

OLYMPIADS SCHOOL – SAT PREP – HANDOUT 4

VOCABULARY

After viewing the PowerPoint presentation, fill in the blanks below.

1. The South was _____ to an agrarian way of life. It was a land where profitable and efficient plantations worked by slave labor produced cotton for the world market.

2. In the North, the _____ of free capital and free labor was deeply _____ in the cities and in farm communities as well. It was this ethic that formed the ideological _____ for a broad antislavery movement.

3. Southern leaders were concerned over internal stresses in their society and were increasingly aware of the moral and social repugnance the slave system _____ not only in the North but also in Western Europe.

4. The close connection between the right to revolution and separation from the governing power in the _____ of 1776 was an early theme in the provisional _____.

5. Concerned about the loyalty of the border states of Virginia, Maryland, Missouri, and Kentucky, the new administration went so far as to offer the slave states an amendment to the Constitution that would guarantee slavery where it legally existed. Lincoln himself in his _____ address pledged only to hold federal property that was in the possession of the Union on March 4, 1861.

6. The provisional Confederacy sought vigorously to _____ secession _____ in the border states.

7. Once the war was joined, waves of _____ sentiment swept over North and South.

Questions 1-3 are based on the following passage.

The following is excerpted from Frederick Douglass's autobiographical Narrative of the Life of Frederick Douglass, An American Slave.

<p><i>His mistress had been severely reprimanded by her husband for helping Frederick Douglass learn to read. After all, the husband admonished, giving a slave the knowledge to read was like giving the slave access to thinking he or she was human. If you give the slaves an inch, they will take the ell.</i></p> <p>My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now commenced to practise her husband's precepts. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper. She seemed to think that here lay the danger. I have had her rush at me with a face made all up of fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension. She was</p>	1 5 10 15 20 25 30
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an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other.	35
From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the <i>inch</i> , and no precaution could prevent me from taking the <i>ell</i> .	40
The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, <i>but I am a slave for life!</i> Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.	45 50 55 60 65 70 75

Questions

1. The main purpose of the passage is to:
 - A) emphasize the cruelty of slavery
 - B) refute the idea that education and slavery are incompatible
 - C) offer historical background to provide context for positions Douglass later espoused
 - D) describe the risks Douglass willingly took to read.

2. The statement in lines 15 (“Slavery proved...to me”) suggests that:
 - A) the mistress and Douglass suffered equally from the institution of slavery
 - B) owning slaves destroyed the mistress’s admirable human qualities
 - C) the mistress regretted the actions she was forced to take as a slave owner
 - D) Douglass pities the mistress for the sacrifices she made

3. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 11-14 (“In entertaining...dangerously so”)
 - B) Lines 21-24 (“Under its...fierceness”)
 - C) Lines 38-41 (“If I...of myself”)
 - D) Lines 48-50 (“With their...to read”)

Questions 4-6 are based on the following passage.

The following is adapted from Samuel Richardson's 1740 novel Pamela.

And one day he came to me, as I was in the summer-house in the little garden, at work with my needle, and Mrs. Jervis was just gone from me; and I would have gone out; but he said, "Don't go, Pamela: I have something to say to you; and you always fly me, when I come near you, as if you were afraid of me."	1 5
I was much out of countenance you may well think; and began to tremble, and the more when he took me by the hand; for no soul was near us.	10
"Lady Davers," said he, (and seemed, I thought, to be as much at a loss for words as I) "would have had you live with her; but she would not do for you what I am resolved to do, if you continue faithful and obliging. What say you, my girl? Said he, with some eagerness; "had you not rather stay with me than go to Lady Davers?" He looked so, as filled me with fear; I don't know how; wildly, I thought.	15
I said, when I could speak, "Your Honour will forgive me; but as you have no lady for me to wait upon, and my good lady has been now dead this twelvemonth, I had rather, if it would not displease you, wait upon Lady Davers, <i>because</i> —"	20
I was proceeding, and he said a little hastily, "— <i>Because</i> you are a little fool, and know not what's good for yourself. I tell you, I will make a gentlewoman out of you, if you are obliging, and don't stand in your own light." And so saying, he put his arm about me, and kissed me.	25
Now, you will say, all his wickedness appeared plainly. I struggled, and trembled, and was so benumbed with terror, that I sunk down, not in a fit, and yet not myself; and I found myself in his arms, quite void of strength; and he kissed me two or three times, with frightful eagerness. At last I burst from him, and was getting out of the summer-house; but he held me back, and shut the door.	30 35
I would have given my life for a farthing. And he said, "I'll do you no harm, Pamela; don't be afraid of me."	
I said, "I won't stay."	
"You won't, do you know who you speak to?"	
I lost all fear, and all respect, and said, "Yes, I do, sir,	40

