

# ***READING***

SUNSHINE STATE STANDARDS

***Test Book***

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# FCAT Reading

This test measures how well students are achieving the benchmarks in Florida's Sunshine State Standards.

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<b>After you have read each story, article, passage, essay, or poem, answer the questions in this Test Book.</b>	

Permissions for reproducing the passages "Bike-Friendly Communities" by Terri L. Musser, "What's Your Best Time of Day?" by Susan Perry and Jim Dawson, and "The Origins of Baseball: History or Legend" by Robert S. Fey in an online format have not been granted by the authors and/or publishers. However, the FCAT questions derived from these passages have been provided on the pages listed here.

To request a copy of this reading passage, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at [http://data.fldoe.org/asp\\_feedback/](http://data.fldoe.org/asp_feedback/). Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

The following questions 1–7 were derived from the passage “Bike-Friendly Communities” by Terri L. Musser contained in the actual 2005 Reading Grade 10 Test. However, permission for reproducing that passage in an online format has not been granted by the author and/or publisher. To request a copy of this reading passage, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at [http://data.fldoe.org/asp\\_feedback/](http://data.fldoe.org/asp_feedback/). Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

Now answer Numbers 1 through 7. Base your answers on the article  
**“Bike-Friendly Communities.”**

*The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.*

- 1** Which statement BEST expresses the main idea of this article?
- 6% **A.** Forming bicycle groups may be the answer to public transportation problems.
  - 2% **B.** Building separate roads and streets for bicycles will reduce pollution and congestion.
  - 5% **C.** Creating better bicycle facilities should be supported at the local, state, and federal levels.
  - 86% **D.** Making bike use safe, convenient, and pleasant can increase the use of bicycles for transportation.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	main idea	Moderate

**2** What does the author use to get her point across?

- 1% F. past failures  
6% G. obvious problems  
82% **H.** possible solutions  
11% I. everyday occurrences

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	point of view	Moderate

- 3** What is the meaning of the phrase *deeply ingrained* in this sentence?

**Driving is a deeply ingrained habit.**

- 30% **A.** widely accepted  
 59% **B.** firmly established  
 8% **C.** tirelessly supported  
 3% **D.** vividly remembered

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	analyze words/text	Moderate

- 4** Which local action is recommended by the U.S. Department of Transportation's National Bicycling and Walking Study?
- 62% **F.** enforcing laws and regulations
  - 23% **G.** minimizing fast vehicular traffic
  - 6% **H.** reserving alleys for bicycles only
  - 9% **I.** making residential streets narrower

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	Moderate



**5** What indicates that the author has a bias favoring bicycling as a mode of transportation?

- 23% **A.** where she lives
- 34% **B.** where she travels
- 1% **C.** the kind of car she drives
- 41% **D.** the kind of work she does

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.7	validity and reliability	High

**6** What improvement does the author say should be made to streets to increase bike friendliness?

- 7% **F.** reduce the number of traffic signals
- 10% **G.** install more parallel-bar drainage grates
- 29% **H.** build better parking facilities for bicycles
- 47% **I.** increase available space for cars and bicycles

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	Moderate

**7** In the author's opinion, personal trips under three miles are

- 9% A. usually safe.
- 7% B. often dangerous.
- 75% **C.** within biking distance.
- 3% D. too long for most bicyclists.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's point of view	Moderate

Read the poem “Tarantulas on the Lifebuoy” before answering Numbers 8 through 15.

Thomas Lux

## *Tarantulas on the Lifebuoy*

For some semitropical reason  
when the rains fall  
relentlessly they fall

into swimming pools, these otherwise  
bright and scary  
arachnids. They can swim  
a little, but not for long

and they can’t climb the ladder out.  
They usually drown—but  
if you want their favor,  
if you believe there is justice,  
a reward for not loving

the death of ugly  
and even dangerous (the eel, hog snake,  
rats) creatures, if

you believe these things, then  
you would leave a lifebuoy  
or two in your swimming pool at night.

And in the morning  
you would haul ashore  
the huddled, hairy survivors

and escort them  
back to the bush, and know,  
be assured that at least these saved,  
as individuals, would not turn up  
again someday  
in your hat, drawer,  
or the tangled underworld

of your socks, and that even—  
when your belief in justice  
merges with your belief in dreams—  
they may tell the others

in a sign language  
four times as subtle  
and complicated as man’s

that you are good,  
that you love them,  
that you would save them again.



