

AP English Language and Composition Practice Exam

SECTION I

TIME: 1 HOUR

Directions: After reading each passage, choose the best answer to each question and completely fill in the corresponding oval on the answer sheet.

Questions 1–14. Read the following passage carefully before you choose your answers.

The following is an excerpt from a paper Jane Addams (1869–1935) gave at the School of Applied Ethics in Plymouth, Massachusetts, in 1892.

You may remember the forlorn feeling which occasionally seizes you when you arrive early in the morning a stranger in a great city: the stream of laboring people goes past you as you gaze through the plate-glass window of your hotel; you see hard working men lifting
5 great burdens; you hear the driving and jostling of huge carts and your heart sinks with a sudden sense of futility. The door opens behind you and you turn to the man who brings you in your breakfast

with a quick sense of human fellowship. You find yourself praying that you may never lose your hold on it all. A more poetic prayer would be that the great mother breasts of our common humanity, with its labor and suffering and its homely comforts, may never be withheld from you. You turn helplessly to the waiter and feel that it would be almost grotesque to claim from him the sympathy you crave because civilization has placed you apart, but you resent your position with a sudden sense of snobbery. Literature is full of portrayals of these glimpses: they come to shipwrecked men on rafts; they overcome the differences of an incongruous multitude when in the presence of a great danger or when moved by a common enthusiasm. They are not, however, confined to such moments, and if we were in the habit of telling them to each other, the recital would be as long as the tales of children are, when they sit down on the green grass and confide to each other how many times they have remembered that they lived once before. If these childish tales are the stirring of inherited impressions, just so surely is the other the striving of inherited powers.

“It is true that there is nothing after disease, indigence and a sense of guilt, so fatal to health and to life itself as the want of a proper outlet for active faculties.” I have seen young girls suffer and grow sensibly lowered in vitality in the first years after they leave school. In our attempt then to give a girl pleasure and freedom from care we succeed, for the most part, in making her pitifully miserable. She finds “life” so different from what she expected it to be. She is besotted with innocent little ambitions, and does not understand this apparent waste of herself, this elaborate preparation, if no work is provided for her. There is a heritage of noble obligation which young people accept and long to perpetuate. The desire for action, the wish to right wrong and alleviate suffering haunts them daily. Society smiles at it indulgently instead of making it of value to itself. The wrong to them begins even farther back, when we restrain the first childish desires for “doing good,” and tell them that they must

wait until they are older and better fitted. We intimate that social obligation begins at a fixed date, forgetting that it begins at birth itself. We treat them as children who, with strong-growing limbs, are allowed to use their legs but not their arms, or whose legs are daily carefully exercised that after a while their arms may be put to high use. We do this in spite of the protest of the best educators, Locke and Pestalozzi. We are fortunate in the meantime if their unused members do not weaken and disappear. They do sometimes. There are a few girls who, by the time they are “educated,” forget their old childish desires to help the world and to play with poor little girls “who haven’t playthings.” Parents are often inconsistent: they deliberately expose their daughters to knowledge of the distress in the world; they send them to hear missionary addresses on famines in India and China; they accompany them to lectures on the suffering in Siberia; they agitate together over the forgotten region of East London. In addition to this, from babyhood the altruistic tendencies of these daughters are persistently cultivated. They are taught to be self-forgetting and self-sacrificing, to consider the good of the whole before the good of the ego. But when all this information and culture show results, when the daughter comes back from college and begins to recognize her social claim to the “submerged tenth,” and to evince a disposition to fulfill it, the family claim is strenuously asserted; she is told that she is unjustified, ill-advised in her efforts. If she persists, the family too often are injured and unhappy unless the efforts are called missionary and the religious zeal of the family carry them over their sense of abuse. When this zeal does not exist, the result is perplexing. It is a curious violation of what we would fain believe a fundamental law—that the final return of the deed is upon the head of the doer. The deed is that of exclusiveness and caution, but the return, instead of falling upon the head of the exclusive and cautious, falls upon a young head full of generous and unselfish plans.

1. The speaker in the passage can best be described as a person who is
 - A. an advocate of young people's social activism
 - B. a supporter of class distinctions
 - C. a critic of college education
 - D. against traditional roles for women
 - E. motivated by a desire to help the less fortunate
2. The purpose of the anecdote with which the speaker begins paragraph 1 is to
 - A. elicit sympathy by retelling a tale of loneliness
 - B. paint a picture of city life to fascinate her listeners
 - C. engage the audience by evoking a common experience
 - D. raise questions that will be answered later
 - E. introduce the idea of the difficulties of the laboring class
3. In line 9, "it" refers to
 - A. "breakfast" (line 7)
 - B. "praying" (line 8)
 - C. "sense of human fellowship" (line 8)
 - D. "the man who brings...breakfast" (line 7)
 - E. "a sudden sense of futility" (line 6)
4. In context, "grotesque" (line 13) is best interpreted as
 - A. condescending
 - B. disturbing
 - C. ridiculous
 - D. out of place
 - E. extravagant
5. The sentence beginning "You turn helplessly to the waiter" (lines 12–15) contains
 - A. irony
 - B. paradox
 - C. parallel syntax
 - D. abstract diction
 - E. understatement
6. The implication of the phrase "civilization has placed you apart" (line 14) is that the speaker and the waiter
 - A. have different professions
 - B. are not of the same gender
 - C. pursue different interests
 - D. are not of the same social class
 - E. lack a shared perspective
7. It can be inferred when the speaker states, "literature is full of portrayals of these glimpses" (lines 15–16) that the author is referring to
 - A. the "forlorn feeling" (line 1)
 - B. the sinking feeling of the heart mentioned in line 6
 - C. the man who brings in breakfast in line 7
 - D. the sense of a "common humanity" (line 10)
 - E. the desire for sympathy mentioned in lines 12–15
8. The use of the subjunctive tense in lines 19–20 indicates that the telling of the types of tales to which the speaker refers
 - A. is not something we do
 - B. would take a great deal of time
 - C. is something only children do
 - D. requires childish confidence
 - E. would not take a great deal of time

9. The first two sentences of paragraph 2 (lines 16–29) indicate
- a continuation of the ideas expressed in paragraph 1
 - a change in focus from the ideas in paragraph 1
 - a comparison of ideas with those enumerated in paragraph 1
 - a direct contrast to the ideas expressed in paragraph 1
 - an application of the ideas discussed in paragraph 1
10. The organization of ideas in lines 28–29, “I have seen young girls... value to itself” is best described as
- an indictment of education
 - a historical example followed by specific examples
 - a generalization followed by a conclusion
 - the speaker’s reflection on her girlhood
 - a movement from the particular to the general
11. The speaker employs an analogy in lines 43–46 to
- underscore her belief in the benefits of exercise for young people
 - illuminate the disregard society has for children’s tendencies to share
 - emphasize the fact that society ignores the innate abilities of children
 - argue that the desire of the young to help others is not cultivated
 - indicate her dismay at society for disregarding the advice of educators
12. The word “educated” (line 49) is in quotation marks to indicate its
- ironic usage
 - positive effects
 - importance
 - meaninglessness
 - lack of rigor

13. Which one of the following characteristics of girls is emphasized in lines 56–57?
- their enlightening education and their contentious relationships with parents
 - their attendance at lectures and the child-rearing practices of their parents
 - their humanitarian training and their parents’ desire to stifle this training
 - their self-abnegation and their parents’ philanthropic tendencies
 - their perseverance and their parent’s refusal to condone their actions
14. The “deed” that the speaker refers to as “that of exclusiveness and caution” (line 69–71) is prefigured in
- “altruistic tendencies” (line 56)
 - the “social claim” (line 61)
 - “missionary” efforts (line 65)
 - “the religious zeal of the family” (line 65)
 - the “family claim” (line 62)

Questions 15–30. Read the following passage carefully before you choose your answers.

The following is an excerpt from Henry David Thoreau’s essay “Civil Disobedience,” written in 1848.

I HEARTILY ACCEPT the motto,—“That government is best which governs least”;¹ and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I

1 Possible reference to “The best government is that which governs least,” motto of the *United States Magazine and Democratic Review* (1837–1859), or “The less government we have, the better” from Ralph Waldo Emerson’s “Politics” (1844), sometimes mistakenly attributed to Thomas Jefferson.

believe,—“That government is best which governs not at all”; and
 5 when men are prepared for it, that will be the kind of government
 which they will have. Government is at best but an expedient; but
 most governments are usually, and all governments are sometimes,
 inexpedient. The objections which have been brought against a
 10 standing army, and they are many and weighty, and deserve to pre-
 vail, may also at last be brought against a standing government. The
 standing army is only an arm of the standing government. The gov-
 ernment itself, which is only the mode which the people have cho-
 sen to execute their will, is equally liable to be abused and perverted
 15 before the people can act through it. Witness the present Mexican
 war,² the work of comparatively a few individuals using the standing
 government as their tool; for, in the outset, the people would not
 have consented to this measure.

This American government—what is it but a tradition, though a
 recent one, endeavoring to transmit itself unimpaired to posterity,
 20 but each instant losing some of its integrity? It has not the vitality
 and force of a single living man; for a single man can bend it to his
 will. It is a sort of wooden gun to the people themselves. But it is
 not the less necessary for this; for the people must have some com-
 plicated machinery or other, and hear its din, to satisfy that idea of
 25 government which they have. Governments show thus how success-
 fully men can be imposed on, even impose on themselves, for their
 own advantage. It is excellent, we must all allow. Yet this govern-
 ment never of itself furthered any enterprise, but by the alacrity with
 which it got out of its way. It does not keep the country free. It does
 30 not settle the West. It does not educate. The character inherent in
 the American people has done all that has been accomplished; and it
 would have done somewhat more, if the government had not some-
 times got in its way. For government is an expedient by which men

2 U.S.-Mexican War (1846–1848), considered by abolitionists to be an effort to extend slavery into former Mexican territory.

would fain succeed in letting one another alone; and, as has been
 35 said, when it is most expedient, the governed are most let alone by
 it. Trade and commerce, if they were not made of India rubber,³
 would never manage to bounce over the obstacles which legislators
 are continually putting in their way; and, if one were to judge these
 men wholly by the effects of their actions, and not partly by their
 40 intentions, they would deserve to be classed and punished with those
 mischievous persons who put obstructions on the railroads.

But, to speak practically and as a citizen, unlike those who call
 themselves no-government men,⁴ I ask for, not at once no govern-
 ment, but at once a better government. Let every man make known
 45 what kind of government would command his respect, and that will
 be one step toward obtaining it.

