

# Multiple Choice Questions due 1/2/19

## Practicing the Argumentative Essay

**Task:** Write 3 Argumentative Essays (use the guidelines)

1. Argumentative Essay Round 1
  1. 01/02/19
2. Argumentative Essay Round 2
  1. 01/10/19
3. Argumentative Essay Round 3
  1. 01/21/19

**Process:**

**Step 1:** Choose a position based on the "Topic" identified in the directions.

**Step 2:** Create T-chart and identify the positions of texts/documents as you read.

Topic of argumentative essay:	What is your position on topic?	5 examples of evidence that supports your position	1 example of evidence that does not support your position (counterclaim)

**Step 3:** Carefully read and annotate all four texts. Usually two texts will be fairly balanced, while the second two texts will favor one side or the other.

**Step 4:** Write argumentative essay using the guidelines on the next page. Establish your position (argument) in your introduction. Be sure to include evidence from **at least 3 different texts** or your essay can't be scored higher than a 3 out of 6. Also note the text and line numbers (in parentheses) after direct quotations included from any of the texts. Also, you **MUST** address the counterclaim.

## Practicing the Text Analysis Essay

**Task:** Write 3 Text Analysis Essays (use the guidelines)

1. Text Analysis Essay Round 1
  1. 01/02/19
2. Text Analysis Essay Round 2
  1. 01/11/19
3. Text Analysis Essay Round 3
  1. 01/18/19

**Step 1:** As you read the passage, identify the central idea of the passage.

**Step 2:** As you read the passage, identify 2 examples of a literary element to include in your response.

**Step 3:** **HUGE:** Explain how the author uses the literary element to develop the central idea. Include 2 examples from the text to explain. (**Analyze:** Examine the parts to understand how they work together in creating meaning as a whole.)

**Step 4:** Write a text analysis using the guidelines on the next page.

## Part 2

# Round 1

### Argument

**Directions:** Closely read each of the **four** texts provided on pages 12 through 19 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Should the United States government create strict sugar regulations?

**Your Task:** Carefully read each of the **four** texts provided. Then, using evidence from at least **three** of the texts, write a well-developed argument regarding whether or not the United States government should create strict sugar regulations. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument. Do *not* simply summarize each text.

### Guidelines:

#### Be sure to:

- Establish your claim regarding whether or not the United States government should create strict sugar regulations
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

### Texts:

Text 1 – FDA Urged to Regulate Sugar in Drinks

Text 2 – Sugar Should Be Regulated As Toxin, Researchers Say

Text 3 – The Toxic Truth About Sugar

Text 4 – Sugar Taxes Are Unfair and Unhealthy

you think you're tough?!!

## Text 1

### FDA Urged to Regulate Sugar in Drinks

WASHINGTON — The US Food and Drug Administration [FDA] should regulate the amount of added sugars in soda and other sweetened beverages to reverse the obesity epidemic, a Washington-based nutrition activist group urged in a petition signed by Harvard School of Public Health researchers, the Boston Public Health Commission, and others.

5       “The FDA considers sugar to be a safe food at the recommended level of consumption, but Americans are consuming two to three times that much,” Michael Jacobson, executive director of the Center for Science in the Public Interest, which filed the petition, said at a press briefing on Wednesday. He added that the average American consumes 78 pounds of added sugars each year, mostly from high fructose corn syrup prevalent in sugary sodas, sports  
10       drinks, and fruit punch. ...

Over the past half-century, Americans have dramatically increased their intake of sugary drinks, and research suggests this has contributed to the obesity epidemic and a rise in related diseases such as type 2 diabetes, heart disease, and a variety of cancers.

15       “The evidence is very robust that when we eat more sugar we gain weight and when we eat less, we lose weight,” said Dr. Walter Willett, chairman of nutrition at the Harvard School of Public Health, who also spoke at the briefing. “Each 12-ounce serving of soda a person consumes each day raises type 2 diabetes risk by 10 to 15 percent, and many Americans are consuming five or six servings.”

20       While the FDA has the authority to set limits on ingredients on its “generally recognized as safe” list, it has not done so for many of them, including table sugar and high fructose corn syrup.

Jeffrey Senger, former acting chief counsel of the FDA who is now a partner at the law firm Sidley Austin, said it is unlikely the agency would act to restrict sugar. “Any food, if it’s abused, can be unhealthy,” he said. “Sugar isn’t the same thing as arsenic. It’s not a food that’s inherently unsafe.” ...

25       She [FDA spokeswoman, Shelly Burgess] confirmed that the latest petition was received and would be reviewed by FDA officials, but added that the FDA was not aware of any evidence highlighting added safety risks from high fructose corn syrup compared with other sugars such as honey, table sugar, or molasses.

30       That suggests that the agency might have a hard time requiring Coke or Pepsi to limit their products to 10 grams of added sugar per serving — what many public health specialists recommend — without also requiring the same limits on cereal, baked goods, and other processed foods.

35       “To limit the amount of added sugars in beverages, the FDA would need to establish that there is enough scientific evidence to justify limiting these ingredients and to go through a rulemaking process that allows for public comment,” said Miriam Guggenheim, a partner in the food and beverage practice at Covington & Burling LLP in Washington, D.C.

Taking a firm position against government regulations to limit added sugars, the American Beverage Association, which represents soft drink manufacturers, pointed out in a statement on its website that companies have already made efforts to reduce sugar in sweetened beverages.

40       “Today about 45 percent of all non-alcoholic beverages purchased have zero calories,” the group said, “and the overall average number of calories per beverage serving is down 23 percent since 1998.” ...



45 About half of Americans consume sugary beverages on any given day, according to the latest data from the federal Centers for Disease Control and Prevention, and consumption of sugary beverages has increased among children and adults over the past 30 years.

—Deborah Kotz

excerpted and adapted from “FDA Urged to Regulate Sugar in Drinks”  
<http://www.bostonglobe.com>, February 14, 2013

## Text 2

### Sugar Should Be Regulated As Toxin, Researchers Say

A spoonful of sugar might make the medicine go down. But it also makes blood pressure and cholesterol go up, along with your risk for liver failure, obesity, heart disease and diabetes.

Sugar and other sweeteners are, in fact, so toxic to the human body that they should be regulated as strictly as alcohol by governments worldwide, according to a commentary in the current issue of the journal *Nature* by researchers at the University of California, San Francisco (UCSF).

The researchers propose regulations such as taxing all foods and drinks that include added sugar, banning sales in or near schools and placing age limits on purchases.

Although the commentary might seem straight out of the *Journal of Ideas That Will Never Fly*, the researchers cite numerous studies and statistics to make their case that added sugar — or, more specifically, sucrose, an even mix of glucose and fructose found in high-fructose corn syrup and in table sugar made from sugar cane and sugar beets — has been as detrimental to society as alcohol and tobacco.

#### Sour words about sugar

... Many researchers are seeing sugar as not just “empty calories,” but rather a chemical that becomes toxic in excess. At issue is the fact that glucose from complex carbohydrates, such as whole grains, is safely metabolized by cells throughout the body, but the fructose element of sugar is metabolized primarily by the liver. This is where the trouble can begin — taxing the liver, causing fatty liver disease, and ultimately leading to insulin resistance, the underlying causes of obesity and diabetes.

Added sugar, more so than the fructose in fiber-rich fruit, hits the liver more directly and can cause more damage — in laboratory rodents, anyway. Some researchers, however, remained unconvinced of the evidence of sugar’s toxic effect on the human body at current consumption levels, as high as they are.

#### Economists to the rescue

[Robert] Lustig, a medical doctor in UCSF’s Department of Pediatrics, compares added sugar to tobacco and alcohol (coincidentally made from sugar) in that it is addictive, toxic and has a negative impact on society, thus meeting established public health criteria for regulation. Lustig advocates a consumer tax on any product with added sugar.

