

## Linear Systems (A)

Solve each system of equations.

1.  $6b + 4y = 54$   
 $4b = 20$

5.  $2b + c = 12$   
 $2b = 10$

2.  $a + 4x = 11$   
 $6a = 18$

6.  $6c + z = 31$   
 $5c = 25$

3.  $4u + 5v = 30$   
 $5u = 25$

7.  $6b + 4v = 14$   
 $5b = 5$

4.  $2u + 5y = 15$   
 $4u = 20$

8.  $2x + 6z = 14$   
 $5x = 5$

## Linear Systems (A) Answers

Solve each system of equations.

1.  $6b + 4y = 54$   
 $4b = 20$   
 $b = 5, y = 6$

5.  $2b + c = 12$   
 $2b = 10$   
 $b = 5, c = 2$

2.  $a + 4x = 11$   
 $6a = 18$   
 $a = 3, x = 2$

6.  $6c + z = 31$   
 $5c = 25$   
 $c = 5, z = 1$

3.  $4u + 5v = 30$   
 $5u = 25$   
 $u = 5, v = 2$

7.  $6b + 4v = 14$   
 $5b = 5$   
 $b = 1, v = 2$

4.  $2u + 5y = 15$   
 $4u = 20$   
 $u = 5, y = 1$

8.  $2x + 6z = 14$   
 $5x = 5$   
 $x = 1, z = 2$

## Linear Systems (B)

Solve each system of equations.

1.  $2b + 2z = 14$   
 $6b = 18$

5.  $4a + 3x = 15$   
 $5a = 15$

2.  $2a + 3c = 9$   
 $5a = 15$

6.  $4a + 6v = 34$   
 $5a = 20$

3.  $6c + 3v = 36$   
 $5c = 20$

7.  $3b + x = 4$   
 $6b = 6$

4.  $c + 2y = 11$   
 $6c = 18$

8.  $5a + 6u = 60$   
 $6a = 36$

## Linear Systems (B) Answers

Solve each system of equations.

1.  $2b + 2z = 14$   
 $6b = 18$   
 $b = 3, z = 4$

5.  $4a + 3x = 15$   
 $5a = 15$   
 $a = 3, x = 1$

2.  $2a + 3c = 9$   
 $5a = 15$   
 $a = 3, c = 1$

6.  $4a + 6v = 34$   
 $5a = 20$   
 $a = 4, v = 3$

3.  $6c + 3v = 36$   
 $5c = 20$   
 $c = 4, v = 4$

7.  $3b + x = 4$   
 $6b = 6$   
 $b = 1, x = 1$

4.  $c + 2y = 11$   
 $6c = 18$   
 $c = 3, y = 4$

8.  $5a + 6u = 60$   
 $6a = 36$   
 $a = 6, u = 5$



## Linear Systems (C)

Solve each system of equations.

1.  $4c + 2v = 20$   
 $2c = 8$

5.  $3a + 4u = 23$   
 $3a = 3$

2.  $4u + 4z = 28$   
 $2u = 2$

6.  $3u + 4z = 38$   
 $5u = 30$

3.  $4x + z = 18$   
 $4x = 16$

7.  $2a + 2b = 10$   
 $4a = 4$

4.  $2b + 2x = 14$   
 $4b = 4$

8.  $4u + 5y = 17$   
 $2u = 6$

## Linear Systems (C) Answers

Solve each system of equations.

1.  $4c + 2v = 20$   
 $2c = 8$   
 $c = 4, v = 2$

5.  $3a + 4u = 23$   
 $3a = 3$   
 $a = 1, u = 5$

2.  $4u + 4z = 28$   
 $2u = 2$   
 $u = 1, z = 6$

6.  $3u + 4z = 38$   
 $5u = 30$   
 $u = 6, z = 5$

3.  $4x + z = 18$   
 $4x = 16$   
 $x = 4, z = 2$

7.  $2a + 2b = 10$   
 $4a = 4$   
 $a = 1, b = 4$

4.  $2b + 2x = 14$   
 $4b = 4$   
 $b = 1, x = 6$

8.  $4u + 5y = 17$   
 $2u = 6$   
 $u = 3, y = 1$

## Linear Systems (D)

Solve each system of equations.

1.  $4c + 2v = 28$   
 $6c = 36$

5.  $2c + 3y = 15$   
 $c = 6$

2.  $y + 4z = 10$   
 $6y = 36$

6.  $3b + 4u = 14$   
 $6b = 12$

3.  $6a + b = 40$   
 $4a = 24$

7.  $4c + 2u = 28$   
 $4c = 24$

4.  $4x + 2y = 22$   
 $2x = 6$

8.  $5v + 3y = 42$   
 $2v = 12$

## Linear Systems (D) Answers

Solve each system of equations.

$$\begin{aligned} 1. \quad & 4c + 2v = 28 \\ & 6c = 36 \\ & c = 6, v = 2 \end{aligned}$$

$$\begin{aligned} 5. \quad & 2c + 3y = 15 \\ & c = 6 \\ & c = 6, y = 1 \end{aligned}$$

$$\begin{aligned} 2. \quad & y + 4z = 10 \\ & 6y = 36 \\ & y = 6, z = 1 \end{aligned}$$

$$\begin{aligned} 6. \quad & 3b + 4u = 14 \\ & 6b = 12 \\ & b = 2, u = 2 \end{aligned}$$

$$\begin{aligned} 3. \quad & 6a + b = 40 \\ & 4a = 24 \\ & a = 6, b = 4 \end{aligned}$$

$$\begin{aligned} 7. \quad & 4c + 2u = 28 \\ & 4c = 24 \\ & c = 6, u = 2 \end{aligned}$$

$$\begin{aligned} 4. \quad & 4x + 2y = 22 \\ & 2x = 6 \\ & x = 3, y = 5 \end{aligned}$$

$$\begin{aligned} 8. \quad & 5v + 3y = 42 \\ & 2v = 12 \\ & v = 6, y = 4 \end{aligned}$$

# Translating Algebraic Phrases (A)

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

1. a number  $b$  divided by thirty-six

\_\_\_\_\_

2. sixty-six subtracted from a number  $p$

\_\_\_\_\_

3. the quotient of twenty-nine and a number  $h$

\_\_\_\_\_

4. a number  $n$  plus forty-nine

\_\_\_\_\_

5. three divided by a number  $g$

\_\_\_\_\_

6. the total of twenty-four and a number  $x$

\_\_\_\_\_

7. the difference between eighteen and a number  $m$

\_\_\_\_\_

8. a number  $k$  added to twenty-eight

\_\_\_\_\_

9. ninety-eight more than a number  $d$

\_\_\_\_\_

10. a number  $j$  multiplied by fifty-six

\_\_\_\_\_

11. a number  $y$  increased by eighty-six

\_\_\_\_\_

12. twenty-nine to the  $w^{\text{th}}$  power

\_\_\_\_\_

13. a number  $q$  decreased by eighty-five

\_\_\_\_\_

14. the difference between a number  $f$  and two

\_\_\_\_\_

15. the quotient of a number  $t$  and thirty-seven

\_\_\_\_\_

16. a number  $s$  minus eighty-two

\_\_\_\_\_

17. the product of a number  $z$  and eighty-four

\_\_\_\_\_

18. a number  $v$  to the power of sixty-five

\_\_\_\_\_

19. the sum of forty-five and a number  $r$

\_\_\_\_\_

20. the product of fifty-two and a number  $c$

\_\_\_\_\_

# Translating Algebraic Phrases (A) Answers

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

- |                                                     |                |
|-----------------------------------------------------|----------------|
| 1. a number $b$ divided by thirty-six               | $\frac{b}{36}$ |
| 2. sixty-six subtracted from a number $p$           | $p - 66$       |
| 3. the quotient of twenty-nine and a number $h$     | $\frac{29}{h}$ |
| 4. a number $n$ plus forty-nine                     | $n + 49$       |
| 5. three divided by a number $g$                    | $\frac{3}{g}$  |
| 6. the total of twenty-four and a number $x$        | $24 + x$       |
| 7. the difference between eighteen and a number $m$ | $18 - m$       |
| 8. a number $k$ added to twenty-eight               | $28 + k$       |
| 9. ninety-eight more than a number $d$              | $d + 98$       |
| 10. a number $j$ multiplied by fifty-six            | $56j$          |
| 11. a number $y$ increased by eighty-six            | $y + 86$       |
| 12. twenty-nine to the $w^{\text{th}}$ power        | $29^w$         |
| 13. a number $q$ decreased by eighty-five           | $q - 85$       |
| 14. the difference between a number $f$ and two     | $f - 2$        |
| 15. the quotient of a number $t$ and thirty-seven   | $\frac{t}{37}$ |
| 16. a number $s$ minus eighty-two                   | $s - 82$       |
| 17. the product of a number $z$ and eighty-four     | $z \times 84$  |
| 18. a number $v$ to the power of sixty-five         | $v^{65}$       |
| 19. the sum of forty-five and a number $r$          | $45 + r$       |
| 20. the product of fifty-two and a number $c$       | $52c$          |