“Tarantulas on the Lifebuoy” by Thomas Lux from *Half-Promised Land*,  
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**Now answer Numbers 8 through 15. Base your answers on the poem “Tarantulas on the Lifebuoy.”**

*The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.*

- 8** What does the lifebuoy represent?
- 11% **F.** fear of poisonous creatures
  - 2% **G.** anger with irritating creatures
  - 4% **H.** pleasure in beautiful creatures
  - 82% **I.** sympathy for helpless creatures

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's point of view	Moderate

**9** What element of the poem's setting creates the problem for the spiders?

- 64% **A.** flooding downpours
- 21% **B.** overflowing pools
- 1% **C.** sandy shores
- 14% **D.** slippery ladders

Benchmark	Content Focus	Content Difficulty
LA.E.2.4.1	conflict/conflict resolution	Moderate

**10** When the speaker in the poem says, “you would haul ashore the huddled, hairy survivors,” to what is he comparing the tarantulas?

- 6% **F.** seals
- 9% **G.** sea monsters
- 80% **H.** shipwreck victims
- 4% **I.** surfers

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	compare	Moderate

**11** What does the speaker in the poem believe the tarantulas deserve?

- 5% A. death  
77% **B.** fairness  
17% C. gratitude  
1% D. humiliation

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Moderate



**12** What would the speaker in the poem most likely do if he found a tarantula in his boot?

- 3% F. leave it alone
- 1% G. attempt to tame it
- 5% H. kill it immediately
- 91% **I.** carry it back to the bush

Benchmark	Content Focus	Content Difficulty
LA.E.2.4.1	character development	Low

**13** The speaker in the poem addresses himself to “you” in order to

- 8% A. accuse the reader.  
82% **B.** engage the reader.  
2% C. confuse the reader.  
7% D. entertain the reader.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's purpose	Moderate

**14** The speaker in the poem says that spiders might

- 12% **F.** climb ladders.
- 1% **G.** speak English.
- 78% **H.** use signs for words.
- 9% **I.** have tangled dreams.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Low

**15** What would be another way of saying “not loving the death of ugly and even dangerous . . . creatures”?

- 73% **A.** accepting all forms of life
- 6% **B.** rejecting the idea of justice
- 10% **C.** understanding the nature of death
- 11% **D.** eliminating all threatening animals

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	analyze words/text	Moderate

The following questions 16–28 were derived from the passage “What’s Your Best Time of Day?” by Susan Perry and Jim Dawson contained in the actual 2005 Reading Grade 10 Test. However, permission for reproducing that passage in an online format has not been granted by the authors and/or publisher. To request a copy of this reading passage, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at [http://data.fldoe.org/asp\\_feedback/](http://data.fldoe.org/asp_feedback/). Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

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Now answer Numbers 16 through 28. Base your answers on the article “What’s Your Best Time of Day?”

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

- 16** What is the authors’ purpose in this article?
- 89% **F.** to provide insights into human behavior
- 2% **G.** to show how to organize a class schedule
- 8% **H.** to explain why some people are happier than others
- 2% **I.** to reveal differences between human and animal behavior

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author’s purpose	Moderate



**17** In the word *chronobiology*, *chrono* probably refers to

- 2% A. appetite.
- 18% B. memory.
- 8% C. temperature.
- 72% **D. time.**

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	analyze words/text	Moderate

**18** The goal of chronobiology is to help us

- 11% F. improve our coordination.
- 11% G. change our circadian cycles.
- 59% **H.** work with our natural rhythms.
- 10% I. overcome our patterns of fatigue.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Low

**19** Which of these is an example of a circadian rhythm?

- 89% **A.** becoming hungry at the same time every day
- 2% **B.** washing clothes at the same time every week
- 3% **C.** taking a vacation at the same time every year
- 6% **D.** balancing a checkbook at the same time every month

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	High

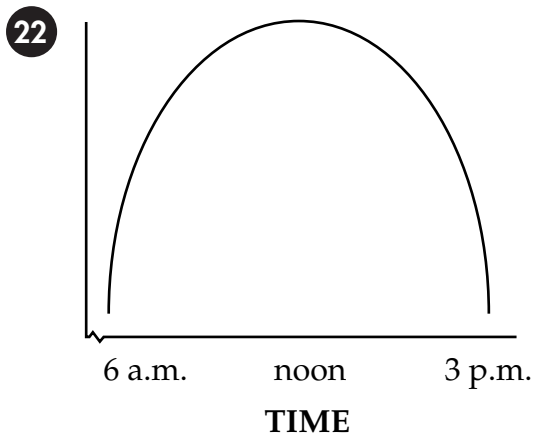
- 20 Which statement is correct, according to the article?
- 4% F. Cognitive skills are higher after 6 p.m.
- 6% G. Physical coordination peaks before noon.
- 85% **H.** Long-term memory is best in the afternoon.
- 4% I. Short-term memory is most accurate in the evening.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.7	validity and reliability	Low

**21** When would be the BEST time to learn a new subject?

- 12% A. a fall morning
- 69% **B. a spring afternoon**
- 6% C. a summer night
- 6% D. a winter evening

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	Low



What topic discussed in the article is illustrated by this graph?

