

Directions

Read this article. Then answer questions 1 through 7.

Alfred Nobel left his fortune to fund five annual international prizes, including the Nobel Peace Prize. The honor has been bestowed upon those working for peace and humanitarian causes for more than one hundred years.

The Nobel Peace Prize: Honoring Champions for Peace

Alfred Nobel's Will

Alfred Nobel was born in Stockholm, Sweden, in 1833, and lived a fascinating life filled with travel and study. Nobel's interests ranged from poetry to chemistry, and he was involved in numerous scientific and entrepreneurial endeavors. After he finished his education, which included travel in France, Germany, and the United States, Nobel invented a way to harness the explosive power of nitroglycerin. This led to his invention of dynamite and several other explosives in the ensuing years. His inventions, along with his other investments, brought Nobel great wealth.

In the year before his death in 1896, Nobel drew up a will instructing that, upon his death, his wealth should fund five annual prizes. The prizes would bear his name and honor individuals with the greatest achievements in physics, chemistry, medicine, literature, and peace. Nobel's family was displeased to discover that the late inventor's will would prevent them from inheriting his riches. They began a legal battle that delayed the awarding of the first prizes until 1901.

Nobel decreed that the prize for peace be awarded by a committee elected by the Norwegian Storting, or legislative council. The others would be awarded by three different Swedish organizations. It is unknown why Nobel wanted the peace prize awarded in Norway instead of in his home country. At the time, the two countries were united under one king, and some speculate that Nobel wanted Norway to have a stake in the prizes. While all of the Nobel prizes remain highly regarded honors, it is the Nobel Peace Prize that is the most well-known.

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Early Winners of the Nobel Peace Prize

The intention of the Nobel Peace Prize evolved in the early years. Often, the choice of recipients helped shape how the prize was viewed by the world. For instance, the first Nobel Peace Prize was given jointly in 1901 to the French pacifist Frédéric Passy and Jean Henry Dunant. The recognition of Dunant, the founder of the International Red Cross, helped set the standard that the prize could honor humanitarian efforts in addition to efforts toward peace.

During this era, it was uncommon for women to be honored for their achievements in the public eye. So, it was meaningful when, in 1905, Bertha von Suttner became the first woman to be awarded the Nobel Peace Prize. Von Suttner was an Austrian peace activist and a close confidant of Alfred Nobel during his life. Her award, however, did not mean that women were regularly honored with the prize. Another woman would not be honored until 1931, when the American Jane Addams, founder of the Women's International League for Peace and Freedom, was awarded the prize.

The Nobel Peace Prize was not well known until 1906, when it was awarded to the U.S. president Theodore Roosevelt. He received it primarily for his work in helping to arbitrate international disputes. He was the first statesman to be honored with the prize.

When World War I broke out in 1914, the Nobel Committee decided not to award any prizes. The only exception was in 1917, during which the International Committee of the Red Cross (ICRC) received the honor. The Nobel Committee, disrupted by German occupation of Norway during World War II, again refrained from awarding the Nobel Peace Prize from 1940 to 1945. The only exception was awarded to the ICRC in 1944. The Red Cross was the only honoree during both wartimes because the organization "held aloft the fundamental conceptions of the solidarity of the human race."

One Hundred Years of Peace Prizes

To be awarded a Nobel Peace Prize, a person must first be nominated. Eligible nominators include members of national assemblies, professors of certain disciplines, and some associates of the Norwegian Nobel Committee. Past recipients can also nominate people for the prize.

50 Once nominations are received, the five appointed members of the Norwegian Nobel Committee commence an evaluation and selection process lasting several months. They announce the recipient of the Peace Prize in October. In December, a ceremony is held in Oslo, Norway. Each winner receives a Nobel Medal and Diploma as well as a large sum of money that varies depending on the year. For more than a
55 century, this nomination and selection process has resulted in the awarding of the Nobel Peace Prize to people with a diverse array of accomplishments from around the world.

Some of the recipients of the Nobel Peace Prize have been controversial. Former U.S. Secretary of State Henry Kissinger, who was awarded the prize based on his
60 participation in brokering a ceasefire in the Vietnam War, was one choice that generated controversy. Kissinger's detractors criticized the committee's choice because he had been accused of war crimes. In fact, two of the committee's members resigned in protest when Kissinger won. When political figures are nominated for the prize, there are often objections. However, other Nobel Peace Prize winners, such as Mother
65 Teresa, have been widely lauded and have generated very little controversy. Mother Teresa, a Catholic nun, was honored in 1979 for her work helping the poor of Calcutta, India.

Organizations, not just individuals, have also been awarded the Nobel Peace Prize. In recent decades, the committee has honored several organizations focused on
70 partnerships among countries. The United Nations, for example, received a Peace Prize in 2001. The International Atomic Energy Agency received a Peace Prize in 2005. In 2012, the committee honored the European Union for its efforts toward "the advancement of peace and reconciliation, democracy and human rights in Europe."

The Nobel Peace Prize is unique in its history, recognition, and purpose. This
75 revered award has brought honor and acclaim to more than one hundred recipients since it was established by Alfred Nobel. And, because the prize is funded from interest earned by a large investment, the tradition is likely to continue for years to come.

GO ON

1 Read lines 14 through 16 from the article.

Nobel decreed that the prize for peace be awarded by a committee elected by the Norwegian Storting, or legislative council. The others would be awarded by three different Swedish organizations.

How do these lines contribute to the author's description of Nobel's plan for the award?

- A** They reference the legal challenges that had to be overcome before the award could be instituted.
- B** They highlight the mystery surrounding some of the instructions Nobel left for the award.
- C** They demonstrate that Nobel was very specific about how the prize for peace should be awarded.
- D** They stress the importance Nobel placed on the humanitarian aspect of the award.

2 Read lines 16 through 19 from the article.

It is unknown why Nobel wanted the peace prize awarded in Norway instead of in his home country. At the time, the two countries were united under one king, and some speculate that Nobel wanted Norway to have a stake in the prizes.