Among Lustig’s more radical proposals are to ban the sale of sugary drinks to children under age 17 and to tighten zoning laws for the sale of sugary beverages and snacks around schools and in low-income areas plagued by obesity, analogous to alcoholism and alcohol regulation.

Economists, however, debate as to whether a consumer tax — such as a soda tax proposed in many U.S. states — is the most effective means of curbing sugar consumption. Economists at Iowa State University led by John Beghin suggest taxing the sweetener itself at the manufacturer level, not the end product containing sugar.

This concept, published last year in the journal *Contemporary Economic Policy*, would give companies an incentive to add less sweetener to their products. After all, high-fructose corn syrup is ubiquitous<sup>1</sup> in food in part because it is so cheap and serves as a convenient substitute for more high-quality ingredients, such as fresher vegetables in processed foods.

<sup>1</sup>ubiquitous — present everywhere

Some researchers argue that saturated fat, not sugar, is the root cause of obesity and chronic disease. Others argue that it is highly processed foods with simple carbohydrates. Still others argue that it is a lack of physical exercise. It could, of course, be a matter of all these issues.

—Christopher Wanjek

excerpted and adapted from “Sugar Should Be Regulated As Toxin, Researchers Say”

<http://www.livescience.com>, February 1, 2012

### Text 3

## The Toxic Truth About Sugar

### ...No Ordinary Commodity

In 2003, social psychologist Thomas Babor and his colleagues published a landmark book called *Alcohol: No Ordinary Commodity*, in which they established four criteria, now largely accepted by the public-health community, that justify the regulation of alcohol — unavailability (or pervasiveness throughout society), toxicity, potential for abuse and negative impact on society. Sugar meets the same criteria, and we believe that it similarly warrants some form of societal intervention.

First, consider unavailability. Evolutionarily, sugar as fruit was available to our ancestors for only a few months a year (at harvest time), or as honey, which was guarded by bees. But in recent years, sugar has been added to virtually every processed food, limiting consumer choice. Nature made sugar hard to get; man made it easy. In many parts of the world, people are consuming an average of more than 500 calories per day from added sugar alone.

Now, let's consider toxicity. A growing body of epidemiological and mechanistic<sup>1</sup> evidence argues that excessive sugar consumption affects human health beyond simply adding calories. Importantly, sugar induces all of the diseases associated with metabolic syndrome. This includes: hypertension (fructose increases uric acid, which raises blood pressure); high triglycerides and insulin resistance through synthesis of fat in the liver; diabetes from increased liver glucose production combined with insulin resistance; and the ageing process, caused by damage to lipids, proteins and DNA [deoxyribonucleic acid] through non-enzymatic binding of fructose to these molecules. It can also be argued that fructose exerts toxic effects on the liver similar to those of alcohol. This is no surprise, because alcohol is derived from the fermentation of sugar. Some early studies have also linked sugar consumption to human cancer and cognitive decline.

Sugar also has a clear potential for abuse. Like tobacco and alcohol, it acts on the brain to encourage subsequent intake. There are now numerous studies examining the dependence-producing properties of sugar in humans. Specifically, sugar dampens the suppression of the hormone ghrelin, which signals hunger to the brain. It also interferes with the normal transport and signalling of the hormone leptin, which helps to produce the feeling of satiety.<sup>2</sup> And it reduces dopamine signalling in the brain's reward centre, thereby decreasing the pleasure derived from food and compelling the individual to consume more.

Finally, consider the negative effects of sugar on society. Passive smoking and drink-driving fatalities provided strong arguments for tobacco and alcohol control, respectively. The long-term economic, health-care and human costs of metabolic syndrome place sugar overconsumption in the same category. The United States spends \$65 billion in lost productivity and \$150 billion on health-care resources annually for co-morbidities<sup>3</sup> associated with metabolic syndrome. Seventy-five per cent of all US health-care dollars are now spent on treating these diseases and resultant disabilities. Because 75% of military applicants are now rejected for obesity-related reasons, the past three US surgeons general and the chairman of the US Joint Chiefs of Staff have declared obesity a "threat to national security".

<sup>1</sup>epidemiological and mechanistic — evidence based on the study of the causes, incidence, and treatment of diseases

<sup>2</sup>satiety — fullness

<sup>3</sup>co-morbidities — diseases that occur simultaneously

## How to Intervene

How can we reduce sugar consumption? After all, sugar is natural. Sugar is a nutrient. Sugar is pleasure. So is alcohol, but in both cases, too much of a good thing is toxic. It may be helpful to look to the many generations of international experience with alcohol and tobacco to find models that work. So far, evidence shows that individually focused approaches, such as school-based interventions that teach children about diet and exercise, demonstrate little efficacy.<sup>4</sup> Conversely, for both alcohol and tobacco, there is robust evidence that gentle ‘supply side’ control strategies which stop far short of all-out prohibition — taxation, distribution controls, age limits — lower both consumption of the product and accompanying health harms. Successful interventions all share a common end-point: curbing availability. ...

<b>DEADLY EFFECT</b> Excessive consumption of fructose can cause many of the same health problems as alcohol.	
<b>Chronic ethanol exposure</b>	<b>Chronic fructose exposure</b>
Hematologic disorders	
Electrolyte abnormalities	
Hypertension	Hypertension (uric acid)
Cardiac dilatation	
Cardiomyopathy	Myocardial infarction (dyslipidemia, insulin resistance)
Dyslipidemia	Dyslipidemia (de novo lipogenesis)
Pancreatitis	Pancreatitis (hypertriglyceridemia)
Obesity (insulin resistance)	Obesity (insulin resistance)
Malnutrition	Malnutrition (obesity)
Hepatic dysfunction (alcoholic steatohepatitis)	Hepatic dysfunction (non-alcoholic steatohepatitis)
Fetal alcohol syndrome	
Addiction	Habituation, if not addiction

## The Possible Dream

Government-imposed regulations on the marketing of alcohol to young people have been quite effective, but there is no such approach to sugar-laden products. Even so, the city of San Francisco, California, recently instituted a ban on including toys with unhealthy meals such as some types of fast food. A limit — or, ideally, ban — on television commercials for products with added sugars could further protect children’s health. ...

Ultimately, food producers and distributors must reduce the amount of sugar added to foods. But sugar is cheap, sugar tastes good, and sugar sells, so companies have little incentive to change. Although one institution alone can’t turn this juggernaut<sup>5</sup> around, the US Food

<sup>4</sup>efficacy — power to produce an effect

<sup>5</sup>juggernaut — powerful force

60 and Drug Administration could “set the table” for change. To start, it should consider removing  
fructose from the Generally Regarded as Safe (GRAS) list, which allows food manufacturers  
to add unlimited amounts to any food. Opponents will argue that other nutrients on the  
GRAS list, such as iron and vitamins A and D, can also be toxic when over-consumed.  
However, unlike sugar, these substances have no abuse potential. Removal from the GRAS  
65 list would send a powerful signal to the European Food Safety Authority and the rest of the  
world. ...

—Robert H. Lustig, Laura A. Schmidt, and Claire D. Brindis  
excerpted and adapted from “The Toxic Truth About Sugar”  
*Nature*, February 2, 2012

## Text 4

### Sugar Taxes Are Unfair and Unhealthy

If the regulatory discussion about sugar is going to be based on science, rather than science fiction, it needs to move beyond kicking the soda can.

Conventional wisdom says draconian<sup>1</sup> regulation—specifically, a high tax—on sugary drinks and snacks reduces unhealthy consumption, and thereby improves public health.

5 There are many reasons, however, why high sugar taxes are at best unsuccessful, and at worst economically and socially harmful.