## Translating Algebraic Phrases (B)

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

1. a number  $d$  minus seventeen

\_\_\_\_\_

2. a number  $w$  added to fifty

\_\_\_\_\_

3. a number  $c$  to the power of eighty-four

\_\_\_\_\_

4. the product of ninety-two and a number  $p$

\_\_\_\_\_

5. the difference between a number  $k$  and fifty-four

\_\_\_\_\_

6. the quotient of twenty-three and a number  $f$

\_\_\_\_\_

7. a number  $q$  plus ninety-eight

\_\_\_\_\_

8. the sum of seventy-seven and a number  $t$

\_\_\_\_\_

9. the quotient of a number  $h$  and thirty-nine

\_\_\_\_\_

10. fifty-four added to a number  $v$

\_\_\_\_\_

11. ninety-seven times a number  $m$

\_\_\_\_\_

12. sixty-seven subtracted from a number  $z$

\_\_\_\_\_

13. a number  $b$  increased by three

\_\_\_\_\_

14. thirty-five less than a number  $g$

\_\_\_\_\_

15. a number  $y$  multiplied by thirty-five

\_\_\_\_\_

16. a number  $j$  divided by sixteen

\_\_\_\_\_

17. the total of sixty and a number  $r$

\_\_\_\_\_

18. fifty-five to the  $s^{\text{th}}$  power

\_\_\_\_\_

19. the difference between eight and a number  $x$

\_\_\_\_\_

20. forty-four more than a number  $n$

\_\_\_\_\_

## Translating Algebraic Phrases (B) Answers

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

- |                                                       |                |
|-------------------------------------------------------|----------------|
| 1. a number $d$ minus seventeen                       | $d - 17$       |
| 2. a number $w$ added to fifty                        | $50 + w$       |
| 3. a number $c$ to the power of eighty-four           | $c^{84}$       |
| 4. the product of ninety-two and a number $p$         | $92p$          |
| 5. the difference between a number $k$ and fifty-four | $k - 54$       |
| 6. the quotient of twenty-three and a number $f$      | $\frac{23}{f}$ |
| 7. a number $q$ plus ninety-eight                     | $q + 98$       |
| 8. the sum of seventy-seven and a number $t$          | $77 + t$       |
| 9. the quotient of a number $h$ and thirty-nine       | $\frac{h}{39}$ |
| 10. fifty-four added to a number $v$                  | $v + 54$       |
| 11. ninety-seven times a number $m$                   | $97m$          |
| 12. sixty-seven subtracted from a number $z$          | $z - 67$       |
| 13. a number $b$ increased by three                   | $b + 3$        |
| 14. thirty-five less than a number $g$                | $g - 35$       |
| 15. a number $y$ multiplied by thirty-five            | $35y$          |
| 16. a number $j$ divided by sixteen                   | $\frac{j}{16}$ |
| 17. the total of sixty and a number $r$               | $60 + r$       |
| 18. fifty-five to the $s^{\text{th}}$ power           | $55^s$         |
| 19. the difference between eight and a number $x$     | $8 - x$        |
| 20. forty-four more than a number $n$                 | $n + 44$       |



## Translating Algebraic Phrases (C)

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

1. the sum of a number  $t$  and twelve  
\_\_\_\_\_
2. a number  $v$  to the power of seven  
\_\_\_\_\_
3. the total of thirty and a number  $w$   
\_\_\_\_\_
4. the quotient of two and a number  $x$   
\_\_\_\_\_
5. a number  $n$  multiplied by sixty-two  
\_\_\_\_\_
6. the product of fifty-two and a number  $h$   
\_\_\_\_\_
7. a number  $q$  increased by eighty  
\_\_\_\_\_
8. seventy-six more than a number  $j$   
\_\_\_\_\_
9. twelve less than a number  $g$   
\_\_\_\_\_
10. ninety-six added to a number  $c$   
\_\_\_\_\_
11. seventy-two subtracted from a number  $f$   
\_\_\_\_\_
12. eighty-five divided by a number  $z$   
\_\_\_\_\_
13. the difference between fifty-one and a number  $b$   
\_\_\_\_\_
14. the sum of ninety-two and a number  $d$   
\_\_\_\_\_
15. the quotient of a number  $m$  and seventy-three  
\_\_\_\_\_
16. a number  $r$  divided by fifty-one  
\_\_\_\_\_
17. a number  $p$  minus fourteen  
\_\_\_\_\_
18. a number  $y$  decreased by ninety-six  
\_\_\_\_\_
19. a number  $s$  added to twenty-five  
\_\_\_\_\_
20. the difference between a number  $k$  and two  
\_\_\_\_\_

# Translating Algebraic Phrases (C) Answers

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

- |                                                       |                |
|-------------------------------------------------------|----------------|
| 1. the sum of a number $t$ and twelve                 | $t + 12$       |
| 2. a number $v$ to the power of seven                 | $v^7$          |
| 3. the total of thirty and a number $w$               | $30 + w$       |
| 4. the quotient of two and a number $x$               | $\frac{2}{x}$  |
| 5. a number $n$ multiplied by sixty-two               | $62n$          |
| 6. the product of fifty-two and a number $h$          | $52h$          |
| 7. a number $q$ increased by eighty                   | $q + 80$       |
| 8. seventy-six more than a number $j$                 | $j + 76$       |
| 9. twelve less than a number $g$                      | $g - 12$       |
| 10. ninety-six added to a number $c$                  | $c + 96$       |
| 11. seventy-two subtracted from a number $f$          | $f - 72$       |
| 12. eighty-five divided by a number $z$               | $\frac{85}{z}$ |
| 13. the difference between fifty-one and a number $b$ | $51 - b$       |
| 14. the sum of ninety-two and a number $d$            | $92 + d$       |
| 15. the quotient of a number $m$ and seventy-three    | $\frac{m}{73}$ |
| 16. a number $r$ divided by fifty-one                 | $\frac{r}{51}$ |
| 17. a number $p$ minus fourteen                       | $p - 14$       |
| 18. a number $y$ decreased by ninety-six              | $y - 96$       |
| 19. a number $s$ added to twenty-five                 | $25 + s$       |
| 20. the difference between a number $k$ and two       | $k - 2$        |

## Translating Algebraic Phrases (D)

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

1. a number  $f$  divided by fifty-three

\_\_\_\_\_

2. a number  $w$  increased by six

\_\_\_\_\_

3. a number  $m$  to the power of eight

\_\_\_\_\_

4. the product of a number  $x$  and twenty-four

\_\_\_\_\_

5. thirty-nine subtracted from a number  $j$

\_\_\_\_\_

6. a number  $t$  decreased by forty-three

\_\_\_\_\_

7. twenty-six less than a number  $c$

\_\_\_\_\_

8. the total of ninety-eight and a number  $v$

\_\_\_\_\_

9. the quotient of twenty-one and a number  $z$

\_\_\_\_\_

10. a number  $n$  plus thirty-two

\_\_\_\_\_

11. a number  $k$  minus forty-seven

\_\_\_\_\_

12. the difference between a number  $p$  and sixty-four

\_\_\_\_\_

13. the quotient of a number  $q$  and seventy-two

\_\_\_\_\_

14. a number  $h$  added to eighty-two

\_\_\_\_\_

15. thirty-seven added to a number  $d$

\_\_\_\_\_

16. the sum of eleven and a number  $r$

\_\_\_\_\_

17. a number  $b$  multiplied by ninety

\_\_\_\_\_

18. seven to the  $y^{\text{th}}$  power

\_\_\_\_\_

19. the difference between two and a number  $s$

\_\_\_\_\_

20. seventy-four times a number  $g$

\_\_\_\_\_

# Translating Algebraic Phrases (D) Answers

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

Date: \_\_\_\_\_

Write an algebraic expression for each phrase.

- |                                                        |                |
|--------------------------------------------------------|----------------|
| 1. a number $f$ divided by fifty-three                 | $\frac{f}{53}$ |
| 2. a number $w$ increased by six                       | $w + 6$        |
| 3. a number $m$ to the power of eight                  | $m^8$          |
| 4. the product of a number $x$ and twenty-four         | $x \times 24$  |
| 5. thirty-nine subtracted from a number $j$            | $j - 39$       |
| 6. a number $t$ decreased by forty-three               | $t - 43$       |
| 7. twenty-six less than a number $c$                   | $c - 26$       |
| 8. the total of ninety-eight and a number $v$          | $98 + v$       |
| 9. the quotient of twenty-one and a number $z$         | $\frac{21}{z}$ |
| 10. a number $n$ plus thirty-two                       | $n + 32$       |
| 11. a number $k$ minus forty-seven                     | $k - 47$       |
| 12. the difference between a number $p$ and sixty-four | $p - 64$       |
| 13. the quotient of a number $q$ and seventy-two       | $\frac{q}{72}$ |
| 14. a number $h$ added to eighty-two                   | $82 + h$       |
| 15. thirty-seven added to a number $d$                 | $d + 37$       |
| 16. the sum of eleven and a number $r$                 | $11 + r$       |
| 17. a number $b$ multiplied by ninety                  | $90b$          |
| 18. seven to the $y^{\text{th}}$ power                 | $7^y$          |
| 19. the difference between two and a number $s$        | $2 - s$        |
| 20. seventy-four times a number $g$                    | $74g$          |

**1 Review the Skill**

When writing to persuade, an author may begin by giving background information. Then the author may state the **claim**, or point he or she wants to make, provide **evidence**, and conclude by asking readers to think in a certain way or to do something. Authors may make assumptions about how much an audience knows about them or the topic.

A piece of persuasive writing may make more than one claim. When an author wants to persuade readers of several things or make several points, he or she might include **multiple claims**. An author may also include **counterclaims**, which argue against or explain differing views on the subject. As in any piece of persuasive writing, each claim should be supported by evidence and sound logic.

**2 Refine the Skill**

By refining the skill of analyzing elements of persuasion and argument, 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.

**THE IMPORTANCE OF RAIL IN THE NEXT DECADES**

By 2050, America's transportation network will have to move more than 100 million additional people and four billion more annual tons of freight. ... Long term, rail's efficiencies simply cannot be ignored. With service targeted to the market, it can be the most cost-effective, least oil reliant, most environmentally friendly mode of transportation.

One train can take approximately 100 trucks off the road. And, since the early 1980s, our freight rail network has managed the amazing feat of doubling its haul without increasing its total fuel consumption. Two railroad tracks can carry as many passengers per hour as 16 lanes of freeway.

And, while the cost of building rail compares favorably with roads, rail right-of-way only consumes one-third of the land required by roadways.

From REMARKS FOR THE AMERICAN ASSOCIATION OF STATE HIGHWAY AND TRANSPORTATION OFFICIALS (AASHTO) by Joseph C. Szabo, 2012

**a** Look for evidence supporting the multiple claims that rail is cost effective (economical), that it doesn't use a lot of oil, and that it is environmentally friendly.