<p>too well! Well may I forget that I am your servant, when you forget what belongs to a master.” I sobbed and cried most sadly. Said he: “Have I done you any harm?” “Yes, sir,” said I, “the greatest harm in the world: You have taught me to forget myself, and what belongs to me; and have lessened the distance that fortune has made between us, by demanding yourself, to be so free to a poor servant. Yet, sir, I will be bold to say, I am honest, though poor: And if you were a prince, I would not be otherwise than honest.</p>	<p>45 50</p>
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Questions:

4. Over the course of the passage, the main focus of the narrative shifts from Pamela’s
- A) curiosity about her master’s motives to a fuller understanding of his purpose
 - B) fear in the presence of her master to disrespect for his actions
 - C) hopes for her future to her disappointment when she realizes the gravity of her situation
 - D) obligation to her master for providing her with a livelihood to the forgiveness she receives from him for fulfilling her duties
5. The passage most strongly suggests that Pamela believes which of the following
- A) Servants and masters differ only in their economic status, not in their basic human rights
 - B) Servants and masters may develop more equal relationships only if each retains and understanding of the distance between them
 - C) Masters are obligated to respect their servant despite the differences in social status
 - D) Servants are appropriately subordinate to their masters, who have the right to command them
6. As used in line 26, the word “obliging” most nearly means
- A) polite
 - B) excited
 - C) willing
 - D) respectful

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WRITING AND LANGUAGE TEST

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

Directions: Questions follow each of the passages below. Some questions ask you how the passage might be changed to improve the expression of ideas. Other questions ask you how the passage might be altered to correct errors in grammar, usage, and punctuation. One or more graphics accompany some passages. You will be required to consider these graphics as you answer questions about editing the passage.

There are three types of questions. In the first type, a part of the passage is underlined. The second type is based on a certain part of the passage. The third type is based on the entire passage.

Read each passage. Then, choose the answer to each question that changes the passage so that it is consistent with the conventions of standard written English. One of the answer choices for many questions is “NO CHANGE.” Choosing this answer means that you believe the best answer is to make no change in the passage.

Questions 1–11 are based on the following passage.

Out with the Old and the New

Modernism can be characterized by its complete rejection of 19th-century traditions and values of prudish and proper etiquette. F. Scott Fitzgerald’s “Bernice Bobs Her Hair” was written in 1920 and reflects this ① embrace of conventional morality most effectively through the character of Marjorie Harvey. Marjorie, an immensely popular and desirable young woman, is plagued by Bernice, her dull cousin who fails to entertain ② or be entertained by Marjorie’s many social environments. In a desperate attempt to make Bernice more popular and therefore, more bearable, Marjorie teaches Bernice to appear beautifully at ease with ③ itself in order to gain social favor. Fitzgerald uses Bernice’s

1. Which wording is most consistent with the paragraph as a whole?
 - (A) NO CHANGE
 - (B) ignorance
 - (C) rebuff
 - (D) significance
2. (A) NO CHANGE
(B) and entertainment
(C) with the entertaining of
(D) of the entertaining for
3. (A) NO CHANGE
(B) oneself
(C) themselves
(D) herself

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transformation to embody Modernist ideals of moral relativism and ④ the implementation of mockery of former Victorian standards of custom.

