



***In the following passage, the author gives an account of the development of the Emancipation Proclamation, Abraham Lincoln's 1863 executive order abolishing slavery in the Confederate States of America.***

Almost from the beginning of his administration, Lincoln was pressured by abolitionists and radical Republicans to issue an Emancipation Proclamation. In principle, Lincoln approved, but he postponed action against slavery until he believed he had wider support from the American public. The passage of the Second Confiscation Act by Congress on July 17, 1862, which freed the slaves of everyone in rebellion against the government, provided the desired signal. Not only had Congress relieved the Administration of considerable strain with its limited initiative on emancipation, it demonstrated an increasing pub-

- (10) lic abhorrence toward slavery. Lincoln had already drafted what he termed his "Preliminary Proclamation." He read his initial draft of the Emancipation Proclamation to Secretaries William H. Seward and Gideon Welles on July 13, 1862. For a moment, both secretaries were speechless. Quickly collecting his thoughts, Seward said something
- (15) about anarchy in the South and possible foreign intervention, but with Welles apparently too confused to respond, Lincoln let the matter drop.

- Nine days later, on July 22, Lincoln raised the issue in a regularly scheduled Cabinet meeting. The reaction was mixed. Secretary of War
- (20) Edwin M. Stanton, correctly interpreting the Proclamation as a military measure designed both to deprive the Confederacy of slave labor and bring additional men into the Union Army, advocated its immediate release. Treasury Secretary Salmon P. Chase was equally supportive, but Montgomery Blair, the Postmaster General, foresaw
- (25) defeat in the fall elections. Attorney General Edward Bates, a conservative, opposed civil and political equality for blacks but gave his qualified support. Fortunately, President Lincoln only wanted the advice of his Cabinet on the style of the Proclamation, not its substance. The course was set. The Cabinet meeting of September 22, 1862, resulted
- (30) in the political and literary refinement of the July draft, and on January 1, 1863, Lincoln composed the final Emancipation Proclamation. It was the crowning achievement of his administration.



1. The passage suggests which of the following about Lincoln's Emancipation Proclamation?
  - a. Abolitionists did not support such an executive order.
  - b. The draft proclamation was unanimously well-received by Lincoln's cabinet.
  - c. Congressional actions influenced Lincoln and encouraged him to issue it.
  - d. The proclamation was not part of a military strategy.
  - e. The first draft needed to be edited because Lincoln made numerous grammatical errors.
2. The description of the reaction of Secretaries Seward and Welles to Lincoln's draft proclamation in lines 13–16 is used to illustrate
  - a. Lincoln's lack of political acumen.
  - b. that Lincoln's advisors did not anticipate his plan.
  - c. the incompetence of Lincoln's advisors.
  - d. Seward and Welles' disappointment that Lincoln did not free all slaves at that time.
  - e. that most members of Lincoln's administration were abolitionists.
3. In lines 26 and 27, *qualified* most nearly means
  - a. adept.
  - b. capable.
  - c. certified.
  - d. eligible.
  - e. limited.
4. The author's attitude to the issuing of the Emancipation Proclamation is one of
  - a. informed appreciation.
  - b. reluctant admiration.
  - c. ambiguous acceptance.
  - d. conflicted disapproval.
  - e. personal dislike.



## Questions 5-8 are based on the following passage.

***The following passage describes the medium of political cartoons as a graphic means of commenting on contemporary social or political issues.***

- (1) A mainstay of American newspapers since the early nineteenth century, political cartoons use graphic art to comment on current events in a way that will inform, amuse, provoke, poke, and persuade readers. Cartoons take on the principal issues and leaders of the day, skewering
- (5) hypocritical or corrupt politicians and depicting the ridiculous, the ironic, or the serious nature of a major event in a single, deftly drawn image. Cartoons use few words, if any, to convey their message. Some use caricature, a technique in which a cartoonist exaggerates the features of well-known people to make fun of them. (Think of renderings
- (10) of Bill Clinton with a nose redder than Rudolph's and swollen out of proportion, or cartoons of George W. Bush's exaggerated pointy visage sporting a ten-gallon cowboy hat.)

