**Passage 1**

**Excerpt from Almost a Woman**
by Esmeralda Santiago

**Something Could Happen to You**

We came to Brooklyn in search of medical care for my youngest brother, Raymond, whose toes were nearly severed by a bicycle chain when he was four. In Puerto Rico, doctors wanted to amputate the often red and swollen foot, because it wouldn’t heal. In New York, Mami hoped, doctors could save it.

The day we arrived, a hot, humid afternoon had splintered into thunderstorms as the last rays of the sun dipped into the rest of the United States. I was thirteen and superstitious enough to believe thunder and lightning held significance beyond the meteorological. I stored the sights and sounds of that dreary night into memory as if their meaning would someday be revealed in a flash of insight to transform my life forever. When the insight came, nothing changed, for it wasn’t the weather in Brooklyn that was important, but the fact that I was there to notice it.

One hand tightly grasped by Mami, the other by six-year-old Edna, we squeezed and pushed our way through the crowd of travelers. Five-year-old Raymond clung to Mami’s other hand, his unbalanced gait drawing sympathetic smiles from people who moved aside to let us walk ahead of them.

At the end of the tunnel waited Tata, Mami’s mother, in black lace and high heels, a pronged rhinestone pin on her left shoulder. When she hugged me, the pin pricked my cheek, pierced subtle flower-shaped indentations that I rubbed rhythmically as our taxi hurtled through drenched streets banked by high, angular buildings.

New York was darker than I expected, and, in spite of the cleansing rain, dirtier. Used to the sensual curves of rural Puerto Rico, my eyes had to adjust to the regular, aggressive two-dimensionality of Brooklyn. Raindrops pounded the hard streets, captured the dim silver glow of street lamps, bounced against sidewalks in glistening sparks, then disappeared, like tiny ephemeral jewels, into the darkness. Mami and Tata teased that I was disillusioned because the streets were not paved with gold. But I had no such vision of New York. I was disappointed by the darkness and fixed my hopes on the promise of light deep within the sparkling raindrops.

Two days later, I leaned against the wall of our apartment building on McKibbin Street wondering where New York ended and the rest of the world began. It was hard to tell. There was no horizon in Brooklyn. Everywhere I looked, my eyes met a vertical maze of gray and brown straight-edged buildings with sharp corners and deep shadows. Every few blocks there was a cement playground surrounded by chain-link fence. And in between, weedy lots mounded with garbage and rusting cars.

A girl came out of the building next door, a jump rope in her hand. She appraised me shyly; I pretended to ignore her. She stepped on the rope, stretched the ends overhead as if to measure their length, and then began to skip, slowly, grunting each time she came down on the sidewalk. Swish splat grunt swish, she turned her back to me; swish splat grunt swish, she faced me again and smiled. I smiled back, and she hopped over.

“¿Tú eres hispana?” she asked, as she whirled the rope in lazy arcs.

“No, I’m Puerto Rican.”

“Same thing. Puerto Rican, Hispanic. That’s what we are here.” She skipped a tight circle, stopped abruptly, and shoved the rope in my direction. “Want a turn?”

“Sure.” I hopped on one leg, then the other. “So, if you’re Puerto Rican, they call you Hispanic?”

“Yeah. Anybody who speaks Spanish.”

I jumped a circle, as she had done, but faster. “You mean, if you speak Spanish, you’re Hispanic?”

“Well, yeah. No…I mean your parents have to be Puerto Rican or Cuban or something.”

I whirled the rope to the right, then the left, like a boxer. “Okay, your parents are Cuban, let’s say, and you’re born here, but you don’t speak Spanish. Are you Hispanic?”

She bit her lower lip. “I guess so,” she finally said. “It has to do with being from a Spanish country. I mean, you or your parents, like, even if you don’t speak Spanish, you’re Hispanic, you know?” She looked at me uncertainly. I nodded and returned her rope.

But I didn’t know. I’d always been Puerto Rican, and it hadn’t occurred to me that in Brooklyn I’d be someone else.

Later, I asked. “Are we Hispanics, Mami?”

“Yes, because we speak Spanish.”

“But a girl said you don’t have to speak the language to be Hispanic.”

She scrunched her eyes. “What girl? Where did you meet a girl?”

“Outside. She lives in the next building.”

“Who said you could go out to the sidewalk? This isn’t Puerto Rico. Algo te puede suceder.”

“Something could happen to you” was a variety of dangers outside the locked doors of our apartment.

**Passage 2**

**The Savoy**
by Scott C. Mikula

“Them boys got magic in their feet,” Momma said, leaning out the window while I sat on the fire escape. “You best come inside now, Eugene, and help me shell these peas. I wish God’d saw fit to put magic in your feet, but he didn’t, and I won’t have you frettin’ over something you can’t change.”

I hated when Momma said that. Why’d God put me in Harlem, right ’cross the street from the Savoy Ballroom, if he didn’t want me to dance? Why’d he have me born with a gimp leg just to fill my heart with rhythms I could never express?