These lines contribute to the development of the article by

- A** indicating that there was a conflict regarding how the prize would be administered
- B** suggesting that not all Nobel's motives are clearly understood
- C** pointing out some of the flaws in the planning of the Nobel prize
- D** noting that some aspects of the plan's origins are outdated, and are no longer relevant

3

What is the main idea of the section “Alfred Nobel’s Will”?

- A** Nobel’s family disputed his decision to leave his fortune for the founding of the prize.
- B** Alfred Nobel established awards for physics, chemistry, medicine, literature, and peace that would be presented in Norway.
- C** Alfred Nobel left his fortune to establish five annual prizes for the greatest achievements in science, medicine, literature, and efforts toward peace.
- D** All the Nobel prizes are considered prestigious, but the Peace Prize is considered the most important.

4

Read lines 28 through 32 from the article.

... in 1905, Bertha von Suttner became the first woman to be awarded the Nobel Peace Prize. Von Suttner was an Austrian peace activist and a close confidant of Alfred Nobel during his life. Her award, however, did not mean that women were regularly honored with the prize. Another woman would not be honored until 1931 ...

What do these lines suggest about the first woman to receive the Nobel Peace Prize?

- A** It was considered inappropriate for a woman to receive public recognition.
- B** The Nobel Prize committee awarded her the prize in support of women’s rights.
- C** Von Suttner’s activities may have come to the attention of the Nobel Prize committee due to her relationship with Nobel.
- D** Von Suttner’s award set a precedent that future winners would be women.

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5 Read lines 43 through 45 from the article.

The Red Cross was the only honoree during both wartimes because the organization “held aloft the fundamental conceptions of the solidarity of the human race.”

What central idea of the article is expressed by these lines?

- A** The criteria for the prize were developed over time, based on the early recipients.
- B** The award is often given to organizations, rather than individuals.
- C** The award is intended to honor humanitarian efforts.
- D** The recipients of the award are sometimes considered controversial.

6 How does the author explain why a Nobel Peace Prize recipient like Henry Kissinger was considered controversial, while Mother Teresa was not?

- A** For much of the award’s early history it was uncommon for women to be awarded the prize.
- B** Political figures are often controversial winners because they generally have supporters and critics.
- C** Recipients are typically nominated by those who have won the award in the past or by a committee.
- D** The Nobel Prize Committee typically does not award the Peace Prize during times of war.

7 Which of the following would **best** represent the key ideas elaborated in this article?

- A** a Venn diagram
- B** a flow chart
- C** a spreadsheet
- D** a time line

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Directions
Read this poem. Then answer questions 8 through 14.

A Drowsy Day

by Paul Laurence Dunbar

The air is dark, the sky is gray,
The misty shadows come and go,
And here within my dusky room
Each chair looks ghostly in the gloom.
5 Outside the rain falls cold and slow—
Half-stinging drops, half-blinding spray.

Each slightest sound is magnified,
For drowsy quiet holds her reign;
The burnt stick in the fireplace breaks,
10 The nodding cat with start awakes,
And then to sleep drops off again,
Unheeding Towser at her side.

I look far out across the lawn,
Where huddled stand the silly sheep;
15 My work lies idle at my hands,
My thoughts fly out like scattered strands
Of thread, and on the verge of sleep—
Still half awake—I dream and yawn.

What spirits rise before my eyes!
20 How various of kind and form!
Sweet memories of days long past,
The dreams of youth that could not last,
Each smiling calm, each raging storm,
That swept across my early skies.

25 Half seen, the bare, gaunt-fingered boughs
Before my window sweep and sway,
And chafe in tortures of unrest.
My chin sinks down upon my breast;
I cannot work on such a day,
30 But only sit and dream and drowse.

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- 8** Which statement **best** reflects a theme of this poem?
- A** Laziness keeps people from achieving their goals.
 - B** It is better to focus on the present than to feel bad about the past.
 - C** Sometimes, even when there is work to do, one can't help but be idle.
 - D** A responsibility is a commitment that must be completed, even when it is difficult to do so.
- 9** What do lines 2 through 4 indicate about how the weather outside affects the speaker's room?
- A** It makes the room bleak and dim.
 - B** It makes room seem haunted and frightening.
 - C** It makes the room cold and miserable.
 - D** It makes the room seem a welcome shelter from the rain.
- 10** How does the speaker's point of view change from the third to the fourth stanza?
- A** It shifts from describing a dream to describing reality.
 - B** It shifts from describing what is happening now to describing what he plans to do later.
 - C** It shifts from describing what is in the room to describing what is outside the window.
 - D** It shifts from describing the present to focusing on memories of the past.

- 11** Read these words from line 10.

The nodding cat with start awakes,

What can be inferred from this line?

- A** The cat has more sensitive hearing and can detect things the speaker cannot hear.
- B** There is thunder in the storm outside that has made a deafening sound.
- C** The cat was awakened by the sound of the wood cracking in the fireplace.
- D** The cat wants the speaker to continue with her work.

- 12** Read line 14 from the poem.

Where huddled stand the silly sheep;

The poet uses the word “huddled” to suggest that the sheep are

- A** confused about what is happening
- B** gathered against the cold
- C** hoping he will come outside
- D** trying to get out of their enclosure

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- 13** Read line 15 from the poem.

My work lies idle at my hands,

A well-known American proverb states, "Idle hands are the devil's workshop." What is the most likely reason the poet echoed this proverb in this line?

- A** It emphasizes his feelings about dozing off rather than working.
- B** It confirms his rejection of a traditional work ethic.
- C** It points out that some work simply is not worth the time necessary to complete it.
- D** It foreshadows the problems that will be described later in the poem.

- 14** What does the last stanza reveal about the speaker?

- A** The speaker is paralyzed by fear of the storm and can do nothing but close his eyes.
- B** The speaker finds his drowsiness comforting in contrast to the storm outside.
- C** The speaker is resentful of being trapped inside a room when the weather outside is so exciting.
- D** The speaker feels he is being punished for his laziness, and suffers from restlessness.