- 61% **F.** level of alertness
- 14% **G.** long-term memory
- 18% **H.** perception of time
- 7% **I.** short-term recall

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	interpret graphical information	Moderate

**23** From this article, the reader can tell that cognitive tasks require

- 9% A. verbal fluency.
- 50% **B.** mental activity.
- 11% C. emotional maturity.
- 25% D. physical coordination.

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	conclusions/inferences	Moderate

**24** According to the article, which of these activities would be BEST to do in the evening?

- 6% F. practice the piano
- 61% **G.** work out at the gym
- 17% H. memorize a part in a play
- 15% I. study for tomorrow's math test

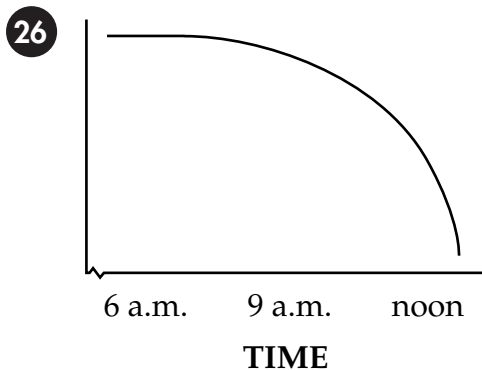
Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	Moderate



**25** According to the article, which of these is likely to occur when body temperature is at its highest?

- 24% **A.** Sleepiness occurs.
- 60% **B.** Food tastes better.
- 5% **C.** Light appears fainter.
- 10% **D.** Coordination decreases.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Low



What topic discussed in the article is illustrated by the graph?

- 8% F. homeostatic environment
- 8% G. manual dexterity
- 12% H. sensory perception
- 73% **I.** short-term memory

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	interpret graphical information	Moderate

**27** What would be a good way to determine your body's internal rhythms?

- 6% A. read a textbook that explains chronobiology
- 7% B. arrange for a complete physical examination
- 28% C. perform difficult tasks at varying times of day
- 59% **D.** keep a daily diary of physical and mental changes

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.7	validity and reliability	High

**28** With which statement would the authors of this article most likely agree?

- 43% **F.** Chronobiology can change people's lives.
- 25% **G.** Circadian rhythms are among life's mysteries.
- 13% **H.** People are usually able to adapt to continual change.
- 14% **I.** Human bodies have relatively stable internal environments.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's point of view	Moderate

The following questions 29–37 were derived from the passage “The Origins of Baseball: History or Legend” by Robert S. Fey contained in the actual 2005 Reading Grade 10 Test. However, permission for reproducing that passage in an online format has not been granted by the author and/or publisher. To request a copy of this reading passage, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at [http://data.fldoe.org/asp\\_feedback/](http://data.fldoe.org/asp_feedback/). Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

Now answer Numbers 29 through 37. Base your answers on the article "The Origins of Baseball."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

- 29** What was the author's purpose in writing this article?
- 2% A. to predict the future of baseball
  - 87% **B.** to present the history of baseball
  - 4% C. to highlight some inconsistencies in baseball
  - 6% D. to chronicle individual contributions to baseball

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's purpose	Moderate

**30** How do the pictures help the reader understand the article?

- 73% **F.** They illustrate the historical beginnings of baseball.
- 6% **G.** They provide a guide for the modern game of baseball.
- 11% **H.** They illustrate the early American attitude toward baseball.
- 9% **I.** They provide an explanation for the legends surrounding baseball.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.8	synthesize information (multiple sources)	High

**31** Which statement BEST describes the author’s attitude toward baseball?

- 6% A. Baseball is a technical sport.
- 25% B. Baseball is a game of the past.
- 64% **C.** Baseball is a national treasure.
- 4% D. Baseball is a pastime for children.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author’s point of view	Moderate



**32** According to the article, why do many American fans show such a strong interest in baseball?

- 7% F. Baseball is based on ancient games.
- 68% **G.** Baseball is part of the cultural identity.
- 16% H. Americans were the first to regulate baseball.
- 9% I. Americans were the first to introduce baseball.

