

Reading Comprehension

Directions Read the following selections. Then answer the questions that follow.

The following excerpt is from Thomas Paine's brilliant political pamphlet Common Sense, which inspired the colonies to break free from England's rule.

from Common Sense**Thomas Paine**

The Sun never shined on a cause of greater worth. 'Tis not the affair of a City, a County, a Province, or a Kingdom; but of a Continent—of at least one eighth part of the habitable Globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected even to the end of time, by the proceedings now. Now is the seed-time of Continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read it in full grown characters.

By referring the matter from argument to arms, a new era for politics is struck—a
10 new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, i.e. to the commencement of hostilities, are like the almanacks of the last year; which tho' proper then, are superceded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

As much hath been said of the advantages of reconciliation, which, like an agreeable dream, hath passed away and left us as we were, it is but right that we should examine the contrary side of the argument, and enquire into some of the many material injuries
20 which these Colonies sustain, and always will sustain, by being connected with and dependent on Great Britain. To examine that connection and dependence, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependant.

I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer
30 roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the

UNIT 1, TEST B/C CONTINUED

custom of Europe.

But she has protected us, say some. That she hath engrossed us is true, and defended the Continent at our expense as well as her own, is admitted; and she would have defended Turkey from the same motive, viz. for the sake of trade and dominion.

Alas! we have been long led away by ancient prejudices and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment; and that she did not protect us from our enemies
40 on our account; but from her enemies on her own account, from those who had no quarrel with us on any other account, and who will always be our enemies on the same account. Let Britain waive her pretensions to the Continent, or the Continent throw off the dependance, and we should be at peace with France and Spain, were they at war with Britain. The miseries of Hanover's last war ought to warn us against connections.

It hath lately been asserted in parliament, that the Colonies have no relation to each other but through the Parent Country, i.e. that Pennsylvania and the Jerseys, and so on for the rest, are sister Colonies by the way of England; this is certainly a very roundabout way of proving relationship, but it is the nearest and only true way of proving enmity (or
50 enemyship, if I may so call it). France and Spain never were, nor perhaps ever will be, our enemies as Americans, but as our being the subjects of Great Britain.

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; Wherefore, the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase parent or mother country hath been . . . adopted by the King and his parasites, with a low . . . design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new World hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that
60 the same tyranny which drove the first emigrants from home, pursues their descendants still.

In the following excerpt, Thomas Hutchinson gives an eyewitness account of colonists' reaction to British taxation. Although he does not use first-person narration, Hutchinson is the lieutenant-governor referred to in the excerpt.

from The History of the Colony and Province of Massachusetts Bay

Thomas Hutchinson

The distributor of stamps for the colony of Connecticut arrived in Boston from London; and, having been agent for that colony, and in other respects of a very reputable character, received from many gentlemen of the town such civilities as were due to him. When he set out for Connecticut, Mr. Oliver, the distributor for Massachusetts Bay, accompanied him out of town. This occasioned murmuring among the people, and an inflammatory piece in the next Boston Gazette. A few days after, early in the morning, a stuffed image was hung upon a tree, called the great tree of the south part of Boston. Labels affixed denoted it to be designed for the distributor of stamps

Before night, the image was taken down, and carried through the townhouse, in the
 10 chamber whereof the governor and council were sitting. Forty or fifty tradesmen, decently dressed, preceded; and some thousands of the mob followed down King street to Oliver's dock, near which Mr. Oliver had lately erected a building, which, it was conjectured, he designed for a stamp office. This was laid flat to the ground in a few minutes. From thence the mob proceeded for Fort Hill, but Mr. Oliver's house being in the way, they endeavoured to force themselves into it, and being opposed, broke the windows, beat down the doors, entered, and destroyed part of his furniture, and continued in riot until midnight, before they separated

Several of the council gave it as their opinion, Mr. Oliver being present, that the people, not only of the town of Boston, but of the country in general, would never
 20 submit to the execution of the stamp act, let the consequence of an opposition to it be what it would. It was also reported, that the people of Connecticut had threatened to hang their distributor on the first tree after he entered the colony; and that, to avoid it, he had turned aside to Rhode-Island.