Directions

Read this article. Then answer questions 15 through 21.

St. Louis, Missouri's Gateway Arch is one of the most recognizable architectural landmarks in the United States. At 630 feet, it's the country's tallest human-made monument and serves as a major tourist attraction in St. Louis. Each year, more than four million people visit the arch to take in the view from the top and learn about its architectural and historical significance.

The St. Louis Arch: Gateway to the West

A Brief History of the Gateway Arch

Because of the city's history, St. Louis is a fitting location for the Gateway Arch. With its key location on the Mississippi River, St. Louis was a major trading center in the eighteenth and nineteenth centuries. Pioneers and explorers, including the famed Lewis and Clark, came to St. Louis to organize and gather supplies before
5 setting off on their adventures to the West. The busy city was the last they would see of modern civilization until they returned. To commemorate the city's key role in the nation's westward expansion, city leaders in the 1930s partnered with the federal government on a plan to create a riverfront park. The project was called the Jefferson National Expansion Memorial in honor of Thomas Jefferson, the former U.S. president
10 who championed exploration of the West.

In 1947, architect Eero Saarinen won a contest to design a landmark symbolizing St. Louis's role in westward expansion. His design was a striking arch in the shape of an upside-down catenary curve. To understand a catenary curve, picture the shape a chain makes when held at each end, with gravity weighing down the center.
15 Saarinen's design was selected from 172 entries, one of which was his own father's. In fact, a selection official told the elder Saarinen that his design had won. A few hours later, the official called back to announce that, in actuality, the younger Saarinen's proposed arch had won the competition.

The effort to obtain financing as well as the land needed for the memorial dragged
20 on for several years. Some city residents opposed the plans for the project. They objected to the need for dozens of buildings to be demolished and for a railroad to be moved. Saarinen was involved in the negotiations about the exact placement and construction of the arch. However, he died in 1961, two years before construction on the actual arch began.

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25 Finally, the money, land, and support necessary for the arch were secured, and
by 1965, the great structure was built. At a cost of \$13 million (about \$96 million in
today's dollars), the arch was constructed of concrete and 900 tons of stainless steel.
In total, the arch weighs more than 17,000 tons. Precise mathematical calculations in
weight distribution, shape, and flexibility make it very stable. Built to withstand high
30 winds and earthquakes, the arch can sway up to 18 inches. However, conditions are
rarely strong enough to make it sway at all. After completion, the arch, known as the
"Gateway to the West," opened to the public in 1967.

What to Expect on a Visit

Of course, a visit to St. Louis isn't complete without a trip to the Gateway Arch.
Visitors can enter through either "leg" of the arch. The south entrance features an
35 exhibit revealing what life was like in the nineteenth century when St. Louis was
a bustling trading post. At the north entrance, another exhibit depicts the day in 1965
when the last piece of the arch was put into place. Upon entering, visitors board a tram.
In just four minutes, they are whisked to the top, where a panoramic view awaits them.
The sixteen windows on each side offer views in every direction. To the west, there is
40 a stunning view of downtown St. Louis, and to the east, visitors see the Mississippi
River and into Illinois. On a clear day, the views extend up to thirty miles in every
direction.

More to See and Do

The arch isn't the only attraction in the Jefferson National Expansion Memorial.
The Gateway Arch was designed as the centerpiece of the ninety-one-acre
45 memorial; the surrounding landscape and buildings were designed to harmonize
with it. There are plenty of ways to explore the grounds. Visitors can tour the Museum
of Westward Expansion, which houses exhibits about the exploration of the American
West. An extensive exhibit about the Lewis and Clark expedition is a highlight.
The Old Courthouse is also a popular stop. Built between 1839 and 1862, it is best
50 known as the location where Dred Scott fought for his freedom from slavery. The
courthouse features restored courtrooms and exhibits about African American history.
The memorial is part of the National Park System, and visitors are encouraged to take
tours from the site's knowledgeable park rangers. To get the full experience of the arch
and the surrounding area, visitors can rent bicycles, go on a riverboat cruise, or even
55 take a helicopter tour.

Nearly 11,000 people visit St. Louis's Gateway Arch every day. The monument's
architectural, cultural, and historical significance makes it one of America's most
important landmarks.

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- 15** Why is the Gateway Arch different from other landmarks in the United States?
- A** It is the most important historical site along the Mississippi River.
 - B** It was constructed in honor of then-President Thomas Jefferson.
 - C** It is the tallest man-made monument in the United States.
 - D** It is the number one tourist attraction in all of St. Louis.
- 16** Which statement should be included in a summary of the section “A Brief History of the Gateway Arch”?
- A** St Louis was a starting point for explorers setting off to the West.
 - B** Architect Eero Saarinen won a contest to design a landmark representing the role of St. Louis in westward expansion.
 - C** A catenary curve resembles a chain held at each end with the center weighed down by gravity.
 - D** The wind is rarely strong enough to make the arch sway.
- 17** How does the author use the analogy of a chain to explain Saarinen’s design?
- A** He uses it to show that the arch is an upside-down version of the catenary curve created by the chain.
 - B** He uses it to explain that the arch is not affected by gravity in the same way as the chain.
 - C** He uses it to describe the similarities between the arch and curves occurring in nature.
 - D** He uses it to explain that a chain is made of metal while the arch is made of concrete and other, more durable materials.

- 18** Read lines 20 through 22.

Some city residents opposed the plans for the project. They objected to the need for dozens of buildings to be demolished and for a railroad to be moved.

Which statement **best** explains why the author includes this information?

- A** to point out that without Saarinen’s intervention the project would never have been completed
 - B** to explain why it took so long to begin the project after the design was selected
 - C** to describe some of the drawbacks of the project that are typically overlooked by historians
 - D** to explain the process of how most projects of this kind progress from design to construction
- 19** Which quotation from the article **best** supports the conclusion that the arch is safe?
- A** “. . . the arch was constructed of concrete and 900 tons of stainless steel.” (line 27)
 - B** “In total, the arch weighs more than 17,000 tons.” (line 28)
 - C** “Precise mathematical calculations in weight distribution, shape, and flexibility make it very stable.” (lines 28 and 29)
 - D** “However, conditions are rarely strong enough to make it sway at all.” (lines 30 and 31)

- 20** Read this sentence from lines 34 through 36.