After all, the practical reason why, when the power is once in
 the hands of the people, a majority are permitted, and for a long
 period continue, to rule, is not because they are most likely to be in
 50 the right, nor because this seems fairest to the minority, but because
 they are physically the strongest. But a government in which the ma-
 jority rule in all cases cannot be based on justice, even as far as men
 understand it. Can there not be a government in which majorities do
 not virtually decide right and wrong, but conscience?—in which ma-
 55 jorities decide only those questions to which the rule of expediency
 is applicable? Must the citizen ever for a moment, or in the least
 degree, resign his conscience to the legislator? Why has every man a
 conscience, then? I think that we should be men first, and subjects af-
 terward. It is not desirable to cultivate a respect for the law, so much
 60 as for the right. The only obligation which I have a right to assume is
 to do at any time what I think right. It is truly enough said that a cor-
 poration has no conscience; but a corporation of conscientious men

3 Made from the latex of tropical plants; “India” because it came from the West Indies, and “rubber” from its early use as an eraser.

4 Anarchists, many of whom came from Massachusetts.

is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are
 65 daily made the agents of injustice. A common and natural result of an undue respect for law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys,⁵ and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very
 70 steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? Or small movable forts and magazines, at the service of some unscrupulous man in power?

5 Boys who carry gunpowder for soldiers.

15. This essay could best be characterized as
- a diatribe against the government
 - an abolitionist speech
 - a citizen's call to action
 - an anarchist's desire for change
 - a conservative's words of praise
16. The dominant rhetorical device in line 4 is
- oxymoron
 - parallel structure
 - paradox
 - inverted syntax
 - catalogue
17. In lines 11–16, the author draws a connection between the “standing government” and the “standing army” (lines 10–11) to argue that the army and the government
- are only aspects of a whole
 - can be distorted and mistreated
 - are manipulated by a minority
- I only
 - II only
 - III only
 - II and III only
 - I, II, and III
18. Footnote 2 serves to do all of the following *except*
- justify America's participation in the Mexican-American War
 - explain why the author and others did not support the war
 - provide insight into the abolitionist cause
 - supply the dates of the Mexican-American War
 - suggest a possible outcome of the Mexican-American conflict
19. The “American government” (line 18) is juxtaposed to “a single living man” (line 21) to argue that the government is all of the following *except*
- moribund
 - easily manipulated
 - ineffectual
 - without real power
 - without energy

20. In line 22, “wooden gun” is
- A. metonymy for war
 - B. synecdoche for firearms
 - C. a metaphor for lack of power
 - D. an analogy comparing guns to toys
 - E. an oxymoron providing a truth
21. In lines 22–24, the author’s point about “the people” and their expectations of government is that government must be
- A. convoluted yet quiet
 - B. mechanistic yet calm
 - C. robotic and disturbing
 - D. intricate and noisy
 - E. complex and alarming
22. “Yet this government...out of its way” (lines 27–29) means that
- A. the government helps itself by helping people’s business ventures
 - B. the government helps people progress through its support and effort
 - C. quickly removing itself from the path of the people is the only help the government can offer
 - D. forcefully inserting itself into the activities of its people helps them to succeed
 - E. a slow and well-thought-out governmental response leads to the success of the people
23. Lines 29–30 use which rhetorical device and for what purpose?
- A. polysyndeton to reveal the qualities of the American people
 - B. asyndeton to underscore why the American people should be proud
 - C. allusion to refer to America’s recent historical past
 - D. abstract diction to create ambiguity about American achievements
 - E. anaphora to emphasize what the government has not done
24. The author compares “trade and commerce” to “India rubber” (line 36) to make the point that legislators
- A. research how to use India rubber as a commodity to overcome trade and commerce issues
 - B. create impediments that trade and commerce are fortunately able to overcome
 - C. instigate trade and commerce agreements but then block their successful completion
 - D. negotiate trade and commerce agreements but then knowingly sabotage them
 - E. establish difficulties to trade that only India rubber commerce can navigate
25. The analogy in lines 38–41 not only emphasizes the comparison in line 36 but also
- A. points out the danger and injudiciousness of legislators’ actions
 - B. creates a contradiction between legislators’ desired results and misguided choices
 - C. reveals why legislators engage in illegal activities regarding trade and commerce
 - D. distinguishes between the men themselves and their actions and intentions
 - E. illuminates how the achievements of legislators are not always a result of their actions
26. Footnote 4 serves to
- A. identify where the majority of anarchists reside
 - B. define what an anarchist is
 - C. differentiate the author from anarchists
 - D. explain to whom the author refers
 - E. clarify the actions of “no government” men

27. The rhetorical device used in lines 43–44, “I ask for, not no government, but at once a better government” is
- chiasmus
 - antithesis
 - idiomatic language
 - inversion
 - a loose sentence
28. The author’s point regarding majority rule (lines 53–56) is that the majority should rule
- only on matters devoid of moral claims
 - when the issue entails matters of fairness
 - during circumstances that include justice to the minority
 - when the situation revolves around matters of right and wrong
 - if practical considerations are at least one aspect of the ruling
29. The author’s point regarding conscience in lines 57–63 is best stated as
- conscience should be subservient to the law
 - to be a subject entails abiding by the precepts of one’s conscience
 - individual conscience is more important than the law
 - men have consciences as reflected in the morality of legislators
 - it is the duty of conscience to obey the laws of legislators
30. The author’s tone in the passage as a whole is best described as
- warmly sympathetic
 - harshly critical
 - unquestioningly supportive
 - staunchly judgmental
 - insightfully creative

Questions 31–43: Read the following passage carefully before you choose your answers.

The following is an excerpt from a contemporary magazine.

On March 23, 2010, President Barack Obama signed the Patient Protection and Affordable Care Act into law. This law will supposedly make health insurance more affordable by providing tax cuts to small businesses that offer their employees coverage. It will also
5 provide tax credits to individuals who purchase their own health insurance. Supporters of the act believe it will help nearly thirty-two million Americans receive coverage. In addition, the government estimates that the act will reduce the deficit by \$100 billion in a decade. While these reforms seem like positive steps in the right
10 direction, the act is still shrouded in controversy.

This much-maligned bill passed only after several revisions, which included the loss of a public health insurance option sponsored by the government. Critics of the public option equated government health insurance with socialism, claiming that such a plan would
15 not only expand the government’s control over individual liberties, but also would destroy competition within the health insurance industry. If a government option made health care more affordable and provided more people with coverage, then who would choose more expensive coverage provided by private insurers? This was exactly the point that those interested in real reform were trying to
20 make. While capitalist-loving politicians saw this as a threat to the extremely lucrative health care industry (an industry represented by many special interest groups on Capitol Hill), they failed to recognize the fact that a public option would force private insurance companies to lower prices to compete with the government.
25 The public option was not government-mandated health care; it was merely another option.

According to a 2010 report issued by the Centers for Disease

Control (CDC), an estimated fifty-nine million Americans are still
30 without health insurance—and this number rose when millions of
Americans lost their jobs due to the poor economy. While the Pa-
tient Protection and Affordable Care Act could help to reduce this
number significantly, it does not do enough to help the millions of
Americans who are without health insurance. The high cost of care
35 not only keeps people away from the doctor when they are sick, but
also stops them from seeking preventative care. This practice is likely
to continue if the government does not figure out a way to provide
health insurance to those who need it most.

Instead of a public option that would help the poorest Americans
40 receive the coverage they need, the current law includes an individ-
ual mandate, which is not active until 2014, that would require all
Americans to purchase coverage or face a fine. This course of action,
however, is like pouring salt in an already gaping wound.

After the midterm elections of 2010, Republicans made it their
45 mission to repeal the act altogether. While this is a drastic, unneces-
sary move that would most likely set the entire health care reform
movement back to square one, it is also an opportunity to discuss
problems with the current law. One of these discussions should put
the public option back on the table and find a way to ensure that all
50 Americans have access to affordable health care.

31. The author of the passage can best be described as someone who
- A. believes that the health care act should be repealed
 - B. feels that the government has too much control over people's lives
 - C. wants the government to better regulate private insurance companies
 - D. hopes that private insurance companies will not work with the government
 - E. thinks that the government is not doing enough to reform the health care system
32. The author's choice of the word "supposedly"(lines 2–3)
- A. shows the author's disdain for government-mandated health reform
 - B. implies that the author does not believe the act will accomplish its goals
 - C. exposes the author's bias against the Obama administration
 - D. indicates that the author does not want the Republicans to repeal the act
 - E. reflects the author's frustration with the private insurance companies
33. The antecedent to the pronoun "it" in line 4 is
- A. the government
 - B. the law
 - C. tax credits
 - D. small businesses
 - E. health insurance

34. Lines 1–9 of the essay
- A. explain why the public option was taken out of the Protection and Affordable Care Act
 - B. criticize Republican efforts to repeal the Protection and Affordable Care Act
 - C. provide background information on the Protection and Affordable Care Act
 - D. describe how the Protection and Affordable Care Act will reduce the deficit
 - E. reveal the problems with the Protection and Affordable Care Act
35. Which of the following best describes the shift from paragraph 1 to paragraph 2?
- A. a shift in the author’s tone
 - B. a shift in the author’s point of view
 - C. a shift from opinion to fact
 - D. a shift from definition to example
 - E. a shift specific to general
36. The comparison of “government health care” to “socialism” in lines 14–15 implies that
- A. the public option would have helped many people
 - B. politicians believed the public option was important
 - C. politicians wanted to salvage a public option
 - D. the public option was anticapitalist
 - E. the public option was too complicated

37. Which of the following does the author employ in lines 18–20 (“If a government...private insurers?”)?
- A. metaphor
 - B. juxtaposition
 - C. catalogue
 - D. sarcasm
 - E. rhetorical question
38. In lines 23–24, the phrase in parentheses (“an industry...Capitol Hill”) suggests that the author
- A. feels that the health care industry is too important to the economy to fail
 - B. thinks that politicians are more concerned about people than money
 - C. wants politicians to listen to representatives from the health care industry
 - D. thinks that the health care industry should lobby politicians to improve the system
 - E. believes politicians are influenced by special interest groups from the health care industry
39. The facts in lines 29–32 (“According to a 2010 report...poor economy”) could best be described as all of the following *except*
- A. disappointing
 - B. logical
 - C. ironic
 - D. critical
 - E. disturbing

40. The dominant rhetorical strategy used in paragraph 3 is
- A. anecdote
 - B. paradox
 - C. anaphora
 - D. logos
 - E. irony
41. The author's use of the phrase "like pouring salt in an already gaping wound" suggests that the author views the individual mandate as
- A. detrimental
 - B. advantageous
 - C. embarrassing
 - D. necessary
 - E. exclusive
42. Which of the following cannot be inferred from the information in lines 45–51?
- A. The author feels that repealing the act would harm the health care reform movement.
 - B. The author wants politicians to discuss reforming the act to include a public option.
 - C. The author wants all Americans to have access to affordable health care.
 - D. The author does not believe that the public option will help people.
 - E. The author does not believe that the act should be repealed.