I crawled in through the window, but my thoughts were still on the boys and girls down on Lenox Avenue. They had nothing but their own clapping for a beat, but they’d practice their dance moves till the ballroom opened. Frankie was the wildest of them, flipping the girl over his shoulder or catching her from a flying leap—always trying out some daring new “air step” to one-up the others later that night.

Soon light from the windows of the second-floor ballroom would blaze into the night, the music would strike up, and the dancers would crowd inside. I heard that music near every night—Chick Webb whaling on his drums, or Duke Ellington, or some other hot dance band—but Momma couldn’t ever spare me the thirty cents admission to go to the Savoy myself.

That’s why I let Willa Mae talk me into sneaking in.

“My momma will skin me alive if she finds out.” Momma had left for her night shift at the hotel down on 132nd Street, but she had a way of knowing if I even thought about doing something wrong.

I beat out a rhythm on the kitchen table while Willa Mae worked on her footwork. She was one of the real dancers—one of those that practiced with Frankie down on the street—but she was my friend, too, and she put up with my gimp leg. Sometimes we’d brave Momma’s consternation and push all the living room furniture aside so we could try out some moves. But today my leg ached, so I just watched Willa Mae step, step, triple- stepping to the drumming of my hands.

“Don’t you want to try dancing to a real swing band?” she called. Sweat clung to her face, but she didn’t stop moving. “If we get there after the bands set up, we can sneak in the delivery entrance on 141st.”

Willa Mae was poor like me, and I  knew she’d snuck in more than once herself. Momma would be working till late, and we probably wouldn’t get caught.

“It’s Benny Goodman tonight, battlin’ Chick Webb for King of Swing.”

Benny Goodman and Chick Webb! I’d only heard Goodman’s big band orchestra on our tinny old Victrola. His drummer was the best, *maybe*. But against Chick? My mind was made up.

The day’s heat still radiated from the pavement as we rounded the corner onto Lenox Avenue. All the ballroom windows were open, and we could hear the bandmen warming up. Willa Mae grinned at me, practically skipping along the sidewalk, but she couldn’t be more excited than I was. I was about to listen to the greatest music on earth, not to mention dance in the greatest ballroom on earth! I hurried after her as fast as my lopsided gait allowed, finding that my leg didn’t ache at all anymore.

The blazing marquee lights turned night as bright as midday in front of the ballroom’s grand entrance. Big George eyed us as we passed by, but we acted casual and didn’t look at him. Big George was the Savoy’s broad- shouldered ticket taker, and I knew if he caught us sneaking in he’d throw us out on our ears. We left the lights behind and hurried around the corner.

The delivery entrance was halfway down a side street. Willa Mae waved for me to follow as she tried the handle on one of the double doors. Sure enough, it was unlocked.

“Hey, you kids!” I froze. Willa Mae’s eyes went wide. Leaning against a parked car was one of the bandmen, a white man in a suit and tie. He had thick eyebrows and wavy black hair. We were sunk, I knew it. Caught, before I even got to set one foot on the dance floor. He tossed a cigarette to the sidewalk and stubbed it out with his foot. “You aren’t supposed to—”

That’s all I heard before Willa Mae yanked me through the door. “C’mon, Gene!”

I stumbled after her as we ran down  a long hallway. Tantalizing music filtered through the floor from upstairs, but my heart was beating so fierce I could hardly hear it. I kept looking back, but it didn’t seem the bandman was chasing us.

“I thought you said no one’d be around,” I panted.

“I got us in, didn’t I?”

Willa Mae led me up a dim staircase and past a back office. And then we came to the main hall.

Everyone knew music at the Savoy never stopped, but I’d always wondered how the band could play all night without a break. The answer was two bands, on side-by-side bandstands. As Chick’s band wound down, Benny’s musicians jumped in, eager to prove they could swing harder and faster. I saw the white bandman slip in behind the drums.

I grinned at Willa Mae. “Dance?”

For answer, she punched my shoulder. We wove our way out onto the floor. It was packed, mostly black folks but some white, too, all decked out in dress coats and fine shoes, and everyone dancing. I was too enraptured to feel self-conscious over my plain slacks and shirt. The ballroom was enormous, the length of the whole city block. A railing surrounded the dance floor, and behind that was a lounge area trimmed in blue and gold. I had never imagined a place so magnificent.

Shyly at first, I took Willa Mae’s hand and put my other arm around her back. Then the music swept us up, and we were dancing. I’d done the steps before at home and led Willa Mae through the moves, but it’s something else entirely when the horns are blaring their solos and the floor is vibrating under your feet. I was in heaven, and that band was my choir of angels!

But my angels had it in for me that night. Those bandmen played faster and harder, like their very souls were on the line, and my gimp leg couldn’t keep up. It crumpled. I landed hard on my tailbone.