- Because they have the ability to evoke an emotional response in readers, political cartoons can serve as a vehicle for swaying public
- (15) opinion and can contribute to reform. Thomas Nast (1840–1902), the preeminent political cartoonist of the second half of the nineteenth century, demonstrated the power of his medium when he used his art to end the corrupt Boss Tweed Ring in New York City. His images, first drawn for *Harper's Weekly*, are still in currency today: Nast created
- (20) the tiger as the symbol of Tammany Hall, the elephant for the Republican Party, and the donkey for the Democratic Party. Created under tight deadlines for ephemeral, commercial formats like newspapers and magazines, cartoons still manage to have lasting influence. Although they tackle the principal issues and leaders of their day, they
- (25) often provide a vivid historical picture for generations to come.

5. The author would most likely agree with which statement?
- a. Political cartoons are a powerful means of influencing the public.
  - b. The more mean-spirited a political cartoon is, the more effective.
  - c. Political cartoonists must maintain their objectivity on controversial subjects.
  - d. Political cartoons cater to an elite class of intellectuals.
  - e. Because of their relevance to current affairs, political cartoons rarely serve as historical documents.



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- 6.** In describing the art of political cartooning in the first paragraph, the author's tone can be best described as
- a.** sober.
  - b.** earnest.
  - c.** critical.
  - d.** impartial.
  - e.** playful.



7. In line 14, *vehicle* most nearly means
- automobile.
  - carrier.
  - tunnel.
  - outlet.
  - means.
8. The author cites Thomas Nast's depiction of an elephant for the Republican Party (lines 20–21) as an example of
- an image that is no longer recognized by the public.
  - the saying "the pen is mightier than the sword."
  - art contributing to political reform.
  - a graphic image that became an enduring symbol.
  - the ephemeral nature of political cartooning.

## Questions 9-16 are based on the following passage.

***Beginning in the 1880s, southern states and municipalities established statutes called Jim Crow laws that legalized segregation between blacks and whites. The following passage is concerned with the fight against racial discrimination and segregation and the struggle for justice for African***

***(1) Americans in post-World War II United States.***

- (5) The post-World War II era marked a period of unprecedented energy against the second-class citizenship accorded to African Americans in many parts of the nation. Resistance to racial segregation and discrimination with strategies like those described above—civil disobedience, nonviolent resistance, marches, protests, boycotts, "freedom rides," and rallies—received national attention as newspaper, radio, and television reporters and cameramen documented the struggle to end racial inequality.

- (10) When Rosa Parks refused to give up her seat to a white person in Montgomery, Alabama, and was arrested in December 1955, she set off a train of events that generated a momentum the civil rights movement had never before experienced. Local civil rights leaders were hoping for such an opportunity to test the city's segregation laws. Deciding to boycott the buses, the African-American community soon
- (15) formed a new organization to supervise the boycott, the Montgomery Improvement Association (MIA). The young pastor of the Dexter Avenue Baptist Church, Reverend Martin Luther King, Jr., was cho-



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sen as the first MIA leader. The boycott, more successful than anyone

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hoped, led to a 1956 Supreme Court decision banning segregated  
(20) buses.

In 1960, four black freshmen from North Carolina Agricultural and  
Technical College in Greensboro strolled into the F. W. Woolworth  
store and quietly sat down at the lunch counter. They were not served,  
but they stayed until closing time. The next morning they came with  
(25) twenty-five more students. Two weeks later similar demonstrations  
had spread to several cities, within a year similar peaceful demonstra-  
tions took place in over a hundred cities North and South. At Shaw  
University in Raleigh, North Carolina, the students formed their own  
organization, the Student Non-Violent Coordinating Committee  
(30) (SNCC, pronounced "Snick"). The students' bravery in the face of  
verbal and physical abuse led to integration in many stores even before  
the passage of the Civil Rights Act of 1964.