43. The phrase "back to square one" (line 48) refers to the time before
- A. the public option was dropped from the Patient Protection and Affordable Care Act
 - B. the Patient Protection and Affordable Care Act was signed into law
 - C. there was any health insurance offered in the United States
 - D. the mid-term elections were held
 - E. the economy took a downturn

SECTION II

TOTAL TIME: 2 HOURS

QUESTION 1

suggested reading time—15 minutes

suggested writing time—40 minutes

This question counts for one-third of the total essay section.

Directions: The following prompt is based on the accompanying six sources. This question requires you to synthesize a variety of sources into a coherent and well-written essay. When you synthesize sources, you include them to develop your position and cite them accurately. *Your position should be central; the sources should support your position. Avoid merely summarizing or paraphrasing the sources.* Remember to cite both direct and indirect references to the sources.

INTRODUCTION

Prohibition in the United States was also known as “The Noble Experiment.” As a result of the Eighteenth Amendment, from 1920 to 1933 the sale, manufacture, and transportation of alcohol for consumption were banned nationally. Many believed outlawing alcohol would result in a better society for all.

ASSIGNMENT

Read the following six sources carefully, including the introductory information. Then in an essay that synthesizes at least three of the sources for support, develop a position on the personal and social consequences of Prohibition.

- Source A (Eighteenth Amendment)
- Source B (Carry A. Nation)

- Source C (Fiorello La Guardia)
- Source D (*Hayti Herald*)
- Source E (Delle M. Mason)
- Source F (Political Cartoon)

Source A

On January 16, 1919, the Eighteenth Amendment of the United States Constitution, along with the Volstead Act (which defined “intoxicating liquors” excluding those used for religious purposes and sales throughout the United States), established Prohibition in the United States.

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Source B

Carry Nation, a member of the temperance movement, became a vehement Prohibition supporter. She is best known for entering saloons and then destroying their contents with a hatchet. The excerpt below comes from her autobiography, *The Use and Need of the Life of Carry A. Nation*.

From Chapter XXVIII.

A scientific article on the effects of alcohol on the human system. If any doctor should try to deceive you here is the proof of his malicious intent to drug you.

LIQUOR DRINKING IN HEALTH AND DISEASE.

The following statement has been agreed upon by the Council of the British Medical Temperance Association, the American Medical Temperance Association, the Society of Medical Abstainers in Germany, the leading physicians in England and on the continent. The purpose of this is to have a general agreement of opinions of all prominent physicians in civilized countries concerning the dangers from alcohol, and in this way give support to the efforts made to check and prevent the evils from this source.

In view of the terrible evils which have resulted from the consumption of alcohol, evils which in many parts of the world are rapidly increasing, we, members of the medical profession, feel it to be our duty, as being in some sense the guardians of the public health, to speak plainly of the nature of alcohol, and of the injury to the individual and the danger to the community which arise from the prevalent use of intoxicating liquors as beverages...Seeing, then, that the common use of alcoholic beverages is always and everywhere followed, sooner or later, by moral, physical and social results of a most serious and threatening character, and that it is the cause, direct or indirect, of a very large proportion of the poverty, suffering, vice, crime, lunacy, disease and death, not only in the case of those who take such beverages, but in the case of others

who are unavoidably associated with them, we feel warranted, nay, compelled to urge the general adoption of total abstinence from all intoxicating liquors as beverages, as the surest, simplest, and quickest method of removing the evils which necessarily result from their use. Such a course is not only universally safe, but it is also natural.

Source C

From New York City mayor Fiorello La Guardia's 1926 speech before Congress.

"It is impossible to tell whether prohibition is a good thing or a bad thing. It has never been enforced in this country. There may not be as much liquor in quantity consumed today as there was before prohibition, but there is just as much alcohol. At least 1,000,000 quarts of liquor are consumed each day in the United States. In my opinion such an enormous traffic in liquor could not be carried on without the knowledge, if not the connivance, of the officials entrusted with the enforcement of the law.

I am for temperance; that is why I am for modification. I believe that the percentage of whisky drinkers in the United States now is greater than in any other country of the world. Prohibition is responsible for that...

At least \$1,000,000,000 a year is lost to the National Government and the several states and counties in excise taxes. The liquor traffic is going on just the same. This amount goes into the pockets of bootleggers and into the pockets of the public officials in the shape of graft...

I will concede that the saloon was odious, but now we have delicatessen stores, pool rooms, drug stores, millinery shops, private parlors, and 57 other varieties of speakeasies selling liquor and flourishing.

I have heard of \$2,000 a year prohibition agents who run their own cars with liveried chauffeurs.

It is common to talk in my part of the country that from \$7.50 to \$12 a case is paid in graft from the time the liquor leaves the 12 mile limit until it reaches the ultimate consumer. There seems to be a varying

market price for this service created by the degree of vigilance or the degree of greed of the public officials in charge.

It is my calculation that at least \$1,000,000 a day is paid in graft and corruption to Federal, state, and local officers. Such a condition is not only intolerable, but it is demoralizing and dangerous to organized government...

The Prohibition Enforcement Unit has entirely broken down. It is discredited; it has become a joke. Liquor is sold in every large city...

Only a few days ago I charged on the floor of the House that 350 cases of liquor of a seizure of 1,500 made by Federal officials and stored in the Federal Building at Indianapolis, Indiana, had been removed. The Department of Justice, under date of April 9, 1926, confirmed my charge. The Attorney General admits that since this liquor was in the possession of the Federal authorities in the Federal building at Indianapolis, 330 cases are missing. If bootleggers can enter Federal buildings to get liquor, the rest can be easily imagined...

I have been in public office for a great many years. I have had the opportunity to observe first the making of the present prohibition laws as a member of Congress, and later as president of the Board of Aldermen of the largest city in this country its attempted enforcement. In order to enforce prohibition in New York City I estimated at the time would require a police force of 250,000 men and a force of 200,000 men to police the police."

Source D

Excerpt from the *Hayti Herald* (Hayti, MO), October 24, 1918

Hold the Line for Democracy and Sane Legislation to the Voters of Missouri

On the 5th of November, the civilian voters of the State will be called upon to adopt or reject a proposed constitutional amendment providing for the prohibition of the "manufacture, sale and giving away of

intoxicating liquors" known as proposed Amendment No. 6. An analysis of what this question means to the people of Missouri should be carefully considered by every voter before he casts his ballot.

Some Reasons Why Prohibition Should be Defeated

- The amendment is undemocratic, and, as such, un-American, and constitutes a serious invasion of the Bill of Rights of the citizens of Missouri.
- It strikes down the principles of individual liberty and self-determination upon which American democracy was founded, and substitutes State control of individual habits for self-control, which develops individual character.
- It is insincere as a prohibition measure for the reason that it excepts liquors for "medicinal, mechanical and scientific purposes," which, as shown in other states, opens the door wide for the use of liquors to almost any extent.
- It is destructive and not constructive in its operation, for the reason that it involves the ruin of several hundred million dollars' worth of property and the business and livelihood of thousands of citizens, and entails the loss of immense revenues to the State and municipalities without providing any compensation for such destruction of property, business and livelihood or any plan for raising revenue that will be needed to replace the revenue destroyed.
- Proposed prohibition in our country is not founded on the report or investigations of any competent commission, but is an extreme propaganda, the consequences of which cannot be foreseen.
- Prohibition, both State and National, will mean the wholesale adoption of illicit distilling and home brewing, and, as stated by the Internal Revenue Commissioner, will require an army of deputies for its enforcement. The rights and privacy of the home would thereby undoubtedly be totally sacrificed.

- Let the boys decide when they come home. Will we make Missouri safe for democracy if we attempt to abridge the liberties or change by law the habits of thousands of our people without giving one hundred thousand Missourians in France (one-seventh of our voters) a voice in the matter?
- THE LOCAL OPTION LAWS OF MISSOURI, AS ENFORCED BY OUR HIGHEST COURTS, ARE MORE EFFECTIVE, LOGICAL AND FAIR THAN STATE-WIDE PROHIBITION CAN EVER BE.

Source E

The following is a poem written during the Prohibition era and included in Carry Nation's autobiography.

Wrongs We Can Never Undo

Delle M. Mason

I have come home to you, mother. Father, your wayward son
 Has come to himself at last, and knows the harm he has done.
 I have bleached your hair out, father, more than the frosts of years;
 I have dimmed your kind eyes, mother, by many tears.
 Since I left you, father, to work the farm alone,
 And bought a stock of liquors with what I called my own,
 I've been ashamed to see you; I knew it broke you down,
 To think you had brought up a boy to harm his native town.
 I've given it all up, mother; I'll never sell it more.
 I've smashed the casks and barrels, I've shut and locked the door.
 I've signed the temperance pledge—the women stood and sang,
 The clergymen gave three hearty cheers, and all the church bells rang.
 But one thing seemed to haunt me, as I came home to you;
 Of all the wrongs that I have done not one can I undo.
 There's old Judge White, just dropping into a drunkard's grave;
 I've pushed him down with every drop of brandy that I gave.

And there's young Tom Eliot—was such a trusty lad,
 I made him drink the first hot glass of rum he ever had.
 Since then, he drinks night after night, and acts a ruffian's part,
 He has maimed his little sister, and broke his mother's heart.
 And there is Harry Warner, who married Bessie Hyde,
 He struck and killed their baby when it was sick, and cried,
 And I poured out the poison, that made him strike the blow,
 And Bessie raved and cursed me, she is crazy now, you know.
 I tried to act indifferent, when I saw the women come,
 There was Ryan's wife, whose children shivered and starved at home,
 He'd paid me, that same morning, his last ten cents for drink,
 And when I saw her poor, pale face, it made me start and shrink.
 There was Tom Eliot's mother, wrapped in her widow's veil,
 And the wife of Brown, the merchant, my whiskey made him fail;
 And my old playmate, Mary, she stood amid the band,
 Her white cheek bore a livid mark, made by her husband's hand.
 It all just overcome me; I yielded then and there,
 And Elder Sharpe, he raised his hand, and offered up a prayer.
 I know that he forgave me, I couldn't help but think
 Of his own boy, his only son, whom I had taught to drink.
 So I have come back, father, to the home that gave me birth,
 And I will plow and sow and reap the gifts of mother earth.
 Yet, if I prove a good son now, and worthy of you two,
 My heart is heavy with the wrongs I never can undo.