“Man,” said a voice, “I never seen a butt planted on the floor quite like that.” Frankie stood in front of me, all lanky arms and legs. He laughed and offered me a hand, but I knew the rest of his gang must be smirking at me.

Tears stung my eyes, but I was more furious than in pain. Furious at the band for tripping me up. Furious at Willa Mae for making me come. Furious at Frankie and all the other dancers. I swatted Frankie’s hand away, and when Willa Mae tried to say something, I just stalked off to find a table.

Willa Mae watched me go, but I wouldn’t meet her eye. Soon enough I saw her dancing with Frankie, and that only made me madder. He swung her out, and she twisted her hips with practiced grace, earning some whoops from the crowd. Then, like a stretched out rubber band snapping back, he yanked her through his legs and sent her sliding across the floor. She bounded to her feet, and, all in time with the music, caught back up to him with some high-stepping Charleston kicks.

Frankie, that wide smile on his face, made Willa Mae look like a queen. Why’d she ever put up with my clumsy dancing? What a fool I must have looked.

I *should’ve* been able to dance like that. I could see Frankie’s feet, almost a blur, and the syncopated rhythm of his steps. I beat that rhythm out on the table in front of me, at first just imitating it, but then varying it, improvising, playing with the music that the band poured out.

Momma was right, God hadn’t seen fit to let me dance like that. But that didn’t mean I couldn’t be mad about it!

Somebody slid into the chair next to me as the bands switched again. I looked up—it was the drummer that had yelled at us before. Perfect. He might as well have Big George haul me out by my collar. I didn’t belong here.

But what he said was, “You *feel* it, don’t you? Like you’re not moving *to* the music, but the music is moving *you*.”

I shrugged. “I sure don’t have magic in my feet, not like they do.”

“I can’t speak to your feet, son, but I reckon your hands have magic to spare.” He nodded at the table, where I still beat out my rhythm without even realizing it. “You should try these.”

He produced a pair of well-worn drumsticks. I took them, not sure what to say. Could I really do what he did, make the music that brought the dancers to life?

No, it wasn’t a question. I *would*. I’d practice every day, just like Frankie and his friends out on the street, until I was one of the bandmen the dancers cheered and stomped for.

I looked out on the dance floor, found Frankie and Willa Mae, and an impish smile crossed my face as I beat my sticks to a wild rhythm. If they thought the music made them sweat now, just wait till I made it behind the drums on the Savoy bandstand!

**Passage 3**

**Lunch at Woolworth’s**
by Gloria Harris

**As news of the first sit-in spread, students organized shifts so that they could join in without missing classes.**

It came as no surprise when the waitress refused to serve Joseph McNeil, David Richmond, Ezell Blair, Jr., and Franklin McCain. The four African American men sat down at the Woolworth’s lunch counter in Greensboro, North Carolina, on February 1, 1960, and requested service. In many places in the South, blacks could shop at most stores, but they couldn’t eat at the lunch counters in those stores. These college students from North Carolina Agricultural and Technical College knew the law, but they had decided to take action against the injustice. The four young men refused to leave their seats until they had been served at the counter, or until the store closed. Woolworth’s closed with the students still waiting.

While this “sit-in” was not the first, it was the most significant, as it sparked a mass student movement. More students showed up the next day, when the “Greensboro Four,” as these men became known, returned to Woolworth’s to try again. As the days turned into weeks, the number of protesters swelled. The students were peaceful but determined. They requested service at the counter, and when they did not get it, they remained seated quietly until fellow protesters relieved them or the store closed. Many of the students brought homework or books to read.

Although the protestors remained nonviolent, white onlookers did not. When television cameras showed well-dressed, polite young men and women being pulled off stools, spat on, kicked, burned with cigarettes, and called ugly names, the outpouring of support from students, both black and white, in northern and southern colleges was overwhelming. News of the sit-in in Greensboro spread like wildfire. In less than two weeks, college students all over the South started their own sit-ins. Within 18 months, nearly 70,000 students had participated in similar protests. In addition, people began to form picket lines at sister stores in the North to protest those businesses’ segregated policies in the South.

The sit-in movement also won support from older established civil rights organizations such as the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the Southern Christian Leadership Conference (SCLC). CORE sent a representative to Greensboro to provide training for the students,  which included role playing based on simple rules of conduct:

Do show yourself friendly at all times.

Do sit straight and face the counter.

Don’t strike back if attacked.

Don’t laugh.

Don’t hold conversations.

CORE field workers provided training throughout the sit-in movement, while the NAACP’s Legal Defense and Education Fund provided lawyers and bail money as hundreds of students were arrested for trespassing,  disturbing the peace, unlawful assembly, and disobeying police orders to move from their seats. Some students refused to pay fines and served jail sentences instead.

The SCLC provided support for the sit-in movement under the direction of Ella Baker. Baker organized the first Sit-In Leadership Conference on April 15, 1960, at Shaw University in Raleigh, North Carolina. She invited students from 40 southern colleges and 19 northern campuses to come listen to Dr. Martin Luther King, Jr., share his message of nonviolence.

