

Student Name _____

OHIO GRADUATION TESTS



Reading

Spring 2007

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READING TEST

Directions: Each passage in this test is followed by several questions. After reading the passage, choose the correct answer for each multiple-choice question, and then mark the corresponding circle in the Answer Document. If you change an answer, be sure to erase the first mark completely.

For the written-response questions, answer completely in the Answer Document in the space provided. You may not need to use the entire space provided.

You may refer to the passages as often as necessary. Make sure the number of the question in this test booklet corresponds to the number on the Answer Document. Be sure all your answers are complete and appear in the Answer Document.

Turn Your Cafeteria into a Gourmet Cafe

(NOTE: The following advertisement was created by Jason Potterf, a student at Communications Arts High School in San Antonio, Texas. He uses rhyme to make his slogan catchy and memorable.)

- 1 Tired of the same cafeteria food every day? Let Gourmet School Lunch deliver the best to your school.
- 2 Call Today! 1-555-GOURMET
- 3 Tired of the same choices every day in your school's cafeteria? We are the solution to your problem.
- 4 Gourmet School Lunch delivers delectable meals to local schools every day, bringing you the very best in midday cuisine.
- 5 We offer a broad selection of deli sandwiches for your dining pleasure. We also offer real Italian calzones and even pizza!
- 6 The best part of our service is the price. We offer superior food at affordable prices. This way you can eat like a king and not end up in the poorhouse.

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- 7 Order one of our many classic sandwiches, or create your own. We stock a wide variety of lunch meats, vegetables, and quality hand-baked bread to satisfy any sandwich craving.

Contact information

Write, call, or e-mail us at:

12345 W. Main

Anytown, USA 90210

1-555-GOURMET

info@scholasticgourmet.com

“Turn Your Cafeteria into a Gourmet Cafe” is a sample advertisement by Jason Potterf. TURN YOUR CAFETERIA INTO A GOURMET CAFE

- Which of these statements from the advertisement is most likely intended to encourage the consumer to act immediately?
 - “Call Today!”
 - “Write, call, or e-mail us ...”
 - “Order one of our many classic sandwiches. ...”
 - “Let Gourmet School Lunch deliver the best to your school.”
- The author uses the phrase “you can eat like a king” in order to emphasize
 - the convenience of the food.
 - the variety of the food.
 - the cost of the food.
 - the quality of the food.
- Which word best describes the author’s attitude toward traditional school lunches?
 - complimentary
 - critical
 - indifferent
 - sympathetic
- What is the purpose of the headnote?
 - to give details about the author’s background
 - to explain the product that is being advertised
 - to clarify references made in the passage
 - to identify the publisher of the advertisement

5. If you wanted to check the trustworthiness (or reputation) of Gourmet School Lunch before doing business with them, you could access this Better Business Bureau online resource library.

Better Business Bureau Resource Library

The Better Business Bureau provides a wide variety of helpful publications, information, and other resources to both consumers and businesses. From consumer buying guides to business guidelines, BBB publications help people make informed marketplace decisions. BBB information online includes:

- Publications - buying guides, pamphlets and books listed by subject.
- Alerts and News - scam alerts, warnings and press articles.
- Business Library - information about schemes which target business owners, as well as ethical and advertising guidelines.
- Outside Resources - listings of public and private organizations which assist consumers and business.

Which of these links would most likely take you to a web page containing the information regarding businesses engaged in false advertising practices?

- A. Publications
- B. Alerts and News
- C. Business Library
- D. Outside Resources
6. Explain what the term delectable means as it is used in the text (paragraph 4), and provide an example or context clue from the passage to support your response.

Write your answer in the **Answer Document**. (2 points)

On the March 2007 Ohio Graduation Reading Test, questions 7-12 and the passage on which the questions are based are field test questions that are not released.

**from “Bartleby the Scrivener”
by Herman Melville**

(NOTE: Civilization has seemed always to need to have on file multiple copies of important documents. Before photocopy machines had been invented or were readily available, the job of making careful and exact copies of important documents was done by a “scrivener.” Bartleby, the title character of this short story, has been hired by a law firm to do the necessary copying of its important legal documents. In this excerpt, the narrator describes what he considers to be Bartleby’s unusual reaction to an assignment.)