Source F

The political cartoon below is from the American Issue Publishing Company. The American Issue Publishing Company supported the temperance movement and helped advance the movement's and Prohibition's agenda.

**QUESTION 2**

suggested time—40 minutes

This question counts for one-third of the total essay section.

The passage below is an essay entitled *National Prejudices* by Oliver Goldsmith (1731–1774). Read the passage carefully. In a well-written essay, analyze the rhetorical strategies Goldsmith uses to convey his attitude toward his subject.

As I am one of that sauntering tribe of mortals, who spend the greatest part of their time in taverns, coffee houses, and other places of public resort, I have thereby an opportunity of observing an infinite variety of characters, which, to a person of a contemplative turn, is a much higher entertainment than a view of all the curiosities of art

or nature. In one of these, my late rambles, I accidentally fell into the company of half a dozen gentlemen, who were engaged in a warm dispute about some political affair; the decision of which, as they were equally divided in their sentiments, they thought proper to refer to me, which naturally drew me in for a share of the conversation.

Amongst a multiplicity of other topics, we took occasion to talk of different characters of the several nations of Europe; when one of the gentlemen, cocking his hat, and assuming such an air of importance as if he had possessed all the merit of the English nation in his own person, declared that the Dutch were a parcel of avaricious wretches; the French a set of flattering sycophants; that the Germans were drunken sots, and beastly gluttons; and the Spaniards proud, haughty, and surly tyrants; but that in bravery, generosity, clemency, and in every other virtue, the English excelled all the world.

This very learned and judicious remark was received with a general smile of approbation by all the company—all, I mean, but your humble servant; who, endeavoring to keep my gravity as well as I could, I reclined my head upon my arm, continued for some times in a posture of affected thoughtfulness, as if I had been musing on something else, and did not seem to attend to the subject of conversation; hoping by these means to avoid the disagreeable necessity of explaining myself, and thereby depriving the gentleman of his imaginary happiness.

But my pseudo-patriot had no mind to let me escape so easily. Not satisfied that his opinion should pass without contradiction, he was determined to have it ratified by the suffrage of every one in the company; for which purpose addressing himself to me with an air of inexpressible confidence, he asked me if I was not in the same way of thinking. As I am never forward in giving my opinion, especially when I have reason to believe that it will not be agreeable; so, when I am obliged to give it, I always hold it for a maxim to speak my real sentiments. I therefore told him that, for my own part, I should not have ventured to talk in such a peremptory strain, unless I had made the tour of Europe, and examined the manners of these several

nations with great care and accuracy: that, perhaps, a more impartial
40 judge would not scruple to affirm that the Dutch were more frugal
and industrious, the French more temperate and polite, the Germans
more hardy and patient of labour and fatigue, and the Spaniards more
staid and sedate, than the English; who, though undoubtedly brave
45 and generous, were at the same time rash, headstrong, and impetu-
ous; too apt to be elated with prosperity, and to despond in adversity.

I could easily perceive that all of the company began to regard
me with a jealous eye before I had finished my answer, which I had
no sooner done, than the patriotic gentleman observed, with a con-
temptuous sneer, that he was greatly surprised how some people
50 could have the conscience to live in a country which they did not
love, and to enjoy the protection of a government, to which in their
hearts they were inveterate enemies. Finding that by this modest
declaration of my sentiments, I had forfeited the good opinion of my
companions, and given them occasion to call my political principles
55 in question, and well knowing that it was in vain to argue with men
who were so very full of themselves, I threw down my reckoning and
retired to my own lodgings, reflecting on the absurd and ridiculous
nature of national prejudice and prepossession.

Among all the famous sayings of antiquity, there is none that does
60 greater honour to the author, or affords greater pleasure to the read-
er (at least if he be a person of a generous and benevolent heart) than
that the philosopher, who, being asked what “countryman he was,”
replied that he was a citizen of the world. How few there are to be
found in modern times who can say the same, or whose conduct is
65 consistent with such a profession! We are now become so much Eng-
lishmen, Frenchmen, Dutchmen, Spaniards, or Germans, that we are
no longer citizens of the world; so much the natives of one particular
spot, or members of one petty society, that we no longer consider
ourselves as the general inhabitants of the globe, or members of that
70 grand society which comprehends the whole human kind.

Did these prejudices prevail only among the meanest and lowest

of the people, perhaps they might be excused, as they have few, if
any, opportunities of correcting them by reading, traveling, or con-
versing with foreigners; but the misfortune is, that they infect the
75 minds, and influence the conduct even of our gentlemen; of those,
I mean, who have every title to this appellation but an exemption
from prejudice, which, however, in my opinion, ought to be regard-
ed as the characteristic mark of a gentleman: for let a man’s birth
be ever so high, his station ever so exalted, or his fortune ever so
80 large, yet if he is not free from national and other prejudices, I should
make bold to tell him, that he had a low and vulgar mind, and had
no just claim to the character of a gentleman. And in fact, you will
always find that those are most apt to boast of national merit, who
have little or no merit of their own to depend on, than which, to
85 be sure, nothing is more natural: the slender vine twists around the
sturdy oak for no other reason in the world but because it has not
strength sufficient to support itself.

Should it be alleged in defense of national prejudice, that it is
the natural and necessary growth of love to our country, and that
90 therefore the former cannot be destroyed without hurting the latter; I
answer, that this is a gross fallacy and delusion. That it is the growth
and love to our country, I will allow; but that it is the natural and
necessary growth of it, I absolutely deny. Superstition and enthusi-
asm too are the growth of religion; but who ever took it in his head
95 to affirm that they are the necessary growth of this noble princi-
ple? They are, if you will, the bastard sprouts of this heavenly plant;
but not its natural and genuine branches, and may safely enough be
lopped off, without doing any harm to the parent stock; nay, per-
haps, till once they are lopped off, this goodly tree can never flourish
100 in perfect health and vigour.

Is it not very possible that I may love my own country, without
hating the natives of other countries? that I may exert the most he-
roic bravery, the most undaunted resolution, in defending its laws
and liberty, without despising all the rest of the world as cowards

105 and poltroons? Most certainly it is: and if it were not—But why need I suppose what is absolutely impossible?—but if it were not, I must own, I should prefer the title of the ancient philosopher, namely, a citizen of the world, to that of an Englishman, a Frenchman, a European, or to any other appellation whatever.

QUESTION 3

suggested time—40 minutes

This question counts for one-third of the total essay section.

Consider the following quotation about suffering from the American thinker H. Richard Niebuhr. Then write an essay that defends, challenges, or qualifies Niebuhr’s assertion about the role of suffering. Support your argument with appropriate evidence from your reading, observation, or experience.

[I]t is in the response to suffering that many and perhaps all men individually, and in their groups, define themselves, take on character, develop their ethos.

Answers and Explanations

Section I

1. A. The author begins her essay by pointing out our shared common humanity regardless of our social class. In paragraph 2, she goes on to discuss how young people, and girls in particular, are trained and educated to be self-sacrificing, placing the welfare of others before themselves. The author argues that this education and training leads to a desire to help the less fortunate, “the submerged tenth” (line 61). E is an “attractive distracter” because the author is motivated by a desire to help the less fortunate; however, this desire is accompanied by an equally strong desire to give the children of the wealthy something to do with their training and education. B is incorrect as indicated in paragraph 2 in the interaction between the speaker and the waiter. C is wrong because the author merely enumerates what an education does; she does not critique it. Nowhere does she discuss women’s roles; thus, D is incorrect.

2. C. It is a fairly common practice to engage an audience by means of anecdote to which many can relate. Further, the speaker’s use of the pronoun “you” indicates that she is hoping that many, if not all, of her listeners can relate to what she is about to say. “You” means all of the audience. It could be argued that A and B are elements of her anecdote; however, elements do not a purpose make. “Purpose” means the reason why she tells the tale. The paragraph does not raise questions; instead, it establishes the idea of a common humanity that the speaker will return to throughout her speech. D is incorrect. Although the speaker mentions the word “laboring” (line 3), nowhere does she describe what these people do or what difficulties they may encounter as a result of their jobs. Therefore, E is incorrect.

3. C. Follow the pronoun trail. Pronouns have antecedents. Antecedents are the nouns to which the pronouns refer. If you trace the “it” back, and consider the meaning of the speaker’s words in the sentence as a

whole, you should end up at “quick sense” (line 8), which is actually the true antecedent because “Of human fellowship” is a prepositional phrase. Though grammatically accurate, it would be doing the author’s meaning a disservice to disconnect this “quick sense” from what it is—a flash of human connection.

4. D. Though this is a vocabulary question, it is tricky because you may have a good understanding of what the word “grotesque” implies. Images of bizarre and scary creatures spring to mind. It should be clear, however, that this meaning of grotesque does not fit the context in which the word appears. The answer to this question lies in the meaning of the sentence and those that precede it. Your thought process should be as follows: The speaker is in a city in which she knows no one. She is staying in a hotel; thus, she must have money. A man appears with the speaker’s breakfast. His proximity leads the speaker to experience the human fellowship described in question 3. However, the speaker states she cannot “claim” this connection. Why can’t she? “[C]ivilization has placed you apart but you resent your position” (lines 14–15). During the time period in which the author is speaking, the classes did not intermingle. Arguably, this remains true today. Any personal or intimate gesture of connection would seem “out of place” if not extremely inappropriate. A is wrong because condescension is absent from the speaker’s tone; further, “fellowship” implies equality. B is an attractive distracter because it probably would have disturbed the waiter had the speaker attempted to “claim from him the sympathy” she craved. D is the best answer for the reasons given above. C and E can be eliminated fairly easily, as in context they make little sense.

5. A. The speaker resents her position of class superiority with a “sudden sense of snobbery” (line 15). We tend to associate snobbery with those who consider others their inferiors. In the case of the speaker in the hotel, she actually is the waiter’s superior. However, the fact that she resents this position and uses the word “snobbery” to describe her

feelings is ironic. It is not what we would expect given the situation the speaker describes. Paradox, parallel syntax, and understatement are not used, so answers B, D, and E can be eliminated. At first read, C might seem appealing; however, if you know what parallel syntax is, you will quickly eliminate this answer as well.

6. D. Questions 4 and 5 lead to question 6. If you have answered these questions accurately, you should have no problem here. See the explanation for question 5 if you are confused as to why D is correct.