Inspired by King’s words and encouraged by Baker, who supported a grassroots movement that was organized and led by students, the Student Nonviolent Coordinating Committee (SNCC) was born. The group adopted a policy of achieving racial equality through nonviolent protest. It participated in a number of sit-ins and also would breathe new life into the Freedom Rides a year later.

As stores closed temporarily to avoid dealing with the sit-ins, and as businesses suffered because customers stayed away, these peaceful, student-led protests met with success. By the fall of 1960, lunch counters in almost 100 southern cities were desegregated. Other sit-ins desegregated movie theaters, amusement parks, and hotels. “Wade-ins” desegregated beaches; “read-ins” desegregated libraries.

Although the sit-ins did not guarantee all rights for African Americans, they did show a younger generation of civil rights protesters what could be accomplished when people took a stand and worked together.

**Passage 4**

**A Peaceful Force**
by Cynthia Levinson

Despite his slight body and soft-spoken voice, Mohandas K. “Mahatma” Gandhi (1869–1948) was a powerful force—a leader in the practice of peaceful, nonviolent protest.

He was born and raised in India, but he developed his famous guiding principles—*ahimsa,* or nonviolence, and*satyagraha,* seeking truth through firmness—while practicing law in South Africa in the early 1900s. Gandhi had studied the *Bhagavad Gita,* a Hindu book that teaches that people must fight evil with love. When he saw how the white South Africans treated the native Zulus and other dark-skinned peoples as second-class citizens, he began to organize nonviolent protests against racial injustice. “Nonviolent acts exert pressure far more effective than violent acts,” Gandhi explained, “for the pressure comes from goodwill and gentleness.”

After nearly two decades in South Africa, Gandhi returned to India in 1915. He had become famous for adopting a spiritual, non-material life and had been given the nickname “Mahatma,” or Great Soul. He now focused his energies on freeing India from Britain’s oppressive colonial rule. He demanded rights for peasants and religious toleration; he led nonviolent strikes, boycotts, and fasts; and he willingly faced imprisonment for these actions.

His most famous act of civil disobedience, in 1930, entailed a 240-mile march to the sea, where he and his followers staged a protest against the British salt tax. The British controlled a monopoly on the salt trade and used the tax revenue they collected to support their regime in India. This march sparked numerous other acts  of civil disobedience across the country.

India won its independence in 1947, and Gandhi’s example of creating change through peaceful  protest inspired millions of people around the world, including Dr. Martin Luther King, Jr., and other American civil rights activists of the 1950s and 1960s.

**Multiple Choice Questions**

**Passage 1**

1. **Part A:** Which statement **best** explains how the girl on the sidewalk in Brooklyn influences the narrator in “Something Could Happen to You”?
	1. She makes the narrator aware that her identity takes on new meanings in Brooklyn
	2. She helps the narrator adjust to her new surroundings by inviting her to jump rope
	3. She isolates the narrator by acknowledging cultural differences between the two girls
	4. She alerts the narrator to a variety of dangers that immigrants face in the United States
2. **Part B:** Which excerpt from “Something Could Happen to You” **best**supports the answer to part A?
	1. *"¿Tú eres hispana?”* she asked, as she whirled the rope in lazy arcs
	2. “Same thing. Puerto Rican, Hispanic. That’s what we are here.”
	3. She skipped a tight circle, stopped abruptly, and shoved the rope in my direction. “Want a turn?”
	4. “Something could happen to you” was a variety of dangers outside the locked doors of our apartment.”
3. How does the author develop the idea that New York disappoints the narrator in “Something Could Happen to You”?
	1. by providing rich descriptions of weather and light that reflect the narrator’s mood.
	2. by including vivid flashbacks from the narrator’s childhood to emphasize her homesickness
	3. by describing heated conversations between characters that express the narrator’s emotions
	4. by establishing tense encounters between characters to illustrate the narrator’s discomfort in a new environment
4. Which statement **best** describes the significance of the author’s choice to tell the story through the lens of the narrator looking back?
	1. It establishes distance between the narrator and the event she describes, which makes her memories less distinct
	2. It gives the narrator the self-awareness to point out factors that influenced her perspective as a young girl, such as superstition
	3. It enables the narrator to reflect on her move to New York, acknowledging that it turned out to be a positive experience overall
	4. It allows the narrator to recall the events of her childhood with more maturity, realizing that they are less complicated than she once believed
5. Which excerpt from “Something Could Happen to You” **best** supports the idea that Brooklyn is more dangerous than Puerto Rico?
	1. We came to Brooklyn in search of medical care for my youngest brother, Raymond, whose toes were nearly severed by a bicycle chain when he was four
	2. Every few blocks there was a cement playground surrounded by chain-link fence. And in between, weedy lots mounded with garbage and rusting cars
	3. “It has to do with being from a Spanish country. I mean, you or your parents, like, even if you don’t speak Spanish, you’re Hispanic, you know?" She looked at me uncertainly”
	4. "Who said you could go out to the sidewalk? This isn’t Puerto Rico. *Algo te puede suceder."*
6. Which statement **best** explains how the narrator’s point of view influences her experience of New York?
	1. It causes her to expect New York’s streets to be paved with gold
	2. It leads her to compare New York’s sights and sounds with those of Puerto Rico
	3. It makes her skeptical of the economic opportunities that New York claims to offer.
	4. It leads her to point out differences between the quality of medical care in New York and Puerto Rico