Research finds that higher prices don't reduce soda consumption, for example. No scientific studies demonstrate a difference either in aggregate<sup>2</sup> soda consumption or in child and adolescent Body Mass Index [BMI] between the two thirds of states with soda  
10 taxes and those without such taxes.

The study that did find taxes might lead to a moderate reduction in soda consumption also found this had no effect on adolescent obesity, as the reduction was completely offset by increases in consumption of other calorific drinks.

Economic research finds sugar taxes are a futile instrument in influencing the behavior  
15 and habits of the overweight and the obese. Why do sugar taxes fail? Those consumers who strongly prefer unhealthy foods continue to eat and drink according to their individual preferences until such time as it becomes prohibitively expensive to do so.

Demand for food is largely insensitive to price. A 10 percent increase in price reduces consumption by less than 1 percent. Applied to soda, this means that to reduce consumption  
20 by 10 percent, the tax rate on sugary drinks would need to be 100 percent!

A sugar tax also has undesirable social and economic consequences. This tax is economically regressive, as a disproportionate share of the tax is paid by low earners, who pay a higher proportion of their incomes in sales tax and also consume a disproportionate share of sugary snacks and drinks.

25 Such taxes also have perverse, unintended consequences. Taxes on sugary snacks lead many consumers to replace the taxed food with equally unhealthy foods. Poorer consumers react to higher food prices not by changing their diets but by consuming even fewer healthy foods, such as fruits and vegetables, and eating more processed foods. For instance, taxes levied specifically on sugar content increase saturated fat consumption.

30 Sugar taxes have failed where they've been tried, and are unfair and unhealthy. Given that there's no compelling evidence they'll improve public health, we can't justify using the tax code to shape the sweetness of our dietary choices.

—Patrick Basham  
excerpted and adapted from "Sugar Taxes Are Unfair and Unhealthy"  
<http://www.usnews.com>, March 30, 2012

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<sup>1</sup>draconian — severe

<sup>2</sup>aggregate — total



**The Crucial Role of Recess in School**

...Structured recess is a recess based on structured play, during which games and physical activities are taught and led by a trained adult (teachers, school staff, or volunteers). Proponents<sup>1</sup> for structured recess note that children often need help in developing games and require suggestions and encouragement to participate in physical activities. Recently, policy makers and funding organizations have called for more opportunities for daily activity as a means to address childhood obesity. These statements have strengthened the argument to maintain or reinstate recess as an integral component of the school day. Although this new dimension to the recess debate has increased attention on its role, it also has created tension. Some have promoted recess time as a solution for increasing children's physical activity and combating obesity. If recess assumes such a role, then, like physical education, it will need to be planned and directed to ensure that all children are participating in moderately vigorous physical activity. Pediatric health care providers, parents, and school officials should be cognizant,<sup>2</sup> however, that in designing a structured recess, they will sacrifice the notion of recess as an unstructured but supervised break that belongs to the child; that is, a time for the child to make a personal choice between sedentary, physical, creative, or social options. However, there are many cited benefits of structured recess to consider, including:

- Older elementary children may benefit from game instruction and encouragement for total class inclusion.
- Children can be coached to develop interpersonal skills for appropriate conflict resolution.
- More children can actively participate in regular activity, irrespective of skill level.
- Anecdotally,<sup>3</sup> teachers have reported improved behavior and attention in the classroom after vigorous structured recess.

To be effective, structured recess requires that school personnel (or volunteers) receive adequate training so that they are able to address and encourage the diverse needs of all students. One aspect of supervision should be to facilitate social relationships among children by encouraging inclusiveness in games. A problem arises when the structured activities of recess are promoted as a replacement for the child's physical education requirement. The replacement of physical education by recess threatens students' instruction in and acquisition of new motor skills, exploration of sports and rules, and a concept of lifelong physical fitness.

There are ways to encourage a physically active recess without necessarily adding structured, planned, adult-led games, such as offering attractive, safe playground equipment to stimulate free play; establishing games/boundaries painted on the playground; or instructing children in games, such as four square or hop-scotch. These types of activities can range from fully structured (with the adult directing and requiring participation) to partly unstructured (with adults providing supervision and initial instruction) to fully unstructured (supervision and social guidance). In structured, partly structured, or unstructured environments, activity levels vary widely on the basis of school policy, equipment provided, encouragement, age group, gender, and race. Consequently, the potential benefits of

<sup>1</sup>proponents — those who support

<sup>2</sup>cognizant — aware

<sup>3</sup>anecdotally — based on casual observation

- 40 mandatory participation of all children in a purely structured recess must be weighed against the potential social and emotional trade-off of limiting acquisition of important developmental skills. Whichever style is chosen, recess should be viewed as a supplement to motor skill acquisition in physical education class. ...

—Council on School Health  
excerpted from “The Crucial Role of Recess in School,” December 31, 2012  
<http://pediatrics.aapublications.org/>

## Text 2

### Why Children Need More Unstructured Play

The nature of an average child's free time has changed. For the past 25 years kids have been spending decreasing amounts of time outdoors. The time that our kids do spend outdoors is frequently a part of an organized sports activity. Other activities taking up our children's time include indoor lessons and organized events such as music, art and dance lessons. Another big indoor activity, taking up to 7.5 hours a day of our children's time according to a Kaiser Family Foundation study, is electronic entertainment. Of course some of these activities bring joy and fulfillment to our kids, but, in return, time for unstructured play has decreased.

Unstructured play is that set of activities that children create on their own without adult guidance. Children naturally, when left to their own devices, will take initiative and create activities and stories in the world around them. Sometimes, especially with children past the toddler stage, the most creative play takes place outside of direct adult supervision. Unstructured free play can happen in many different environments, however, the outdoors may provide more opportunities for free play due to the many movable parts, such as sticks, dirt, leaves and rocks which lend themselves to exploration and creation.

Some parents find it challenging to provide unstructured play time for their kids. Letting our kids play without constant supervision, especially outside, can be even more difficult. It feels hard to balance reasonable concern, over-vigilance, and the desire to let our kids experience freedom and learn from their own mistakes and experiences. ...

Why might we need to loosen up and get over some of our fears in order to get our kids outdoor unstructured play time? In the January 2005 *Archives of Pediatric and Adolescent Medicine*, Burdette and Whitaker wrote on the importance of free play. They argue that free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions. They describe how play involves problem solving which is one of the highest executive functions. ["Children plan, organize, sequence, and make decisions,"] they explain. In addition, play requires attention to the game and, especially in the case of very young children, frequent physical activity. Unstructured play frequently comes from or results in exposure to the outdoors. Surveys of parents and teachers report that children's focus and attention are improved after outdoor physical activity and free play and some small studies suggest that time spent outdoors improves focus in children with ADHD [Attention Deficit Hyperactivity Disorder].

Socialization and emotional intelligence benefit through shared interactions and physical movement that take place during play. Children must work together to decide which game to play, what agreeable rules are, and how to manage scenarios that invariably involve their differing perspectives. This "work" builds the social qualities that we all wish for our children: empathy, self-awareness, self-regulation, and flexibility. Emotional development is promoted along with physical health when people spend time moving. In adults and older children physical activity has been well documented to decrease stress, anxiety, and depression, and to improve overall mood. Though the research is sparse in younger children, it seems likely that our youngest children benefit as well. Free play in toddlers and young children most frequently involves spurts of gross motor activity over a period of time with multiple episodes of rest in between. Most children are smiling and laughing when they engage in play, and it is reasonable to assume that their mood is improved during and after play. ...