Marjorie, a quintessential modern girl, represents the destruction of conventional norms and former ideas of femininity. Young and beautiful, she is interested only in having a good time and being good company to the many suitors ⑤ whom flock to her. Despite her good looks and family wealth, Bernice is disliked for her stifling and overly formal Victorian propriety. ⑥ On the other hand, Bernice is old-fashioned, outdated, and unpopular.

The “new,” modern woman is best denoted by her wit, carelessness, and lack of emotion. Where the dignified nature of Bernice is seen as snobbish and out of style, Marjorie’s sardonic and indifferent manner is fresh and exciting. The stark contrast ⑦ between the Victorian and Modernist eras is even depicted in the girls’ taste in literature: Marjorie casts off Bernice’s reference to *Little Women* in exchange for the more recent Oscar Wilde.

Still, Modernism isn’t let off easy in Fitzgerald’s well-liked short story. ⑧ When Marjorie is preferred socially, she is flagrantly rude and always needing to be entertained. She instructs Bernice in social protocol in a ⑨ few short sentences, causing the reader to question the frivolous hedonism that dominates the early 20th century. Once Bernice adopts her cousin’s apathy, she easily falls into the world of dancing, dating,

4. (A) NO CHANGE
(B) for the mocking of
(C) to mock
(D) mocking
5. (A) NO CHANGE
(B) who
(C) whose
(D) who's
6. Where in this paragraph should the underlined sentence be placed?
(A) where it is now
(B) before the first sentence
(C) before the second sentence
(D) before the third sentence
7. (A) NO CHANGE
(B) among
(C) for
(D) on
8. (A) NO CHANGE
(B) While
(C) Because
(D) Since
9. (A) NO CHANGE
(B) short few
(C) few, short
(D) short, few

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and laughing. In fact, never being serious happens to come quite easy.

The equally ¹⁰ kind-hearted natures of both of Fitzgerald's characters come crashing down when Marjorie tricks Bernice into getting her hair bobbed—a style so rebellious that it causes Bernice to faint. Bernice finds revenge in severing off a golden lock of Marjorie's hair while she sleeps. While using Bernice and Marjorie to model both eras, Fitzgerald finds flaws in ¹¹ both: the old manner is a lifeless forgery, while the new approach is only relaxed on the surface.

10. Which choice would best be logically placed here to represent the characterizations of Marjorie and Bernice in the paragraph?
- (A) NO CHANGE
(B) revolutionary dogmatism
(C) false facades
(D) frivolous piety
11. (A) NO CHANGE
(B) both, the old manner is a lifeless forgery while
(C) both—the old manner is a lifeless, forgery, while
(D) both; the old manner, is a lifeless forgery while

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Questions 12–22 are based on the following passage and supplementary material.

Extra, Extra (Written in 2015)

If any field has drastically changed in the last two decades, it is journalism. Journalism includes the gathering and distribution of news through a variety of mediums, ⑫ building upon the long-standing professional excellence with which journalism is associated. Whether via print, broadcast, or digital, journalists are responsible for keeping the public informed, and often play a vital role in allowing the general population to participate in the political process. Although the digital age has understandably discouraged popularity in some traditional forms of ⑬ news media the field itself is optimistic, not only is the digital platform more than making up for the moderate declines in traditional news sources, ⑭ but also research shows that Americans are spending more time consuming news than they have since the early 1990s.

⑮ The traditional dominance of newspapers has continued unabated.

12. Which choice most specifically elaborates on the first part of this sentence?
 - (A) NO CHANGE
 - (B) growing its reach to include urban, suburban, and rural population centers.
 - (C) which have recently expanded to incorporate smartphones, tablets, and blogs.
 - (D) demonstrating that seeking the average public opinion is most objective.

13. (A) NO CHANGE
 (B) news media, the field itself is optimistic, not only
 (C) news media, the field itself is optimistic: not only
 (D) news media the field itself; is optimistic not only

14. (A) NO CHANGE
 (B) and
 (C) for
 (D) since

15. Which choice best concludes this paragraph and transitions to the topic of the next paragraph?
 - (A) NO CHANGE
 - (B) Journalism isn't dying; the way reporters do their job is changing.
 - (C) Journalism is no longer the sort of career that globally minded people would chose.
 - (D) With the steady demise of public interest in quality journalism, it is only a matter of time before journalism falls by the wayside.