7. D. A clue to the answer to this question lies not only in what the speaker has previously related but also in what follows the sentence to which the question refers. “[T]hey overcome the differences of an incongruous multitude when in the presence of a great danger” (lines 17–18). In context, “incongruous” means a group of unrelated people. Thus, her comment raises the question, what is it that allows people to overcome their differences? If you slot in the choices as answers to this question, the only reasonable choice is D. The speaker argues that it is this “sense of a common humanity” that allows people to bond during difficult times.

8. A. The subjunctive mood is indicated by “if” and “were.” The use of the subjunctive mood implies a condition contrary to fact. For example: If I were the ruler of the world, I would create world peace. The statement indicates this is not the current situation. The speaker’s use of the phrase “If we were in the habit” reveals that “we” are not in the habit.

9. B. Careful reading of the second sentence in paragraph 2 reveals that the speaker has moved on to discuss young girls. This subject represents a new focus. E is an attractive distracter because what the speaker says about young girls and their education and training relates to the idea of a shared humanity. However, it is not an expansion of this idea. Instead, it focuses on how an understanding of common humanity is a natural

outgrowth of girls' experiences. Answer A is also wrong for the same reasons. C and D can be eliminated easily because there is neither a contrast nor a comparison made between ideas.

10. E. In order to answer this question accurately, pay attention to the word "organization." To organize means to arrange elements in a way that creates a particular structure. Once you are aware of this meaning, you should be able to go down the list of answers and ask yourself if the answer entails organization. Once you have done this, the only potential answers are B, C, or E. The ideas expressed in these lines are not about history or the speaker's girlhood. However, the speaker does begin with young girls (line 28) and then moves on to young people (line 36). "Girls" is the particular and "young people" is the general.

11. D. The speaker points out in lines 36–38 that society does not value "the wish to right wrong and alleviate suffering" that young people desire. Further, she claims we "restrain children from 'doing good'" and explain to them that they "must wait until they are older and better fitted" to participate in altruistic action. All of these points reveal that the desire to help others is present in young people even at an early age and yet we, society and parents in particular, do little to encourage them or to find avenues in which these desires can be expressed. B and D are aspects of the answer, but your job is to choose the answer that encapsulates all the aspects to which the question points. Answer A can be dismissed easily as it is a literal interpretation of the analogy. Answer E is an ancillary point to the main point the speaker makes.

12. A. In order to answer this question correctly, you must be aware of the central ideas to which the speaker keeps returning: 1) we share a common humanity even with the underprivileged; 2) young people desire to help others; and 3) this desire is seen in childhood. Society thwarts these desires. The use of quotation marks around "educated" is followed by the speaker's point that once educated, some girls forget "their old childish

desires to help the world and to play with poor little girls..." (lines 49–51). For the speaker, the inability to remember the desire to help others could not be viewed as an education. To educate implies a development of abilities, the attainment of knowledge. For the speaker, forgetting one's altruistic tendencies is the epitome of ignorance. Therein lies the irony.

13. C. Lines 56–57 state, "from babyhood the altruistic tendencies of these daughters are persistently cultivated." This cultivation continues in college. However, as the speaker points out in lines 59–63, once these girls return from college and want to take action because of what has been cultivated in them, their parents do not allow them to engage in humanitarian aid. Answer A is an attractive distracter because from the speaker's perspective, these girls' education has been enlightening; they have developed a desire to help the less fortunate. However, they do not have a contentious relationship with their parents. In fact, there is no mention at all of the girls' reaction to their parents. The second half of answer A makes it incorrect. Answer B is an aspect of the correct answer, but as you know, aspects do not a correct answer make. D can easily be dismissed as the parents do not exhibit any charitable tendencies. Finally, answer E is incorrect because the girls do not persevere. They give up on their desires to do good in the world.

14. E. In order to answer this question correctly, you have to be able to understand who is responsible for the "deed" referenced in the text. The "deed" mentioned in this question is one parents perpetrate. It is they who refuse to let their daughters engage in the humanitarian activities for which their daughters' training and education have prepared them. A girl's family telling her that she is "unjustified" and "ill-advised in her efforts" (line 63) characterizes this refusal. If the girl "persists" in her efforts, the family responds by feeling "injured and unhappy" (line 64).

15. A. This is an overview question in which you must consider the essay as a whole. A diatribe is a bitter, verbal attack on somebody or something.

In this case, the attack is aimed at the government and those who follow it unquestioningly. However, let's say you don't know the word "diatribe." The other answers can be eliminated, thus leaving you with A as the best choice. There is nothing in the speech about the abolishment of slavery. The only reference to slavery occurs at the essay's end, and this reference is more about the government than it is about abolishing slavery; thus, B can be eliminated. A call to action entails inspiring people to create change. The essay's topic is not governmental change but governmental problems. The speaker is not an anarchist and, in fact, differentiates himself from this group in lines 42–43, so answer D is incorrect. The author is not a conservative—he does not want to maintain the status quo. Thus, E is incorrect.

16. C. A paradox is a seemingly contradictory statement pointing to a truth. The author states "government is best which governs not at all" (line 4). A government that "governs not at all" is not a government. However, the author's larger point is that a government should govern but only when matters of expedience are involved. He latter claims the government "is only the mode which the people have chosen to execute their will" (lines 12–13). As a mode, it is really the people who are governing themselves. If you know your rhetorical device definitions, then you can quickly eliminate A, D, and E. An oxymoron is a two-word contradiction like *terrible joy*. Inverted syntax is when the first words are in reverse order, such as "go then I will" for "I will go." Finally, a catalogue is another word for a list. None of these devices appear. Parallel structure may seem to be an attractive distracter because these lines contain some interesting syntactical arrangements; however, parallel structure (or parallelism) occurs when similar grammatical or syntactical patterns are repeated. Example: I enjoy swimming in a pool, fishing in a pond, and discussing literature in a classroom. Again, parallelism does not occur in the lines cited.

17. D. The author mentions the army in line 11. He then states, "the

government...is equally liable to be abused and perverted..." (lines 11–13). "Equally liable" is the clue to choosing II, as "equal" implies both the army and the government. Of course you would also have to understand the meanings of "perverted" and "abused." Choice II contains synonyms for these words. Choice III appears in lines 14–16: "Witness the present American war, the work of *comparatively a few individuals* using the government as their tool." As the government controls the army, it stands to reason that the army, too, is manipulated by a few. Choice I is attractive. The authors states, "The standing army is only an arm of the standing government" (lines 10–11); however, only the army is an aspect of the whole. No such claim is made about the government.

18. A. Questions about footnotes have become part of the multiple-choice section, so you should expect to see them. In providing dates and explaining the probable effects of the war, answers D and E are a given. The implications of this information are expressed in answers B and C.

19. C. The author claims the government lacks the "vitality and force" of the individual (lines 20–21). Thus A and E are correct because "energy" is a synonym for vitality and "moribund" means nearly dead. Nearly dead implies a loss of vitality. Answer D is correct because force and power are connotatively the same.

20. C. To answer this question correctly, you must consider the context of the phrase "wooden gun." What has the author been discussing previously? He has not been discussing war or weaponry; thus, answers A and B are incorrect. He is discussing the government. In thinking about his point regarding the government, it should become clear that for him, the government has no real power, particularly when compared to an individual person. Unlike a real gun, a wooden gun has none of the qualities of a real gun: it is ineffectual. It is unable to do harm and useless in self-defense. An analogy is more than a two-word phrase and an oxymoron is

a two-word phrase that is contradictory, like “plastic silverware.” Thus, D and E are incorrect.

21. D. Another word for “complicated” (lines 23–24) is intricate, and “din” (line 24) is noise. Knowledge of vocabulary again comes in handy. C and E are attractive distracters but are incorrect because in answer E “alarming” is incorrect and in answer C “disturbing” is incorrect. If you know the meaning of “din,” you can easily eliminate A and B.

22. C. Again, vocabulary knowledge is useful. “Alacrity” means speedy readiness; it connotes swiftness. The author’s point in these lines is that the only help the government can offer its citizens is to be ready to move swiftly out of the way should an individual want to engage in a venture that involves risk.

23. E. Anaphora is the repetition of phrases at the beginning of sentences. The author repeats “It does not...” three times in three successive sentences. Repetition emphasizes or underscores. E is the answer because the author is emphasizing what the government has not done. “It” is the pronoun for the antecedent “government” in line 18.

24. B. The author explains that if trade and commerce were not made of India rubber they would not have the ability to “bounce over the obstacles” (line 37) that legislators put in its path. If the meaning of the lines is understood, the other answers can be easily eliminated.

25. A. The analogy compares the actions of legislators to “mischievous persons who put obstructions on the railroads” (line 41). The author implies such actions are illegal and states outright that they should be “punished” (line 40). You can infer that these actions must be dangerous or they would not need to be punished. “Injudicious” means lacking judgment or discretion. Just as the person placing obstacles on a railroad lacks judgment, so too do the legislators when they impede the free play

of trade and commerce. No other answer gets at the implication of the author’s words.

26. D. The speaker refers to “no government men” in these lines. The reference is vague and raises the question of what or who are “no government men.” The footnote explains that these men are anarchists. Answer A might be an attractive distracter but “reside” means to have a home in a particular place. The footnote states that these men *came* from Massachusetts; whether they still live there is not indicated. Answer B can be eliminated because the footnote does not tell us what an anarchist is. It is the author who tells us this when he uses the term “no government.” Again, it is the author who differentiates himself from these men when he states, “unlike...” (line 42). Answer E can be eliminated because no actions are discussed in the footnote.

27. B. If you know your rhetorical devices, B is the only answer. The only possible other choice is answer A. If you recall, “chiasmus” is two parallel structures in which the second half is reversed. Antithesis is closely related to chiasmus, but in this syntactical structure a contrast of ideas is presented using parallel arrangement. The author is presenting contrasting ideas. The contrast is not between the current government and no government (which is not what he advocates), but between current government and a better government.

28. A. This is a tricky question because the author differentiates between conscience and right and wrong. Conscience implies an *individual* and *internal* sense of right and wrong. Thus, for the author, the majority should only rule on matters “to which the rule of expediency is applicable” (line 55–56) and should not “decide right and wrong” (line 54). The author believes that once individuals become a part of a group, they lose their ability to listen to their conscience. E is the most attractive distracter because it is partially right. Practical considerations are an aspect of expediency; however, what makes the answer incorrect is “at least *one*

aspect of the ruling.” The author believes expediency should be *the only* issue on which the majority rules. B, C, and D can be eliminated if the lines are read carefully.