**b** This statement might counter the claim that building rail lines costs more than building roads.

**TEST-TAKING TECH**

You will be able to use electronic highlighting on the test. When you read persuasive passages, consider highlighting the author's claims and the evidence that support the claims.

- The author states that freight rail has doubled "its haul without increasing its total fuel consumption" to support the claim that
  - building railroads is economical.
  - rail does not require a lot of oil.
  - railroads need less land than roads.
  - rail's efficiencies cannot be ignored.
- To which group is the statement "One train can take approximately 100 trucks off the road" **most** likely to appeal?
  - environmentalists
  - politicians
  - truck drivers
  - police officers



★ **Spotlighted Item: DRAG-AND-DROP**

**DIRECTIONS:** Read the passage and the question. Then use the drag-and-drop option to complete the boxes.

**WE ARE NOT YET FREE**

- 1 It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.
- 2 The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.
- 3 This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right. ...
- 4 One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

From ADDRESS ON CIVIL RIGHTS by John F. Kennedy, 1963

3. Drag and drop each statement into the box that tells which part of the argument it is.

**Claim**

**Evidence**

**Evidence**

**Evidence**

**Conclusion**

**Statements**

The Negro baby born in America today ... has about one-half as much chance of completing high school as a white baby.

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free.

The Negro baby born in America today ... [has] twice as much chance of becoming unemployed.

Difficulties over segregation and discrimination exist in every city, in every State of the Union.

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color.



### 3 Master the Skill

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

The following passage was written by a respected psychologist.

#### VIOLENCE ON TV AND IN VIDEO GAMES

- 1 It has long been asserted that watching crime on television or playing violent video games contributes to violent behavior. In other words, it is what a person watches that allegedly influences and desensitizes him. Thus he becomes violent. Consider the absurdity of such a thesis!
- 2 1. People who are fascinated and excited by violence and other crimes gravitate to particular types of programs and games and immerse themselves in them, some for hours each day. Their absorption with violence reflects their personality.
- 3 2. Millions of people view violence in television programming. ... It is entertainment or news. That's it! The viewers do not consider for a moment enacting what they see. The same is true with playing video games. They are solely for recreation.
- 4 3. There is such a thing as a "copycat" crime. A person watches a crime enacted in detail on television and then does the same thing. His decision to do so reflects a mind that has long been fascinated and excited by crime and violence. For every person who might fantasize about, then replicate, the crime, millions of people who saw the very same thing reject it, are repulsed by it, and never would be tempted to enact what they watched.
- 5 Critical is not what is on the screen or in the game but what already resides in the mind of the viewer, reader, game player, or listener. A "not guilty by reason of television" defense failed many years ago in a Florida courtroom. Violent tendencies reside within the personality, whether or not the person watches programming depicting violence.

From *INSIDE THE CRIMINAL MIND* by Stanton E. Samenow, © 2004

4. Which statement **best** describes the overall structure of the passage?
  - A. A series of true stories supports the claim that violence in the media leads to violent behavior.
  - B. The author provides a series of steps that he believes can reduce violence in the media.
  - C. Evidence builds to the conclusion that violent personalities are not caused by violent media.
  - D. The author compares and contrasts different arguments about violence in the media.
5. How does the author counter the claim that a violent person may play violent video games for hours at a time? The author believes that
  - A. the violence in video games appeals to the person.
  - B. video games have caused the person to be violent.
  - C. video games and a violent personality are not connected.
  - D. playing violent video games keeps the person from acting violently.
6. How does the author counter the claim that some people copy crimes that they see on television?
  - A. He argues that some crimes are too violent to show on television.
  - B. He presents statistics to show that such copycat crimes are few.
  - C. He suggests that people who copy crimes were likely themselves victims of crimes.
  - D. He states that people who copy the crimes are already violent.
7. What assumption does the author make in presenting evidence to support his main claim?
  - A. Readers will have little experience of violent media themselves.
  - B. Readers will be in favor of reducing the amount of violence in media.
  - C. Readers will disagree with the verdict in the Florida criminal case.
  - D. Readers will consider his background as part of the supporting evidence.



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

### THE SUPREME COURT RULES ON THE AFFORDABLE CARE ACT

- 1 In 2012, the United States Supreme Court issued a ruling on the Patient Protection and Affordable Care Act. After the passage of the Affordable Care Act, as it is commonly called, several states sued the federal government. They argued that the individual mandate was beyond the scope of Congress's power. The "individual mandate," or the requirement that most Americans buy health insurance or pay a fine if they do not, is an important part of the act. The government argued that Congress passed the act under the powers granted to it by the Commerce Clause of the U.S. Constitution. This part of the Constitution states that Congress has the power to regulate interstate commerce, or business that crosses state boundaries.
- 2 Although the court finally upheld the individual mandate, Chief Justice John Roberts did find that passage of the individual mandate was unconstitutional. In the majority opinion [the document stating the court's ruling], Justice Roberts argued that Congress acted beyond the powers granted to it by the Commerce Clause.
- 3 In evaluating whether the individual mandate is constitutional, Justice Roberts found that the individual mandate does not regulate commerce that already exists. Instead, it compels, or forces, people into commerce by making them buy a product. Roberts noted that no historical precedents, or examples, exist of Congress's acting to compel people into commerce. He also noted that the language of the Constitution, which states that Congress may "regulate Commerce," assumes that the commerce already exists. The individual mandate would bring new people into the market; consequently, it would not be regulating commerce that already exists, but creating commerce.
- 4 Therefore, Roberts determined that the act reached beyond the scope of the power described in the Constitution. He wrote that understanding the Commerce Clause "to permit Congress to regulate individuals precisely because they are doing nothing would open a new and potentially vast domain to congressional authority."

Adapted from the United States Supreme Court's ruling on the AFFORDABLE CARE ACT, 2012

8. How does paragraph 1 relate to the rest of the passage?
- A. It explains the government's claim, which is supported by the rest of the passage.
  - B. It provides background information to help readers understand Roberts's argument.
  - C. It gives evidence to support Roberts's claim at the end of the passage.
  - D. It states the viewpoint of those opposed to the act, which the rest of the passage counters.
9. Which transition word in paragraph 3 indicates a result?
- A. whether
  - B. instead
  - C. also
  - D. consequently
10. How does the word **therefore** in paragraph 4 emphasize Roberts's purpose?
- A. It connects Roberts's understanding of the Commerce Clause to his decision.
  - B. It indicates why the government believed the act was constitutional under the Commerce Clause.
  - C. It indicates how the individual mandate results in business that crosses state boundaries.
  - D. It connects states' reasons for suing with the requirements of the individual mandate.
11. Which statement **best** summarizes the steps in Roberts's argument?
- A. The Commerce Clause grants Congress certain powers. Congress passed the act under the Commerce Clause. The act is constitutional.
  - B. The Supreme Court decides whether acts are constitutional. The individual mandate is part of an act. The Supreme Court can decide whether it is constitutional.
  - C. The individual mandate creates commerce. The Commerce Clause allows Congress to regulate only existing commerce. The individual mandate is unconstitutional.
  - D. Congress cannot pass acts that affect only one state. The Affordable Care Act crosses state boundaries. Congress can pass the act.



**1 Review the Skill**

Claims are supported by **evidence**—reasons and information that show why readers should believe or agree with the claim. Claims are usually **opinions**, or judgments. Opinions cannot be proven, but they can be supported by strong, convincing evidence. **Facts**, on the other hand, can be proven true or untrue. Authors often use facts, as well as other evidence, to support their claims.

Writers may use appeals to **logic** (reason), appeals to **emotion** (feelings), and appeals to **ethics** (credibility) to persuade readers.

**2 Refine the Skill**

By refining the skill of identifying 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.

**PROTECTING BUTTERFLY HABITATS**

**a** The first paragraph contains facts. Details about how many butterflies travel and how many miles can all be proved correct or incorrect.

**b** The author uses strong words like **imperil** and describes the migration as **phenomenal**. These words appeal to readers' emotions.

Every fall, tens of millions of monarch butterflies ... travel up to 3,000 miles in their migration—monarchs east of the Rocky Mountains make their way to central Mexico and those west of the Rockies fly to the California coast. ...

Monarchs must reach their destination before it gets too cold or else they risk death. But cold weather is far from their greatest threat. Habitat destruction and harm to their food sources imperil this phenomenal migration.

Much of their spring and summer habitat in the U.S. has been ruined by new roads, housing developments, and expanding agriculture. Monarch larvae's only food source—milkweed—has been destroyed by people who consider it a harmful weed. Pesticides and herbicides threaten milkweed, nectaring plants on which the adults feed, and the monarchs themselves.

From the [nationalzoo.si.edu](http://nationalzoo.si.edu) article MONARCH BUTTERFLY MIGRATION UNDERWAY, accessed 2013

- In stating the claim, the author uses words such as **greatest threat** and **imperil** to
  - show readers that he or she is a credible source.
  - mislead readers about the challenges butterflies face.
  - emphasize how far butterflies travel on their migrations.
  - make the dangers butterflies face seem real and urgent.
- What evidence would the author use to add to an appeal to ethics?
  - more data about the distance the monarch butterflies travel
  - a description of how milkweed has been destroyed
  - a quotation by an expert on monarch butterfly habitats
  - differing opinions about the threats of pesticides

**INSIDE THE ITEMS**

Drag-and-drop items (like those on the next page) may have more answer choices than places to move them or more available places than answer choices. Read and respond carefully.



