph 4?

- A.** to specify the bacteria that cause only minor infections
- B.** to explain which bacteria are considered friendly gut flora
- C.** to indicate any bacteria that can cause disease
- D.** to describe which bacteria develop into high-level resistance mutations

**Part B**

Which phrase from elsewhere in the blog post provides a clue to the answer to Part A?

- A.** “. . . you can kill off those bugs if you use enough medicine . . . .” (paragraph 5)
- B.** “. . . find the magic combo of mutations . . .” (paragraph 5)
- C.** “. . . have never been exposed to drugs . . .” (paragraph 6)
- D.** “. . . several infections where short courses are effective . . .” (paragraph 17)

**26. Part A**

Which statement sums up the main hypothesis in the first section of the blog post (paragraphs 1–7)?

- A.** More antibiotic intervention is needed in some countries.
- B.** People should follow the doctor’s orders when taking antibiotics.
- C.** The standard treatment of malaria in India is no longer effective.
- D.** Treating illnesses with antibiotics is increasing the spread of resistance.

**Part B**

Which **two** pieces of evidence from the blog post support the answer to Part A?

- A.** “To be clear, nobody is saying patients should decide their own dose.” (paragraph 3)
- B.** “The answer is yes, at least sometimes.” (paragraph 5)
- C.** “In dosing with an antibiotic, you tip the scales toward the resistant ones, so they can outcompete their antibiotic-sensitive peers.” (paragraph 8)
- D.** “Read’s team showed, with a mouse model of malaria, that the susceptible strains win out over the resistant strains in the absence of antibiotics; after treatment, though, the resistant ones bounce back faster and in greater numbers.” (paragraph 9)
- E.** “This isn’t just a problem for the individual with the infection; it affects transmission rates.” (paragraph 10)
- F.** “Then there’s that huge reservoir of (hopefully) susceptible bacteria that you can’t totally kill off, and don’t want to: your normal flora.” (paragraph 11)

**27. Part A**

Read these sentences from paragraphs 1 and 2.

Pop quiz: If you want to be a good citizen and prevent the spread of antibiotic resistance, how many of those pills should you take? The sticker on the bottle is clear: all of them.

Why does the author include these sentences in the blog post?

- A.** to establish a tone that indicates the seriousness of the issue
- B.** to question people’s ability to treat their own infections
- C.** to describe a common practice that is being called into question
- D.** to introduce a scientist’s research hypothesis

**Part B**

Which **two** pieces of evidence from the blog post support the answer to Part A?

- A.** “In India, where Andrew Read studies infectious disease, resistance is so prevalent that standard malaria treatment includes not just the pills, but a boy who comes to your home each day to check that you’ve taken your dose.” (paragraph 2)
- B.** “But there is a good argument to be made that the public health message about antibiotics, which is consistent worldwide for many diseases and drugs, deserves a second look.” (paragraph 3)
- C.** “If you’re the patient with the newly-boosted resistance mutation, when the next mosquito bites you, she’s going to get a mouthful of resistant bugs, rather than the susceptible ones.” (paragraph 10)
- D.** “Many guidelines still stand, like preventing disease transmission in the first place (think hand washing) and eliminating antibiotic use where it’s not necessary: viral infections, for example, and use in livestock.” (paragraph 15)
- E.** “Evidence shows that many infections clear with less than a typical course of antibiotics, which is good since the longer the course, the more chances bugs get to develop resistance.” (paragraph 17)
- F.** “Back to those pills in your hand: the evidence isn’t strong enough, yet, for anyone to feel comfortable telling your pharmacist to trash the sticker.” (paragraph 18)

**28. Part A**

What is the author's purpose for including the explanation in paragraph 6?

- A.** to illustrate that some resistance genes may occur naturally
- B.** to show that antibiotics are needlessly prescribed for nonbacterial infections
- C.** to highlight that gut bacteria can fight off infections just as well as antibiotics
- D.** to emphasize that people have overcome infections for millions of years without antibiotics

**Part B**

Which piece of evidence from the blog post **best** supports the answer to Part A?