29. C. If you got question 17 correct, you should be able to choose the correct answer here. The key points regarding this answer are “We should be men first and subjects afterward...” (lines 58–59), and “The only obligation which I have a right to assume is to do at any time what I think right” (lines 60–61). The juxtaposition of “men” to “subject” reveals that, for the author, to be a man entails following one’s own conscience regardless of what those in power demand. “Subject” here is used in the sense of someone who is under the rule of a higher authority. If you understand these key points, the other answers can be eliminated quite quickly. Answers A, B, and E are the reverse of what the author claims; D is incorrect because though the author does make the point that men have consciences, he does not claim the same is true for legislators.

30. B. Throughout the essay, the author has been critical of the government itself, governmental legislators, men who align themselves with the government, and men who follow the laws of the government unthinkingly. Think back to how the author describes the men in the army and the men who “serve the state” (paragraph 5). Pretty harsh and critical, right? The most attractive distracter is answer D. However, D is incorrect because judgment does not connote the same disapproval as criticism entails. Further, the author is condescending and disparaging rather than firm and steadfast (the meaning of staunch) in his comments. Certainly the author is firm in his opinions, but again, the criticisms are harsh rather than firm. Answer A and C can be easily eliminated because they are the opposite of the author’s comments. E can be eliminated because the author does not offer a creative solution to what he discusses; he merely condemns.

31. E. From the context of the passage, you can tell the author is someone

who thinks the government is not doing enough to reform the health care system. The author feels that taking the public option off the table prevents the people who need health insurance the most from accessing affordable coverage. The passage provides no evidence to support the idea that the author believes the health care act should be repealed (A) or that the government has too much control over people’s lives (B). Although the author may feel as though the government should better regulate private insurance companies (C), this is not discussed in the passage. The passage includes nothing to indicate the author does not want private insurance companies to work with the government (D).

32. B. The word “supposedly” means “allegedly.” The author uses this word because he does not believe that the act will accomplish its goals—lowering health care costs and providing more Americans with coverage. This idea is strengthened throughout the article as the author explains why he believes that the Patient Protection and Affordable Care Act does not do enough to provide health care to the people who need it most.

33. B. An antecedent is a word to which a pronoun refers. Since the subject of the previous sentence is “the law,” the reader can assume that “it” is referring to this subject.

34. C. Lines 1–9 provide background information on the Patient Protection and Affordable Care Act (C). These lines do not explain why the public option was taken out of the act (A), criticize efforts to repeal the act (B), or reveal problems with the act (E). Although these lines do mention that the Patient Protection and Affordable Care Act may reduce the deficit, the lines do not describe how the reduction will be accomplished (D).

35. A. The author’s tone shifts from the first paragraph to the second paragraph (A). Although the author remains mostly objective throughout

the first paragraph, the author becomes extremely critical of the Patient Protection and Affordable Care Act in the second paragraph. The critical tone of the second paragraph can be seen in the author's use of phrases such as "the much-maligned bill" and "capitalist-loving politicians."

36. D. The comparison of "government health care" to "socialism" implies that the public option was anticapitalist (D). Socialism is an economic system that advocates public or common ownership. This is in direct opposition to capitalism, a system in which the means of production are privately owned. The politicians did not want the public option in the health care bill because they believed that a public option would harm the private health care industry.

37. E. The author uses a rhetorical question in lines 18–20 (E). A rhetorical question is a question that the author asks to get the reader to think about a particular issue or topic. The author is not looking for an actual answer to the question. He does not expect the reader to tell him who would choose coverage from a private health insurer when the public option would be less expensive. The question is designed to get the reader to think about the state of private health insurance in America.

38. E. The phrase "an industry represented by many special interest groups on Capitol Hill" suggests that the author believes politicians are influenced by special interest groups from the health care industry (E). Although politicians may feel as though the health care industry is too important to fail (A), this is not what is suggested by the phrase in the passage. The author does not suggest that politicians are more concerned about people than money (B) or that politicians should listen to representatives from the health care industry (C). The passage contains no evidence to suggest that the author believes the health care industry should lobby politicians to improve the system (D).

39. C. The author uses the statistics from the 2010 report to show that

many people in this nation are still without health insurance—an idea the author finds troubling. These lines could be described as disappointing (A), critical (D), and disturbing (E). The lines about the poor economy also suggest that the rise in the number of people without health insurance is logical (B) because most people get health insurance through their jobs. This makes Option (C), ironic, the only option that does not describe the statistics. The facts in these lines do not express an idea that is the opposite of the literal meaning.

40. D. The dominant rhetorical strategy used in paragraph 3 is logos (D), an appeal to reason. The author uses facts to try to make the reader understand why health care reform is a critical issue and why a public option would help many Americans who do not currently have health insurance. An anecdote (A) is a short personal story that offers more information about a particular subject, while a paradox (B) is a true statement that is contradictory to common sense. An anaphora (C) is a repetition of words or phrases, and irony (E) is the use of words to express an idea that is the opposite of the literal meaning. These strategies are not used in the paragraph. Only Option A fits the structure of paragraph 3.

41. A. The author uses the phrase "like pouring salt in an already gaping wound" to suggest that the author views the individual mandate as detrimental (A). In the paragraph, the author explains that people who do not have health insurance do not go to the doctor when they are sick because they cannot afford the cost of care. The author believes that the individual mandate would only make things more difficult for people who cannot currently afford health care. The phrase does not indicate that the author views the individual mandate as advantageous (B), embarrassing (C), necessary (D), or exclusive (E).

42. D. Lines 45–51 discuss the fact that the Republicans want to repeal the Patient Protection and Affordable Care Act. From these lines, the

reader can tell that the author does not believe the act should be repealed (E), wants all Americans to have access to affordable health care (C), wants politicians to discuss reforming the act to include a public option (B), and feels that repealing the act would harm the health care reform movement (A). The only option that cannot be inferred from these lines is the idea that the author does not believe that the public option will help people (D). The entire passage suggests that the author feels that the public option would help many Americans.

43. B. The author uses the phrase “back to square one” to refer to the time before the Patient Protection and Affordable Care Act was signed into law (B). Although the author does not believe the act does enough to help all uninsured Americans, the author does not want the act to be repealed because he believes this would hurt people who could benefit from the act.

Section II

Essay 1: Response 1

Our country was founded on the separation of church and state. Therefore, legislating morality is highly problematic. Morality should be taught in homes, in churches, in mosques, and in synagogues. The government should not have the right to dictate issues of personal morality even if it does so believing that society will benefit. As Source A indicates, the Eighteenth Amendment made it illegal to manufacture, sell, or transport alcohol in the United States. The belief was that this amendment would make society a better place because individuals themselves would be improved by not imbibing liquor. However, this is not what occurred.

Source D points out that the Eighteenth Amendment is “undemocratic”: “It strikes down the principles of individual liberty and self-determination upon which American democracy was founded, and substitutes State control of individual habits for self-control, which develops individual character” (Source D). Americans have a long history of autonomy and independence. Imposing controls on individuals via

the law makes sense in terms of crimes such as murder and burglary; however, drinking alcohol is a personal preference that does not necessarily affect others. As Source D claims, imposing state control actually inhibits the development of individual character. Rather than helping individuals to become better as those who support Prohibition claim would happen, Prohibition infantilizes adults. Like children, Americans become reliant on external rather than internal controls for the modification of their behavior. A society composed of children is not a society that can progress.

It is true that alcohol, when abused, leads to a variety of ills. When drunk, people lose their common sense and ability to control their emotions. Tragedy can result. Source E’s poem speaks to these tragedies. Each stanza describes a tragic event that was the result of drink. For example, “And there is Harry Warner, who married Bessie Hyde, He struck and killed their baby when it was sick, and cried, And I poured out the poison, that made him strike the blow...” (Source E). Though this poem may be about events that actually happened, making alcohol illegal is not the answer to child abuse or murder. Source C points out that “at least 1,000,000 quarts of liquor are consumed each day in the United States.” People who support Prohibition “cannot stop the use of alcohol, nor even appreciably diminish it, but they can badger and annoy everyone who seeks to use it decently...” Thus, though tragic events can be the result of alcohol consumption, there is no indication that making alcohol illegal stops these tragedies from occurring. Further, as Source C argues, “There may not be as much liquor in quantity consumed today as there was before prohibition, but there is just as much alcohol.” It could be argued that under Prohibition, society’s morals were worsened.

The political cartoon in Source E depicts a person as “the world.” On his globe-shaped head is the “liquor octopus.” Each of the octopus’s tentacles is named with societal issues: “debauchery, crime, poverty, disease, waste.” At the world’s feet is a large club labeled as “American anti-saloon methods.” At the top of the cartoon is the statement “Pick up the club.” The implication of the cartoon is that the world is ensnared by the

issues named on the tentacles and that each of these issues is connected to the saloon. Though it seems certain that the world is indeed troubled by what the tentacles list, there is irony in the cartoon. If the club is picked up, the world will be bashing in its own head. It seems hard to believe that destroying the world would improve it. Perhaps the cartoonist felt that the club could be wielded carefully and wisely. However, as a blunt instrument that can only maim and obliterate, “Anti-saloon methods” may be the wrong weapon to use against the problems that trouble the world.

The Twenty-first Amendment ended Prohibition a little more than a decade after the Eighteen Amendment was implemented. The “Noble Experiment” was a failure most notably in the fact that organized crime’s foothold in America was strengthened. Morality legislation can be seen as the tool of tyrannical fanatics, and when tyranny rules, revolt will inevitably occur. It is often conjectured that more people drank during Prohibition than before or after Prohibition. It could be argued that alcohol consumption became a weapon of revolution, thereby undermining the entire “experiment” that proved to be anything but “noble.”

Essay 1: Response 2

Prohibition in the United States meant that people could not drink alcohol. This was hard because the more you tell people not to do something the more they want to do it. So, though alcohol was not legal, many people found ways to get it and drink it anyway. Prohibition had many personal and social consequences.

Drinking can be unhealthy for you. Source B quotes doctors who describe the negatives that result from drinking alcohol. They conclude that “...we feel warranted, nay, compelled to urge the general adoption of total abstinence from all intoxicating liquors as beverages, as the surest, simplest, and quickest method of removing the evils which necessarily result from their use.” The doctors recommend abstinence as a way to stop “evils.”

Source E is a poem about a boy who drank and helped others to

drink. For example, because of drink a man hit his wife and another man killed his child. The poem ends with the speaker feeling bad for what he has done. “Yet, if I prove a good son now, and worthy of you two, My heart is heavy with the wrongs I never can undo.” Alcohol made the speaker feel guilty because the speaker gave alcohol to others, and they did criminal things.