- 1 At first, Bartleby did an extraordinary quantity of writing. As if long famishing for something to copy, he seemed to gorge himself on my documents. There was no pause for digestion. He ran a day and night line, copying by sun-light and by candle-light. I should have been quite delighted with his application, had he been cheerfully industrious. But he wrote on silently, palely, mechanically.
- 2 It is, of course, an indispensable part of a scrivener’s business to verify the accuracy of his copy, word by word. Where there are two or more scriveners in an office, they assist each other in this examination, one reading from the copy, the other holding the original. It is a very dull, wearisome, and lethargic affair. I can readily imagine that, to some sanguine temperaments, it would be altogether intolerable. For example, I cannot credit that the mettlesome poet, Byron, would have contentedly sat down with Bartleby to examine a law document of, say five hundred pages, closely written in a crimped hand.
- 3 Now and then, in the haste of business, it had been my habit to assist in comparing some brief document myself, calling Turkey or Nippers (two other workers) for this purpose. One object I had, in placing Bartleby so handy to me behind the screen, was to avail myself of his services on such trivial occasions. It was on the third day, I think, of his being with me, and before any necessity had arisen for having his own writing examined, that, being much hurried to complete a small affair I had in hand, I abruptly called to Bartleby. In my haste and natural expectancy of instant compliance, I sat with my head bent over the original on my desk, and my right hand sideways, and somewhat nervously extended with the copy, so that, immediately upon emerging from his retreat, Bartleby might snatch it and proceed to business without the least delay.

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- 4 In this very attitude did I sit when I called to him, rapidly stating what it was I wanted him to do—namely, to examine a small paper with me. Imagine my surprise, nay, my consternation, when without moving from his privacy, Bartleby in a singularly mild, firm voice, replied, “I would prefer not to.”
- 5 I sat awhile in perfect silence, rallying my stunned faculties. Immediately it occurred to me that my ears had deceived me, or Bartleby had entirely misunderstood my meaning. I repeated my request in the clearest tone I could assume; but in quite as clear a one came the previous reply, “I would prefer not to.”
- 6 “Prefer not to,” echoed I, rising in high excitement, and crossing the room with a stride. “What do you mean? Are you moon-struck? I want you to help me compare this sheet here—take it,” and I thrust it towards him.
- 7 “I would prefer not to,” said he.
- 8 I looked at him steadfastly. His face was leanly composed; his gray eye dimly calm. Not a wrinkle of agitation rippled him. Had there been the least uneasiness, anger, impatience or impertinence in his manner; in other words, had there been any thing ordinarily human about him, doubtless I should have violently dismissed him from the premises. But as it was, I should have as soon thought of turning my pale plaster-of-paris bust of Cicero out of doors. I stood gazing at him awhile, as he went on with his own writing, and then reseated myself at my desk. This is very strange, thought I.

Herman Melville (1819 – 1891). *Bartleby, the Scrivener*. 1853.

13. In paragraph 1, what attitude characterizes Bartleby’s initial approach to work?
- A. lifelessly efficient
 - B. carelessly nonchalant
 - C. reluctantly committed
 - D. enthusiastically devoted

14. As used in paragraph 3, trivial means
- A. frequent.
 - B. decreasing.
 - C. unimportant.
 - D. unnecessary.

15. Which word means the same as lethargic? (paragraph 2)

- A. sluggish
- B. repetitive
- C. fast-paced
- D. unchallenging

16. Why was the narrator so shocked by Bartleby's response?

- A. Bartleby was so calm in refusing.
- B. Bartleby had earlier requested a promotion.
- C. Bartleby had been so personable before.
- D. Bartleby was so uncharacteristically arrogant.

17. Bartleby signals his unwillingness to do the work by making a

- A. loud shout.
- B. rude gesture.
- C. polite refusal.
- D. whispered curse.

18. Describe how the working relationship between Bartleby and the narrator changes during the course of the passage. Use information from the passage to support your answer.

Write your answer in the **Answer Document**. (2 points)

19. What is ironic about Bartleby's refusal to complete his assigned task?

- A. Bartleby had always complied before.
- B. Bartleby's job has a vague description.
- C. Bartleby does not know how to work efficiently.
- D. Bartleby persuades the boss to do the job, instead.