The south entrance features an exhibit revealing what life was like in the nineteenth century when St. Louis was a bustling trading post.

This sentence contributes to the author's description of the monument by

- A** pointing out how important it was to the city to attract tourists and businesses
 - B** highlighting the chaos of the early years of the city
 - C** emphasizing that the city was an important business hub in the 1800s
 - D** pointing out the popularity of the exhibit at the south entrance, and why visitors enjoy it
- 21** Which **best** explains the purpose for including the section "More to See and Do"?
- A** to show why St. Louis was an ideal location for the St. Louis Arch
 - B** to prove that the Arch and surrounding area are popular tourist destinations
 - C** to persuade readers to plan a future visit to St. Louis and its historical sites
 - D** to explain the connection between the Gateway Arch and African American history

GO ON

Directions

Read this story. Then answer questions 22 through 28.

The Souvenir

As Marlee sat on the bus headed back to school, she pulled out the small clay pot from her backpack and examined it once more. The pot was the perfect souvenir from her trip to the natural history museum—a simple earthenware reproduction of an Egyptian relic from more than 3,700 years ago. The bottom edge of the pot had
5 a chip that Marlee hadn't noticed in the store before buying it, but she thought the chip gave the pot a more authentic feel. Seeing all the artifacts up close at the museum and reading about their history really opened Marlee's eyes to the culture, and as she looked out the window, she fantasized about what it would be like to live in ancient Egypt.

10 Later that night, Marlee was doing her homework with the pot sitting on her desk when suddenly the pot began to jiggle and bounce. A ghostly spirit materialized slowly from inside it. In fear, Marlee pushed back her desk chair, ready to bolt out the door.

“Greetings, young woman,” said a translucent spirit who appeared to be a girl about Marlee's age. She wore a white sheath dress and dark black eye makeup, and was
15 adorned with jewels. “I'm Princess Hetepheres and I pray you, listen to my story; my future depends on your kindness.”

“Um, o-o-kay,” stammered Marlee, wide-eyed.

“First and foremost,” said Hetepheres in a strong voice, “I am not some common trinket to be sold in a shop. The pot that holds me is an ancient relic, buried in my
20 family's tomb for nearly four thousand years—that is, until it was stolen and sold to a number of unscrupulous collectors.”

Marlee could hardly believe it. She was holding a window into a lost world.

Hetepheres continued, “I have been passed from hand to hand since being removed from my tomb, and I am hoping that you will be able to help return me to my proper
25 resting place. See this chip on the pot? This piece of history is not safe outside my family's tomb. The tomb was turned into an exhibition, and I'm protected there, but, oh, how I miss my family.”

Marlee couldn't imagine being kept away from her rightful home so long. She was determined to help the princess. The princess asked that Marlee return the pot
30 to the museum. "The experts there respect history and will know how to get me home."

When Marlee explained to her mother that she suspected the pot was a real relic, her mother set up a meeting with the museum director for the following day.

Marlee sat nervously with her mother in a small waiting area outside the museum director's office, and cradled the earthen pot with infinitely more care than she had the
35 day she bought it.

"I'm Dr. Fleming. What is it you want?" the director asked in an irritated voice.

"We won't take too much of your time," Marlee's mother said, "but we have an extraordinary story to tell. My daughter bought this trinket from your gift shop, and we have reason to believe that it's more than just a replica. Could
40 you take a look at it?"

Dr. Fleming carefully took the pot from Marlee's hands. He turned on a lamp and removed a large magnifying glass from his desk. He examined every centimeter of the pot, then propped his glasses on top of his head and took a deep breath.

Dr. Fleming looked at Marlee with a smile, but he had an unsettling gleam in his
45 eye. "You did the right thing," he said, standing up suddenly and going to a cabinet across the room. He opened the cabinet with a small key, placed the pot inside, and locked the cabinet back up. "I know this pot quite well, and I haven't a clue how it ended up on a gift shop shelf in this museum. It should be returned to its exhibit in Egypt right away. Please take this note to the gift shop and pick out a souvenir on your
50 way out. Thank you, and have a very pleasant day." He smiled widely and shepherded them out.

Satisfied, Marlee went to the gift shop with her note from Dr. Fleming and picked out a plaster replica of the pot to remind her of Princess Hetepheres.

As the day wore on, Marlee kept thinking about the meeting with Dr. Fleming.
55 Something was off—something about the way he had looked at Marlee after examining the pot and how he had rushed them out so quickly. Marlee decided to do a little research, so that night she took her laptop into her mom's room and flopped onto the bed. She went down a number of rabbit holes that led nowhere. Then she saw a photo accompanying an article that made her heart sink. She quickly called to
60 her mother.

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“Listen, Mom,” she said. “I got a bad feeling about Dr. Fleming at the museum, so I did some research, and I think he might be a crook.” She showed her mother an Internet blog post written by a scholar named Dr. Fazil Baz, who posted a story about the clay relic that was stolen from an ancient Egyptian tomb. At the bottom of
65 the post was a picture of the people Dr. Baz suspected of being involved with the theft. One of the four men looked like Dr. Fleming but with longer hair.

“Strange. There is a resemblance. Let’s e-mail Dr. Baz,” said Marlee’s mom.

Dr. Baz was elated by the information Marlee’s mother gave him, but disappointed that a museum director would be involved in the theft. He told her he would get the
70 authorities on the case immediately.

As Marlee got ready for school the next morning, the local news showed footage of Dr. Fleming in handcuffs. Marlee smiled and daydreamed about Hetepheres, who would be back home soon.

22 Which character's thoughts are revealed in the story?

- A** Marlee's
- B** Hetepheres's
- C** Dr. Fleming's
- D** Marlee's Mother's

23 Read this sentence from line 12 of the story.

In fear, Marlee pushed back her desk chair, ready to bolt out the door.