- A.** "But what if a high-level resistance mutation is already present?" (paragraph 5)
- B.** "Researchers have found them in bacteria that have never been exposed to drugs, like in this 4-million-year-old cave." (paragraph 6)
- C.** "(By the way, we're not just talking antibiotics for bacteria; the same issues apply to antimicrobials that target fungi, or protists such as malaria, and even insecticides and cancer drugs.)" (paragraph 7)
- D.** "We talk of 'fighting disease' as if it's the patient vs. the germ, but there is a germ-on-germ battle too: the resistant microbes vs. others." (paragraph 8)

**29. Part A**

What set of conclusions does the author discuss in paragraphs 17 and 18?

- A.** Doctors prefer to treat all infections in the same way to be safe, even though that is not always the best course of action.
- B.** Doctors need to find new ways to communicate with patients about drug use and infections to ensure that patients follow prescribed treatment plans.
- C.** Certain infections may require different courses of antibiotic treatment that may be altered over time.
- D.** Very common infections have triggered resistance bacteria that cannot be treated effectively with any antibiotic regimen.

**Part B**

Which **two** pieces of evidence from paragraphs 16–19 **best** support the answer to Part A?

- A.** “(The immune system seems to be equally effective against antibiotic-resistant and sensitive bugs.)” (paragraph 16)
- B.** “He concludes that symptoms should guide the length of treatment, except for particular diseases where symptoms don’t reflect the true pathogen load.” (paragraph 17)
- C.** “. . . Louis B. Rice argues that long courses of antibiotics benefit the physician’s peace of mind more than the patient or public health.” (paragraph 17)
- D.** “This means that different drugs would have different dosing regimens, subject to change.” (paragraph 18)
- E.** “If that’s the case, public health officials will need to consider the spread of information as well as the spread of resistance genes.” (paragraph 18)
- F.** “Do you think we could realistically change the public health message about antibiotics?” (paragraph 19)

**30. Part A**

Which scenario does the author present as a treatment possibility for a bacterial infection?

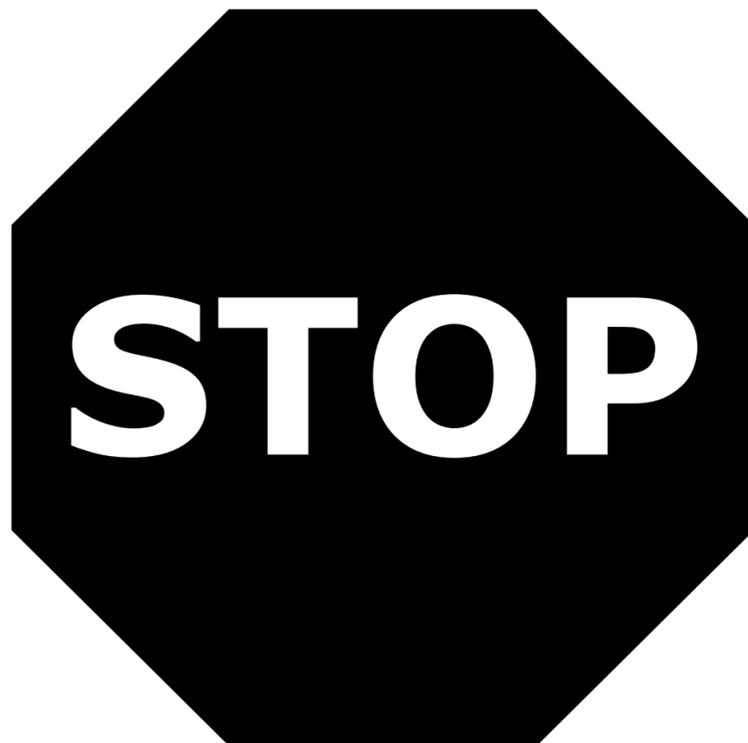
- A.** combining different strains of antibiotics in a person's prescription to see which is most effective
- B.** developing a personalized antibiotic regimen using an individual's gut bacteria
- C.** injecting vulnerable bacterial strains into an infected person
- D.** stopping antibiotics once symptoms are gone even if there are more pills remaining in a prescription

**Part B**

How does the author counter the suggestion made in the scenario identified in Part A?

- A.** She explains that new drugs are not an effective treatment.
- B.** She suggests that not enough research has been done to change the way we use antibiotics.
- C.** She points out that drug companies will not comply with new regulations.
- D.** She says that tried and true methods such as hand washing should always be used first.





**You have come to the end of Unit 3 of the test.**

- **Review your answers from Unit 3 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



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**11 - ELA**

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