★ **Spotlighted Item: DRAG-AND-DROP**

**DIRECTIONS:** Read the passage and the question. Then use the drag-and-drop option to complete the chart.

**ABOLISHING THE ELECTORAL COLLEGE**

- 1 I am pleased to be here today to express the League's [League of Women Voters] support for a constitutional amendment to abolish the electoral college. ...
- 2 The electoral college system is fundamentally unfair to voters. In a nation where voting rights are grounded in the one person, one vote principle, the electoral college is a hopeless anachronism.
- 3 The current system is unfair for two reasons.
- 4 First, a citizen's individual vote has more weight if he or she lives in a state with a small population than if that citizen lives in a state with a large population.
- 5 For example, each electoral vote in Alaska is equivalent to approximately 112,000 people. Each electoral vote in New York is equivalent to approximately 404,000 eligible people (based on 1990 census data). And that's if everyone votes!
- 6 The system is also unfair because a citizen's individual vote has more weight if the percentage of voter participation in the state is low. For example, if only half of all people in Alaska vote, then each electoral vote is equivalent to roughly 56,000 people.
- 7 Moreover, the electoral vote does not reflect the volume of voter participation within a state. If only a few voters go to the polls, all the electoral votes of the state are still cast.
- 8 Finally, the electoral college system is flawed because the constitution does not bind presidential electors to vote for the candidates to whom they have been pledged. For example, in 1948, 1960 and 1976, individual electors pledged to the top two vote getters cast their votes for third place finishers and also-rans. Defecting electors in a close race could cause a crisis of confidence in our electoral system.

From TESTIMONY BEFORE THE U.S. HOUSE SUBCOMMITTEE ON THE CONSTITUTION: PROPOSALS FOR ELECTORAL COLLEGE REFORM by Becky Cain, 1997

3. Drag and drop each detail into the correct location in the chart.

| Type of Appeal | Detail |
|----------------|--------|
| Logical        |        |
|                |        |
| Emotional      |        |
|                |        |
| Ethical        |        |
|                |        |

**Details**

I am pleased to be here today to express the League's support for a constitutional amendment.

Defecting electors in a close race could cause a crisis of confidence in our electoral system.

Each electoral vote in Alaska is equivalent to approximately 112,000 people. Each electoral vote in New York is equivalent to approximately 404,000 eligible people.

In a nation where voting rights are grounded in the one person, one vote principle, the electoral college is a hopeless anachronism [something outdated].



### 3 Master the Skill

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

#### THE MOON IS AN INSPIRING GOAL

- 1 The inspiration provided by the goal of sending humans to the moon is credited for laying the groundwork for, and making widely available, a host of technologies that society depends on today.
- 2 As an example, [Steven Dick, NASA's chief historian] points to the integrated circuit, commonly referred to as a computer chip. The Apollo Guidance Computer, used for the Apollo program, was the largest single consumer of integrated circuits between 1961 and 1965.
- 3 "NASA did not invent the integrated circuit, but a good case could be made that it played a major role in making the integrated circuit commercially viable," he said.
- 4 In addition to encouraging the push toward the development of the personal computer, [Jeffrey Bennett, a noted astronomy teacher and writer] also credits the Apollo program for sowing the seeds of the Internet.
- 5 "I wouldn't attribute the technological advances solely to Apollo, but I do think that the inspiration of 'we're going to the moon' made things happen much more quickly than they would have happened otherwise," Bennett said.
- 6 Once on the moon, [astronauts Neil Armstrong and Edwin "Buzz" Aldrin] spent about two and a half hours exploring the surface. They collected 47 pounds (21 kilograms) of surface material to be returned to Earth for analysis.
- 7 Over the next several years, space scientists continued to visit and study the moon, learning about its composition, age, and rocks and about the similarities between the moon and Earth. Extensive testing found no evidence for life, past or present, on the moon. ...
- 8 "The moon program was a race, and when we won that race, interest dwindled from the political point of view," Dick said. "But not from the scientific point of view. Scientists remained eager to learn even more."

From nationalgeographic.com article APOLLO ANNIVERSARY: MOON LANDING "INSPIRED WORLD," by John Roach, © 2004 accessed 2013

4. How does the author appeal to **ethics** to support the claim that the goal of sending people to the moon inspired new technology?
  - A. He quotes people with in-depth knowledge about the space program.
  - B. He describes inventions that came about because of the space program.
  - C. He provides a detailed account of astronauts' activities during the moon landing.
  - D. He uses strong language to emphasize the importance of the moon landing.
5. How is the example in paragraph 2 related to the claim made in paragraph 1?
  - A. It restates the claim.
  - B. It supports the claim.
  - C. It counters the claim.
  - D. It broadens the claim.
6. Which statement from the passage is an opinion?
  - A. "The Apollo Guidance Computer, used for the Apollo program, was the largest single consumer of integrated circuits between 1961 and 1965."
  - B. "I wouldn't attribute the technological advances solely to Apollo ..."
  - C. "They collected 47 pounds (21 kilograms) of surface material to be returned to Earth for analysis."
  - D. "Over the next several years, space scientists continued to visit and study the moon ..."
7. Which **implicit** claim does the evidence in this passage support?
  - A. Politicians can get in the way of technological advancements and scientific discovery.
  - B. Without an inspiring goal, the United States will lose the technology race.
  - C. The government should offer greater financial support to the space program.
  - D. Investment in scientific projects can bring unexpected and far-reaching benefits.



## 1 Review the Skill

**Visuals** allow authors to highlight important information and present data in different ways. For example, a graph can show how something changes over time. A chart can show comparisons among groups. Photographs and pictures can appeal to readers' emotions and help readers understand what a particular situation was or is like. Authors use **data** to inform readers and support logical arguments.

## 2 Refine the Skill

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

### THE IMPORTANCE OF VACCINATION

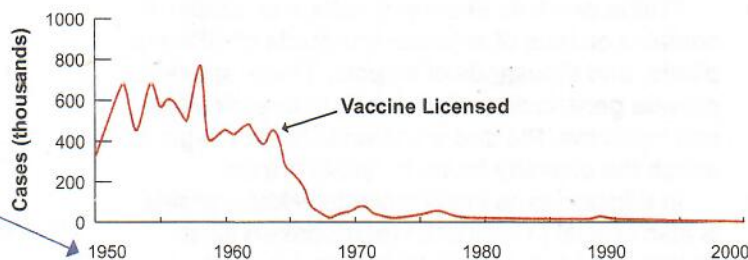
The Centers for Disease Control and Prevention has found that groups opposed to vaccination may claim that some diseases began to disappear before vaccines were introduced. Better nutrition and cleanliness have certainly reduced disease. But vaccination remains an important part of keeping populations healthy.

The graph below shows that a permanent decrease in incidence of measles began when the measles vaccine became widespread.

**a** The title of a graph or table indicates the information it shows. This graph shows the number of cases of measles in the United States between 1950 and 2001.

**b** This graph shows the numbers of cases on the vertical y-axis and years on the horizontal x-axis.

MEASLES: UNITED STATES, 1950-2001



Source: Centers for Disease Control and Prevention

### TEST-TAKING TIPS

Review visuals carefully. It is important to notice, for example, that the numbers on this graph's y-axis represent hundreds of thousands of cases. These numbers show how important the vaccine is.

- How does the graph help the author respond to anti-vaccination viewpoints? The graph shows that
  - vaccinations were more effective than cleanliness and nutrition.
  - vaccines have been effective in eliminating many diseases.
  - measles cases declined steeply after the vaccine was licensed.
  - measles cases rose and fell consistently before the vaccine was introduced.
- Why is the year the vaccine was licensed indicated on the graph?
  - to confirm how quickly cases declined
  - to indicate when the decline in cases began
  - to prove that cleanliness is unimportant
  - to explain why cases of measles declined



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

### PRESERVING OUR PRAIRIES

- 1 Native prairie once stretched for hundreds of miles across the middle section of our country, covering nearly a quarter of the lower 48 states. Prairie supported an enormous variety of plant and animal life, including large herds of bison, pronghorn, elk, plains grizzlies, and wolves. The wild prairie inhabitants thrived with wildfires, grazing, drought, heat and cold. ...
- 2 Prairie is now considered one of our most imperiled habitats worldwide. In North Dakota, approximately 80% of our prairie is gone, with most remaining areas found in the arid west. In the Red River Valley, over 95% of our prairie is gone. With this loss, prairie plant and animal populations have also declined, with some species now becoming rare.
- 3 Many prairie birds currently show population declines; the western prairie fringed orchid is now a rare flower of the tallgrass prairie; and the Dakota skipper butterfly is another prairie inhabitant whose numbers are decreasing. Each of these declines is believed to be directly related to the loss of prairie.
- 4 Prairie provides important values to people. It contains dozens of animals, hundreds of different plants, and thousands of insects. These species provide genetic diversity important to agriculture and medicine. Planted grasslands do not begin to match the diversity found in native prairie.
- 5 In addition to its importance to wildlife, prairie is also crucial for soil and water conservation. Prairie provides a reminder of our rural and pioneer heritage; it provides recreational activities such as hunting, hiking, and birdwatching; and it offers living laboratories for scientific research. Prairie also provides economic benefits through cattle grazing, haying, and native seed harvesting. When we lose prairie, we lose part of our natural heritage, and we lose a valuable resource.

From the npwrc.usgs.gov article NORTH DAKOTA PRAIRIE: OUR NATURAL HERITAGE, accessed 2013

8. Which **implicit** claim does the evidence in this passage support?
  - A. Park rangers should use controlled fires to keep prairie habitats healthy.
  - B. Prairie is one of the most endangered habitats in the world.
  - C. Certain animal species are declining because of lost prairie habitats.
  - D. Prairies are important habitats that people should conserve.
9. What evidence **best** supports the opinion that prairie provides important values to people?
  - A. The prairie is a site for recreation and offers scientists living laboratories.
  - B. Prairie once supported an enormous variety of plant and animal life.
  - C. Most remaining prairie is found in North Dakota's arid west.
  - D. The western prairie fringed orchid and Dakota skipper butterfly are prairie inhabitants.
10. In paragraph 2, the author states that 80% of North Dakota's prairie is gone, and 90% of the prairie is gone in the Red River Valley. Which statement **best** describes this type of evidence?
  - A. an appeal to reason by providing data
  - B. an appeal to the emotion of patriotism
  - C. a strong opinion supported by facts
  - D. an appeal to ethics by naming the source of the data
11. Which claim lacks supporting evidence in the passage?
  - A. There are environmental, scientific, and economic reasons to protect the prairie.
  - B. Planted grasslands cannot replace prairies as habitats for prairie plant and animals species.
  - C. Efforts to conserve prairies are expensive and may not be successful.
  - D. Americans did not take appropriate steps to protect prairies in the past.