20. The author uses first person narration to focus on the narrator's final

- A. hostility and ill will.
- B. disbelief and frustration.
- C. enthusiasm and pleasure.
- D. indifference and nonchalance.

Furikake

(NOTE: *Furikake* is a Japanese word, pronounced something like feeyor-ree-ka-kay. Furikake is a seasoning, somewhat like salt or pepper, that is sprinkled onto a bowl of white rice.)

- 1 Furikake to me is like the little bits of memories all put together to form a mix that tastes so good on plain rice. Without even thinking, I shower my wet rice with furikake, covering the opening halfway so that it doesn't all pour out in a river of harshness. It was a lesson my Grandpa had taught me long ago that has now become a habit. I don't even think about how he had cupped my pudgy hands in his, teaching me how to hold the container correctly, and how I had to use two hands to hold the bottle because it was too big and my hands were too small. All I think about is how this small habit of mine is such a significant memory.
- 2 I remember the days when I would run halfway up the pink stairs of my grandparents' house as quickly as I could and then run back down, remembering that Grandpa was always in the backyard. He'd always take off his gardening gloves and escort me back up to the house, saying, "Lei-ko, tell Grandma I'll be right up."
- 3 After I washed my hands for dinner, he would always be there, patting the seat next to him and inviting me to sit in the seat closest to the television. I'd plop myself on the chair and reach for the furikake bottle. Then he'd always pour it for me ("not too much, because you can always have more") and then I'd happily eat while watching TV. But this time was different. This time he let me grab the furikake bottle, and instead of taking it from me, he silently molded my hands to hold the bottle so that my thumb would be halfway over the opening. I could feel the warmth of his love flow from his crinkled hands into the tips of my cool stubby fingers with ease and patience. My hands were so small and cumbersome, my thumb barely reaching the opening as I held the rest of the bottle. I remember asking, "Why do I have to cover the hole?"
- 4 "Lei-ko Chan, if you didn't, it would all spill out and your rice would be too salty."
- 5 Determined to make my Grandpa proud of me, I did as he told me. When it got to the part of actually putting the furikake on my rice, my little hand didn't have the strength. My hand slid off the container and I stared at it bewildered and confused. Grandpa smiled at me patiently, his compassionate eyes looking into mine with undying love and understanding. I tried a couple of more times until finally in frustration I grabbed the bottle with *both* my hands and lightly drizzled

my rice, covering the hole just how he had told me. My heart glowed with a feeling of exalting satisfaction.

- 6 Since then my hands have grown. I no longer have to hold the bottle with two hands and, more important, I understand the significance of his lesson. It was something that I would take with me for the rest of my life, and something I will teach my own children. Putting my thumb halfway over the opening was always a habit, and I didn't really grasp the full meaning of furikake until he died. Ever since the first time he taught me that small lesson, I have held the bottle that way with one hand. Except for the one time right after he passed away, when the bottle slipped out of my shaking hands and I yearned for his hands to mold mine again.
- 7 At first I was angry at God (or whoever decided to take him away) because I didn't think it was fair for such a healthy, good man to die. I was also angry at myself. Why didn't I ask him to teach me more things, like winning strategies in Trumps or how to play golf? I thought that only the big lessons were worthwhile, without even realizing that he has taught me some of the little things I do every day. I realized that when I do those little things he taught me, he is with me. I might forget how to play Trumps or be too old to play golf, but those little habits will always be with me. Even though he is gone, I know his hands are still molding mine, except they are in my heart.
- 8 Everyone has a lesson to share. Whether it's big or small, it is worthwhile in someone's life. The smallest memories can stay with you forever and affect you every day. Every once in a while, I smile, sprinkling furikake on my steamed rice. And I remember all that my Grandpa has taught me. I think to myself, furikake truly makes life taste good.

from *YELL-Oh Girls!*, edited by Vickie Nam. New York: Harper Collins, 2001, pp. 91 – 3.

Reading

21. When the author says (in paragraph 1) that she learned to pour out enough furikake “so that it doesn’t all pour out in a river of harshness,” what is implied about the use of furikake?

- A. Rice is no good without it.
- B. Too much will overpower the rice.
- C. It is important to put a large quantity on the rice.
- D. The amount used doesn’t matter.