—Avril Swan, MD

excerpted and adapted from "Why Children Need More Unstructured Play"  
[www.kevinmd.com](http://www.kevinmd.com), July 21, 2011

### Text 3

#### Study Weighs Benefits of Organizing Recess

While an overwhelming number of elementary school principals believe in the power of recess to improve academic achievement and make students more focused in class, most discipline-related problems happen at school when kids cut loose at recess and lunch, according to surveys.

5 One of the solutions, according to a study released this week [2012] by the Robert Wood Johnson Foundation: more, and well-trained, staff on the playground.

The study examines an approach to creating more-structured recess time that is provided by Playworks, based in Oakland, Calif. It finds that the nonprofit organization's program can smooth the transition between recess and class time—giving teachers more time to spend on  
10 instruction—and can cut back on bullying in the schoolyard. Teachers in participating schools also reported that their students felt safer and more included at recess, compared with those at schools without the program. ...

The most significant finding shows students who participate in a Playworks-structured recess transition from that to schoolwork more quickly than students in traditional recess,  
15 said Susanne James-Burdumy, an associate director of research at Mathematica Policy Research.

"I think it is an exciting set of findings," Ms. James-Burdumy said. "This is one area where Playworks is aiming to have an impact: specifically trying to improve students' ability to focus on class activities."

20 The study found that, on average, teachers at participating schools needed about 2.5 fewer minutes of transition time between recess and learning time—a difference that researchers termed statistically significant. Over the course of a school year, that can add up to about a day of class time.

#### Scaling Up

The Robert Wood Johnson Foundation, also based in Princeton, has been funding  
25 Playworks since 2005. It helped the program expand from a few schools in Oakland to more than 300 schools in 23 cities, said Nancy Barrand, the foundation's senior adviser for program development. The goal is to expand into 27 cities and 750 schools.

"We're using a process of scaling where we've identified a successful, evidence-based model," Ms. Barrand said. Playworks "is a pretty common-sense approach. It's really about  
30 the school environment and how you create a healthy school environment for the children," she continued. "If children are healthy and happy, they learn better."

Playworks founder and chief executive officer, Jill Violet, said the idea came from a frustrated principal 15 years ago. The principal had been dealing with the same three students daily because of scuffles and mischief at recess that spilled over into their classes.

35 Ms. Violet wondered whether creating a little structure at recess could quell some of those ongoing woes. She recalled her own days as a child when a municipal parks and recreation worker named Clarence made sure she—one of the few girls there—was included in the games at a District of Columbia park.

"I wanted to make sure every kid had a Clarence," she said. ...

40 The coaches map the area where students spend recess, setting boundaries for different activities, such as kickball. They help children pick teams using random measures, such as students' birth months, to circumvent emotionally scarring episodes of being chosen based on skill or popularity. If conflicts arise, coaches teach simple ways to settle disputes and preempt some quibbles by teaching games including rock-paper-scissors.

45 Forty percent of the surveyed teachers said students used the rock-paper-scissors game to resolve conflicts or make decisions when they were back in class.

Coaches get involved in the activities, which “makes it possible for kids who don’t see themselves as super-sporty to get into the games themselves,” Ms. Violet said. “There’s just enough structure for the kids to be successful.”

### **Solving Own Problems**

50 While adults need to be present and ready to intervene at recess if necessary, said Edward Miller, one of the founding partners of the New York City-based Alliance for Childhood, and Playworks provides that service, children should also have the opportunity for individual and small-group play. ...

55 The Mathematica study found Playworks has a mixed effect on behaviors related to bullying: Teachers at schools with the program found that there was significantly less bullying and exclusionary behavior during recess than teachers at schools without it, but not a reduction in more general aggressive behavior. Playworks has no formal curriculum that addresses the problem, Ms. Violet noted.

60 “Our coaches are functioning like the older kids in the play yard used to: teaching kids rules to games, intervening if there is conflict, norming<sup>1</sup> behaviors around inclusion,” she said.

However, researchers also found that teachers’ and students’ perception of aggression and bullying on the playground differed. While teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of Playworks, students didn’t, Mathematica’s Ms. James-Burdumy said. ...

—Nirvi Shah

excerpted and adapted from “Study Weighs Benefits of Organizing Recess”  
[www.edweek.org](http://www.edweek.org), April 17, 2012

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<sup>1</sup>norming — setting a standard



## Text 4

### Forget Goofing Around: Recess Has a New Boss

Newark — At Broadway Elementary School here, there is no more sitting around after lunch. No more goofing off with friends. No more doing nothing.

Instead there is Brandi Parker, a \$14-an-hour recess coach with a whistle around her neck, corralling children behind bright orange cones to play organized games. There she was the other day, breaking up a renegade game of hopscotch and overruling stragglers' lame excuses.

They were bored. They had tired feet. They were no good at running.

"I don't like to play," protested Esmeilyn Almendarez, 11.

"Why do I have to go through this every day with you?" replied Ms. Parker, waving her back in line. "There's no choice."

Broadway Elementary brought in Ms. Parker in January out of exasperation with students who, left to their own devices, used to run into one another, squabble over balls and jump-ropes or monopolize the blacktop while exiling their classmates to the sidelines. Since she started, disciplinary referrals at recess have dropped by three-quarters, to an average of three a week. And injuries are no longer a daily occurrence.

"Before, I was seeing nosebleeds, busted lips, and students being a danger to themselves and others," said Alejandro Echevarria, the principal. "Now, Coach Brandi does miracles with 20 cones and three handballs."

The school is one of a growing number across the country that are reining in recess to curb bullying and behavior problems, foster social skills and address concerns over obesity. They also hope to show children that there is good old-fashioned fun to be had without iPods and video games. ...

Although many school officials and parents like the organized activity, its critics say it takes away the only time that children have to unwind. ...

Dr. Romina M. Barros, an assistant clinical professor at Albert Einstein College of Medicine in the Bronx who was an author of a widely cited study on the benefits of recess, published last year [2009] in the journal *Pediatrics*, says that children still benefit most from recess when they are let alone to daydream, solve problems, use their imagination to invent their own games and "be free to do what they choose to do."

Structured recess, Dr. Barros said, simply transplants the rules of the classroom to the playground.

"You still have to pay attention," she said. "You still have to follow rules. You don't have that time for your brain to relax." ...

Ms. Parker, 28, the coach at Broadway Elementary, had worked as a counselor for troubled teenagers in a group home in Burlington, N.C. Besides her work at recess, she visits each class once a week to play games that teach lessons about cooperation, sportsmanship and respect.

"These are the things that matter in life: who you are as a human being at the core," she said. ...

There are three 15-minute recesses, with more than 100 children at a time packed into a fenced-in basketball court equipped with nothing more than a pair of netless hoops.

On a chilly morning, Ms. Parker shoveled snow off the blacktop so that the students could go outside after being cooped up in the cafeteria during recess in the previous week.

She drew squares in blue and green chalk for a game called switch, a fast-paced version of musical chairs — without the chairs. (She goes through a box of chalk a week.)

Ms. Parker, who greets students with hugs and a cheerful “hello-hello,” keeps the rules simple so that they can focus on playing rather than on following directions. “We’re trying to get them to exert energy, to get it all out,” she said. “They can be as loud as they want. I never tell them to be quiet unless I’m telling them something.” ...

—Winnie Hu

excerpted and adapted from “Forget Goofing Around: Recess Has a New Boss”  
[www.nytimes.com](http://www.nytimes.com), March 14, 2010

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## Part 2

**Argument**

**Directions:** Closely read each of the **four** texts provided on pages 10 through 16 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Should self-driving cars replace human drivers?

**Your Task:** Carefully read each of the **four** texts provided. Then, using evidence from at least **three** of the texts, write a well-developed argument regarding whether or not self-driving cars should replace human drivers. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument. Do *not* simply summarize each text.