Despairing of protection, and finding his family in terror and great distress, Mr. Oliver came to a sudden resolution to resign his office before another night

The next evening, the mob surrounded the house of the lieutenant-governor and chief justice. He was at Mr. Oliver's house when it was assaulted, and had excited the sheriff, and the colonel of the regiment, to attempt to suppress the mob. A report was soon spread, that he was a favourer of the stamp act, and had encouraged it by letters to
 30 the ministry. Upon notice of the approach of the people, he caused the doors and windows to be barred; and remained in the house

Certain depositions had been taken, many months before these transactions, by order of the governor, concerning the illicit trade carrying on; and one of them, made by the judge of the admiralty, at the special desire of the governor, had been sworn to before the

UNIT 1, TEST B/C CONTINUED

lieutenant-governor, as chief justice. They had been shewn, at one of the offices in England, to a person who arrived in Boston just at this time, and he had acquainted several merchants, whose names were in some of the depositions as smugglers, with the contents. This brought, though without reason, the resentment of the merchants against the persons who, by their office, were obliged to administer the oaths, as well as against
40 the officers of the customs and admiralty, who had made the depositions; and the leaders of the mob contrived a riot, which, after some small efforts against such officers, was to spend its principal force upon the lieutenant-governor. And, in the evening of the 26th of August, such a mob was collected in King street, drawn there by a bonfire, and well supplied with strong drink. After some annoyance to the house of the registrar of the admiralty, and somewhat greater to that of the comptroller of the customs, whose cellars they plundered of the wine and spirits in them, they came, with intoxicated rage, upon the house of the lieutenant-governor. The doors were immediately split to pieces with broad axes, and a way made there, and at the windows, for the entry of the mob; which poured in, and filled, in an instant, every room in the house.

50 The lieutenant-governor had very short notice of the approach of the mob. He directed his children, and the rest of his family, to leave the house immediately, determining to keep possession himself. His oldest daughter, after going a little way from the house, returned, and refused to quit it, unless her father would do the like.

This caused him to depart from his resolutions, a few minutes before the mob entered. They continued their possession until day-light; destroyed, carried away, or cast into the street, every thing that was in the house; demolished every part of it, except the walls, as far as lay in their power; and had begun to break away the brickwork.

The damage was estimated at about twenty-five hundred pounds sterling, without any regard to a great collection of publick as well as private papers, in the possession and
60 custody of the lieutenant-governor.

The town was, the whole night, under the awe of this mob; many of the magistrates, with the field officers of the militia, standing by as spectators; and no body daring to oppose, or contradict.

From *The History of the Colony and Province of Massachusetts Bay* by Thomas Hutchinson, edited by Lawrence Shaw Mayo. Copyright 1936 by The President and Fellows of Harvard College. Used by permission of Harvard University Press.

COMPREHENSION

Directions Answer the following questions about the excerpt from *Common Sense*.

1. What makes this account a primary source?
 - A. Thomas Paine lived during the time period that he discusses in this account.
 - B. Thomas Paine wrote an accurate account of American sentiment of this time period.
 - C. Thomas Paine brought American culture to life through descriptive details.
 - D. Thomas Paine supported his claim with ample reasons and evidence.

2. Which position on independence from Great Britain does Paine favor?
 - A. Great Britain’s weakening interest in America is reason for independence.
 - B. The time for American independence from Great Britain is now.
 - C. American independence can only be obtained through peaceful negotiations.
 - D. Colonists should adhere to British regulations until resolutions are reached.

3. Which quote most clearly places this account in its historical context?
 - A. “A new era for politics is struck—a new method of thinking hath arisen.”
 - B. “As much hath been said of the advantages of reconciliation”
 - C. “Let Britain waive her pretensions to the Continent”
 - D. “Even brutes do not devour their young, nor savages make war upon their families.”

4. “Principles of nature and common sense” in line 22 is an example of which persuasive technique?

<ol style="list-style-type: none"> A. emotional appeal B. logical appeal 	<ol style="list-style-type: none"> C. appeal to association D. appeal to authority
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5. Which quote is an example of antithesis?
 - A. “to see what we have to trust to, if separated, and what we are to expect, if dependant”
 - B. “or that the first twenty years of our lives is to become a precedent for the next twenty”
 - C. “been asserted in parliament, that the Colonies have no relation to each other but through the Parent Country”
 - D. “but it is the nearest and only true way of proving enmity (or enemyship, if I may so call it)”

6. Which claim does Paine make about American prosperity in lines 29–31?
 - A. Individual colonies experienced different financial outcomes as a result of European influence.
 - B. Relationships between European governments and American businesses caused huge problems in the economy.
 - C. Agriculture is, by far, the most productive component of the flourishing American economy.
 - D. America’s economy most likely would have been more successful if the European powers had chosen not to intervene.