**Passage 2**

1. **Part A:** Which detail shapes Eugene’s point of view by making it hard for him to pursue his dream of dancing in “The Savoy”? Select all that apply.
	1. He lacks rhythm
	2. His family is poor
	3. He is a troublemaker
	4. He has a physical handicap
	5. His mother disapproves of dancing
	6. He lives far away from the ballroom
	7. He lacks friends in his neighborhood.
2. **Part B:** Which sentence from “The Savoy” **best** supports one of the correct answers to part A?
	1. Why’d he have me born with a gimp leg just to fill my heart with rhythms I could never express?
	2. I crawled in through the window, but my thoughts were still on the boys and girls down on Lenox Avenue.
	3. Momma had left for her night shift at the hotel down on 132nd Street, but she had a way of knowing if I even thought about doing something wrong
	4. Why’d she ever put up with my clumsy dancing?
3. Which statement **best** summarizes a central idea of “The Savoy”?
	1. Lacking the ability to do what they love leaves some people feeling worthless
	2. Growing up in poverty can influence kids to commit crimes
	3. Exploring new places with friends can lead to discovering more about one's self
	4. Being true to one's self ensures the support of one's parents
4. Read the excerpt from the story “The Savoy.”

Sometimes we’d brave Momma’s consternation and push all the living room furniture aside so we could try out some moves.

What does the word “consternation” mean in this context?

* 1. Distress
	2. Encouragement
	3. Rage
	4. Support
1. Which statement **best** explains how Eugene’s mother influences him in “The Savoy”?
	1. She nurtures his creative impulses
	2. She prevents him from developing a social life
	3. She discourages him from focusing on things he cannot change
	4. She inspires him to have dreams despite the challenges they present
2. Which sentence from “The Savoy” **best** supports the idea that Eugene feels envy for other kids his age?
	1. Willa Mae grinned at me, practically skipping along the sidewalk, but she couldn’t be more excited than I was
	2. Willa Mae watched me go, but I wouldn’t meet her eye
	3. I *should've* been able to dance like that
	4. I looked out on the dance floor, found Frankie and Willa Mae, and an impish smile crossed my face as I beat my sticks to a wild rhythm

**Passage 3**

1. Which statement **best** summarizes the article “Lunch at Woolworth’s”?
	1. Civil rights sit-ins guaranteed equality for African Americans.
	2. The Greensboro protest and other sit-ins inspired many people to take a stand for civil rights.
	3. Violent protests have proven throughout history to be less effective than peaceful acts of political resistance.
	4. Grassroots movements are more successful than others because they address the true needs of the people.
2. Which sentence from “Lunch at Woolworth’s” **best** supports the idea that the sit-ins achieved their desired effect?
	1. The four young men refused to leave their seats until they had been served at the counter or until the store closed.
	2. They requested service at the counter, and when they did not get it, they remained seated quietly until fellow protesters relieved them or the store closed.
	3. The group adopted a policy of achieving racial equality through nonviolent protest.
	4. As stores closed temporarily to avoid dealing with the sit-ins, and as businesses suffered because customers stayed away, these peaceful, student-led protests met with success.
3. Which statement **best** explains how the paragraph beginning with the phrase "Although the protestors remained nonviolent" conveys the author's purpose in “Lunch at Woolworth’s”?
	1. It illustrates a scene to commend the protesters, highlighting their resolve and patience in the face of challenges.
	2. It lists specific rules of conduct to help readers understand what it was like to be a civil rights protester in Greensboro.
	3. It states a controversial opinion about the value of political protests and questions their ability to enact actual change.
	4. It compares the Woolworth’s protest with political protests in other countries, admiring the international scope of the Greensboro event.
4. Read the excerpt from the article “Lunch at Woolworth’s.”

As news of the first sit-in spread, students organized shifts so that they could join in without missing classes.

Which statement **best** explains how this excerpt contributes to the message of the article?

* 1. It suggests that the sit-ins were deliberate events organized by upstanding people.
	2. It indicates that student protesters were afraid of being penalized for missing classes.
	3. It illustrates the students’ general lack of experience at the time of their first protests.
	4. It shows how the first sit-in had a contagious effect and influenced people across the country.