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Quite simply, the days of print-only newsrooms are past. Now, one doesn't wait until the 6 P.M. broadcast to hear what's happening around the world, ¹⁶ nor does one grab the newspaper on Sunday morning for breaking news. The public expects minute-by-minute updates, and media companies meet this demand with 24-7 online newssreels. Journalists can no longer limit themselves to gathering stories or writing articles or speaking publicly—they must be able to do it all and then some. Even entry-level positions require candidates who have had media training and internship experience in addition to a formal education. Internships at most media outlets include everything from copy editing to blogging.

The tough competition and demanding prerequisites for the job market need not be deterrents. Leading journalism ¹⁷ department's are reassuring that their students leave undergraduate with all the tools necessary for success. For instance, the University of Missouri at Columbia ¹⁸ boasting the number one journalism department in the nation according to *The Huffington Post*—offers more than 30 interest areas, incorporating an intensive liberal arts education along with hands-on experience in media labs and internships for academic credit. Ohio ¹⁹ University also having, a journalism department ranked in the top ten nationwide offers three campus publications plus a broadcasting outlet for students to gain professional experience before graduation, not to mention OU's Institute for International Journalism, which offers opportunities for reporting abroad.

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16. (A) NO CHANGE
(B) because
(C) for
(D) while
17. (A) NO CHANGE
(B) departments' are insuring that they're
(C) departments are assuring there
(D) departments are ensuring that their
18. Which choice best connects this sentence to the previous sentence?
 (A) NO CHANGE
 (B) —located in the geographic near-middle of the United States—
 (C) —a university that offers a variety of possible undergraduate majors and minors—
 (D) —ranked among the best universities for average starting salary among its graduates—
19. (A) NO CHANGE
 (B) University also having a journalism department ranked in the top ten nationwide offers
 (C) University, also having a journalism department, ranked in the top ten, nationwide, offers
 (D) University, also having a journalism department ranked in the top ten nationwide, offers

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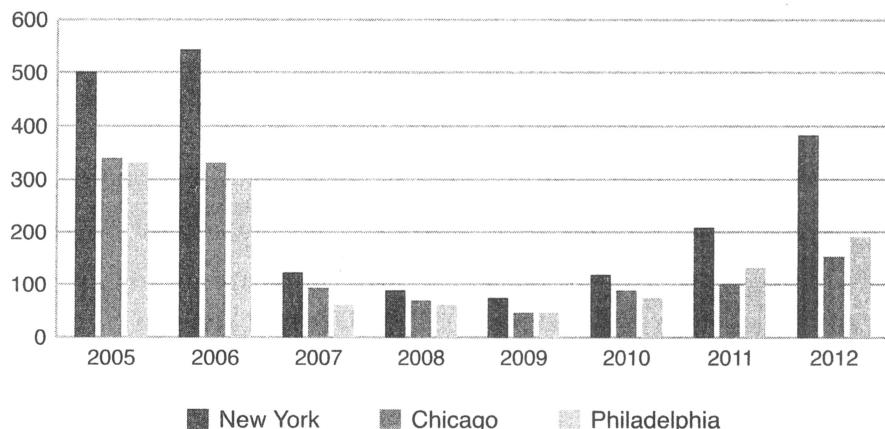
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Technology and its ²⁰ endless affects on all areas of the job market are tedious subjects for the student and young professional. One cannot consider a career field without hearing how formidable its outlook is and how quickly one could fail in an uncertain economy. Indeed, journalism students have been well informed ²¹ about the steadily increasing demand for journalists in the recent past, but the truth stands that there will always be a demand for the news, and therefore, a need for journalists. The field ²² is adapting and so are its constituents.