22. Explain the author’s attitude about learning, and provide an example from the article that supports your answer. Write your answer in the **Answer Document**. (2 points)

23. Read the following excerpt from paragraph 1 of the passage.

“I don’t even think about how he had cupped my pudgy hands in his, teaching me how to hold the container correctly, and how I had to use two hands to hold the bottle because it was too big and my hands were too small. All I think about is how this small habit of mine is such a significant memory.”

This excerpt can be summarized by which sentence?

- A. She can only remember her grandfather showing her how to hold the bottle.
- B. She had trouble understanding the importance of her grandfather’s lesson.
- C. She remembered the lesson as well as the struggle to learn it.
- D. It was a lot of trouble to learn to hold the bottle the way her grandfather wanted.

24. The author uses the simile “(f)urikake to me is like the little bits of memories all put together to form a mix that tastes so good on plain rice” (paragraph 1) in order to describe

- A. how furikake brings back memories of her grandfather.
- B. how good furikake tastes on rice.
- C. how her grandfather taught her to make furikake.
- D. how furikake reminds her of the good taste of rice.

25. Which sentence gives an important idea in the passage?

- A. The everyday lessons people teach us have a way of staying with us.
- B. It is the big lessons that make the biggest difference in our lives.
- C. Personal experience often teaches us what even a teacher cannot.
- D. Only our elders have lessons worth listening to.

26. According to the passage, which conclusion can be inferred about the narrator’s attitude towards her grandfather?

- A. She thought her grandfather showed his love by trying to control her.
- B. She felt her grandfather was lovingly patient.
- C. She realized that her grandfather was too old to teach her anything of value.
- D. She saw that her grandfather emphasized the big lessons.

27. Which explanation suggests the author’s purpose in describing the difficulty in learning to hold the furikake bottle?

- A. to portray how harsh her grandfather was with her
- B. to let the reader decide if it was worth learning to do
- C. to show that patience and perseverance are important for achieving a goal
- D. to teach the reader the correct way to hold a furikake bottle

Reading

28. Explain how the author wants the reader to see her grandfather. Include three examples from the passage to support your explanation. Write your answer in the **Answer Document**. (4 points)

29. For the author, furikake represents

- A. her anger at losing her grandfather.
- B. a way to remember her grandfather.
- C. a reminder of how small her hands were.
- D. the best way to serve steamed rice.

Questions 30 – 39 are based on the following two selections: “At the Telegraph Office” and “Oranges.” Read both selections to answer questions 30 – 39.

At the Telegraph Office

(NOTE: The following is an excerpt from the novel *The Human Comedy*, by William Saroyan. It was published in 1943, depicting a time before computers were invented and when few families even had telephones. In this scene, the novel’s main character, a young boy named Homer, has a job delivering telegram messages.)

- 1 It was evening in Ithaca when Homer finally drew up in front of the telegraph office. The clock in the window said two minutes past seven. Inside the office Homer saw Mr. Spangler, the manager of the telegraph office, counting the words of a telegram which a tired-looking, troubled young man of twenty or so had just handed him. As he came into the office, Homer listened to Mr. Spangler and the young man.
- 2 “Fourteen words collect¹,” Mr. Spangler said.
- 3 “How long will it take the telegram to get to my mother?” the boy said.
- 4 “Well, it’s pretty late in the East now. It’s not easy to raise money late at night sometimes, but I’ll rush the telegram right through.” Without looking at the boy again, Spangler went through his pockets, coming out with a handful of small coins, one piece of currency and a hard-boiled egg.
- 5 “Here,” he said, “just in case.” He handed the boy the currency. “You can pay me back when your mother sends the money.” He indicated the egg. “I picked it up in a bar seven days ago. Brings me luck.”
- 6 The boy looked at the money, astonished. “Thanks,” he said, and hurried out of the office.
- 7 Spangler took the telegram over to William Grogan, the night-shift telegraph operator and wire-chief. “Send it paid, Willie. I’ll pay for it myself.”

¹ Sending a message “collect” means that the receiver of the message pays for it, not the sender of the message.