**Guidelines:****Be sure to:**

- Establish your claim regarding whether or not self-driving cars should replace human drivers
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

**Texts:**

Text 1 – How Google’s Self-Driving Car Will Change Everything

Text 2 – Google’s Driverless Cars Run Into Problem: Cars With Drivers

Text 3 – Autonomous Vehicles Will Replace Taxi Drivers, But That’s Just the Beginning

Text 4 – Along for the Ride

## Text 1

### How Google's Self-Driving Car Will Change Everything

Imagine getting in your car, typing or speaking a location into your vehicle's interface, then letting it drive you to your destination while you read a book, surf the web or nap. Self-driving vehicles — the stuff of science fiction since the first roads were paved — are coming, and they're going to radically change what it's like to get from point A to point B.

#### Basic Technology Already In Use

...The first big leap to fully autonomous<sup>1</sup> vehicles is due in 2017, when Google Inc. (GOOG) said it would have an integrated system ready to market. Every major automotive manufacturer is likely to follow by the early 2020s, though their systems could wind up being more sensor-based, and rely less on networking and access to map information. Google probably won't [*sic*] manufacture cars. More likely, it'll license the software and systems.

#### A Drastic Change

As with the adoption of any new revolutionary technology, there will be problems for businesses that don't adjust fast enough. Futurists estimate that hundreds of billions of dollars (if not trillions) will be lost by automakers, suppliers, dealers, insurers, parking companies, and many other car-related enterprises. And think of the lost revenue for governments via licensing fees, taxes and tolls, and by personal injury lawyers and health insurers.

Who needs a car made with heavier-gauge steel and eight airbags (not to mention a body shop) if accidents are so rare? Who needs a parking spot close to work if your car can drive you there, park itself miles away, only to pick you up later? Who needs to buy a flight from Boston to Cleveland when you can leave in the evening, sleep much of the way, and arrive in the morning?

Indeed, Google's goal is to increase car utilization from 5-10% to 75% or more by facilitating sharing. That means fewer cars on the road. Fewer cars period, in fact. Who needs to own a car when you can just order a shared one and it'll drive up minutes later, ready to take you wherever you want? ...

#### Changing Oil Demand

If you're in the business of finding, extracting, refining and marketing hydrocarbons,<sup>2</sup> such as Exxon Mobil Corp. (EOX), Chevron Corp. (CVX) or BP plc (BP), you could see your business fluctuate as use changes.

"These vehicles should practice very efficient eco-driving practices, which is typically about 20% better than the average driver," said [Robin] Chase<sup>3</sup> [*sic*] "On the other hand, if these cars are owned by individuals, I see a huge rise in the number of trips, and vehicle miles traveled. People will send out their car to run errands they would never do if they had to be in the car and waste their own time. If the autonomous cars are shared vehicles and people pay for each trip, I think this will reduce demand, and thus (vehicle miles traveled)."

<sup>1</sup>autonomous — self-directed

<sup>2</sup>hydrocarbons — organic compounds that are chief components of petroleum and natural gas

<sup>3</sup>Robin Chase — founder and CEO of Buzzcar

## Safety Dividend

35 ...“Over 90% of accidents today are caused by driver error,” said Professor Robert W. Peterson of the Center for Insurance Law and Regulation at Santa Clara University School of Law. “There is every reason to believe that self-driving cars will reduce frequency and severity of accidents, so insurance costs should fall, perhaps dramatically.”

40 “Cars can still get flooded, damaged or stolen,” notes Michael Barry, the v.p. [vice president] of media relations at the Insurance Information Institute. “But this technology will have a dramatic impact on underwriting.<sup>4</sup> A lot of traditional underwriting criteria will be upended.”

Barry said it’s too early to quantify exactly how self-driving vehicles will affect rates, but added that injured parties in a crash involving a self-driving car may choose to sue the vehicle’s manufacturer, or the software company that designed the autonomous capability. ...

## Risks, Hurdles and the Unknown

45 There are regulatory and legislative obstacles to widespread use of self-driving cars, and substantial concerns about privacy (who will have access to any driving information these vehicles store?). There’s also the question of security, as hackers could theoretically take control of these vehicles, and are not known for their restraint or civic-mindedness.

## The Bottom Line

50 However it plays out, these vehicles are coming — and fast. Their full adoption will take decades, but their convenience, cost, safety and other factors will make them ubiquitous<sup>5</sup> and indispensable. Such as with any technological revolution, the companies that plan ahead, adjust the fastest and imagine the biggest will survive and thrive. And companies invested in old technology and practices will need to evolve or risk dying.

—Joseph A. Dallegro

excerpted and adapted from “How Google’s Self-Driving Car Will Change Everything”  
[www.investopedia.com](http://www.investopedia.com), 2015

<sup>4</sup>underwriting — risk determination

<sup>5</sup>ubiquitous — everywhere

## Text 2

### Google's Driverless Cars Run Into Problem: Cars With Drivers

Google, a leader in efforts to create driverless cars, has run into an odd safety conundrum:<sup>1</sup> humans.

5 Last month, as one of Google's self-driving cars approached a crosswalk, it did what it was supposed to do when it slowed to allow a pedestrian to cross, prompting its "safety driver" to apply the brakes. The pedestrian was fine, but not so much Google's car, which was hit from behind by a human-driven sedan.

10 Google's fleet of autonomous test cars is programmed to follow the letter of the law. But it can be tough to get around if you are a stickler for the rules. One Google car, in a test in 2009, couldn't get through a four-way stop because its sensors kept waiting for other (human) drivers to stop completely and let it go. The human drivers kept inching forward, looking for the advantage — paralyzing Google's robot.

15 It is not just a Google issue. Researchers in the fledgling<sup>2</sup> field of autonomous vehicles say that one of the biggest challenges facing automated cars is blending them into a world in which humans don't behave by the book. "The real problem is that the car is too safe," said Donald Norman, director of the Design Lab at the University of California, San Diego, who studies autonomous vehicles. ...

20 Traffic wrecks and deaths could well plummet in a world without any drivers, as some researchers predict. But wide use of self-driving cars is still many years away, and testers are still sorting out hypothetical risks — like hackers — and real world challenges, like what happens when an autonomous car breaks down on the highway.

For now, there is the nearer-term problem of blending robots and humans. Already, cars from several automakers have technology that can warn or even take over for a driver, whether through advanced cruise control or brakes that apply themselves. Uber is working on the self-driving car technology, and Google expanded its tests in July to Austin, Tex[as].

25 Google cars regularly take quick, evasive maneuvers or exercise caution in ways that are at once the most cautious approach, but also out of step with the other vehicles on the road. ...

30 Since 2009, Google cars have been in 16 crashes, mostly fender-benders, and in every single case, the company says, a human was at fault. This includes the rear-ender crash on Aug. 20, and reported Tuesday by Google. The Google car slowed for a pedestrian, then the Google employee manually applied the brakes. The car was hit from behind, sending the employee to the emergency room for mild whiplash.

35 Google's report on the incident adds another twist: While the safety driver did the right thing by applying the brakes, if the autonomous car had been left alone, it might have braked less hard and traveled closer to the crosswalk, giving the car behind a little more room to stop. Would that have prevented the collision? Google says it's impossible to say.

There was a single case in which Google says the company was responsible for a crash. It happened in August 2011, when one of its Google cars collided with another moving vehicle. But, remarkably, the Google car was being piloted at the time by an employee. Another human at fault. ...

40 On a recent outing with New York Times journalists, the Google driverless car took two evasive maneuvers that simultaneously displayed how the car errs on the cautious side, but also how jarring that experience can be. In one maneuver, it swerved sharply in a residential

<sup>1</sup>conundrum — difficult problem

<sup>2</sup>fledgling — new and inexperienced

neighborhood to avoid a car that was poorly parked, so much so that the Google sensors couldn't tell if it might pull into traffic.