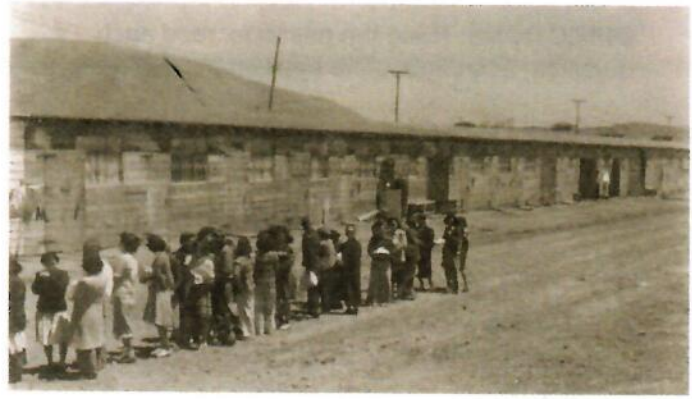
### 3 Master the Skill

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

#### PRESIDENT FORD'S PROCLAMATION ABOUT THE END OF JAPANESE INTERNMENT

- 1 During World War II, over 100,000 Japanese Americans were removed from their homes on the Pacific Coast of the United States. The Japanese Americans were allowed to return to their homes when World War II ended, but the order for their removal was not formally canceled. On February 19, 1976, President Gerald Ford issued a proclamation confirming the cancellation of the order.
- 2 President Ford noted that February 19 is the anniversary of a sad day in American history. On this date in 1942, the executive order for the removal of the Japanese Americans was issued. The War Relocation Authority did try to protect the welfare of the Japanese Americans. Nevertheless, the executive order represented a "fundamental setback of American principles."
- 3 President Ford stated that now the country knew what it did not know in 1942—that the Japanese Americans were loyal Americans. At home and in battle, they made great contributions and sacrifices. He called upon the American people to promise with him that the country had learned from the tragedy. He urged them to "treasure liberty and justice for each individual American" and to make sure that such an action never happened again.

Adapted from PROCLAMATION 4417 by Gerald R. Ford, 1976



Photograph by Dorothea Lange of Japanese Americans waiting to enter the mess hall at Tanforan Assembly Center, 1942

3. Which **implied** claim do the passage and photograph support?
  - A. Japanese Americans feared that the removal order could be reissued.
  - B. The removal order violated the civil rights of Japanese Americans.
  - C. Americans are likely to forget the contributions of Japanese American soldiers.
  - D. The War Relocation Authority provided inadequate food for Japanese Americans.
4. What information does the photograph provide that the passage does not? The photograph shows
  - A. some of what life was like at Tanforan Assembly Center.
  - B. the number of Japanese Americans who stayed at Tanforan Assembly Center.
  - C. how Japanese Americans contributed on the battlefield.
  - D. that Americans' views about World War II had changed by 1976.
5. Which statement **best** explains the purpose of the photograph?
  - A. to teach readers about American history
  - B. to prove that the camps existed
  - C. to create sympathy for Japanese Americans
  - D. to anger those who experienced removal
6. Which conclusion is **best** supported by the photograph?
  - A. Japanese Americans at the camps faced uncomfortable conditions.
  - B. President Ford believed the removal of Japanese Americans was unjust.
  - C. Japanese Americans faced removal in Oregon, Washington, and California.
  - D. Japanese Americans were separated from their friends and families at the camps.



### 3 Master the Skill

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

Note that the graph below compares youth in 4-H with youth engaged in other out-of-school-time (OST) activities.

#### YOUTH PARTICIPATION IN 4-H

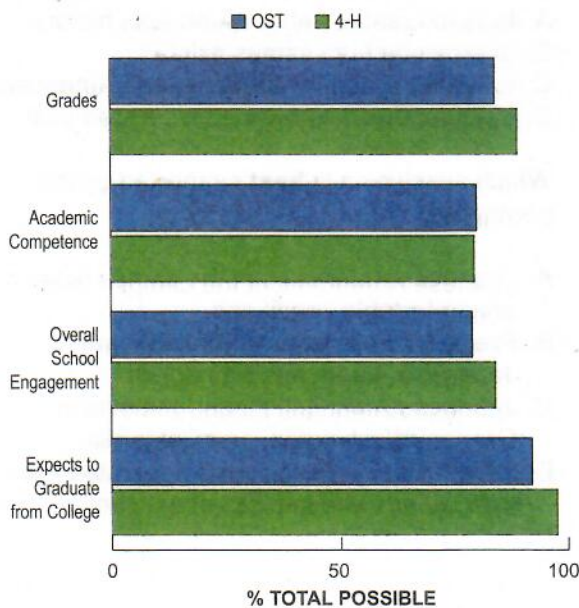
[The 4-H Study of Positive Youth Development] has discovered that, when compared to other youth, young people involved in 4-H:

- Have higher educational achievement and motivation for future education
- Are more civically active and make more civic contributions to their communities

The advantages of 4-H participation also include higher educational achievement and higher motivation for future education. Young people in 4-H:

- Report better grades, higher levels of academic competence, and an elevated level of engagement at school
- Are nearly two times more likely to plan to go to college
- Are more likely to pursue future courses or a career in science, engineering, or computer technology ...

#### GRADE 12: EDUCATIONAL OUTCOMES



From the 4-h.org article RESEARCH SHOWS 4-H HELPS YOUNG PEOPLE EXCEL BEYOND THEIR PEERS, accessed 2013

- Which claim from the text is not supported by information in the graph? Young people in 4-H
  - have higher educational achievement.
  - are nearly twice as likely to plan to go to college.
  - report better grades.
  - report higher overall school engagement.
- Which is the **most** likely conclusion to draw from information in both the passage and the graph?
  - Participating in 4-H improves young people's self-confidence.
  - Participating in 4-H helps youth build skills that they can apply in school.
  - Participating in 4-H increases young people's social skills.
  - Participating in 4-H provides youth with a sense of community and support.
- Which statement **best** explains why the graph compares youth involved in 4-H with youth involved in other OST activities?
  - to suggest that youth who do not participate in 4-H or another OST activity are at a disadvantage
  - to show that youth who do not wish to participate in 4-H have few other OST options
  - to show that youth participate in 4-H in greater numbers than in other OST activities
  - to suggest that 4-H is more worthwhile for youth than other OST activities
- Which claim from the text does the information in the graph seem to contradict?
  - Youth in 4-H report higher academic competence than other youth.
  - Youth in 4-H are more likely than other youth to pursue careers in science, engineering, or computer technology.
  - Youth in 4-H have an elevated level of engagement at school compared with other youth.
  - Youth in 4-H are more likely than other youth to be civically active and to make civic contributions to their communities.



★ **Spotlighted Item: FILL-IN-THE-BLANK**

**DIRECTIONS:** Read the passage. Then fill in your answers in the boxes below.

**IMPORTANCE OF STEM WORKERS**

Over the past 10 years, growth in [science, technology, engineering, and mathematics (STEM)] jobs was three times as fast as growth in non-STEM jobs. STEM workers are also less likely to experience joblessness than their non-STEM counterparts. ...

- In 2010, there were 7.6 million STEM workers in the United States, representing about 1 in 18 workers.
- STEM occupations are projected to grow by 17.0 percent from 2008 to 2018, compared to 9.8 percent growth for non-STEM occupations.

Workers in STEM occupations also earn more on average than their counterparts in other jobs, regardless of their educational attainment. ... On average, [STEM workers with a high-school diploma or less] earned almost \$25 per hour, \$9 more per hour than those in other occupations in 2010. It should be noted, however, that only about 1 out of every 10 STEM workers has a high-school diploma or less. Those with graduate degrees in a STEM job earned more than \$40 per hour, nearly \$4.50 more per hour on average than those with non-STEM jobs.

**AVERAGE HOURLY EARNINGS OF FULL-TIME STEM VS. NON-STEM WORKERS, 2010**

|                                  | Average hourly earnings |          | Difference |         |
|----------------------------------|-------------------------|----------|------------|---------|
|                                  | STEM                    | Non-STEM | DOLLARS    | PERCENT |
| High school diploma or less      | \$24.82                 | \$15.55  | \$9.27     | 59.6%   |
| Some college or associate degree | \$26.63                 | \$19.02  | \$7.61     | 40.0%   |
| Bachelor's degree only           | \$35.81                 | \$28.27  | \$7.54     | 26.7%   |
| Graduate degree                  | \$40.69                 | \$36.22  | \$4.47     | 12.3%   |

From the esa.doc.gov article STEM: GOOD JOBS NOW AND FOR THE FUTURE by David Langdon, et al, accessed 2013

11. How do the data reported about the projected growth of STEM occupations support the author's

claim about STEM workers' job security? STEM workers are  likely to experience joblessness than their non-STEM counterparts.

12. Consider how the table supports the statements in the passage. The table lists average hourly earnings of STEM and non-STEM workers across several levels of education to show that STEM

workers earn  on average than their counterparts in other jobs, regardless of their educational attainment.



## 1 Review the Skill

To identify **faulty reasoning** as you read persuasive texts, consider several things. First, ask yourself whether the information is reliable and connects to the claim. Next, remember that although two events may happen one after the other, the first event does not necessarily cause the second. Also, consider whether the author acknowledges other points of view and presents an accurate picture of an issue.

To identify **faulty evidence**, consider whether the author relies only on emotion to support a claim. Ask yourself whether the author uses emotional language when facts and information would provide more effective support for a claim. Ask yourself whether the evidence is relevant and accurate.

## 2 Refine the Skill

By refining the skill of identifying faulty reasoning and 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.