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- 8 Mr. Grogan put his hand around the “bug” and began rattling off the telegram in the Morse code, letter by letter:

MRS. MARGARET STRICKMAN
1874 BIDDLE STREET
YORK, PENNSYLVANIA
DEAR MA. PLEASE TELEGRAPH THIRTY DOLLARS.
WANT TO COME HOME. AM FINE. EVERYTHING O.K.
JOHN

- 9 Homer Macauley studied in the delivery desk to see what was on hand for delivery, or if there were any calls to take. Mr. Spangler watched him a moment and then said, “How do you like being a messenger?”
- 10 “How do I *like* it?” Homer said. “I like it better than anything. You sure get to see a lot of different people. You sure get to go to a lot of different places.”
- 11 “Yes, you do,” Spangler said. He paused to look at the boy a little closer. “How did you sleep last night?”
- 12 “Fine,” Homer said. “I was pretty tired but I slept fine.”
- 13 “Did you sleep a little at school today?”
- 14 “A little.”
- 15 “What subject?”
- 16 “Ancient history.”
- 17 “What about sports? I mean what about not being able to take part in them on account of having this job?”
- 18 “I take part in them. We have a physical education period every day.”
- 19 “Is that so? I used to run the two-twenty low hurdles when I went to Ithaca High. Valley Champion.” The manager of the telegraph office paused, then went on. “You really like this job, don’t you?”
- 20 “I’m going to be the best messenger this office ever had.”
- 21 “O.K. But don’t kill yourself. Get there swiftly, but don’t go *too* fast. Be polite to everybody—take your hat off in elevators, and above all things don’t lose a telegram.”

- 22 “Yes, sir.”
- 23 “Working nights is different from working days. Taking a telegram to Chinatown at night, or out to the sticks, is liable to scare a fellow—well, don’t let it scare *you*. People are people. Don’t be afraid of them. How old are you?”
- 24 Homer gulped. “Sixteen.”
- 25 “Yes, I know,” Spangler said. “You said that yesterday. We’re not supposed to hire a boy unless he’s at least sixteen, but I thought I’d take a chance on you. How old are you?”
- 26 “Fourteen.”
- 27 “Well, you’ll be sixteen in two years, at any rate.”
- 28 “Yes, sir.”
- 29 “If anything comes up that you don’t understand, come to me.”

“At the Telegraph Office” from THE HUMAN COMEDY, copyright 1943 and renewed 1971 by William Saroyan, reprinted by permission of Harcourt, Inc.

Oranges

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
5 December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
10 Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
15 With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
20 Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
25 I turned to the candies
Tiered like bleachers,
And asked what she wanted—
Light in her eyes, a smile
Starting at the corners
30 Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
35 I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,

The lady's eyes met mine,
 40 And held them, knowing
 Very well what it was all
 About.

Outside,
 A few cars hissing past,
 45 Fog hanging like old
 Coats between the trees.
 I took my girl's hand
 In mine for two blocks,
 Then released it to let
 50 Her unwrap the chocolate.
 I peeled my orange
 That was so bright against
 The gray of December
 That, from some distance,
 55 Someone might have thought
 I was making a fire in my hands.

From *New and Selected Poems*, ©1995 by Gary Soto. Used with permission of Chronicle Books LLC, San Francisco. Visit ChronicleBooks.com.

30. "PLEASE TELEGRAPH THIRTY DOLLARS."
 ("At the Telegraph Office,"
 paragraph 8)

Which word matches the meaning of
TELEGRAPH as used in the excerpt
 above?

- A. spend
- B. transfer
- C. bring
- D. deposit

31. Which arrangement is the phrase
 "Tiered like bleachers" ("Oranges,"
 line 26) intended to depict?

- A. arranged in rows placed one
above the other
- B. neatly placed layer upon layer
in a box
- C. stacked in pyramid formation
- D. heaped in a pile

Reading

32. Identify a common theme that is present in both “At the Telegraph Office” and “Oranges.” Explain how that theme is developed in each of the two texts. Use information from the texts to support your response.

Write your answer in the **Answer Document**. (4 points)

33. What generous act does Mr. Spangler commit in the text?
- A. He gives a hard-boiled egg to a starving customer.
 - B. He lends money to a troubled customer.
 - C. He hires Willie Grogan although he is underage.
 - D. He calls a customer’s mother on his behalf.