20. (A) NO CHANGE
(B) endless effects
(C) endlessly affects
(D) endlessly effects
21. Which choice offers the most accurate interpretation of the data in the chart?
 (A) NO CHANGE
 (B) about the gradual decline in jobs for journalists in the past decade,
 (C) about the constant level of employment for journalists these past few years,
 (D) about the job market fluctuations in recent years,
22. (A) NO CHANGE
 (B) was adapting
 (C) is adopting
 (D) was adopting

Journalism-Related Job Openings



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Questions 23–33 are based on the following passage.

Parthenon

Of all the ancient, sacred, and truly splendid buildings to visit, the Parthenon may just be the most treasured of all. **23** A long time past, the Greeks built their apotheosis over a span of nine years atop the Acropolis of Athens as a tribute to Athena, the city's beloved patron goddess of war and reason. The temple itself was completed in 438 B.C., although decorative sculpting and engraving within the structure went on for several more years. Since then, the structure has served as **24** temple, treasury, church, and most recently, tourist attraction.

Pericles—leading politician in 5th century B.C.—recruited the sculptor Phidias to oversee two architects, Iktinos and Kallikrates, in the construction of the Parthenon to house a forty-foot high statue of Athena. **25** Honestly and judiciously, the ancient Greeks planned an exceptional monument with a base the size of half a football field and pillars over thirty feet tall. Athenians stored their most lavish possessions inside the Parthenon among a host of statues, sculptures, precious metals, and treasures taken in the conquest of the Persians. **26** Yet, the endeavor and all it stood for were short-lived: just seven years after the Parthenon was constructed, war broke out with Sparta. Sometime after the reign of Athens, in 5th century A.D., the statue of Athena was plundered and later destroyed.

Perhaps, even with Athena—the very core of Parthenon—missing, the temple **27** could of still served as a great, inclusive museum of Greek history, tracing the founding of Ancient Greece, Athenian democracy, and early western civilization; yet, the Parthenon would endure

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23. Which choice would most specifically describe how long ago the Parthenon was constructed?

- (A) NO CHANGE
- (B) More than 2,500 years ago,
- (C) Many decades of ages past,
- (D) In days gone by,

24. (A) NO CHANGE
 (B) temple, treasury church, and most recently, tourist attraction.
 (C) temple treasury, church and most recently tourist attraction.
 (D) temple treasury church, and most recently tourist attraction.

25. What could best be used for the underlined portion to convey the high priority the Greeks placed on completing the Parthenon in a glorious fashion?

- (A) NO CHANGE
- (B) Sparing no expense,
- (C) With artistic patience,
- (D) Using architectural techniques,

26. (A) NO CHANGE
 (B) Additionally,
 (C) In conclusion,
 (D) As a result,

27. (A) NO CHANGE
 (B) might of
 (C) could have
 (D) should have been

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many other foes. The Parthenon was first converted to a Christian church, which led to the removal of ²⁸ its “pagan gods.” With the rise of the Ottoman Empire, the monument was used as a mosque until a Venetian attack on Athens destroyed large parts of the building and left its ²⁹ archaeology deserted. By the 18th century, little was left of the Parthenon after decades of European pillaging.

³⁰ In the contemporary world in which we reside, the Parthenon is one of the most popular tourist attractions in the world, enticing millions of people each year and warranting an ongoing restoration project currently in its third decade. Even in its antiquity, its subtle beauty and architectural refinement ³¹ is uncontested. Its miracle comes not from its magnitude, but from the curvatures between its platform and columns that offer an illusion of symmetry that exceeds its true dimensions, and in the elaborate engravings within its marble surfaces ³² that having to outlast centuries of calamity. Now, architects, engineers, and artists work to recreate the surprisingly balanced and unbelievably precise work of the Athenians. ³³ How is it that today's architects are taking forty years to do what they did in less than ten?