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	conclusions/inferences	Moderate

**33** What was the original purpose of *A Little Pretty Pocket-Book*?

- 73% **A.** to describe games played by children
- 15% **B.** to reveal the history of childhood games
- 9% **C.** to compare the rules of childhood games
- 3% **D.** to encourage competition among children

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's purpose	Moderate

**34** How was the original game of “base-ball” similar to rounders?

- 52% **F.** Both games used posts for bases.
- 25% **G.** Both games used the same field design.
- 13% **H.** Both games appeared in the *Book of Sports*.
- 9% **I.** Both games appeared in *A Little Pretty Pocket-Book*.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	compare	Moderate

**35** How is American baseball similar to the English sport of cricket?

- 73% **A.** Both games have similar methods of scoring.
- 4% **B.** Both games have the same number of innings.
- 19% **C.** They were both originated by ancient cultures.
- 4% **D.** They were both developed by Alexander Cartwright.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	compare	Moderate

**36** Alexander Cartwright's GREATEST contribution to baseball was

- 3% F. marking the bases.
- 72% **G.** standardizing the rules.
- 19% H. designing a playing field.
- 5% I. encouraging a competitive spirit.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Low

**37** What in the “Knickerbocker Rules of Baseball” still applies to baseball today?

- 5% A. catching equipment
- 85% **B.** field design
- 5% C. team schedules
- 5% D. uniform patterns

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.4	analyze/evaluate information	Moderate

Read the story “After You’ve Stood on the Log at the Center of the Universe, What Is There Left to Do?” before answering Numbers 38 through 45.

## After You’ve Stood on the Log at the Center of the Universe, What Is There Left to Do?

*by Grant Carrington*

There used to be a log in the center of the pond on my father’s farm. It wasn’t really a log; it was a thick branch coming off the main trunk of a submerged tree. Someone had sawed it off where it broke water, and it was thick enough to use as a mooring place for the rowboat. But it wasn’t strong enough to hold even a ten-year-old boy without giving a little. So naturally we all had to try to stand on it. I was the only one who ever succeeded. It wasn’t easy standing on that log while it sank lower and lower into the water and weaved from side to side while you flailed your arms to keep your balance.

Legions of farmboys may have succeeded before I did, but, if they did, I didn’t know it. I was the first in my world to have balanced himself on that log. And the last, for it wasn’t long after I’d done it that the ship came.

Tommy Peters, my best friend, his dog Rajah, and I were just sort of sitting by the pond trying to decide what to do with the rest of the day. We had discussed fishing, swimming, going into town on our bikes to get a soda and look at all the things we couldn’t afford, playing ball, but really we were pretty happy just to sit by the edge of the pond, making dragons out of the clouds.

I think Tommy really wanted to go swimming, so he could be the second one to stand on the log, but I wanted to savor my position as the only log-climber around for as long as possible, so I kept putting it off.

“Wow! Look at that jet!” he said, pointing to a dot of blackness that was rapidly growing.

“Geez, it’s really moving,” I said.

“I think it’s out of control!” Tommy shouted. “It looks like it’s going to crash!”

We scrambled to our feet.

“Look!” Tommy said in a loud whisper.

It wasn’t a jet plane at all. By now we could see it and it seemed like it was coming right toward us. Rajah started to whimper and cringe against Tommy just before we could hear the loud, high-pitched whistle of rushing air.

“It’s a spaceship!” Tommy said.

We were rooted to the spot, unable to run, watching that silvery capsule race toward us. Then, about twenty feet overhead, it came to a sudden impossible dead stop and drifted slowly to rest a foot above the water. A door opened, and a guy who looked just like an astronaut in a spacesuit stepped out, walked over to the log, said something loudly in a foreign language, waved to the spaceship, and attached something to the log. Then he walked back to the spaceship and it took off just as fast as it had arrived.

That's what I said: *he walked to the log*, right over the pond.

About ten seconds after the spaceship had disappeared into the sky, Tommy and I both let out the breaths we didn't know we were holding.

"Wow!" Tommy said.

"Let's get out of here," I said. I was just as scared as Rajah was.

"Come on, scaredy-cat, let's see what they put on the log."

Just then a jet fighter came roaring past just at treetop level. I fell flat on the ground, and Rajah took off for home, his tail between his legs. Tommy stood his ground.

"Wow!"

Hot on the tail of the first jet came two more.

"Come on, Doug." He was running for the rowboat. I was really scared, but I couldn't run. After all, I was the first to stand on the log at the center of the pond, and if Tommy went out there with the boat while I ran for home, I'd never live it down.