### IGNORE THE GLUTEN-FREE FAD

Gluten is a protein found in wheat flour, but these days, it seems as though gluten-free products are everywhere. Although some people do suffer from celiac disease and cannot eat foods containing gluten, there's no reason for others to change what they eat.

Every year seems to bring a new diet to change your life. But the only changes are in your wallet! Most people have no problems digesting gluten and should not compromise their nutrition by giving up something that occurs naturally in many foods.

Celebrities, always quick to jump on trends, have used social media to trumpet the benefits of going gluten-free. Now doctors and other experts are lining up against the musicians and movie stars. Wouldn't you rather join the ranks of those who form opinions on the basis of expert recommendations? The experts, by the way, agree that gluten-free diets are just a fad. If so, that may be the best thing about them—fads go quickly out of style.

**a** The detail that new diets spring up every year is irrelevant because other diets have no relevance to the effectiveness of gluten-free diets.

**b** The author considers celebrity testimonials unreliable. However, the author provides no evidence from experts who think gluten-free diets are ineffective.

1. Which statement **best** explains why the passage is not reliable?

- A. The author relies on testimonials from celebrities.
- B. The author uses strong language to frighten readers.
- C. The author presents only one side of the argument.
- D. The author uses a false cause-and-effect relationship.

2. Which detail makes an appeal to a reader's need to fit in?

- A. Some people cannot eat foods containing gluten.
- B. We should not compromise our own nutrition by giving up something that occurs naturally in so many foods.
- C. Wouldn't you rather join the ranks of those who form opinions on the basis of expert recommendations?
- D. The experts agree that gluten-free diets are just a fad.

### INSIDE THE ITEMS

Most items on the test require you to demonstrate at least two skills. Usually these are reading and critical thinking. For example, to answer question 1, you must understand the passage, and you must evaluate its reliability.



### 3 Master the Skill

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

*This passage is an excerpt from the inaugural speech of George Wallace on his election as governor of Alabama in 1963. In the second part of the speech, Wallace responds to federal desegregation laws.*

#### SEGREGATION NOW, SEGREGATION FOREVER

- 1 I have said to you that I would eliminate the liquor agents in this state and that the money saved would be returned to our citizens ... I am happy to report to you that the big-wheeling cocktail-party boys have gotten the word that their free whiskey and boat rides are over, that the farmer in the field, the worker in the factory, the businessman in his office, the housewife in her home, have decided that the money can be better spent to help our children's education and our older citizens, and they have put a man in office to see that it is done. It shall be done. Let me say one more time: no more liquor drinking in your governor's mansion ...
- 2 Today I have stood, where once Jefferson Davis stood, and took an oath to my people. It is very appropriate then that from this Cradle of the Confederacy, this very Heart of the Great Anglo-Saxon Southland, that today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history. Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny. And I say, segregation today, segregation tomorrow, segregation forever.
- 3 The Washington, D.C. school riot report is disgusting and revealing. We will not sacrifice our children to any such type school system—and you can write that down. The federal troops in Mississippi could be better used guarding the safety of the citizens of Washington, D.C., where it is even unsafe to walk or go to a ballgame—and that is the nation's capital. I was safer in a B-29 bomber over Japan during the war in an air raid, than the people of Washington are walking to the White House neighborhood ...
3. How does the author show faulty reasoning in paragraph 1?
- A. He suggests a cause-and-effect relationship between his election and successful factories.
  - B. He includes irrelevant information about liquor agents and the governor's mansion.
  - C. He implies that the state can have either liquor agents or money for education and seniors.
  - D. He suggests that voters should support his policies because they are popular.
4. The author states, "today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history." This statement **most** likely made his audience of supporters feel
- A. patriotic and proud.
  - B. angry and betrayed.
  - C. satisfied and optimistic.
  - D. disheartened and pessimistic.
5. Why does the author use inflammatory language to describe desegregation laws as "the tyranny that clanks its chains upon the South"?
- A. to appeal to the audience's sense of tolerance
  - B. to arouse the audience's anger about desegregation
  - C. to appeal to the audience's sense of shame
  - D. to make the audience feel regret about segregation
6. In paragraph 3, the author makes the implied claim that desegregated schools are not safe. Which statement **best** explains how the author supports the claim?
- A. He uses exaggeration to make desegregation seem frightening and dangerous.
  - B. He provides facts and data to prove the dangers of desegregation.
  - C. He tells a personal story to illustrate what could happen during desegregation.
  - D. He cites an example of how desegregation caused an increase in violence.

From SEGREGATION NOW, SEGREGATION FOREVER: INAUGURAL ADDRESS by George Wallace, 1963



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

**BUY AMERICAN!**

- 1 "Buy American!" might sound like nothing more than a slogan advanced by American manufacturers to sell products made in the USA, but the truth is that there are many reasons to consider buying American-made clothing, American-made toys, and other US-manufactured goods ...
- 2 10) Foreign labor standards allow unsafe worker conditions in many countries. When you buy American you support not only American manufacturers but also American workers, safe working conditions, and child labor laws.
- 3 9) Jobs shipped abroad almost never return. When you buy goods made in the USA, you help keep the American economy growing.
- 4 8) US manufacturing processes are much cleaner for the environment than many other countries'; many brands sold here are produced in countries using dangerous, heavily polluting processes. When you purchase American-made products, you know that you're helping to keep the world a little cleaner for your children ...
- 5 6) The growing lack of USA ability to manufacture many products is strategically unsound. When you seek out American-made goods, you foster American independence ...
- 6 4) Foreign product safety standards are low. For example, poisonous levels of lead are in tens of millions of toys shipped to the USA. When you buy toys and other goods made in the USA, you can be confident that American consumer protection laws and safety standards are in place to protect your family ...
- 7 1) As the US manufacturing ability fades, future generations of US citizens will be unable to find relevant jobs. Buy American and help keep your friends and neighbors—and even yourself—earning a living wage.

From the [madeintheusaforever.com](http://madeintheusaforever.com) article TOP TEN REASONS TO BUY AMERICAN by Todd Lipscomb, accessed 2013

7. How does the general tone of the passage support the author's claim?
  - A. The bullying tone makes readers feel guilty about buying foreign products.
  - B. The patriotic tone makes readers proud to buy American products.
  - C. The threatening tone makes readers fearful of buying American products.
  - D. The lighthearted tone makes readers think the source of products is unimportant.
8. Which detail would **most** likely make readers fearful of buying foreign goods?
  - A. Foreign labor standards allow unsafe worker conditions in many countries.
  - B. U.S. manufacturing processes are much cleaner for the environment than many other countries'.
  - C. Poisonous levels of lead are in tens of millions of toys shipped to the United States.
  - D. As U.S. manufacturing ability fades, future generations will be unable to find relevant jobs.
9. The author uses an inaccurate either/or situation by suggesting that if readers do not buy American products, then
  - A. the United States will fall behind technologically.
  - B. readers' children will be harmed by their toys.
  - C. conditions will never improve for foreign workers.
  - D. there will be far fewer jobs for Americans.
10. Which sentence from the passage appeals to readers' fears about the U.S. position of leadership among developed countries?
  - A. "When you buy American you support safe working conditions and child labor laws."
  - B. "Many brands sold here are produced in countries using dangerous, heavily polluting processes."
  - C. "The growing lack of American ability to manufacture products is strategically unsound."
  - D. "Buy American and help keep your friends and neighbors—and even yourself— earning a living wage."



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

### REASONS WE OPPOSE VOTES FOR WOMEN

- 1 Because the basis of government is force—its stability rests upon its physical power to enforce its laws; therefore it is inexpedient to give the vote to women. Immunity from service in executing the law would make most women irresponsible voters ...
- 2 Because it means simply doubling the vote, and especially the undesirable and corrupt vote of our large cities.
- 3 Because the great advance of women in the last century—moral, intellectual and economic—has been made without the vote; which goes to prove that it is not needed for their further advancement along the same lines ...
- 4 Because the ballot has not proved a cure-all for existing evils with men, and we find no reason to assume that it would be more effectual with women ...
- 5 Because our present duties fill up the whole measure of our time and ability, and are such as none but ourselves can perform. Our appreciation of their importance requires us to protest against all efforts to infringe upon our rights by imposing upon us those obligations which cannot be separated from suffrage, but which, as we think, cannot be performed by us without the sacrifice of the highest interests of our families and of society ...
- 6 We do, therefore, respectfully protest against the proposed Amendment to establish “woman suffrage” in our State. We believe that political equality will deprive us of special privileges hitherto accorded to us by law.

From the [memory.loc.gov](http://memory.loc.gov) document SOME REASONS WHY WE OPPOSE VOTES FOR WOMEN by the National Association Opposed to Woman Suffrage, 1894 accessed 2013

11. In paragraph 3, the author states that because women have advanced morally, intellectually, and economically without suffrage, it “goes to prove that [suffrage] is not needed for their further advancement along the same lines.” Why does this statement represent faulty reasoning?
  - A. Women do not want the vote in order to advance morally, intellectually, and economically.
  - B. The author bases the claim on threatening language rather than facts and information.
  - C. The author does not acknowledge the viewpoint that women or the United States could benefit from women’s right to vote.
  - D. Women cannot vote, so it is impossible to know what would change if they could.
12. Why is the author’s statement that “the ballot has not proved a cure-all for existing evils with men” an example of faulty reasoning?
  - A. The author dismisses any good that suffrage offers women because it has not fixed every problem men face.
  - B. The author uses words such as *evils* to make readers fear the results of women’s suffrage.
  - C. The author appeals to readers’ needs to fit in with those considered moral and admirable.
  - D. The author suggests a false cause-and-effect relationship between suffrage and immorality.
13. Which statement **best** explains why the evidence in this passage is faulty?
  - A. The author relies on personal stories rather than facts and statistics.
  - B. The author does not address specific reasons that women might want suffrage.
  - C. The author includes testimonials from celebrities in order to persuade readers.
  - D. The author uses patriotic language to inspire readers to oppose suffrage.

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.