28. (A) NO CHANGE
(B) it's
(C) it is
(D) its
29. (A) NO CHANGE
(B) components
(C) particles
(D) remnants
30. (A) NO CHANGE
(B) In the world of today,
(C) Contemptuously,
(D) Today,
31. (A) NO CHANGE
(B) are
(C) was
(D) were
32. (A) NO CHANGE
(B) which has to outlast
(C) that have outlasted
(D) which had outlasted
33. Which of the following would be the most effective conclusion to the essay?
 (A) NO CHANGE
 (B) It is vital that we learn from the past in order to not repeat the mistakes of history.
 (C) Tourism is a growing business worldwide, as people seek out memorable experiences rather than to accumulate possessions.
 (D) The world continues to be haunted by the Venetian attack on the Parthenon, turning a brilliant accomplishment into utter ruins.

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Questions 34–44 are based on the following passage.

Where Have all the Cavemen Gone?

34 All humans have their ultimate genetic roots in Africa. While our own ancestors were battling drought on the coasts of the African sub-continent, 35 the icebound north of modern Eurasia experienced the spread of the evolutionarily distinct species *Homo neanderthalensis*, where the Neanderthals developed the tools of flint and bone that have today come to characterize the so-called Mousterian culture of the early Stone Age.

(1) Early hypotheses for their extinction centered, predictably, around the 36 climate extreme change of the last Ice Age. (2) However, more recent studies of Neanderthal anatomy and artifacts suggest that they were remarkably well-equipped to deal with the fiercely cold and barren conditions, 37 and even thrived within them for nearly 200,000 years. (3) To cope with the glacial conditions, Neanderthals became short in stature—no more than a meter and half tall—and developed short, broad extremities that would

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34. Which choice would best function as the introductory thesis of the essay?
- NO CHANGE
 - The defeat of the Neanderthal invaders can only be considered a triumph of human ingenuity.
 - The disappearance of the Neanderthals is one of the great mysteries in the evolutionary success of modern humans.
 - In order to cope with the repercussions of possible global climate change, we should look to the example of Neanderthal adaptation.
35. (A) NO CHANGE
 (B) the evolutionarily distinct species *Homo neanderthalensis* had spread to the icebound north of modern Eurasia,
 (C) the species *Homo neanderthalensis*, being evolutionarily distinct, found itself spread to modern Eurasia in the north icebound,
 (D) the north icebound of modern Eurasia experience evolutionarily distinct species spread of the *Homo neanderthalensis*,
36. (A) NO CHANGE
 (B) climate, extreme
 (C) extreme climate
 (D) extreme, climate
37. (A) NO CHANGE
 (B) but
 (C) for it was the case that they
 (D) OMIT the underlined portion.

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have increased the efficiency of circulation, and helped to preserve body heat. ³⁸

Another popular theory posits that Neanderthals met their extinction through absorption. That is—supposing Neanderthals were *not* a distinct species, but rather a subspecies of *Homo sapiens*—some researchers believe that they disappeared after ³⁹ conflicts with humans when they arrived in Eurasia roughly 80,000 years ago. However, a sample of mitochondrial DNA surviving in the remains of a Neanderthal discovered in the Caucus Mountains demonstrates 3.5 percent genetic divergence from ⁴⁰ contemporary *Homo sapiens*. While it is possible that some Neanderthals may have become culturally assimilated with our ancestors, it is highly unlikely that their DNA contributed to that of modern humans.

Currently, the most widely held theory to explain the extinction of the Neanderthals boils down quite simply to the processes of natural selection. While Neanderthals appear to have maintained a stable population during the Ice Age, ⁴¹ a drastic genetic bottleneck was experienced by our African ancestors, leaving only the strongest and most intelligent to survive and carry on the species. When *Homo*

38. The writer would like to insert this sentence to provide further support to his argument in this paragraph.

“Further, there is strong evidence to suggest that later Neanderthals were capable of creating sophisticated and versatile garments from animal pelts designed to maintain core warmth without inducing perspiration.”

Where would it best be placed?