Source F is a political cartoon. It wants the world to “pick up the club” of “anti-saloon methods.” The saloon is where people go to drink. If there were no saloons, people could not drink and then there would be no other problems like “waste, crime, poverty and debauchery.” Drinking creates problems in the world.

Prohibition has ended. You are now allowed to drink if you are over twenty-one. However, the world still has a lot of problems. Maybe if Prohibition had not been eliminated, those problems would be gone.

RESPONSE 1 COMMENTARY

Score: 8

This essay effectively uses the sources to support its argument. The essay does not merely summarize or paraphrase the sources. The introduction is focused and specific. It showcases the knowledge of the author without including irrelevant information. The introduction leads smoothly into the thesis. “The belief was that this amendment would make society a better place because individuals themselves would be improved by not imbibing liquor. However, this is not what occurred.” As they should, each of the supporting paragraphs contains quotations from the sources. The quotations are both preceded and followed by information that ensures that the quotes are not seen as merely “dumped” into the paragraph. The quotations are engaged by the author and used to make an argument at the paragraphs’ end that supports the thesis.

“Like children, Americans become reliant on external rather than internal controls for the modification of their behavior. A society composed of children is not a society that can progress.”

“It could be argued that under Prohibition, society’s morals were worsened.”

“However, as a blunt instrument that can only maim and obliterate, ‘Anti-saloon methods’ may be the wrong weapon to use against the problems that trouble the world.”

Each of the above points supports the claim that the Eighteenth Amendment did not make society a better place.

Paragraph 3 employs the concession/refutation strategy. It states, “It is true that alcohol, when abused, leads to a variety of ills. When drunk, people lose their common sense and ability to control their emotions. Tragedy can result.” Here is the author’s concession. The author recognizes that tragedy can result from alcohol use. However, the author later refutes that these types of tragedies can be avoided by Prohibition. “Thus, though tragic events can be the result of alcohol consumption, there is no indication that making alcohol illegal stops these tragedies from occurring. Further, as Source C argues, “There may not be as much liquor in quantity consumed today as there was before prohibition, but there is just as much alcohol.”

The author also does a thorough job describing the political cartoon. However, after analyzing the cartoon as it was intended to be understood, the author analyzes the cartoon in a way that the cartoon was not intended. This is an effective move. “The implication of the cartoon is that the world is ensnared by the issues named on the tentacles and that each of these issues is connected to the saloon. Though it seems certain that the world is indeed troubled by what the tentacles list, there is irony in the cartoon. If the club is picked up, the world will be bashing in its own head. It seems hard to believe that destroying the world would improve it.”

The conclusion does an excellent job of beginning with the essay’s subject—the Eighteenth Amendment—and then presenting an original insight into how Prohibition could be viewed. “Morality legislation can be seen as the tool of tyrannical fanatics, and when tyranny rules, revolt will inevitably occur...It could be argued that alcohol consumption

became a weapon of revolution, thereby undermining the entire ‘experiment’ that proved to be anything but ‘noble.’”

Though the syntax and word choice are not particularly sophisticated, it is clear and accurate. This kind of clarity and accuracy is needed if your essay is to earn a top score.

RESPONSE 2 COMMENTARY

Score: 3

This is an ineffective essay. The introduction merely takes the words of the prompt and reworks them. The last sentence of the paragraph has no connection to the rest of the paragraph; it reads as if it were stuck on as an afterthought. Finally, there is no real thesis. “Prohibition had many personal and social consequences” is not a thesis. The prompt requires that the essay take a position on the personal and social consequences of Prohibition; the thesis statement in this essay merely states that these consequences existed. Paragraph 2 begins with a statement of the obvious and employs the problematic “you”: “Alcohol can be bad for you.” The rest of the paragraph is a summary of what the doctors recommend and why they recommend what they do—abstinence. In addition, the reference to “evils” is unclear. What kind of evils? Paragraphs 3 and 4 also use quotations to summarize rather than to make an argument. The conclusion has no real point. Concluding with a “maybe” statement is tricky at best and really only effective if the paragraph makes a significant point. The conclusion in this essay makes no such point. Overall, the syntax of the essay is clear; however, the word choice is immature and unsophisticated, further solidifying the essay’s low score. Words like “bad,” “things,” “negative,” and “you” are the hallmarks of unsophisticated writers. Avoid them!

Essay 2: Response 1

In his essay *National Prejudices*, Oliver Goldsmith recounts his experience with fellow Englishmen at a tavern. Though he does not know the men, they engage him in conversation about the “several nations of Europe” (line 12). Goldsmith uses cataloguing, irony, and diction to

reveal that those who denigrate people from other countries are neither patriotic nor worthy of respect.

In paragraph 2, Goldsmith catalogues the views of the men he is drinking with. To these men, "...the Dutch were a parcel of avaricious wretches; the French a set of flattering sycophants; that the Germans were drunken sots and beastly gluttons; and the Spaniards proud, haughty and surly tyrants;" (lines 15–18). The cumulative effect of the catalogue works to emphasize how much Goldsmith's companions dislike other nations. The catalogue also emphasizes the breadth and depth of the horrible qualities these men attribute to the people of European countries other than England. According to the men in the tavern, these other nations contain people who are greedy, drunken, flatterers, and also arrogant tyrants. Three countries and all their people are dismissed as not worthy of respect. Later in the essay, Goldsmith again uses cataloguing. "We are now become so much Englishmen, Frenchmen, Dutchmen, Spaniards, or Germans, that we are no longer citizens of the world;" (lines 65–67). Here cataloguing is used to emphasize how people are so attached to their own countries that they cease to see connections between themselves and those from other countries. Goldsmith would prefer to be known as "a citizen of the world" (line 63) if he had to be a nationalist like the men in the tavern.

Goldsmith does not agree with the assessment of the men. Goldsmith's response to what the men say is "this very learned and judicious remark was received with a general smile of approbation by all of the company—all, I mean, but your humble servant" (lines 20–22). Goldsmith uses the phrase "very learned and judicious remark" ironically. Any remark that entails a sweeping generalization is not "judicious." Judicious implies wise or just. Generalizing about a nation is neither wise nor just. He also uses "learned" ironically. Dismissing entire nations for perceived qualities is not learned. Learned implies knowledgeable and educated. These men's remarks are more ignorant than educated.

Goldsmith use of the words "pseudo-patriot" (line 28) and "gentlemen" (line 75) is meaningful. "Pseudo" denotes fake and not authentic.

As a result of placing this word before "patriot" Goldsmith makes clear that men who espouse the views of the men in the tavern are not the true patriots. He feels this way about those who call themselves "gentlemen" as well. Regardless of their social stature or wealth, "...if he is not free from national and other prejudices, I should make bold to tell him, that he had a low and vulgar mind, and had no just claim to the character of a gentleman" (lines 80–82). For Goldsmith, true gentlemen are the ones who are free from national prejudice (lines 75–78) and do not need to make themselves feel superior by putting other countries down.

Goldsmith does not like people who ignore connections among all people. His point is a good one. We can love our country while admiring those in other countries. We can also love our country even if we criticize it. We criticize what we love because we hope it will improve and be all it can be.

Essay 2: Response 2

In his essay *National Prejudices*, Oliver Goldsmith recounts his experience with fellow Englishmen at a tavern. Goldsmith uses rhetorical strategies to reveal his attitude.

The men Goldsmith is with are catalogued. "[T]he Dutch were a parcel of avaricious wretches; the French a set of flattering sycophants; that the Germans were drunken sots and beastly gluttons; and the Spaniards proud, haughty and surly tyrants;" (lines 15–18). Later in the essay, Goldsmith also uses cataloguing. "We are now become so much Englishmen, Frenchmen, Dutchmen, Spaniards, or Germans, that we are no longer citizens of the world;" (lines 65–67). Goldsmith wants to be known as "a citizen of the world" (line 63). He does not like the men in the tavern.

Goldsmith uses diction to make a point about patriotism. He says the men in the tavern are "pseudo-patriot" (line 28). "Pseudo" means fake and not real. The men in the tavern are not the true patriots. He also uses the diction "gentlemen." He says a gentleman "...if he is not free from national and other prejudices, I should make bold to

tell him, that he had a low and vulgar mind, and had no just claim to the character of a gentleman” (lines 80–82). Goldsmith doesn’t think true gentlemen should put others down to make themselves feel better about their own country.

Goldsmith says what the men say is a “very learned and judicious remark was received with a general smile of approbation by all of the company—all, I mean, but your humble servant” (lines 20–22). Goldsmith is being sarcastic. He doesn’t mean what he says. He doesn’t think these men are smart.

The purpose of this passage was to make clear what a true patriot is and what a true patriot is not. Through rhetorical strategies, Goldsmith does just that.

RESPONSE 1 COMMENTARY

Score: 8

This essay effectively responds to the prompt. What might keep it from earning a 9 is the fact that the thesis contains a laundry list of rhetorical devices. Also, the thesis and the essay itself states that “the author uses diction,” a statement of the obvious, since all writers use words. Another minor problem in the essay is that paragraphs 2 and 4 lack topic sentences. Instead, they begin with the rhetorical devices. The essay would be strengthened by a strong topic sentence for each of these paragraphs.

What the essay does well is identify in the thesis Goldsmith’s attitude and the subject to which his attitude is directed: *those who denigrate people from other countries are neither patriotic nor worthy of respect*. The prompt required that you do this.

This essay does an excellent job of naming rhetorical strategies accurately and then analyzing how the strategies work to reveal Goldsmith’s attitude toward his subject. Quotations are used well and flow smoothly from what precedes them.

The introduction does a nice job of moving into the essay and down to the thesis. The conclusion is more than bare bones. It makes a solid

point about what love of country can entail and includes a personal yet relevant final claim.

Overall, the essay’s sentence structure is clear and concise. Apart from the use of the phrase “putting other people down,” the word choice is mature and accurate. The author of the essay has a mature control of the mechanics of writing.

RESPONSE 2 COMMENTARY

Score: 3

This essay fails to respond adequately to the prompt. It does not identify Goldsmith’s attitude or the subject his essay is addressing. It identifies rhetorical strategies but does not analyze them. Thus, the identification serves no purpose and there is no argument made in terms of the prompt. The thesis merely parrots back the prompt and is therefore vague and unclear. Though the essay is correct in stating that Goldsmith “does not like the men in the tavern,” it does not explain the reason for this dislike. The essay’s point about “gentlemen” is accurate as is its point about Goldsmith’s use of sarcasm, though verbal irony is the preferred term. In paragraph 4, the quotation does not flow smoothly from what precedes it, making it read awkwardly. The conclusion adds little. Overall, this essay falls into the lower range of scores because it lacks development in terms of analysis and argument.