How does the use of the word "bolt" reveal Marlee's reaction to the spirit?

- A** it shows that Marlee intends to keep the spirit from escaping
- B** it shows that Marlee is prepared to defend herself against the spirit
- C** it exhibits Marlee's lack of interest in the spirit that emerges from the pot
- D** it establishes that Marlee considers fleeing her room

24 Read these sentences from line 22 of the story.

Marlee could hardly believe it. She was holding a window into a lost world.

How does the phrase "window into a lost world" contribute the author's description?

- A** It suggests that Marlee is standing near a window.
- B** It emphasizes that the value of the pot and the importance of preserving it.
- C** It offers details to help understand the difference between Marlee and Hetepheres.
- D** It shows that the pot provides valuable insights into the past.

25 In lines 29 and 30, Hetepheres advises that history should be respected and artifacts

- A** should never be shown to the public
- B** are constantly in danger of being stolen or misused
- C** are not the property of anyone but the original owners
- D** should be preserved by museums where they are kept safe

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26 Which quotation **best** supports Marlee’s suspicion that there is something strange about Dr. Fleming’s behavior.

- A** “He examined every centimeter of the pot, then propped his glasses on top of his head and took a deep breath.” (lines 42 and 43)
- B** “Dr. Fleming looked at Marlee with a smile, but he had an unsettling gleam in his eye.” (lines 44 and 45)
- C** “I know this pot quite well, and I haven’t a clue how it ended up on a gift shop shelf in this museum.” (lines 47 and 48)
- D** “He smiled widely and shepherded them out.” (lines 50 and 51)

27 Which event continues to build suspense, even after the pot has been returned to Dr. Fleming?

- A** Marlee chooses a pot similar to the one she returned to Dr. Fleming.
- B** Marlee’s uneasiness leads her to research the pot on the Internet.
- C** Marlee and her mother wait to hear from Dr. Baz.
- D** Marlee wakes up to see footage of Dr. Fleming in handcuffs.

28 Read this sentence from lines 58 and 59 of the story.

Then she saw a photo accompanying an article that made her heart sink.

What is the impact of the expression “made her heart sink” on the tone of the story?

- A** It changes the tone from fear to amusement.
- B** It changes the tone from confusion to misery.
- C** It changes the tone from curiosity to awareness
- D** It changes the tone from pessimism to optimism.

Directions

Read this article. Then answer questions 29 through 35.

Mary Wollstonecraft Shelley is most famous for her novel Frankenstein, but not everyone knows that her parents were famous philosophers and writers, and her husband was a famous poet. She was surrounded by great thinkers during her life and was very likely inspired by them in her writing.

Mary Wollstonecraft Shelley: Creating a Monster

A Literary Heritage and Early Life

Mary Wollstonecraft Shelley was born in London on August 30, 1797, into a well-known family of radical thinkers. Her father, William Godwin, was an uncompromising, independent-minded political philosopher and writer. Her mother, Mary Wollstonecraft, was a writer and early feminist. In her most famous book, called *A Vindication of the Rights of Woman*, Wollstonecraft argued that women were not naturally inferior to men; rather, they appeared to be inferior because they lacked education. In 1792, this was a progressive concept, and Wollstonecraft became regarded as an influential feminist, philosopher, and writer.

Mary Wollstonecraft died only days after giving birth to her daughter, Mary. William Godwin was remarried to Mary Jane Clairmont in 1801, when his daughter was four years old. Mary had a less than amiable relationship with her stepmother, who envied the child's close relationship with her father and resented the reminder of Godwin's late, beloved first wife. In 1812, Mary's father sent young Mary to Scotland to visit an acquaintance of his. During this time away, Mary greatly missed her home. The isolation from her family fueled her imagination and literary ambition, and it was during this time that she began writing.

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A Friendly Contest

On a short visit back to England in 1812, Mary met Percy Bysshe Shelley, who later became a famous Romantic poet. The Romantic period took hold in Europe at the end of the eighteenth century. It was an artistic and intellectual movement that emphasized nature, imagination, and emotions in contrast to the emphasis on knowledge and rationalism prevalent during the Enlightenment¹. Mary and Percy shared a passion for literature and Romanticism. Although Mary returned to Scotland shortly after they met, Percy would come to play a critical role in her future and her development as an author.

25 In March 1814, Mary returned to England. In May of that year, she once again met Percy Bysshe Shelley. Despite the fact that Percy was married to Harriet Westbrook, he and Mary ran away together that summer. They married when Percy's wife died in 1816.

Percy always encouraged Mary to write. As legend has it, the seed for the world's first science fiction novel was planted on a rainy day in June 1816. Mary and Percy were staying in Geneva with Lord Byron, another famous Romantic poet, along with Mary's stepsister, Claire Clairmont, and a writer and physician named John William Polidori. They had all been reading ghost stories together when Lord Byron challenged each person in the group to write a horror story. Mary took on the challenge. Even after the literary sessions adjourned, she expanded her short story into what would become the enduring novel *Frankenstein*.

Mary completed the novel a year later, in 1817, and it was published anonymously on New Year's Day, 1818. Although very popular with readers, the novel received predominantly unfavorable reviews. The novel is considered a prime example of Gothic literature, which combines horror and Romanticism.

¹ **the Enlightenment:** a historic period in the western world that emphasized rationalism and logic and rejected traditional religious beliefs

Building the Beast

Frankenstein; or, The Modern Prometheus is the macabre story of a scientist named Victor Frankenstein who conducts a bizarre experiment in a quest to discover the secret of life. After years of research and maniacal persistence, Dr. Frankenstein finally succeeds: Much like a needle worker fashions a quilt from scraps of cloth, the doctor
45 assembles a monster from old body parts. Dr. Frankenstein had erroneously believed he would be satisfied once he accomplished his goal; however, he is horrified by his creation. It turns out his fears are justified. The hideous monster escapes from the doctor's laboratory and proceeds to kill innocent people. One day, Dr. Frankenstein encounters the monster on a mountaintop. The monster tells him that his murders
50 were the result of overwhelming loneliness, and he begs Dr. Frankenstein to create a female companion for him. Terrified that the monster will continue to kill people he cares about, Dr. Frankenstein starts to build a mate for him, but the doctor's conscience forces him to abandon the project. The depressed monster becomes increasingly violent. After the monster kills the doctor's new bride, Dr. Frankenstein
55 dedicates his life to taking revenge on the monster. He chases him on a dog sled across the ice toward the North Pole but ultimately dies.