- (A) before sentence 1
- (B) before sentence 2
- (C) before sentence 3
- (D) after sentence 3

39. Which choice is the most consistent elaboration on the first sentence of this paragraph?

- (A) NO CHANGE
- (B) interbreeding
- (C) discoveries
- (D) commerce

40. Which wording best conveys that the Neanderthals only have a slight genetic divergence from present-day humans?

- (A) NO CHANGE
- (B) punctual
- (C) unique
- (D) scientific

41. (A) NO CHANGE
 (B) a drastic genetic bottleneck by our African ancestors was experienced,
 (C) our African ancestors drastically experienced a bottleneck that was genetic,
 (D) our African ancestors experienced a drastic genetic bottleneck,

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Homo neanderthalensis at last met *Homo sapiens*, it is probable that ④2 they was outmatched, at the very least, in technology, creativity, and social efficacy. In the several thousand years that followed, competition for resources would have pushed Neanderthals farther and farther to the ④3 oceans of Europe and Asia. The last known remnants of Neanderthal culture issue from the remote location of Gorham's Cave on the Gibraltar coast. By this time—roughly 27,000 years ago—*Homo neanderthalensis* had been displaced by its evolutionary cousin ④4 to the very edge of the land nearly back into Africa itself where our common ancestors, first emerged millions of years prior.

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42. (A) NO CHANGE
(B) they were
(C) the Neanderthals are
(D) the Neanderthals were
43. (A) NO CHANGE
(B) margins
(C) debris
(D) remains
44. (A) NO CHANGE
(B) to the very edge, of the land nearly back into Africa itself, where our common ancestors.
(C) to the very edge of the land, nearly back into Africa itself, where our common ancestors.
(D) to the very edge of the land nearly, back into Africa itself where our common, ancestors.

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If there is still time remaining, you may review your answers.

Essay Practice

Read an essay as well as the student's annotations in the right margins. Try to categorize the annotations into three broad categories. In addition, name the categories. The purpose of this exercise is to explore ways to build a thesis statement that contains two or three ideas.

As you read the passage below, consider how Charles Bethea uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Charles Bethea, "A Giant and Long-Contested Civil War Painting Returns to Its Former Glory" ©2019 by The New Yorker. Originally published March 6, 2019.



"The Battle of Atlanta," now housed at the Atlanta History Center, has depicted, at different times, both a moment of glory for the Union and a moment of victory for the Confederacy.

Photograph by Jason and Natalie Hales / Atlanta History Center

In order to see "The Battle of Atlanta" more or less the way that it was meant to be seen, you must take a short escalator up to a platform that stands about a third as high as the panoramic painting itself, which is nearly fifty feet tall and is now housed in a specially constructed room at the Atlanta History Center. The landscape circles all the way around you, its sky receding out of sight, its foreground populated by mannequins of soldiers on a dirt floor below. The lights dim, and a short film, projected onto the painting, begins to describe the critical moment, at a quarter to five in the afternoon, on July 22, 1864, when the Union General John A. (Black Jack) Logan decisively pushed back advancing Confederate forces as they stormed across a rail line outside of Atlanta, helping to hasten the end of the Civil War.

Moving pictures did not exist in the eighteen-eighties, when "The Battle of Atlanta" was painted, over the course of five months, by seventeen beer-drinking German artists employed by the American Panorama Company, in Milwaukee, Wisconsin. Cycloramas were the cutting edge of history-as-entertainment. Many of these giant canvas paintings portrayed key moments from the Civil War: Gettysburg, for instance, or the Battle Above the Clouds. "The Battle of Atlanta" was meant to depict a moment of glory for the North. The German artists consulted with Civil War veterans, striving for accuracy in the details of uniforms and locations, many of which they visited.

In 1890, the painting was sold to a circus hustler named Paul Atkinson, who moved it to Chattanooga and altered its details so that it would appeal to Southern audiences: Confederate prisoners of war and a captured Confederate flag became Union P.O.W.s and a captured Union flag. Atkinson marketed the cyclorama as "the only Confederate victory ever painted."

Interest in the cyclorama waned, but, in 1979, local officials pushed to have the painting moved to the site of Stone Mountain, a massive carving, twenty miles east of Atlanta, which depicts Robert E. Lee, Jefferson Davis, and Stonewall Jackson astride their horses—the Confederate-sympathizer's answer to Mount Rushmore. Atlanta's first African-American mayor, Maynard Jackson, noted that the cyclorama portrayed "a battle that helped free my ancestors" and vowed to keep it in the city. James Earl Jones recorded a new introduction to the painting, which was once again seen not as a Confederate monument but as a tribute to the right side of history.