Final Note: There are many ways to approach rhetorical analysis. You might find a device that you feel is worthy of analysis while another person may focus on another strategy. Variety in responses is expected. What matters is how well you analyze and make an argument.

Essay 3: Response 1

Suffering is an intrinsic part of the human experience. The American activist Martin Luther King, Jr. believed that unmerited suffering could be redemptive, and in this belief he identified two aspects of suffering: there are those who deserve to suffer and there are those who suffer unjustly. Men and women who suffer undeservedly may be

able to transform their pain into something constructive and ultimately good. A second consequence of suffering can be noted in H. Richard Niebuhr's observation about the individual's response to suffering and the role that response plays in self-definition and the development of an ethical identity. In life and in literature, it is evident that humanity's response to suffering does contribute to the creation of both individual and group identity.

On a grand scale, there is perhaps no greater suffering than that associated with genocide. In the twentieth century, there have been numerous genocides, from the ethnic cleansing in Yugoslavia to the horrific killings in Rwanda. The most systematic and carefully documented genocide was the Holocaust during World War II, in which six million Jews were annihilated by the Nazis, who also killed millions of other people in their quest for racial purity. This was not the first time that Jewish people were subjected to discrimination and persecution, but it was the most comprehensive and destructive. The suffering experienced by the Jewish people prior to the Holocaust had an undeniable influence on their understanding of themselves as a group: in early Jewish religious writing describing the Exodus from Egypt, there is a phrase that "in every generation there has been one who has tried to kill us." This sentence is ritually spoken at Passover around family dining room tables, and Jews are commanded to recite this sentence as a reminder of the fragile position Jewish people hold in the world.

In the middle of the twentieth century, that fragility was made all too apparent, when Jewish people were put to death for the sole "crime" of being Jewish. The massive scale of the suffering in the Holocaust elicited complex responses from Jewish people. On the one hand, Jews were accustomed to being targeted for their differences, and their adherence to their religious beliefs, their dietary regulations, and their way of living was a source of pride for them, even as it drew hostility from neighbors. On the other hand, Hitler's broad and organized destruction of Jews caused Jewish people to question God's purpose in allowing such an atrocity to happen. The religious uncertainty—and whether a

Jew denied God's existence or affirmed the unknowability of God as a result of the Holocaust and the suffering it brought—went a long way to establishing both the individual and the group's religious, ethical, and cultural definition.

On a smaller scale and in a different context, an individual's suffering contributed to the character of Hester Prynne in *The Scarlet Letter*, by Nathaniel Hawthorne. Unfairly forced to wear a scarlet "A" as punishment for her adultery, Hester was ostracized by her Puritan peers and forced to raise her illegitimate daughter, Pearl, in solitude while her partner in crime, Arthur Dimmesdale, suffered more privately but perhaps no more profoundly. The two different responses to suffering in Hawthorne's novel illustrate King's statement clearly. Hester believed her husband dead and was genuinely and passionately in love with Dimmesdale when she consummated her relationship with him. Her suffering was extensive and unmerited, the result of the Puritans' scapegoating more than anything else. However, because of her isolation from this judgmental group of people, she learned about strength and principles, and Hawthorne often depicted her as an attractive and virtuous woman. Dimmesdale, though, suffered privately for his cowardice and his sin, and, aided by the devilish torment of Roger Chillingworth, sickened and weakened and ultimately died as a result of his perpetual suffering. His failure to acknowledge his sin led to a suffering that defined him as passive and weak throughout the novel, in contrast to Hester's strength and bravery. These two characters represented different sides of the same sin, and their two different forms of suffering contributed to the development of their character and their ethos.

Suffering can be deserved or unmerited, but it is the human response to that suffering that defines us as individuals and as groups.

Essay 3: Response 2

Why people suffer is a mystery and a riddle, and it raises an interesting question: What do a grandmother, a runaway slave, and a homeless addict have in common? The answer is, "They all suffer, and their suffering

helps define them and develop their ethos.” H. Richard Niebuhr is correct when he says that a person’s response to suffering causes them to take on character. I have seen this to be true with my own grandmother in her struggle with cancer, Jim, from *Huckleberry Finn*, and in the homeless people I volunteer with in a local shelter.

My Nana was diagnosed with lung cancer three years ago. She was a heavy smoker for most of her life, before people knew that smoking caused cancer, and she quit cold turkey after her husband died but it was too late. The damage had been done. She went through some surgeries and eventually had almost a whole lung removed. She was on oxygen for most of the last year of her life, and when her doctors told her that her cancer had spread even further and that she would need another surgery, she said “Forget it.” She knew what another surgery would mean for her (she was almost eighty years old): painful recovery in a hospital with little chance of real success. She preferred to spend her last months the way she wanted to spend them, and her decision revealed her true character.

In *The Adventures of Huckleberry Finn*, the runaway slave Jim suffered a great deal, both as a slave and at the hands of Huck and Tom Sawyer, who made freeing him from the Phelps’ plantation into a game. They did not realize that they were playing with a human life. Despite the bond Jim had formed with Huck on their journey down the Mississippi River, Huck went along with the persuasive Tom and added unnecessarily to Jim’s suffering, but Jim, ever loyal, accepted Huck’s reasons for delaying in freeing him. The extent of Jim’s suffering showed how he was a good friend and didn’t question the judgment of a white boy, even though he himself had more practical knowledge.

I, too, have tried to help people who are suffering, but not in the way that Huck Finn did. On Saturdays, I volunteer at a downtown shelter for homeless people, many of whom suffer from addiction to drugs or alcohol. These men and women have brought their own suffering upon themselves and upon their families (there are often young children here, too). Their response to their suffering has been to just accept it, rather

than trying to overcome their addictions or change their lives. At the shelter, we provide meals and basic job skills training. Lots of people take the meals. Some take the job training, but few can hold a job because they spend whatever they make on drugs or alcohol, and the cycle of suffering continues. That says a lot about their character, and that they don’t have a good work ethos. When I talk to these people, I can’t understand why they can’t find a way to put an end to the suffering of themselves and their families.

Suffering isn’t inevitable, but when it happens, how we respond to it says something about our character. My Nana fought bravely against cancer, but she also knew when it was time to stop fighting and to accept her death. Jim knew suffering as a slave, but he also suffered patiently at the hands of Huck and Tom. In the end, he was rewarded for his loyalty and earned his freedom. Some people, like addicts, cannot overcome their suffering and spiral helplessly into greater suffering. In all three cases, though, the responses to suffering do what H. Richard Niebuhr suggested: “define themselves, take on character, develop their ethos.”

RESPONSE 1 COMMENTARY

Score: 7

The paper opens with a strong and specific introduction that leads neatly into Niebuhr’s point. In addition, the analysis of King’s idea of suffering is nuanced. The essay points out the two forms of suffering to which King referred. The rephrasing of Niebuhr’s point as “self-definition and the development of an ethical identity” does more than merely parrot back his words. The thesis indicates from where the essay will draw its support: the writer’s experience and literature. The strongest supporting paragraphs are paragraphs 3 and 4. Applying the “the thesis is true because” rule, paragraph 2 responds: “The massive scale of the suffering in the Holocaust elicited complex responses from Jewish people.” This reason is then supported by two responses that the Jewish people had to the suffering they endured during the Holocaust. Paragraph 4 is strong because it, too, presents reasons in support of the

thesis. Hester “learned about strength and principles, and Hawthorne often depicted her as an attractive and virtuous woman.” And, as regards Arthur Dimmesdale, “his failure to acknowledge his sin led to a suffering that defined him as passive and weak throughout the novel, in contrast to Hester’s strength and bravery.” Unfortunately, it is not clear what the essay means by “The two different responses to suffering in Hawthorne’s novel illustrate King’s statement clearly.” At this point in the essay, a reference to a statement in paragraph 1 must take the time to reiterate to what the statement refers. Paragraph 2 does little more than enumerate the groups who have experienced suffering. The paragraph does not explain how this suffering “contributes to the creation of both individual and group identity” as the thesis argues. The conclusion reads as if the writer ran out of time. It adds little to the essay and in fact merely repeats the thesis. A strong conclusion can tip a borderline essay to a higher score. The syntax and diction in the essay are clear and accurate. The essay indicates a mastery of the mechanics of writing.

RESPONSE 2 COMMENTARY

Score: 3

This essay shows that the author does not fully understand the quotation from Niebuhr and as a result, it does not fully address the prompt. The introduction poses a rhetorical question, which is best avoided. Your job is to answer the question the prompt raises, not raise more questions. Students mistakenly believe that rhetorical questions in introductions are attention getters; they are not. They are attention losers. The first paragraph also lacks a thesis. It states, “H. Richard Niebuhr is correct when he says that a person’s response to suffering causes them to take on character. I have seen this to be true with my own grandmother in her struggle with cancer, Jim, from *Huckleberry Finn*, and in the homeless people I volunteer with in a local shelter.” Whether or not Niebuhr is correct is irrelevant. Your job is to take a position on Niebuhr’s claim. The essay does not do this.

Paragraph 2 is no more than a summary of the grandmother’s experience with cancer. The paragraph does not discuss how this suffering altered the character of the grandmother or how this suffering helped her to redefine herself. Further, the use of “my Nana” is an inappropriate register. This is an academic essay; the register should be formal. Paragraph 4 suffers from the same problem as paragraph 2. It is a summary of the writer’s experiences at a homeless shelter. Paragraph 3 is a bit more successful than the other, but it too lacks reasons in support of an argument. The writer states, “The extent of Jim’s suffering showed how he was a good friend and didn’t question the judgment of a white boy, even though he himself had more practical knowledge.” This is not analysis. “Showing” qualities of a good friend is not the same as providing reason for how suffering affects the character and ethics of groups and individuals. The last paragraph begins well with the phrase: “Suffering isn’t inevitable...” but then it merely repeats the prompt. The opening phrase gave the writer the opportunity to go beyond what the essay was supposed to address. The conclusion might have focused on why suffering is not inevitable but how human beings are responsible for much of the suffering that exists in the world. Here is an example of what the conclusion could have included:

Suffering isn’t inevitable. In fact, much of the suffering in the world is caused by the conscious choices of humankind, itself. Though it is true that suffering can teach us lessons about life and ourselves, suffering can be so intense that our humanity is destroyed, leaving us empty inside. The world is filled with examples of suffering from which any lesson learned is not worth the pain endured. Rape in the Congo and genocide in Rwanda are contemporary examples in which the suffering experienced may well be beyond not only the human ability to learn and to grow but to live and to endure.