7. Which quote contains an ethical appeal?
 - A. “the only difference between the parties was the method of effecting it; the one proposing force, the other friendship”
 - B. “It hath lately been asserted in parliament, that the Colonies have no relation to each other but through the Parent Country”
 - C. “she did not protect us from our enemies on our account; but from her enemies on her own account”
 - D. “France and Spain never were, nor perhaps ever will be, our enemies as Americans”

UNIT 1, TEST B/C CONTINUED

8. Which lines contain parallelism and repetition?
- A. lines 5–8 C. lines 38–42
B. lines 31–33 D. lines 44–46
9. Paine’s counterargument in lines 38–42 refutes the opposing view that
- A. Great Britain protected America out of devotion and sincerity
B. Great Britain defended the continent at the expense of the colonies
C. America would need to stay connected with Great Britain in order to prosper
D. the colonies could have protected themselves
10. Which quote contains loaded language?
- A. “but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.”
B. “the same connection is necessary towards her future happiness, and will always have the same effect.”
C. “are the necessaries of life, and will always have a market while eating is the custom of Europe.”
D. “adopted by the King and his parasites, with a low . . . design of gaining an unfair bias on the credulous weakness of our minds.”
11. Which quote is an example of an antithesis?
- A. “Nothing can be more fallacious than this kind of argument.”
B. “that the Colonies have no relation to each other but through the Parent Country”
C. “Even brutes do not devour their young, nor savages make war upon their families.”
D. “not from the tender embraces of the mother, but from the cruelty of the monster”

COMPREHENSION

Directions Answer the following questions about the excerpt from *The History of the Colony and Province of Massachusetts Bay*.

12. This account by Thomas Hutchinson calls attention to the
- A. intricate structure of the local government in colonial Boston
B. prevailing attitude of Boston’s colonists toward the British stamp act
C. ingenious layout of buildings, homes, parks, and streets in Boston
D. various methods of political demonstrations used in this time period
13. In lines 1–8, Hutchinson’s choice of words
- A. reveals a formal tone
B. persuades the reader through logic
C. exhibits an appeal to authority
D. shows his opinion of the stamp act

UNIT 1, TEST B/C CONTINUED

- 14.** Which quote most clearly places this account in its historical context?
- A.** “A few days after, early in the morning, a stuffed image was hung upon a tree, called the great tree of the south part of Boston.”
 - B.** “From thence the mob proceeded for Fort Hill, but Mr. Oliver’s house being in the way, they endeavoured to force themselves into it.”
 - C.** “The people, not only of the town of Boston, but of the country in general, would never submit to the execution of the stamp act.”
 - D.** “Despairing of protection, and finding his family in terror and great distress, Mr. Oliver came to a sudden resolution to resign his office.”
- 15.** How might this account be different if Hutchinson had been a member of the mob, rather than the lieutenant-governor?
- A.** The account would be more sympathetic to the mob’s mentality.
 - B.** Hutchinson would have given more details about the creation of the stamp act.
 - C.** The account would be more sympathetic to Mr. Oliver’s plight.
 - D.** Hutchinson would not have been able to give such a detailed account.
- 16.** The descriptive anecdote in lines 21–23 suggests that
- A.** the council was not concerned about the reaction to the stamp act
 - B.** citizens were vehemently opposed to the stamp act
 - C.** the distributor did not take the threat seriously
 - D.** Connecticut was filled with unusually violent people
- 17.** Reread lines 24–25. Which words suggest that Mr. Oliver was concerned for his family’s safety?
- A.** protection, terror, distress
 - B.** family, Mr. Oliver, office
 - C.** finding, before, night
 - D.** great, sudden, another
- 18.** The descriptive details in lines 50–55 suggest that
- A.** most of the magistrates and field officers were not very capable in battle
 - B.** only a few magistrates and field officers were present during the mob’s rampage
 - C.** the mob was so large and raging that even people in powerful positions felt threatened
 - D.** the mob completely destroyed the entire town

COMPREHENSION

Directions Answer these questions about both selections.

- 19.** Both selections show the historical context by
- A.** retelling the violent activities of citizens angered by current political conditions
 - B.** addressing the relationship between Great Britain and America
 - C.** appealing to the logic and common sense of American citizens
 - D.** explaining the levels of federal, state, and local governments
- 20.** The descriptive details in both selections emphasize
- A.** the need for local government to offer protection from unruly colonists by enforcing written law
 - B.** a growing division between American colonies over the most effective political position for America to take against England
 - C.** disagreements between American colonists and the British government about the newly enacted stamp law
 - D.** political and social unrest within American colonies over British involvement in American affairs

Written Response

SHORT RESPONSE

Directions Write two or three sentences to answer each question on a separate sheet of paper.