34. What is the most important piece of advice that Mr. Spangler gives Homer?
- A. to deliver the messages swiftly
 - B. not to lose a telegram
 - C. not to be scared
 - D. to be polite

35. Which statement explains Homer’s response to Mr. Spangler?

- A. Homer trusts Mr. Spangler.
- B. Homer makes fun of Mr. Spangler.
- C. Homer believes that Mr. Spangler is humorous.
- D. Homer tries to avoid contact with Mr. Spangler.

36. Describe the similarity between the saleslady in “Oranges” and Mr. Spangler in “At the Telegraph Office.” Use information from the two texts to support your answer.

Write your answer in the **Answer Document**. (2 points)

37. What imagery recurs throughout the poem “Oranges”?

- A. a dog’s barking
- B. heaviness
- C. light
- D. fog

38. What is the tone of the poem "Oranges"?

- A. regretful
- B. reflective
- C. joyful
- D. sad

39. "At the Telegraph Office" is told from whose point of view?

- A. Homer's
- B. Mr. Spangler's
- C. first person narrator's
- D. third person narrator's

Dr. King Explains Nonviolent Resistance

(Note: On many occasions, Dr. Martin Luther King, Jr. wrote or spoke about the principle of nonviolent resistance to wrongdoing. He sought to apply this principle in effecting social and civil rights change in America in the 1950s and 1960s. The “Gandhi” Dr. King mentions is Mohandas Gandhi (1869 – 1948), leader of India’s eventually victorious struggle to independence from Great Britain.)

- 1 Nonviolent resistance attacks the forces of evil rather than the persons who happen to be doing the evil. As I said to the people of Montgomery: “The tension in this city is not between white people and Negro people. The tension is at bottom, between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory, it will be a victory not merely for fifty thousand Negroes but a victory for justice and the forces of light. We are out to defeat injustice and not white persons who may be unjust.”
- 2 It must be emphasized that nonviolent resistance is not for cowards. *Nonviolent resistance does resist*. If one uses this method because he is afraid or merely because he lacks the weapons of violence, he is not truly nonviolent. That is why Gandhi often said that if cowardice is the only alternative to violence, it is better to fight. He made this statement knowing that there is always another choice we can make: There is the way of nonviolent resistance. No individual or group need submit to any wrong, nor need they use violence to right a wrong. This is ultimately the way of the strong man.
- 3 The phrase “passive resistance” often gives the false impression that this is a sort of “do-nothing method” in which the resister quietly and passively accepts evil. But nothing is further from the truth. For while the nonviolent resister is not physically aggressive toward his opponent, his mind and emotions are always active, constantly seeking to persuade his opponent that he is wrong—constantly seeking to open the eyes of blind prejudice. This is not passive resistance to evil, it is active nonviolent resistance to evil.
- 4 Nonviolence does not seek to defeat or humiliate the opponent, but to win his friendship and understanding. The nonviolent resister not only refuses to shoot his opponent but he also refuses to hate him. To strike back in the same way as his opponent would do nothing but increase the existence of hate in the universe. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate.

- 5 In the final analysis all life is interrelated. All humanity is involved in a single process, and all men are brothers. To the degree that I harm my brother, no matter what he is doing to me, to that extent I am harming myself. Why is this? Because men are brothers. If you harm me, you harm yourself.

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40. The author probably believes that one's thoughts are as important as one's actions in that a nonviolent resister
- A. follows Gandhi.
 - B. is physically strong.
 - C. keeps his mind active.
 - D. feels he is a brother to all men.
41. According to the passage, how did Gandhi view cowardice?
- A. as safer than violence
 - B. as worse than violence
 - C. as a way to gain the enemy's sympathy
 - D. as preferable to nonviolent resistance
42. What does the passage say about people who do not fight simply because they lack weapons?
- A. They will certainly lose the battle.
 - B. They should fight with their minds instead.
 - C. They are not practicing nonviolent resistance.
 - D. They stand a greater chance of winning if they fight when they acquire weapons.

Reading

43. What is the purpose of the headnote at the beginning of the text?
- A. to explain a term used in the text
 - B. to introduce Dr. King to the audience
 - C. to provide context for the information in the passage
 - D. to show the connection between the Civil Rights Movement and democratic ideals
44. The author characterizes the nonviolent resister as
- A. weak.
 - B. angry.
 - C. brave.
 - D. idealistic.

R