45 More jarring for human passengers was a maneuver that the Google car took as it approached a red light in moderate traffic. The laser system mounted on top of the driverless car sensed that a vehicle coming the other direction was approaching the red light at higher-than-safe speeds. The Google car immediately jerked to the right in case it had to avoid a collision. In the end, the oncoming car was just doing what human drivers so often do: not  
50 approach a red light cautiously enough, though the driver did stop well in time.

Courtney Hohne, a spokeswoman for the Google project, said current testing was devoted to "smoothing out" the relationship between the car's software and humans. For instance, at four-way stops, the program lets the car inch forward, as the rest of us might, asserting its turn while looking for signs that it is being allowed to go.

55 The way humans often deal with these situations is that "they make eye contact. On the fly, they make agreements about who has the right of way," said John Lee, a professor of industrial and systems engineering and expert in driver safety and automation at the University of Wisconsin.

"Where are the eyes in an autonomous vehicle?" he added. ...

—Matt Richtel and Conor Dougherty  
excerpted and adapted from  
"Google's Driverless Cars Run Into Problem: Cars With Drivers"  
[www.nytimes.com](http://www.nytimes.com), Sept. 1, 2015

### Text 3

#### Autonomous Vehicles Will Replace Taxi Drivers, But That's Just the Beginning

...According to the Bureau of Labor Statistics [BLS] there are about 178,000 people employed as taxi drivers or chauffeurs in the United States. But once driverless technology advances to the point that vehicles can be fully autonomous — without the need for any human behind the wheel in case of emergencies — professional drivers will become a thing of the past. Bus drivers, whether they're for schools, cities, or long-distance travel, would be made obsolete. Once cars drive themselves, food deliveries will be a matter of restaurants filling a car with orders and sending it off, eliminating the need for a delivery driver. Each of these professions employ more people and are better paid than taxi drivers, as shown in the table below.

Occupation	Average annual wage	Number of jobs	Total annual wages
Taxi drivers & chauffeurs	\$25,690	178,260	\$4,579,499,400
Bus drivers – transit & intercity	\$39,410	158,050	\$6,228,750,500
Driver / sales workers (delivering food, newspapers)	\$27,720	405,810	\$11,249,053,200
Bus drivers – school or special client	\$29,910	499,440	\$14,938,250,400
Postal service mail carriers	\$51,790	307,490	\$15,924,907,100
Light truck or delivery services drivers (UPS, FedEx)	\$33,870	797,010	\$26,994,728,700
Heavy and tractor-trailer truck drivers	\$41,930	1,625,290	\$68,148,409,700
<b>TOTAL</b>	<b>\$35,760.00</b>	<b>3,971,350</b>	<b>\$148,063,599,000.00</b>

Source: Bureau of Labor Statistics

Some of these may be a bit surprising, like postal carriers. But once fully autonomous vehicles are commonplace it would make sense for the Postal Service to make use of the technology to deliver mail, especially in areas where curbside mailboxes are standard and it would be rather simple for a mechanical arm to deposit and retrieve mail directly. Drivers of delivery trucks for companies like UPS and FedEx may also face extinction, if they're not replaced by Amazon's delivery drones first — or perhaps they'll develop a combined system where self-driving trucks bring packages from the warehouse to their destination, and a drone delivers them the last few yards from curbside to doorstep.



Despite their importance for the economy, each of these professions pale [*sic*] in comparison to heavy and tractor-trailer truck drivers. This field employs the most by far — nine times as many people work as truckers than as taxi drivers, and it's the most common job in a whopping 29 states — and is also better paid than most, with an average salary of about \$42,000. When considering the total amount of wages paid to each of the seven occupations in the table above, truck drivers make up nearly half, while taxi drivers & chauffeurs only account for 3%. The development of self-driving tractor-trailers won't be far behind automated taxi cabs, with companies like Daimler already testing out partially-automated trucks in Nevada.

While there may be other driving-focused jobs not included in these BLS statistics, there are certainly many more industries that will be impacted by the replacement of humans with self-driving vehicles. If this technology leads to a sharp decline in car ownership like many predict, insurance companies will have far fewer customers and may not need as many employees to service them. The same goes for mechanics and auto part manufacturers, who could face a massive drop in demand. Fewer human truckers on the road means fewer motel stays and rest stop visits, and cheaper trucking could take business away from freight trains or even oil pipelines. Vehicles programmed to obey traffic laws won't need nearly as much policing, which also means fewer traffic tickets and less revenue for municipalities. The full scale of these economic shifts will be impossible to understand until they're upon us, but the one thing we can know for sure is that they'll touch almost every aspect of society. ...

—Sam Tracy  
excerpted and adapted from “Autonomous Vehicles Will  
Replace Taxi Drivers, But That's Just the Beginning”  
[www.huffingtonpost.com](http://www.huffingtonpost.com), June 11, 2015



### Along for the Ride

...Automotive designers have a good incentive to get human drivers out from behind the wheel: public safety. In 2012, according to the most recent figures from the National Highway Traffic Safety Administration (NHTSA), 33,561 people were killed in car crashes in the United States, and an estimated 2.36 million were injured. According to NHTSA, a number of major crash studies have found that human error caused more than 90 percent of those crashes. In a perfect world, technology would take driver error out of the equation. ...

But before society can reap those benefits, experts caution there are important problems to solve. Namely, since people interact with technology in unexpected ways, how will each individual driver engage with an automated car?

For some people, automation might lead to complacency,<sup>1</sup> says Nicholas Ward, PhD, a human factors psychologist in the department of mechanical and industrial engineering at Montana State University. Drivers who put too much trust in automation may become overly reliant on it, overestimating what the system can do for them. ...

Information overload may be another concern, says Neville Stanton, PhD, a psychologist at the University of Southampton in the United Kingdom, who studies human performance in technological systems. While automated systems are designed to take pressures off the driver, he's found that they may add complexity in some cases. In an automated system, drivers may feel compelled to monitor the behavior of the system as well as keep an eye on the driving environment. That extra pressure might increase stress and error. ...

Given a nearly infinite combination of driver personalities, road conditions and vehicle technologies, the answer is anything but straightforward. In a study using a driving simulator, for example, Stanton found that adaptive cruise control — in which a car maintains a safe following distance from the vehicle ahead of it — can reduce a driver's mental workload and stress levels. However, that technology also caused a reduction in drivers' situational awareness. And while a lower mental workload may be a good thing in tricky traffic jams, it could cause problems if drivers totally tune out.

Indeed, driver disengagement is a serious concern for automated-car designers. Users in such vehicles are expected to tune out. After all, the appeal of such cars is that they can transport us to and fro without our having to do the hard work. But that presents a problem for our busy brains. ...

Detached from the activity of driving, most people soon begin to experience "passive fatigue," says Gerald Matthews, PhD, a psychologist at the Applied Cognition and Training in Immersive Virtual Environments Lab at the University of Central Florida. That cognitive muddling can be a big problem, Matthews says, if the driver has to take back control of the vehicle (when leaving a highway "platoon" of automated cars to re-enter city streets, for instance — or, in a worst-case scenario, if automated systems fail). ...

Like it or not, though, carmakers are pressing forward with automated systems, and psychologists can play a role in making them as safe as possible. One important issue, says Pradhan,<sup>2</sup> is how drivers of different ages, personalities, experience levels and cognitive abilities will deal with such systems. "There is no average driver. The field is so new, we're still asking a lot of fundamental questions — and there are very few people looking at driver characteristics," he says. "Automation has to be designed for everybody." ...