- 21.** How might *The History of the Colony and Province of Massachusetts Bay* have been different if Hutchinson had written it as a letter to a friend?
- 22.** Reread lines 26–31 in the excerpt from *The History of the Colony and Province of Massachusetts Bay*. Which descriptive details suggest that the lieutenant-governor’s relationship with Mr. Oliver caused him to become a target of the mob?

EXTENDED RESPONSE

Directions Write two or three paragraphs to answer one of these questions on a separate sheet of paper.

- 23.** Analyze the words Hutchinson uses to describe the mob and their actions in the excerpt from *The History of the Colony and Province of Massachusetts Bay*. How does Hutchinson’s diction reveal the colonists’ strong disdain toward the stamp act? Include details from the selection to support your answer.
- 24. Challenge** Analyze Paine’s diction in lines 51–61 of the excerpt from *Common Sense*. Identify his tone. What do his diction and tone reveal about his ideas about liberty and freedom? Include details from the selection to support your answer.

Vocabulary

Directions Use context clues and your knowledge of specialized vocabulary to answer the following questions about political words from both selections.

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| <p>1. What is the most likely meaning of the word <i>advocates</i> as it is used in line 13 from <i>Common Sense</i>?</p> <p>A. people who support a specific cause
 B. citizens of Great Britain
 C. professionals who work in law
 D. criminals pardoned for crimes</p> <p>2. What is the most likely meaning of the phrase <i>parent country</i> as it is used in line 56 from <i>Common Sense</i>?</p> <p>A. nation that creates another country
 B. political body who governs citizens
 C. international army that regulates countries
 D. corporation that advises governments</p> | <p>3. What is the most likely meaning of the word <i>emigrants</i> as it is used in line 60 from <i>Common Sense</i>?</p> <p>A. family who moved across town
 B. vendors who relocated to a side street
 C. social outcasts who fought for a cause
 D. people who settled in a different country</p> <p>4. What is the most likely meaning of the word <i>admiralty</i> as it is used in line 40 in the excerpt from <i>The History of the Colony and Province of Massachusetts Bay</i>?</p> <p>A. soldiers who patrol the streets
 B. merchants who sell goods
 C. militia members convicted of theft
 D. court officials who interpret sea laws</p> |
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Directions Use context clues and your knowledge of multiple-meaning words to answer the following questions from both selections.

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| <p>5. Which meaning of the word <i>arms</i> is used in line 9 from <i>Common Sense</i>?</p> <p>A. body parts C. military branches
 B. warfare D. furniture parts</p> <p>6. Which meaning of the word <i>notice</i> is used in line 31 from <i>Common Sense</i>?</p> <p>A. review C. attention
 B. warning D. announcement</p> | <p>7. Which meaning of the word <i>excited</i> is used in line 27 in the excerpt from <i>The History of the Colony and Province of Massachusetts Bay</i>?</p> <p>A. produced C. increased
 B. stimulated D. called</p> <p>8. Which meaning of the word <i>quit</i> is used in line 53 in the excerpt from <i>The History of the Colony and Province of Massachusetts Bay</i>?</p> <p>A. depart from C. release
 B. conduct D. rid of</p> |
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Revising and Editing

Directions Read this persuasive essay and answer the questions that follow.

(1) Cars, trucks, and buses are crammed together. (2) You are going to be late again. (3) Traffic congestion is a growing problem. (4) The number of drivers is increasing. (5) To reduce congestion, free public transportation must be made available. (6) Free public transportation will benefit our city. (7) It will reduce traffic, pollution, and automobile accidents.

(8) National studies indicate that free public transportation would reduce traffic by forty percent. (9) Many residents use public transportation to go to work, school, and for attendance at social events. (10) They save money on gas and on general vehicle repairs. (11) Residents experience less stress because they are not stuck in traffic.

(12) In addition, cities measured air pollution levels on days they had free public transportation. (13) Those cities had less air pollution than on other days. (14) If our city offers free public transportation, residents would benefit from cleaner air.

(15) Automobile accidents occur almost daily because of the number of vehicles. (16) Some people argue that these accidents are simply a result of poor driving and have nothing to do with the amount of traffic. (17) However, studies have shown that twenty percent of automobile accidents that occur yearly are a result of congested roadways. (18) Sometimes people are seriously injured! (19) If free public transportation were offered in our city, there would be fewer accidents. (20) There would be fewer injured people, too. (21) Free public transportation will save lives!