**Passage 4**

1. Which sentence from “A Peaceful Force” **best** supports the idea that Gandhi’s efforts helped secure India’s independence in 1947?
	1. Gandhi had studied the *Bhagavad Gita*, a Hindu book that teaches that people must fight evil with love.
	2. When he saw how the white South Africans treated the native Zulus and other dark-skinned peoples as second-class citizens, he began to organize nonviolent protests against racial injustice.
	3. He demanded rights for peasants and religious toleration; he led nonviolent strikes, boycotts, and fasts; and he willingly faced imprisonment for these actions.
	4. This march sparked numerous other acts of civil disobedience across the country.
2. **Part A:** Which statement **best** describes a central idea of the article “A Peaceful Force”?
	1. Gandhi inspired many people to change their own spiritual practices.
	2. Many people believed that Gandhi was weak due to his physical appearance.
	3. Gandhi’s ideas had a profound influence on many others, including significant leaders throughout history.
	4. Even though Gandhi was born in India, he felt more at home among the people he met in South Africa.
3. **Part B:** Which sentence from “A Peaceful Force” **best** supports the answer to part A?
	1. Despite his slight body and soft-spoken voice, Mohandas K. “Mahatma” Gandhi (1869–1948) was a powerful force—a leader in the practice of peaceful, nonviolent protest.
	2. He was born and raised in India, but he developed his famous guiding principles—*ahimsa,* or nonviolence, and *satyagraha,* seeking truth through firmness—while practicing law in South Africa in the early 1900s.
	3. He had become famous for adopting a spiritual, non-material life and had been given the nickname “Mahatma,” or Great Soul.
	4. India won its independence in 1947, and Gandhi’s example of creating change through peaceful protest inspired millions of people around the world, including Dr. Martin Luther King, Jr, and other American civil rights activists of the 1950s and 1960s.
4. Which phrase **best** describes the meaning of “civil disobedience” as it is used in “A Peaceful Force”?
	1. nonviolent political protest
	2. denial of material possessions
	3. seeking truth through firmness
	4. resistance against racial injustice

**Connecting the Passages**

1. Which statement **best** explains how “Lunch at Woolworth’s” and “A Peaceful Force” relate to each other?
	1. They describe significant civil rights advances that occurred during the same time period.
	2. They both describe historical events as examples to demonstrate how nonviolent protests can be successful.
	3. “A Peaceful Force” illustrates the importance of social change, while “Lunch at Woolworth’s” focuses on the need for political reform.
	4. "A Peaceful Force" describes philosophical ideas about nonviolence, while "Lunch at Woolworth's" shows how those ideas translate into real historical events.
2. Match each sentence from “Lunch at Woolworth’s” and “A Peaceful Force” to the statement it best supports. Use the list of sentences below.

|  |  |
| --- | --- |
| \_\_\_\_\_1. The author describes specific cultural ideas that influenced a historical figure.\_\_\_\_\_2. The author describes a specific event that is representative of a larger protest movement\_\_\_\_\_3. The author establishes a contrast between the effects of violent and nonviolent resistance\_\_\_\_\_4. The author conveys the significance of a political movement by naming specific groups that supported it. . | 1. The sit-in movement also won support from older established civil rights organizations such as the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the Southern Christian Leadership Conference (SCLC).
2. When television cameras showed well-dressed, polite young men and women being pulled off stools, spat on, kicked, burned with cigarettes, and called ugly names, the outpouring of support from students, both black and white, in northern and southern colleges was overwhelming
3. He was born and raised in India, but he developed his famous guiding principles — *ahimsa,* or nonviolence, and *satyagraha,* seeking truth through firmness — while practicing law in South Africa in the early 1900s.
4. His most famous act of civil disobedience, in 1930, entailed a 240-mile march to the sea, where he and his followers staged a protest against the British salt tax
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**Multiple Choice Questions ANSWER KEY**