—Kirsten Weir  
 excerpted from "Along for the Ride"  
[www.apa.org](http://www.apa.org), January 2015

<sup>1</sup>complacency — a feeling of security, often while unaware of potential dangers

<sup>2</sup>Anuj K. Pradhan, PhD — a research scientist who studies driver behavior and injury prevention at the University of Michigan Transportation Research Institute

## Part 3

**Text-Analysis Response**

**Your Task:** Closely read the text provided on pages 21 and 22 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

**Guidelines:****Be sure to:**

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

## Text

...In the air now, I feel a new excitement, a slight surge of energy, a new light of a new dawn. This anticipation is like grass in the path of a distant approaching thunderstorm. I feel that the "spirit line" out of our complacencies in art has been drawn. A fresh expression of our passions, our joys and pains is in the making. A new generation of interpretations of our legends and stories, strengths and weaknesses as Navajo people are replacing the images of stoic<sup>1</sup> tribalism that so pervaded our recent art history. To paraphrase another artist, "realness instead of redness." I feel as do other young fine artists of the northern reservation, that there is much potential for individual expression of beauty, of power, of mysteries to be created within the perimeter of our culture in this time. But what inspires us young Navajo artists to create these interpretations of our culture? What force drives us to seek fresher means of expression? We all have our reasons and means to do this. It may be money, it may be recognition or self-satisfaction. For me, it is a means of confronting myself, my fears and mysteries. A means of coming to terms with childhood phobias and a recognition of my strength and weaknesses in this day. In Navajo society, it is necessary to journey that road to self-discovery. To attain a spiritual growth, we will have to go beyond the world we retreat into. We must recognize and acknowledge this new high tech world, yet still maintain an identity. We must draw a line beyond which we don't venture. Be able to compromise wisely and know how much to expose of ourselves. Know ourselves and our past, yet still have faith in the future. We are a segment of a society that has been thrust into the 20th century all within 30 years. We will not allow ourselves to become casualties in this collision of cultures. The art that we represent must be flexible and adaptable, like the nature of our grandfather, if it is to survive, lest we become brittle and blow away like shells of dry piñon nuts. The art that we represent, like the role of the medicine man of today, must help in creating a positive evolution into this new era for our people and those coming after us. It will scream of tomorrow, yet be dressed in the truth of our past. I believe this to be a collective therapy for us, for our culture and our art. ...

When I was around four years old, I traveled with my grandmother to the foot of the Sacred Mountain of the West. During this time, she told me many things. She told me that we are responsible in maintaining and nurturing a good identity with our grandparents every single day. Each day before the sun rises, we should greet the new coming day with pollen and re-affirm our relationship with it. To a young piñon tree, we greet "Yá'áhtééh shima'sáni" (Hello, my grandmother); to a young juniper tree; "Yá'áhtééh shí'cheii" (hello, my grandfather). In this manner, we bring new light and life to our world. At this age I learned to feel, see and smell my world. I still associate lots of pieces of past experiences, painful and pleasant, to these subtleties. There are few things more pleasant than waking up in the morning to see dew on blades of grass, or to hear rolling of the thunder as dark clouds gather on spring days. To smell wet sand and hear the raindrops dancing on parched ground. The cornstalks weeping for joy. Forming figures from clay and feeling like a god. The soft crunching sound in the snow as I make my way home with a rabbit or two on moonlit winters [*sic*] night, or even being momentarily lost in a blizzard. To feel as a tumbleweed rolling across rough landscape, to see the last ray of sunlight hitting the mesa after an autumn day, light reflecting off a distant passing car makes me feel vulnerable and sad at times. These past feelings and experiences, associated with time and places, I regard as a reservoir of my inspiration.

<sup>1</sup> stoic — calm and uncomplaining

45 Like most young Navajos my age, we spent many winter nights gathered around  
our father, listening to stories passed down through generations. We sat in expectation as  
we journeyed up from the womb of the Mother in creation stories. We sat mesmerized by  
coyote stories. Laughing at his antics and frightened by his cruelties. We sat in awe as  
50 First Man and First Woman brought forth life upon the Fourth World. We journey back  
from the west, the home of Changing Woman, into the midst of the Four Sacred Mountains  
after the creation of our clans. "Slayer of Enemies" and "Born for Water," the hero and  
savior of the fourth world, came alive for us these nights. I felt the pain of their fathers'  
testing in the roaring fire of the hearth. Their war with the Monster Gods raged as the snow  
storm dusted outside our door, snow sifting through the cracks of the door. Shadows  
55 leaping on cribbed wall of the *hooghan*<sup>2</sup> brought to life the animal beings as the shoe game  
was created. As the nights wore on, the youngest ones of us fell asleep where we sat.  
My mother's spindle scratching the floor set the tempo of these late night journeys...back.

60 From these sources I draw my inspirations. I am humbled by its beauty and strengthened  
by its power. With great respect, I relive this in every creation, every all-night Blessingway  
chant and every vision of glory upon this land. With good intentions, I recreate this in every  
piece of art: intentions of preserving and passing on, intentions of sharing and inviting  
all good-willed people for the sake of us as American Indians in general, as Navajos in  
particular and the beauty of our culture. This culture through art, in whatever form,  
however expressed, will endure. ...

—Shonto W. Begay  
excerpted from "The View From The Mesa: A Source of Navajo Creativity"  
*Anii Ánáádaalyaa'Ígíí* (*Recent ones that are made*), 1988  
Wheelright Museum of the American Indian

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<sup>2</sup>hooghan — traditional dwelling of the Navajo people

## Part 3

Round 2

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English



## Text

The following excerpt from the memoir of a South Pole explorer includes quotations from his diary.

...Then came a fateful day — Wednesday, October 27. The position was lat. [latitude] 69° 5' S., long. [longitude] 51° 30' W. The temperature was -8.5° Fahr. [Fahrenheit], a gentle southerly breeze was blowing and the sun shone in a clear sky. "After long months of ceaseless anxiety and strain, after times when hope beat high and times when the outlook was black indeed, the end of the *Endurance* has come. But though we have been compelled to abandon the ship, which is crushed beyond all hope of ever being righted, we are alive and well, and we have stores and equipment for the task that lies before us. The task is to reach land with all the members of the Expedition. It is hard to write what I feel. To a sailor his ship is more than a floating home, and in the *Endurance* I had centred ambitions, hopes, and desires. Now, straining and groaning, her timbers cracking and her wounds gaping, she is slowly giving up her sentient<sup>1</sup> life at the very outset of her career. She is crushed and abandoned after drifting more than 570 miles in a north-westerly direction during the 281 days since she became locked in the ice. The distance from the point where she became beset<sup>2</sup> to the place where she now rests mortally hurt in the grip of the floes<sup>3</sup> is 573 miles, but the total drift through all observed positions has been 1186 miles, and probably we actually covered more than 1500 miles. We are now 346 miles from Paulet Island, the nearest point where there is any possibility of finding food and shelter. A small hut built there by the Swedish expedition in 1902 is filled with stores left by the Argentine relief ship. I know all about those stores, for I purchased them in London on behalf of the Argentine Government when they asked me to equip the relief expedition. The distance to the nearest barrier west of us is about 180 miles, but a party going there would still be about 360 miles from Paulet Island and there would be no means of sustaining life on the barrier. We could not take from here food enough for the whole journey; the weight would be too great.