(22) Free public transportation just makes sense for our city. (23) Not only would it reduce traffic, but it would also keep our residents healthier and safer by reducing pollution and automobile accidents. (24) You should call the city mayor! (25) With free public transportation, everyone wins!

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| <p>1. Which kind of tone do the first two sentences establish?</p> <ul style="list-style-type: none"> A. hurried and hectic B. frightened and suspicious C. bored and detached D. amused and sarcastic <p>2. Overall, the tone of the first paragraph could be described as</p> <ul style="list-style-type: none"> A. questioning and curious B. humorous and playful C. forceful and confident D. negative and critical | <p>3. Choose the correct way to revise sentence 2 to make it an exclamatory sentence.</p> <ul style="list-style-type: none"> A. Will you be late again? B. Again, you are going to be late. C. You are going to be late again! D. Try to avoid being late again. |
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UNIT 1, TEST B/C CONTINUED

- 4.** How might you rewrite sentence 3 by using an adverb clause?
- A.** Traffic congestion is a growing problem because local businesses are expanding.
 - B.** Traffic congestion is a growing problem; people should walk to work if possible.
 - C.** Increases in tourism are making traffic congestion a growing problem.
 - D.** Concert halls downtown draw many spectators, and traffic congestion increases.
- 5.** How might you combine sentences 3 and 4 to form a compound-complex sentence?
- A.** Because the city population is increasing, growing numbers of drivers are causing traffic congestion.
 - B.** Increases in the number of people and their vehicles on city streets lead to severe traffic congestion.
 - C.** Traffic congestion is a growing problem, and as the population grows, the number of drivers increases.
 - D.** Population increases have a negative effect on the number of drivers on the city streets, causing traffic congestion.
- 6.** How could sentence 9 be revised to introduce parallelism?
- A.** work, schooling, and social events.
 - B.** work, school, and social events.
 - C.** work and school. In addition, social events.
 - D.** working, in school, and attending social events.
- 7.** How might you combine sentences 13–14 to form a complex sentence?
- A.** Because less air pollution was measured on free days, offering free transportation would allow our city’s residents to benefit from cleaner air.
 - B.** Less air pollution was measured on free days; our city’s residents would benefit from cleaner air.
 - C.** The benefits of cleaner air would be recognized by our city, so we should offer free public transportation.
 - D.** Less air pollution would benefit our city like other cities; we would reduce air pollution in our city.
- 8.** Identify a prepositional phrase that adds descriptive detail to the end of sentence 15.
- A.** constantly traveling.
 - B.** on our city roads.
 - C.** everywhere.
 - D.** being driven.
- 9.** Identify a prepositional phrase that adds descriptive detail to the end of sentence 21.
- A.** more often than not
 - B.** and city resources
 - C.** on our streets
 - D.** and money

- 10.** Choose the correct way to rewrite sentence 22 to make it imperative.
- A.** Free public transportation makes sense, right?
 - B.** It makes sense to have free public transportation.
 - C.** Public transportation should be free!
 - D.** Make public transportation free.
- 11.** Which statement supports the author’s position in sentences 22–23?
- A.** Park benches make sidewalks less crowded.
 - B.** Speed zones near schools were reduced.
 - C.** Accidents decrease as heavier traffic decreases.
 - D.** Restored buildings improved the city.
- 12.** How might you rewrite sentence 25 by using an adverb clause?
- A.** Everyone wins something with free public transportation!
 - B.** Free public transportation is good because everyone wins!
 - C.** With free public transportation, everyone wins regardless!
 - D.** Free public transportation means everyone wins!

Writing

Directions Read the following quotation. Then read the prompts that follow and complete one of the writing activities.

“Let us not forget that we can never go farther than we can persuade at least half of the people to go.”

Hugh Gaitskell

Prompt: Write a persuasive essay about a community issue such as skateboarding on public property. Identify your position and use effective persuasive techniques to convince “at least half of the people” in the community to agree with you.

Now write your persuasive essay. Use the reminders that follow to help you write.

Challenge Prompt: Write a persuasive essay from the point of view of a mob member in the excerpt from Thomas Hutchinson’s *The History of the Colony and Province of Massachusetts Bay*. Identify your position on the stamp act as you try to gain colonists’ support.

Now write your persuasive essay. Use the reminders that follow to help you write.

Reminders

- Be sure your writing does what the prompt asks.
- Present a thesis statement that makes a clear, logical, and forceful claim.
- Use relevant and convincing evidence to support your position.
- Conclude with a restatement and a call to action.
- Capture an appropriate tone for the subject matter and audience.
- Check for correct grammar, spelling, and punctuation.