Literary critics have interpreted Mary Shelley's view of Dr. Frankenstein in different ways. Some argue that she condemns the actions of Dr. Frankenstein. In this view, he is a power-hungry megalomaniac, insistent on proving his godlike powers.
60 Alternatively, others argue that she is sympathetic to Dr. Frankenstein. His fascination with discovering the secret of life stems from a fervent wish to help humankind conquer death and disease. According to this perspective, the doctor's intentions are good, and he shouldn't be held accountable for the monster's brutality. Similarly, the portrayal of the monster himself is also ambiguous. Although horrifying and
65 vicious, he is the product of Dr. Frankenstein's ruthless pursuits and wants nothing more than a companion to remedy his loneliness and make his life complete.

In *Frankenstein*, it is not clear who the real monster is. Is it the creator or his creation? This complexity is precisely what makes the novel transcend² its genre. Traditional Gothic literature features nightmarish experiences in ancient castles
70 and dungeons. However, unlike traditional Gothic literature that has exaggerated, stock characters based on commonplace concepts or characteristics, Mary Shelley's novel presents characters that are more complex. She wrote more than a ghost story; she wrote a classic. As the daughter of revolutionary philosophers and the wife of a brilliant poet, Mary Shelley forged her own path. The monster she created in
75 *Frankenstein* continues to engage readers nearly two hundred years later.

² **transcend:** rise above the limitations of something

GO ON

- 29** Read lines 5 through 8 from the article.

... Wollstonecraft argued that women were not naturally inferior to men; rather, they appeared to be inferior because they lacked education. In 1792, this was a progressive concept, and Wollstonecraft became regarded as an influential feminist, philosopher, and writer.

The author uses the phrase “progressive concept” **mainly** to show that Wollstonecraft’s ideas

- A** were already very popular
- B** were very traditional
- C** were ahead of their time
- D** were worth pursuing

- 30** Read this sentence from line 9 of the article.

Mary had a less than amiable relationship with her stepmother . . .

How does this sentence develop the author’s description of Mary’s early life?

- A** It describes a time of transition that Mary had to overcome in order to have a happy childhood.
- B** It indicates that Mary had to rebel against her stepmother in order to become a writer.
- C** It suggests that Mary’s stepmother’s encouragement was a significant influence on her writing.
- D** It implies that one reason Mary went to Scotland was an unfriendly relationship with her stepmother.

- 31** Read this sentence from lines 18 and 19.

The Romantic period took hold in Europe at the end of the eighteenth century.

The author includes this detail to

- A** explain how Mary and Percy met
- B** support the central idea that Mary had a difficult relationship with her stepmother
- C** support the central idea that Mary was influenced by a new school of literature
- D** to explain how Mary came up with the plot for *Frankenstein*

- 32** Read this sentence from lines 37 and 38 of the article.

Mary completed the novel a year later, in 1817, and it was published anonymously on New Year's Day, 1818.

What can the reader infer about Mary's intentions?

- A** Mary thought it best not to be personally associated with the novel she'd written.
- B** Mary did not want anyone to know that she was an author.
- C** Mary struggled to find a publisher interested in her book, and had to publish it herself.
- D** Mary relied on the generosity of her friends to find a publisher for her book.

GO ON

- 33** Which sentence **best** summarizes the plot of *Frankenstein* as it is related in the article?
- A** Dr. Frankenstein creates a monster and discovers, too late, that he cannot control it.
 - B** A terrified, lonely monster goes on a killing rampage, destroying anyone in its path, seeking revenge for feelings it cannot describe.
 - C** A scientist creates a lonely, violent monster, and when he realizes the only way to satisfy the creature is to create yet another monster, he decides to destroy it.
 - D** Innocent people suffer when a scientist allows curiosity and ego to lead him to create a monster that should never exist.

- 34** Which statement **best** distinguishes the two interpretations of *Frankenstein*?
- A** Frankenstein is viewed as a representation of modern medicine, or he is viewed as a religious figure.
 - B** The man and the monster are viewed as one, or the doctor is not responsible for the monster's actions.
 - C** Frankenstein is a parental figure and the monster is an unruly child he could not control, or the monster was beyond his control because of society.
 - D** The doctor is arrogant and flawed, or he is ambitious and desperate to expose his fears.

- 35** Read lines 63 through 66 from the article.

Similarly, the portrayal of the monster himself is also ambiguous. Although horrifying and vicious, he is the product of Dr. Frankenstein's ruthless pursuits and wants nothing more than a companion to remedy his loneliness and make his life complete.

Which statement best reflects the author's analysis of the monster?

- A** The author finds the monster's portrayal cryptic and inconsistent.
- B** The author finds its portrayal sympathetic and justified.
- C** The author condemns the portrayal, as it seems to glorify violence.
- D** The author finds the portrayal complex and romantic.

GO ON

Directions

Read this article. Then answer questions 36 through 42.

Robots March through the World

People have dreamed up machines to do tasks automatically for thousands of years. Scientists have worked to devise machines like these, and authors have invented mechanized beings in their stories for nearly as long. Today, robots seem to be everywhere—in stories and books as well as factories, hospitals, and even some homes. Robots are present in real life and in fiction, making life for humans easier in both.