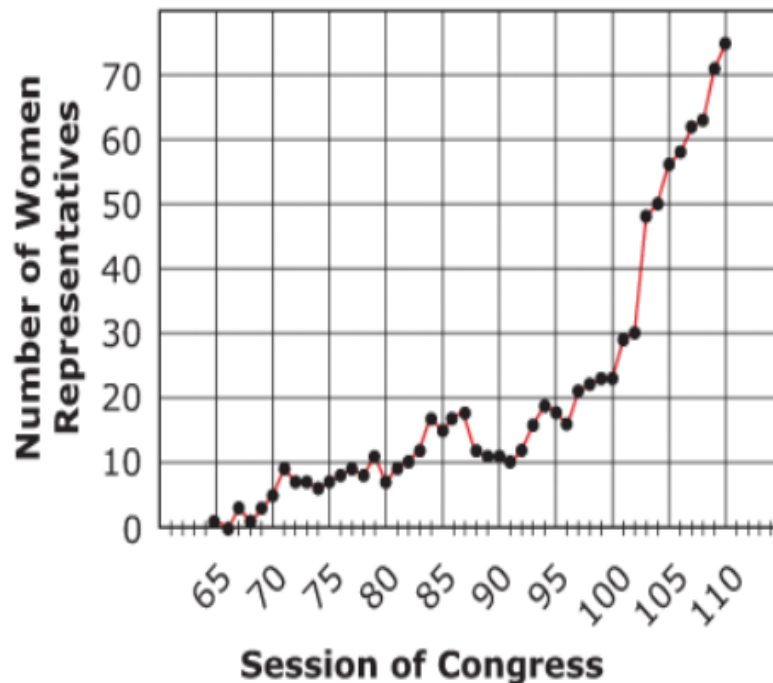
What does the word **convention** mean in both the chart and *The 17th Amendment* passage?

- 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**



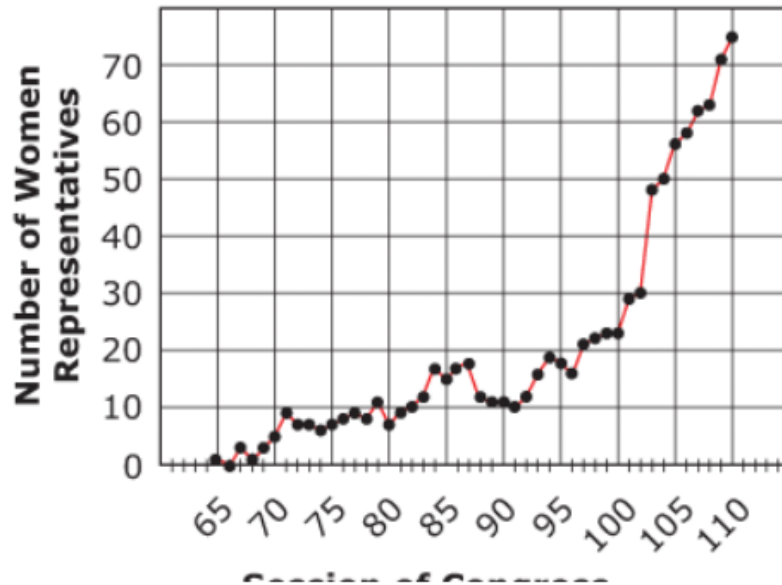
What do the passage and graph indicate about the United States in the 20th and 21st centuries?

- 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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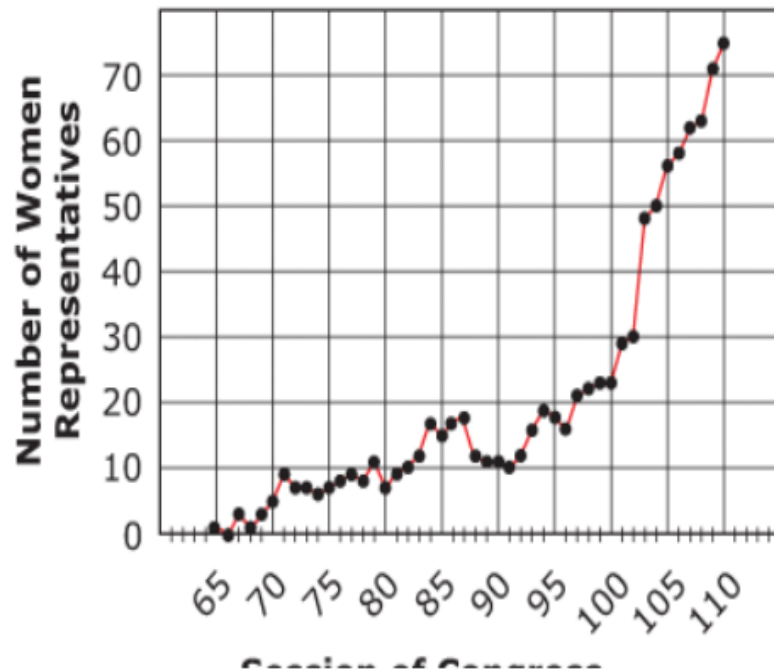
Type the appropriate session of Congress in the box.

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.

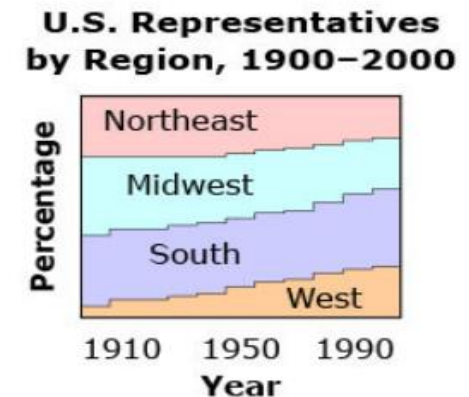
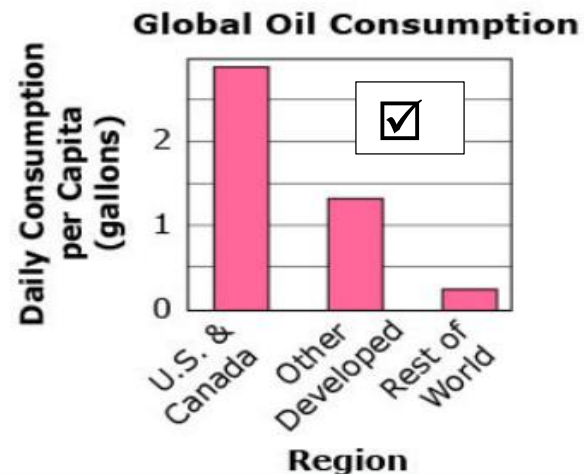
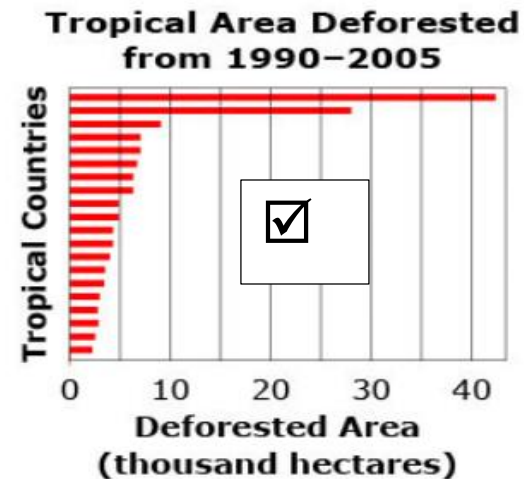
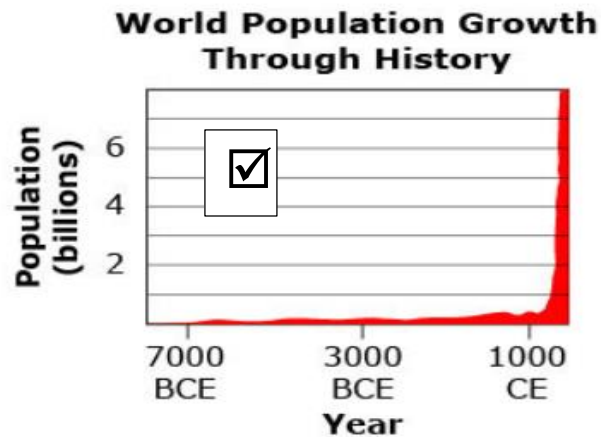


This definition of sustainability is from the U.S. Environmental Protection Agency (EPA).

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.

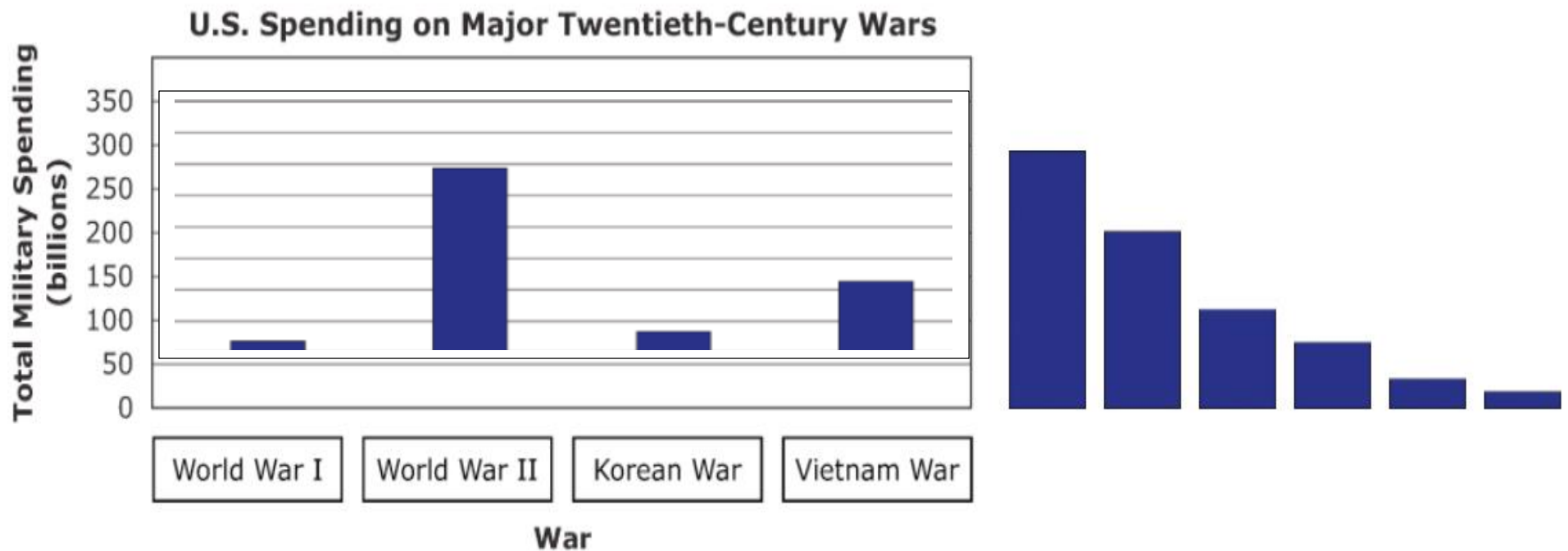


Use the information below from the Congressional Research Service to complete the graph.