"This morning, our last on the ship, the weather was clear, with a gentle south-south-easterly to south-south-westerly breeze. From the crow's-nest there was no sign of land of any sort. The pressure was increasing steadily, and the passing hours brought no relief or respite<sup>4</sup> for the ship. The attack of the ice reached its climax at 4 p.m. The ship was hove<sup>5</sup> stern up by the pressure, and the driving floe, moving laterally across the stern, split the rudder and tore out the rudder-post and stern-post. Then, while we watched, the ice loosened and the *Endurance* sank a little. The decks were breaking upwards and the water was pouring in below. Again the pressure began, and at 5 p.m. I ordered all hands on to the ice. The twisting, grinding floes were working their will at last on the ship. It was a sickening sensation to feel the decks breaking up under one's feet, the great beams bending and then snapping with a noise like heavy gunfire. The water was overmastering the pumps, and so to avoid an explosion when it reached the boilers I had to give orders for the fires to be drawn<sup>6</sup> and the steam let down. The plans for abandoning the ship in case of emergency had been made well in advance, and men and dogs descended to the floe and made their way to the comparative safety of an unbroken portion of the floe without a hitch. Just before leaving, I looked down the engine-room skylight as I stood on the quivering deck, and saw the engines dropping sideways as the stays and bed-plates gave way. I cannot

<sup>1</sup>sentient — conscious

<sup>2</sup>beset — hemmed in

<sup>3</sup>floes — ice sheets

<sup>4</sup>respite — rest

<sup>5</sup>hove — heaved

<sup>6</sup>drawn — closed

describe the impression of relentless destruction that was forced upon me as I looked down and around. The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship.” ...

45 “To-night the temperature has dropped to  $-16^{\circ}$  Fahr., and most of the men are cold and uncomfortable. After the tents had been pitched I mustered all hands and explained the position to them briefly and, I hope, clearly. I have told them the distance to the barrier and the distance to Paulet Island, and have stated that I propose to try to march with equipment across the ice in the direction of Paulet Island. I thanked the men for the steadiness and good *morale* they have shown in these trying circumstances, and told 50 them I had no doubt that, provided they continued to work their utmost and to trust me, we will all reach safety in the end. Then we had supper, which the cook had prepared at the big blubber stove, and after a watch<sup>7</sup> had been set all hands except the watch turned in.” For myself, I could not sleep. The destruction and abandonment of the ship was no sudden shock. The disaster had been looming ahead for many months, and I had studied my plans 55 for all contingencies<sup>8</sup> a hundred times. But the thoughts that came to me as I walked up and down in the darkness were not particularly cheerful. The task now was to secure the safety of the party, and to that I must bend my energies and mental power and apply every bit of knowledge that experience of the Antarctic had given me. The task was likely to be long and strenuous, and an ordered mind and a clear programme were essential if we were to come 60 through without loss of life. A man must shape himself to a new mark directly the old one goes to ground. ...

—Sir Ernest Shackleton  
excepted and adapted from *South*, 1920  
The MacMillan Company

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<sup>7</sup>watch — crewman who stays awake on guard all night

<sup>8</sup>contingencies — possibilities

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## Part 3

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 18 and 19 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

## Text

The following excerpt is taken from a novel set in France during the World War II era.

Sixteen paces to the water fountain, sixteen back. Forty-two to the stairwell, forty-two back. Marie-Laure draws maps in her head, unreels a hundred yards of imaginary twine, and then turns and reels it back in. Botany smells like glue and blotter paper and pressed flowers. Paleontology smells like rock dust, bone dust. Biology smells like formalin and old fruit; it is loaded with heavy cool jars in which float things she has only had described for her: the pale coiled ropes of rattlesnakes, the severed hands of gorillas. Entomology smells like mothballs and oil: a preservative that, Dr. Geffard explains, is called naphthalene. Offices smell of carbon paper, or cigar smoke, or brandy, or perfume. Or all four.

She follows cables and pipes, railings and ropes, hedges and sidewalks. She startles people. She never knows if the lights are on.

The children she meets brim with questions: Does it hurt? Do you shut your eyes to sleep? How do you know what time it is?

It doesn't hurt, she explains. And there is no darkness, not the kind they imagine. Everything is composed of webs and lattices and upheavals of sound and texture. She walks a circle around the Grand Gallery, navigating between squeaking floorboards; she hears feet tramp up and down museum staircases, a toddler squeal, the groan of a weary grandmother lowering herself onto a bench.

Color—that's another thing people don't expect. In her imagination, in her dreams, everything has color. The museum buildings are beige, chestnut, hazel. Its scientists are lilac and lemon yellow and fox brown. Piano chords loll in the speaker of the wireless in the guard station, projecting rich blacks and complicated blues down the hall toward the key pound.<sup>1</sup> Church bells send arcs of bronze careening off the windows. Bees are silver; pigeons are ginger and auburn and occasionally golden. The huge cypress trees she and her father pass on their morning walk are shimmering kaleidoscopes, each needle a polygon of light.

She has no memories of her mother but imagines her as white, a soundless brilliance. Her father radiates a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal, the feel of a lock tumbler sliding home, the sound of his key rings chiming as he walks. He is an olive green when he talks to a department head, an escalating series of oranges when he speaks to Mademoiselle Fleury from the greenhouses, a bright red when he tries to cook. He glows sapphire when he sits over his workbench in the evenings, humming almost inaudibly as he works, the tip of his cigarette gleaming a prismatic blue.

She gets lost. Secretaries or botanists, and once the director's assistant, bring her back to the key pound. She is curious; she wants to know the difference between an alga and a lichen, a *Diplodon charruanus* and a *Diplodon delodontus*. Famous men take her by the elbow and escort her through the gardens or guide her up stairwells. "I have a daughter too," they'll say. Or "I found her among the hummingbirds."

"*Toutes mes excuses*,"<sup>2</sup> her father says. He lights a cigarette; he plucks key after key out of her pockets. "What," he whispers, "am I going to do with you?"

On her ninth birthday, when she wakes, she finds two gifts. The first is a wooden box with no opening she can detect. She turns it this way and that. It takes her a little while to realize one side is spring-loaded; she presses it and the box flips open. Inside waits a single cube of creamy Camembert that she pops directly into in [*sic*] her mouth.

<sup>1</sup>key pound — the office of her father, the museum locksmith

<sup>2</sup>toutes mes excuses — my apologies

“Too easy!” her father says, laughing.

45 The second gift is heavy, wrapped in paper and twine. Inside is a massive spiral-bound book. In Braille.

“They said it’s for boys. Or very adventurous girls.” She can hear him smiling.

She slides her fingertips across the embossed<sup>3</sup> title page. *Around. The. World. In. Eighty. Days.* “Papa, it’s too expensive.”

50 “That’s for me to worry about.”

That morning Marie-Laure crawls beneath the counter of the key pound and lies on her stomach and sets all ten fingertips in a line on a page. The French feels old-fashioned, the dots printed much closer together than she is used to. But after a week, it becomes easy. She finds the ribbon she uses as a bookmark, opens the book, and the museum falls away.

55 Mysterious Mr. Fogg lives his life like a machine. Jean Passepartout becomes his obedient valet. When, after two months, she reaches the novel’s last line, she flips back to the first page and starts again. At night she runs her fingertips over her father’s model: the bell tower, the display windows. She imagines Jules Verne’s characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-sized loaves in and out of  
60 his ovens; three minuscule burglars hatch plans as they drive slowly past the jeweler’s; little grumbling cars throng the rue<sup>4</sup> de Mirbel, wipers sliding back and forth. Behind a fourth-floor window on the rue des Patriarches, a miniature version of her father sits at a miniature workbench in their miniature apartment, just as he does in real life, sanding away at some infinitesimal<sup>5</sup> piece of wood; across the room is a miniature girl, skinny, quick-witted,  
65 an open book in her lap; inside her chest pulses something huge, something full of longing, something unafraid.

—Anthony Doerr

excerpted from *All the Light We Cannot See*, 2014

Scribner

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<sup>3</sup>embossed — a stamped, molded or carved design

<sup>4</sup>rue — street

<sup>5</sup>infinitesimal — very small

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