The August 28, 1963, March on Washington riveted the nation's  
attention. Rather than the anticipated hundred thousand marchers,  
(35) more than twice that number appeared, astonishing even its organiz-  
ers. Blacks and whites, side by side, called on President John F.  
Kennedy and the Congress to provide equal access to public facilities,  
quality education, adequate employment, and decent housing for  
African Americans. During the assembly at the Lincoln Memorial, the  
(40) young preacher who had led the successful Montgomery, Alabama,  
bus boycott, Reverend Dr. Martin Luther King, Jr., delivered a stir-  
ring message with the refrain, "I Have a Dream."

There were also continuing efforts to legally challenge segregation  
through the courts. Success crowned these efforts: the Brown decision  
(45) in 1954, the Civil Rights Act of 1964, and the Voting Rights Act in  
1965 helped bring about the demise of the entangling web of legisla-  
tion that bound blacks to second class citizenship. One hundred years  
after the Civil War, blacks and their white allies still pursued the bat-  
tle for equal rights in every area of American life. While there is more  
(50) to achieve in ending discrimination, major milestones in civil rights  
laws are on the books for the purpose of regulating equal access to  
public accommodations, equal justice before the law, and equal  
employment, education, and housing opportunities. African Ameri-  
cans have had unprecedented openings in many fields of learning and  
(55) in the arts. The black struggle for civil rights also inspired other lib-  
eration and rights movements, including those of Native Americans,  
Latinos, and women, and African Americans have lent their support  
to liberation struggles in Africa.



- 9.** The passage is primarily concerned with
- enumerating the injustices that African Americans faced.
  - describing the strategies used in the struggle for civil rights.
  - showing how effective sit-down strikes can be in creating change.
  - describing the nature of discrimination and second class citizenship.
  - recounting the legal successes of the civil rights movement.
- 10.** The author cites the example of Rosa Parks (lines 9–10) refusing to relinquish her bus seat in order to
- demonstrate the accidental nature of political change.
  - show a conventional response to a common situation.
  - describe a seminal event that influenced a larger movement.
  - portray an outcome instead of a cause.
  - give a detailed account of what life was like in Montgomery, Alabama in 1955.
- 11.** In line 13, the word *test* most nearly means
- analyze.
  - determine.
  - prove.
  - quiz.
  - challenge.
- 12.** The passage suggests that the college students in Greensboro, North Carolina (lines 21–27)
- were regulars at the Woolworth lunch counter.
  - wanted to provoke a violent reaction.
  - were part of an ongoing national movement of lunch-counter demonstrations.
  - inspired other students to protest peacefully against segregation.
  - did not plan to create a stir.
- 13.** The passage implies that the 1963 March on Washington
- resulted in immediate legislation prohibiting segregation in public accommodations.
  - was a successful demonstration that drew attention to its causes.
  - was overshadowed by the rousing speech by Dr. Martin Luther King, Jr.





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- d. represented only the attitudes of a fringe group.
- e. reflected unanimous public opinion that segregation laws must end.



- 14.** The term *refrain* as it is used in line 42 most nearly means
- a. song lyric.
  - b. allegory.
  - c. recurring phrase.
  - d. poem stanza.
  - e. aria.
- 15.** The term *second class citizenship* (line 47) most nearly refers to
- a. native or naturalized people who do not owe allegiance to a government.
  - b. foreign-born people who wish to become a citizen of a new country.
  - c. those who deny the rights and privileges of a free person.
  - d. having inferior status and rights in comparison to other citizens.
  - e. having inferior status and rights under a personal sovereign.
- 16.** All of the following questions can be explicitly answered on the basis of the passage EXCEPT
- a. What are some of the barriers African Americans faced in post-war America?
  - b. What tangible achievements did the civil rights movement attain?
  - b. What judicial rulings are considered milestones in the struggle for civil rights?
  - b. What strategies did civil rights protesters use to provoke political change?
  - b. What hurdles remain today for ending racial discrimination in the United States?

(5)

(1)



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## Questions 17-24

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wing passage.