**Passage 1**

1. **Part A:** Which statement **best** explains how the girl on the sidewalk in Brooklyn influences the narrator in “Something Could Happen to You”?
	1. She makes the narrator aware that her identity takes on new meanings in Brooklyn
	2. She helps the narrator adjust to her new surroundings by inviting her to jump rope
	3. She isolates the narrator by acknowledging cultural differences between the two girls
	4. She alerts the narrator to a variety of dangers that immigrants face in the United States
2. **Part B:** Which excerpt from “Something Could Happen to You” **best**supports the answer to part A?
	1. *"¿Tú eres hispana?”* she asked, as she whirled the rope in lazy arcs
	2. “Same thing. Puerto Rican, Hispanic. That’s what we are here.”
	3. She skipped a tight circle, stopped abruptly, and shoved the rope in my direction. “Want a turn?”
	4. “Something could happen to you” was a variety of dangers outside the locked doors of our apartment.”
3. How does the author develop the idea that New York disappoints the narrator in “Something Could Happen to You”?
	1. by providing rich descriptions of weather and light that reflect the narrator’s mood.
	2. by including vivid flashbacks from the narrator’s childhood to emphasize her homesickness
	3. by describing heated conversations between characters that express the narrator’s emotions
	4. by establishing tense encounters between characters to illustrate the narrator’s discomfort in a new environment
4. Which statement **best** describes the significance of the author’s choice to tell the story through the lens of the narrator looking back?
	1. It establishes distance between the narrator and the event she describes, which makes her memories less distinct
	2. It gives the narrator the self-awareness to point out factors that influenced her perspective as a young girl, such as superstition
	3. It enables the narrator to reflect on her move to New York, acknowledging that it turned out to be a positive experience overall
	4. It allows the narrator to recall the events of her childhood with more maturity, realizing that they are less complicated than she once believed
5. Which excerpt from “Something Could Happen to You” **best** supports the idea that Brooklyn is more dangerous than Puerto Rico?
	1. We came to Brooklyn in search of medical care for my youngest brother, Raymond, whose toes were nearly severed by a bicycle chain when he was four
	2. Every few blocks there was a cement playground surrounded by chain-link fence. And in between, weedy lots mounded with garbage and rusting cars
	3. “It has to do with being from a Spanish country. I mean, you or your parents, like, even if you don’t speak Spanish, you’re Hispanic, you know?" She looked at me uncertainly”
	4. "Who said you could go out to the sidewalk? This isn’t Puerto Rico. *Algo te puede suceder."*
6. Which statement **best** explains how the narrator’s point of view influences her experience of New York?
	1. It causes her to expect New York’s streets to be paved with gold
	2. It leads her to compare New York’s sights and sounds with those of Puerto Rico
	3. It makes her skeptical of the economic opportunities that New York claims to offer.
	4. It leads her to point out differences between the quality of medical care in New York and Puerto Rico

**Passage 2**

1. **Part A:** Which detail shapes Eugene’s point of view by making it hard for him to pursue his dream of dancing in “The Savoy”? Select all that apply.
	1. He lacks rhythm
	2. His family is poor
	3. He is a troublemaker
	4. He has a physical handicap
	5. His mother disapproves of dancing
	6. He lives far away from the ballroom
	7. He lacks friends in his neighborhood.
2. **Part B:** Which sentence from “The Savoy” **best** supports one of the correct answers to part A?
	1. Why’d he have me born with a gimp leg just to fill my heart with rhythms I could never express?
	2. I crawled in through the window, but my thoughts were still on the boys and girls down on Lenox Avenue.
	3. Momma had left for her night shift at the hotel down on 132nd Street, but she had a way of knowing if I even thought about doing something wrong
	4. Why’d she ever put up with my clumsy dancing?
3. Which statement **best** summarizes a central idea of “The Savoy”?
	1. Lacking the ability to do what they love leaves some people feeling worthless
	2. Growing up in poverty can influence kids to commit crimes
	3. Exploring new places with friends can lead to discovering more about one's self
	4. Being true to one's self ensures the support of one's parents
4. Read the excerpt from the story “The Savoy.”

Sometimes we’d brave Momma’s consternation and push all the living room furniture aside so we could try out some moves.

What does the word “consternation” mean in this context?

* 1. Distress
	2. Encouragement
	3. Rage
	4. Support
1. Which statement **best** explains how Eugene’s mother influences him in “The Savoy”?
	1. She nurtures his creative impulses
	2. She prevents him from developing a social life
	3. She discourages him from focusing on things he cannot change
	4. She inspires him to have dreams despite the challenges they present
2. Which sentence from “The Savoy” **best** supports the idea that Eugene feels envy for other kids his age?
	1. Willa Mae grinned at me, practically skipping along the sidewalk, but she couldn’t be more excited than I was
	2. Willa Mae watched me go, but I wouldn’t meet her eye
	3. I *should've* been able to dance like that
	4. I looked out on the dance floor, found Frankie and Willa Mae, and an impish smile crossed my face as I beat my sticks to a wild rhythm

**Passage 3**

1. Which statement **best** summarizes the article “Lunch at Woolworth’s”?
	1. Civil rights sit-ins guaranteed equality for African Americans.
	2. The Greensboro protest and other sit-ins inspired many people to take a stand for civil rights.
	3. Violent protests have proven throughout history to be less effective than peaceful acts of political resistance.
	4. Grassroots movements are more successful than others because they address the true needs of the people.
2. Which sentence from “Lunch at Woolworth’s” **best** supports the idea that the sit-ins achieved their desired effect?
	1. The four young men refused to leave their seats until they had been served at the counter or until the store closed.
	2. They requested service at the counter, and when they did not get it, they remained seated quietly until fellow protesters relieved them or the store closed.
	3. The group adopted a policy of achieving racial equality through nonviolent protest.
	4. As stores closed temporarily to avoid dealing with the sit-ins, and as businesses suffered because customers stayed away, these peaceful, student-led protests met with success.
3. Which statement **best** explains how the paragraph beginning with the phrase "Although the protestors remained nonviolent" conveys the author's purpose in “Lunch at Woolworth’s”?
	1. It illustrates a scene to commend the protesters, highlighting their resolve and patience in the face of challenges.
	2. It lists specific rules of conduct to help readers understand what it was like to be a civil rights protester in Greensboro.
	3. It states a controversial opinion about the value of political protests and questions their ability to enact actual change.
	4. It compares the Woolworth’s protest with political protests in other countries, admiring the international scope of the Greensboro event.
4. Read the excerpt from the article “Lunch at Woolworth’s.”