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 (J)

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 shrunken 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.

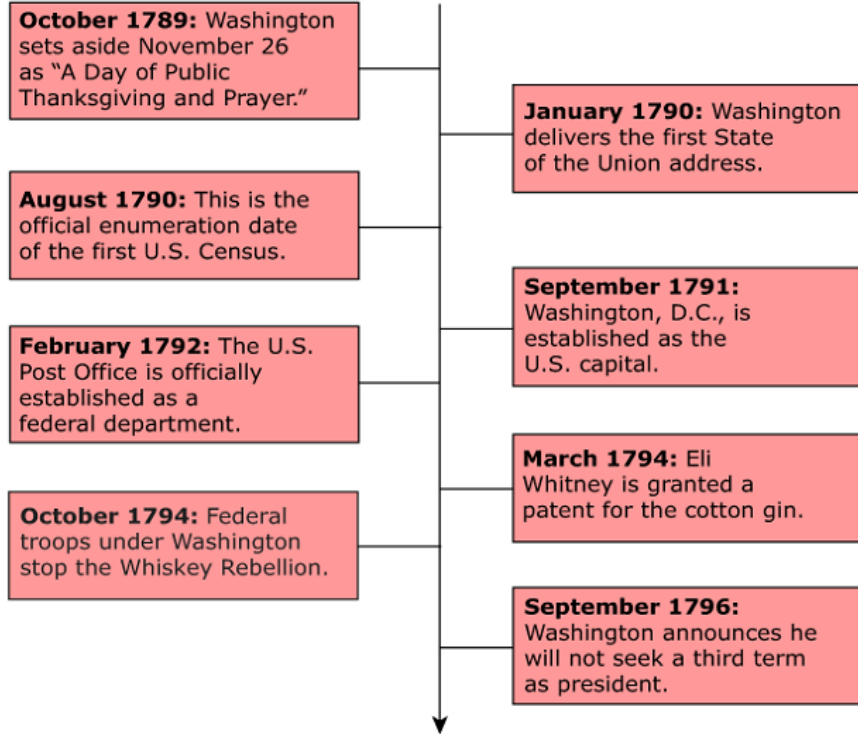
—Elizabeth Warren, U.S. Treasury Department, 2011

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



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."<sup>1</sup>

Individuals have "the right to keep and bear arms."<sup>2</sup>

Individuals cannot be forced to shelter troops in private homes during peacetime.<sup>3</sup>

An individual accused of a serious offense cannot be tried twice<sup>4</sup> for the same crime or forced to testify when on trial.

An individual accused of a crime must be given a speedy<sup>5</sup> 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."<sup>6</sup>

The states or individuals retain powers not delegated<sup>7</sup> to the federal government.

---

### **Footnotes**

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

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

<sup>3</sup> This amendment is reflective of a British practice during the colonial era.

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

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

<sup>6</sup> U.S. courts have ruled on the meaning of this phrase several times.

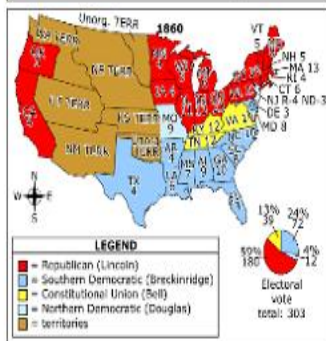
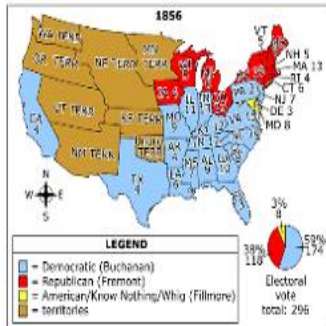
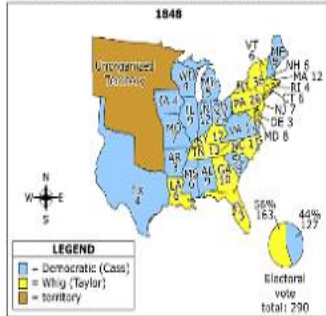
<sup>7</sup> This amendment is indicative of the American system whereby powers are divided between the national government and the state governments.

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.

**Electoral Votes in U.S. Presidential Elections, 1848-1860**



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

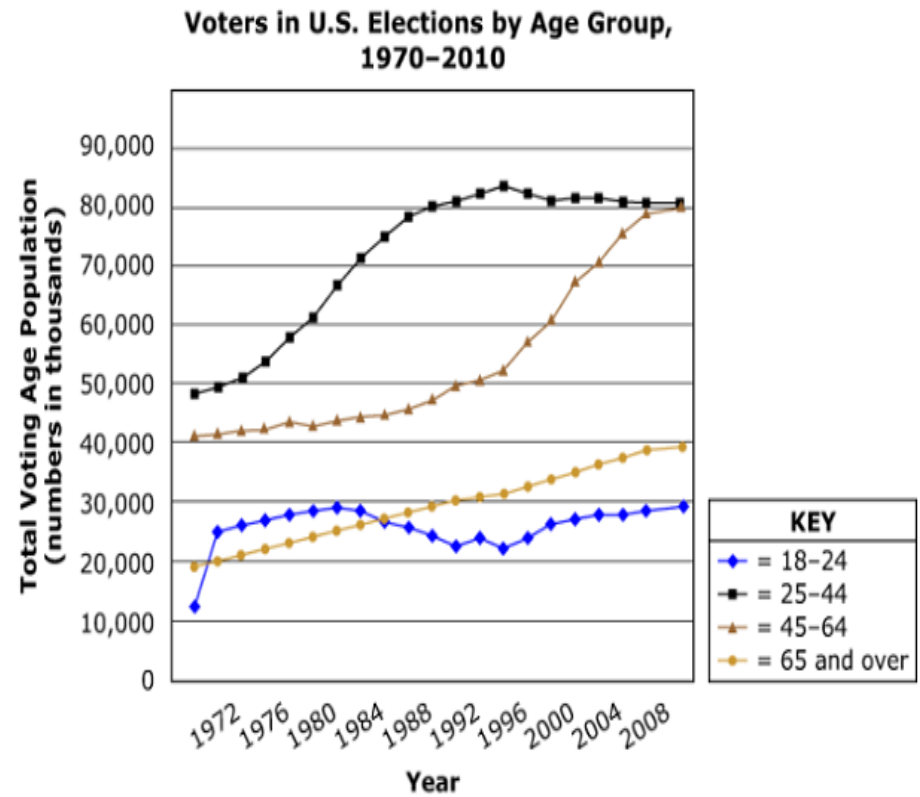
- 1 Banks pay interest on money kept in savings accounts. Interest rates for savings accounts are often relatively low.
- 2 Consider this example: John deposits \$100 into his savings account, which has an annual interest rate of 3%. A year later, John's savings account balance will be \$103.
- 3 When 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  the United States, while the United States and its neighboring country of Mexico

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.



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

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| Mexico           | 1.50                  | 1.20                   | 0.300                     | 0                          |

\*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

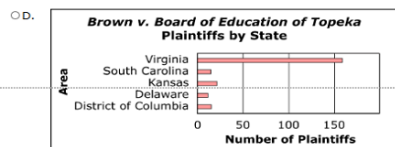
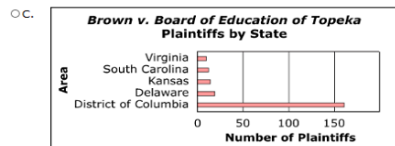
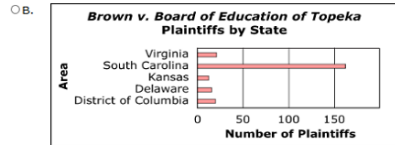
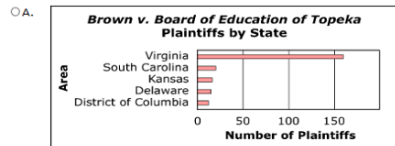


In 1952, the U.S. Supreme Court had five cases on its docket regarding school segregation. In 1954, the following cases were combined and heard before the Supreme Court as *Brown v. Board of Education of Topeka*:

- *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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- *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

Which graph correctly expresses quantitative information from the passage?



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

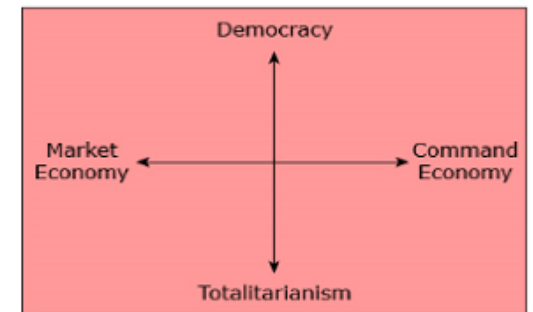
How did historical circumstances shape this citizen's point of view?

- 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. Sumners, 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.