*The following passage explores the role of Chinese Americans in the nineteenth-century westward expansion of the United States, specifically their influence on the development of California.*

While the Chinese, in particular those working as sailors, knew the west coast of North America before the Gold Rush, our story begins in 1850, as the documentation from the Gold Rush provides the starting point with which to build a more substantial narrative. Most Chinese immigrants entered California through the port of San Francisco. From San Francisco and other ports, many sought their fortunes in other parts of California. The Chinese formed part of the diverse gathering of peoples



- from throughout the world who contributed to the economic and population explosion that characterized the early history of the state of California. The Chinese who emigrated to the United States at this time were part of a larger exodus from southeast China searching for better economic opportunities and fleeing a situation of political corruption and decline. Most immigrants came from the Pearl River Delta in Guangdong (Canton) Province.
- (15) Chinese immigrants proved to be productive and resourceful contributors to a multitude of industries and businesses. The initial group of Chinese argonauts sought their livelihood in the gold mines, calling California *Gam Saan*, Gold Mountain. For the mining industry, they built many of the flumes and roads, allowing for easier access and
- (20) processing of the minerals being extracted. Chinese immigrants faced discrimination immediately upon arrival in California. In mining, they were forced to work older claims, or to work for others. In the 1850s, the United States Constitution reserved the right of naturalization for white immigrants to this country. Thus, Chinese immigrants lived at
- (25) the whim of local governments with some allowed to become naturalized citizens, but most not. Without this right, it was difficult to pursue livelihoods. For example, Chinese immigrants were unable to own land or file mining claims. Also in the 1850s, the California legislature passed a law taxing all foreign miners. Although stated in general terms, it was enforced chiefly against the Mexicans and the
- (30) Chinese through 1870. This discrimination occurred in spite of the fact that the Chinese often contributed the crucial labor necessary to the mining enterprise.
- Discriminatory legislation forced many Chinese out of the gold
- (35) fields and into low-paying, menial, and often arduous jobs. In many cases, they took on the most dangerous and least desirable components of work available. They worked on reclaiming marshes in the Central Valley so that the land could become agriculturally productive. They built the stone bridges and fences, constructed roads, and
- (40) excavated storage areas for the wine industry in Napa and Sonoma counties. The most impressive construction feat of Chinese Americans was their work on the western section of the transcontinental railroad. Chinese-American workers laid much of the tracks for the Central Pacific Railroad through the foothills and over the high Sierra
- (45) Nevada, much of which involved hazardous work with explosives to tunnel through the hills. Their speed, dexterity, and outright perseverance, often in brutally cold temperatures and heavy snow through two record breaking winters, is a testimony to their outstanding achievements and contributions to opening up the West.



- 17.** The first paragraph (lines 1–14) of the passage serves what function in the development of the passage?
- provides an expert’s opinion to support the author’s thesis
  - introduces the topic by describing general patterns
  - compares common myths with historical facts
  - draws a conclusion about the impact of Chinese immigration on the state of California
  - condemns outdated concepts
- 18.** Which of the following best describes the approach of the passage?
- theoretical analysis
  - historical overview
  - dramatic narrative
  - personal assessment
  - description through metaphor
- 19.** Lines 15–20 portray Chinese immigrants as
- fortuitous.
  - prideful.
  - vigorous.
  - effusive.
  - revolutionary.
- 20.** The author cites the United States Constitution (lines 23–24) in order to
- praise the liberties afforded by the Bill of Rights.
  - show that the government valued the contributions of its immigrants.
  - imply that all American citizens are equal under the law.
  - emphasize the importance of a system of checks and balances.
  - suggest that it did not protect Chinese immigrants from discrimination.
- 21.** The word *enterprise* as it is used in line 33 most nearly means
- organization.
  - corporation.
  - industry.
  - partnership.
  - occupation.
- 22.** According to the passage, which of the following is NOT a contribution made by Chinese immigrants?
- worked land so that it would yield more crops
  - performed dangerous work with explosives
  - built roads and bridges
  - purchased older mining claims and mined them



e. dug storage areas for California wine

**23.** In line 37 *reclaiming* most nearly means

- a. redeeming.
- b. protesting.
- c. objecting.
- d. approving.
- e. extolling.

**24.** The last sentence (lines 46–49) in the passage provides

- a. an example supporting the thesis of the passage.
- b. a comparison with other historical viewpoints.
- c. a theory explaining historical events.
- d. a summary of the passage.
- e. an argument refuting the position taken earlier in the passage.