As news of the first sit-in spread, students organized shifts so that they could join in without missing classes.

Which statement **best** explains how this excerpt contributes to the message of the article?

* 1. It suggests that the sit-ins were deliberate events organized by upstanding people.
	2. It indicates that student protesters were afraid of being penalized for missing classes.
	3. It illustrates the students’ general lack of experience at the time of their first protests.
	4. It shows how the first sit-in had a contagious effect and influenced people across the country.

**Passage 4**

1. Which sentence from “A Peaceful Force” **best** supports the idea that Gandhi’s efforts helped secure India’s independence in 1947?
	1. Gandhi had studied the *Bhagavad Gita*, a Hindu book that teaches that people must fight evil with love.
	2. When he saw how the white South Africans treated the native Zulus and other dark-skinned peoples as second-class citizens, he began to organize nonviolent protests against racial injustice.
	3. He demanded rights for peasants and religious toleration; he led nonviolent strikes, boycotts, and fasts; and he willingly faced imprisonment for these actions.
	4. This march sparked numerous other acts of civil disobedience across the country.
2. **Part A:** Which statement **best** describes a central idea of the article “A Peaceful Force”?
	1. Gandhi inspired many people to change their own spiritual practices.
	2. Many people believed that Gandhi was weak due to his physical appearance.
	3. Gandhi’s ideas had a profound influence on many others, including significant leaders throughout history.
	4. Even though Gandhi was born in India, he felt more at home among the people he met in South Africa.
3. **Part B:** Which sentence from “A Peaceful Force” **best** supports the answer to part A?
	1. Despite his slight body and soft-spoken voice, Mohandas K. “Mahatma” Gandhi (1869–1948) was a powerful force—a leader in the practice of peaceful, nonviolent protest.
	2. He was born and raised in India, but he developed his famous guiding principles—*ahimsa,* or nonviolence, and *satyagraha,* seeking truth through firmness—while practicing law in South Africa in the early 1900s.
	3. He had become famous for adopting a spiritual, non-material life and had been given the nickname “Mahatma,” or Great Soul.
	4. India won its independence in 1947, and Gandhi’s example of creating change through peaceful protest inspired millions of people around the world, including Dr. Martin Luther King, Jr, and other American civil rights activists of the 1950s and 1960s.
4. Which phrase **best** describes the meaning of “civil disobedience” as it is used in “A Peaceful Force”?
	1. nonviolent political protest
	2. denial of material possessions
	3. seeking truth through firmness
	4. resistance against racial injustice

**Connecting the Passages**

1. Which statement **best** explains how “Lunch at Woolworth’s” and “A Peaceful Force” relate to each other?
	1. They describe significant civil rights advances that occurred during the same time period.
	2. They both describe historical events as examples to demonstrate how nonviolent protests can be successful.
	3. “A Peaceful Force” illustrates the importance of social change, while “Lunch at Woolworth’s” focuses on the need for political reform.
	4. "A Peaceful Force" describes philosophical ideas about nonviolence, while "Lunch at Woolworth's" shows how those ideas translate into real historical events.
2. Match each sentence from “Lunch at Woolworth’s” and “A Peaceful Force” to the statement it best supports. Use the list of sentences below.

|  |  |
| --- | --- |
| \_\_C\_\_\_1. The author describes specific cultural ideas that influenced a historical figure.\_\_\_D\_\_2. The author describes a specific event that is representative of a larger protest movement\_\_B\_\_\_3. The author establishes a contrast between the effects of violent and nonviolent resistance\_\_A\_\_\_4. The author conveys the significance of a political movement by naming specific groups that supported it. . | 1. The sit-in movement also won support from older established civil rights organizations such as the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the Southern Christian Leadership Conference (SCLC).
2. When television cameras showed well-dressed, polite young men and women being pulled off stools, spat on, kicked, burned with cigarettes, and called ugly names, the outpouring of support from students, both black and white, in northern and southern colleges was overwhelming
3. He was born and raised in India, but he developed his famous guiding principles — *ahimsa,* or nonviolence, and *satyagraha,* seeking truth through firmness — while practicing law in South Africa in the early 1900s.
4. His most famous act of civil disobedience, in 1930, entailed a 240-mile march to the sea, where he and his followers staged a protest against the British salt tax
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