A Brief History

One of the first machines to perform a task automatically was the clepsydra, or water clock. Ancient clepsydras found in Egypt date from the fourteenth century BCE. This ingenious device measured time using steadily flowing water that went from one container to another. Early scientists had discovered that water in a container rose at a constant rate when the flow rate was controlled. A container was marked to show how much water came in during a set length of time. When the water rose to each mark, people knew how much time had passed. Later civilizations also came up with machines that worked automatically. A mathematician from ancient Greece built a mechanical, self-propelled flying device shaped like a bird. This was much like the modern idea of a robot. In 1495, the Italian artist and inventor Leonardo da Vinci drew up plans for a robotlike knight. He suggested using pulleys, levers, and mechanical parts to mimic human movements. Automated machines like these, which moved and acted without direct and immediate involvement by humans, have been fascinating people for centuries.

Many people think a robot must be humanlike in appearance. Actually, it can be any machine designed to do a task automatically. The early 1900s saw innovations such as Henry Ford's conveyor belt. A conveyor belt fits the definition of a robot because it's an automatic machine designed to do a task. This invention revolutionized manufacturing and is still in use today. The use of robots isn't limited to the industrial world, however. Robotic toys are very popular and have become more sophisticated. By the 1980s, computer chips controlled toy robots, allowing them to speak, move, and listen to the world around them. A robot that imitated a dog was produced in Japan in the 1990s.

GO ON

Robots and Literature

30 Over the centuries, authors have kept pace with humankind’s interest in robots. One of the first robot-like characters in fiction is Talos, a giant from Greek mythology. According to the story, Talos was created by the gods. He was made of bronze and had “blood” that was like oil. His only job was to protect the island of Crete. From this description, Talos sounds like a robot, since he was made of metal and acted on his
35 own to perform a job for the people of Crete. But it wasn’t until much later, in 1920, that the word *robot* came into use. It was introduced in a play by the Czech writer Karel Capek. His play was about mechanical people who revolted against unfair treatment and ultimately destroyed humankind.

Isaac Asimov was one of the most famous authors to write about robots. His story
40 “Runaround” (1942) marked the first appearance of the word *robotics*. Asimov’s book *I, Robot* introduced laws, or rules, to ensure peaceful interaction between robots and humans. Asimov and countless other science fiction writers have explored the technology that could someday produce lifelike robots. They have also looked at other dimensions of the robot/human relationship, such as robots who long for
45 more human characteristics, robots who try to break away from their human masters, and what might happen if the lines between human and robot were to become blurred. These authors imagine a world where robots can dream of becoming more than the sum of their mechanical parts, much like modern-day Pinocchios. Many fictional robots want to experience feelings. The issue even spills onto television and movie
50 screens, where robot characters, looking more humanoid than machinelike, explore emotions.

Robots at Work

While authors dream of what robots could become, scientists and industrial giants are making strides in real-life applications of robotics. Engineers seem to have appropriated ideas from science fiction, in which the robots are generally stronger,
55 faster, and more efficient than people. Yet while these truly impressive robots can outperform humans at many manufacturing and technical tasks, they don’t often look much like the humanoid robots that often pop up in literature. Instead, they have functional parts that can move with precision and handle materials that would harm human beings. They perform actions based on programs, which are long
60 sequences of explicit directions from the computer that controls them.

Many robots are at work today in various industrial settings. They lift, assemble, and transport parts. They also perform various types of tests for quality assurance. These robots are ideal for doing difficult or boring tasks. They free human workers to do more meaningful or safer jobs. Robot technology is also at work in hospitals around the world. Surgeons who use robots can perform surgeries that are too delicate for human hands. Therapists help paralyzed patients and accident victims use artificial arms and legs powered by machines. These machines mimic human movements and allow patients to perform many tasks that would otherwise be impossible for them.

Robots are making their way into the home as well. Robotic vacuum cleaners move by themselves and use electronic sensors to navigate around furniture. In addition to their novelty and amusement value, they actually take care of a routine household chore. Researchers are hard at work producing robots that can do other simple tasks. Busy homeowners might someday use them to eliminate laborious chores, or people with disabilities might be able to gain additional independence through the use of household robots.

No one knows exactly what will become possible in the world of robots as computer technology becomes more sophisticated. Some people dream of a day when all routine chores and work will be handled by machines. Others look for artificial intelligence to progress and allow us to create robots that can think and make decisions. In any case, robots are here to stay, lending a hand to manufacturers, doctors, homeowners, and many other people.

- 36** What is a main idea of the section “Robots and Literature”?
- A** Throughout literary history, robots have sought to destroy humankind and rise up as their own society.
 - B** Authors have long been fascinated by the human–robot relationship, comparing robots to puppets or children.
 - C** Even before the word *robot* was used, people imagined mechanical figures that performed tasks for humans.
 - D** Authors have always seen robots as threats to human beings and tried to prevent their development.

GO ON

37 Which quotation from the text **best** supports the conclusion that robots have been at work in the world for many years?

- A** “In 1495, the Italian artist and inventor Leonardo da Vinci drew up plans for a robotlike knight. He suggested using pulleys, levers, and mechanical parts to mimic human movements.” (lines 16 through 18)
- B** “The early 1900s saw innovations such as Henry Ford’s conveyor belt.” (lines 22 and 23)
- C** “He was made of bronze and had ‘blood’ that was like oil. His only job was to protect the island of Crete. From this description, Talos sounds like a robot . . .” (lines 32 through 34)
- D** “Busy homeowners might someday use them to eliminate laborious chores, or people with disabilities might be able to gain additional independence through the use of household robots.” (lines 73 through 75)

38 Read this sentence from lines 47 and 48 from the article.

These authors imagine a world where robots can dream of becoming more than the sum of their mechanical parts, much like modern-day Pinocchios.

The author uses the image of “modern-day Pinocchios” **mainly** to suggest that robots in science fiction

- A** want to be more like humans
- B** are always controlled by humans
- C** are nothing more than toys
- D** were inspired by fairy tales

39 According to the article, how do the real robots used in industrial settings today differ from the robots of literature?

- A** Industrial robots are not as strong or as powerful.
- B** Industrial robots are more primitive and less capable of precise movements.
- C** Industrial robots interact with humans less often.
- D** Industrial robots are built for function, rather than to resemble humans.