Commented [A1]: - Intriguing hook
- Invites readers to vicariously enter the history centre

Commented [A2]: - Compares cycloramas to moving pictures
- relatable

Commented [A3]: Begins to track a history of ideological appropriations

Commented [A4]: - Sense of ethos emerges - establishes credibility as an art historian / writer

It was during this period that Gordon Jones, the military historian and curator at the Atlanta History Center, first saw the cyclorama. As a graduate student, he wrote a paper comparing the cyclorama to Stone Mountain, in which he described Stone Mountain as "a cultural white elephant in the middle of a themeless theme park," and the cyclorama as "a wonder in search of resonance." His point, he told me, was that the painting "had lost any kind of historical relevance that it had ever had—that all it had become was a battle story, crass entertainment. And that there was a lot more that we could make out of this."

Standing in the painting's new home, Jones, a white man in his mid-fifties who wears metal-framed glasses and a bushy gray beard, reflected on the still-roiling debates concerning Confederate monuments in the South and elsewhere. "We're not going to be able to address these divisive issues in our country unless we can discuss the past," he said. "If you can't talk honestly about the past, there's no way you can take on the present." He added, "This painting can't talk by itself, but it's a start. By resurrecting this artifact and looking at all these different ways that it's been used and interpreted, we'll make people think."

Looking at the painting, as an Atlanta native, I recognized, in a general way, the rolling, tree-covered piedmont landscape and blood-stained red clay. I was struck, too, by the chaos—rather than falsely imposed order—of the battle scene, where men from both sides lay strewn about, as their comrades sought revenge, refuge, and deliverance using the rifled muskets and sabres of their day. Most of the thousands of faces in the painting were generic renditions of martial agony, ecstasy, or battlefield boredom. Jones once counted everyone in the painting; it depicts between three and six thousand people, depending on how you define individual figures. Among those thousands, there is just one African-American man, astride a horse. There are no women. Many of the faces, when you peer at them up close, are a little fuzzy. One of the exceptions is General Logan, a giant with a mane of dark hair. "Logan had star power," Jones told me. "He'd draw an audience." Indeed, the only recognizable figures in the original painting were Union officers known to Northern audiences: Logan, Sherman, a few others.

Moving the painting to its current location was an enormously expensive ordeal. After reading a story about the cyclorama in the *Atlanta Journal-Constitution*, in 2013, a local real-estate entrepreneur offered ten million dollars toward its preservation and transportation to a more fitting home; after that pledge, the president and C.E.O. of the Atlanta History Center raised another twenty-five million dollars in private contributions. A new, cathedral-like room was built; the painting's fading blue skies were expanded, brightened, and angled slightly to create a hyperbolic shape heightening the illusion of battlefield reality.

When I stood on the platform with Jones, before the unveiling, some schoolchildren were there. After the introductory film played, one of them, a black girl who told me that she was in the fourth grade, "My favorite part was all the history from what happened years ago," she said. She added, "There was a lot happening back then."

Write an essay in which you explain how Charles Bethea attempts to persuade his audience to appreciate a Civil War painting. In your essay, analyze how Bethea uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Bethea's claims, but rather explain how Bethea builds an argument to persuade his audience.

Category 1	Category 2	Category 3

Thesis Statement: _____

Commented [A5]: - critiques an ahistorical consumption of the painting

Commented [A6]: - politicizes and historicizes the painting
- relatable to a 21st-century American audience

Commented [A7]: - vivid description
- alert to blind spots and identity politics
- appeals to a left / left-of-centre audience

Commented [A8]: - reassures readers that appropriate restorative action and investments have been made

Commented [A9]: - gives voice to a historically marginalized group (pathos?)
- evokes a sense of childlike wonder, counterbalancing the historical / political analysis