GO ON

- 40** Lines 59 and 60 are included in the section “Robots at Work” to
- A** support the idea that robots are superior to humans in performing many tasks
 - B** introduce the connection between robots and computers, which will be developed later in the section
 - C** clarify how robots know what actions to perform and to distinguish them from thinking humans
 - D** support the idea that robots are more economical to employ than humans
- 41** Which of the following would **best** help the reader understand the form and function of a modern industrial robot?
- A** a spreadsheet that shows where to obtain robot parts
 - B** a timeline of the development of fictional and industrial robots over the last hundred years
 - C** a Venn diagram that shows similarities and differences between fictional and industrial robots
 - D** a link to a short video showing an industrial robot at work in an automobile manufacturing plant
- 42** Which quotation from the article **best** supports the conclusion that robots will benefit humans in the future?
- A** “Yet while these truly impressive robots can outperform humans at many manufacturing and technical tasks, they don’t often look much like the humanoid robots that often pop up in literature.” (lines 55 through 57)
 - B** “Instead, they have functional parts that can move with precision and handle materials that would harm human beings.” (lines 57 through 59)
 - C** “Robots are making their way into the home as well. Robotic vacuum cleaners move by themselves and use electronic sensors to navigate around furniture.” (lines 69 and 70)
 - D** “. . . people with disabilities might be able to gain additional independence through the use of household robots.” (lines 74 and 75)

GO ON

Directions
Read this article. Then answer questions 43 and 44.

Pop Art in America

What comes to mind when you think of famous works of art? Perhaps you imagine a masterpiece such as Leonardo da Vinci's painting *Mona Lisa* or a sculpture like Michelangelo's *David*. How about a painting of a can of soup? *Campbell's Soup Cans* by Andy Warhol is one of the most famous examples of American pop art from the 1960s.

What Is Pop Art?

Pop art, inspired by popular culture, began in the early 1950s in England. The movement quickly migrated to the United States. Like so many other art trends throughout history, pop art represented a reaction to one of the successful art forms of the day, abstract expressionism. Abstract expressionists used color and bits of paint to express emotions and ideas, rather than showing recognizable people, scenes, or objects as many classical artists had. Pop artists featured commonplace objects. They immortalized the common and everyday pieces of life, such as sinks and sandwiches, and they did it in media never before considered for art, such as screen print or styles similar to comic books. Their art prompted discussions on consumerism and on the gray area between art and entertainment.



An example of pop art

GO ON

For generations, art had been separated from the commonplace parts of life. It was used to express complex ideas about morality, religion, and the soul. "High art," as it was called, prided itself on complexity and separation from the culture from which it came. Pop art took exactly the opposite stand: Art was created from and about the
20 common, ordinary parts of life that were intertwined with the culture. High art required a refined taste to fully understand and appreciate. Pop art became art that everybody could recognize and enjoy.

The first use of the term *pop art* can be traced back to Great Britain in the 1950s. Young, rebellious artists began using everyday items and pictures of those items in
25 their art, particularly in the form of collages. Many of these early pieces actually included printed words, especially the word *pop*. Thanks to the efforts of artists such as Roy Lichtenstein, Andy Warhol, and Claes Oldenburg, the movement spread to the United States.

Key Artists

Andy Warhol was the first and most well known of the American pop artists. He is
30 famous for screen prints of common items and for his work with photographs of famous people of the day, like Marilyn Monroe and Elvis Presley. In fact, nearly all of his works had a mass-produced quality to them that critics viewed as a comment on the consumerism that had taken America by storm after World War II. Warhol's work was actually produced in a studio called The Factory, and much of it was made by other
35 people. His painting *Marilyn Diptych* was made by reproducing a photo of Marilyn Monroe over and over on silkscreen until all the color had bled out and the last images were a grainy black and white. It left people with a feeling of fleeting fame, reflecting Monroe's short and bright career that ended with her untimely death.

Roy Lichtenstein's work had an entirely different feel than Warhol's. His art was
40 inspired by comic book pictures, incorporating bright, bold colors and heavy black lines. The style was very familiar to Americans who had grown up seeing newspaper advertising and comics. His paintings, which looked like commercial art but were much larger, took everyday subjects and gave them a humorous twist. He borrowed a method of printing dots in different colors similar to the way comics, newspapers,
45 and billboards were created. When viewed from a distance, the paintings look solid, but up close, the individual dots of color are visible.

GO ON

As Warhol, Lichtenstein, and other pop artists were painting and having their works hung in museums and galleries, sculptor Claes Oldenburg was creating pop art of an entirely different sort. Oldenburg is famous for his huge sculptures of very
50 common items, such as a tube of lipstick and a huge badminton shuttlecock. Like other pop artists, he based his work on common, everyday pieces of culture but transformed them into art. The huge sculptures were on a scale with buildings. Imagine seeing a safety pin standing on a lawn to get a feel for the playful potential of Oldenburg's art. He also was famous for making and selling replicas of ordinary things like
55 fast-food sandwiches and junky knickknacks. His art often contradicted real life, playing with size, texture, or color to take these common things to a new level. Sandwiches consisted of plaster, and sinks were made to sag and droop. Oldenburg also took his art to the masses with events called "happenings." These were participatory art events with no finished products, but rather, an emphasis on the
60 experience of the people involved. It was a new approach to art, designed to make art more a part of daily life.

Significance

Pop art forever blurred the lines between fine art and everyday life. For the first time, art made deep connections with society at all levels. Artists threw aside boundaries that had existed between the artistic community and everyone else. By
65 finding beauty in everyday objects and sparking debate about what qualified as art, pop art brought art to a new level, making statements about commercialism¹ and materialism at the same time.

¹**commercialism:** excessive emphasis on making money

43

How does the author use comparisons to earlier art movements to explain pop art? Use **two** details from the article to support your response.

44

What evidence does the author use to support the claim that pop art was an important or significant art movement? Use **two** details from the article to support your response.

GO ON