At the top of the log was a silvery rectangular box-shaped object. It really glittered in the sun. Tommy reached out to grab it.

"Wow!" he said. "It's got some kind of carvings on it."

I carefully stroked it; sure enough, on the four long sides there were tiny dots and things. The top, opposite where it was attached to the log, was smooth as smooth could be, but not the sides.

"It's like the drum inside a music box," I said.

"Or Braille.<sup>1</sup> Maybe it's writing in Braille," Tommy said.

Just then, we heard some voices. My father came out on the dock with a lot of men.

"Doug, what are you doing out there?"

"Just looking at the log."

"What's that on it?"

"Oh, nothing. . . ."

"This spaceship came down and put something on the log," Tommy said, and blurted out the whole story.

My father ordered me to bring the boat back in, and then he and some of the other adults rowed out to look at the log while the others kept questioning us and talking about enemies and kids' imaginations.

<sup>1</sup> **Braille:** a system of writing and printing for blind people, consisting of a series of raised dots



I'm not sure they all believed us, but after a while my father did.

"Doug's a good boy, I believe him," he said, after I refused to disagree with Tommy's story.

They brought in a bunch of men and trucks and equipment, spoiling a lot of our fields and crops (which they paid my father for, much more than he would have gotten out of them anyway), and completely ruined the pond for swimming. They cut the log just below where the silvery rectangular object was attached, but they didn't move the object.

"We *can't* move it, Doug; there's some kind of a force field that keeps it in place," Dr. Gaines said.

"Wow! Just like in science fiction movies," Tommy yelled.

Dr. Gaines was my favorite of all the men who had come in to look at our pond. He wasn't very old, though he had lost most of his blond hair and he wore rimless glasses. He wasn't crotchety and crabby like some of the others, who shooed us away or ordered us to leave. A couple of times he took us out to the building that they had rigged up on a couple of army pontoons.<sup>2</sup> They were trying to melt the object down with lasers and phasers and cannons and drills and I don't know what. It was really exciting, with electricity and flashing lights. They had built a regular real laboratory out on our pond.

It was about three days after the whole thing began that I found him sitting at the edge of the pond, staring out at the building over the log, looking kind of funny.

"Hi, Dr. Gaines," I said, sitting down and breaking off what looked like a nice juicy grass stem. It was. "How's the work going? Have you figured out that force field yet?"

"No, Doug, but we found out what the object is."

"Yeah? What is it?"

"They brought in one of those high-powered microscopes yesterday, and you know that roughness on the sides of the plinth?" (He called the object a "plinth.") I nodded my head. "It's writing."

"You mean like Braille?"

"Maybe. There might be Braille there. There's a lot of languages on it. Languages and alphabets we never heard of. But there's also French and Chinese and Latin and Japanese and every language anyone can think of."

"English?"

"Yes. English too."

"What does it say?"

"Come on, Doug. I'll let you see for yourself."

<sup>2</sup> **pontoons:** floating supports

We walked out on the ramp that led to the building over the log at the center of the pond. All the air of excitement was gone. People were walking around, doing their work, all right, but looking kind of glum or dazed. There was this huge instrument set up in front of the object, and Dr. Gaines showed me one of the eyepieces, sort of like a real pair of binoculars.

It was already focused on the English part of the object:

“... Survey Galactique 42,373,249. This plaque marks the population center of the Milky Way Galaxy, as determined by Galactic Survey 42,373,249.”

Adaptation of “After You've Stood on the Log at the Center of the Universe, What Is There Left to Do?” by Grant Carrington, copyright © 1974 by Grant Carrington. Reprinted by permission of the author.

**Now answer Numbers 38 through 45. Base your answers on the story “After You’ve Stood on the Log at the Center of the Universe, What Is There Left To Do?”**

*The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.*

- 38** What is the central conflict of this story?
- 6% **F.** the rivalry between two boys
  - 16% **G.** the appearance of the spaceman
  - 11% **H.** learning to balance on the sinking log
  - 67% **I.** uncovering the meaning of the silver box

Benchmark	Content Focus	Content Difficulty
LA.E.2.4.1	conflict/conflict resolution	Moderate

**39** Balancing on the log is difficult because the log is

- 5% A. partially hidden.
- 73% **B.** structurally weak.
- 7% C. irregularly shaped.
- 16% D. completely submerged.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

**40** What did the boys find MOST fascinating about the spaceship?

- 9% F. its odd shape
- 10% G. its level of noise
- 34% **H.** its unusual motion
- 47% I. its choice of destination

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	conclusions/inferences	Moderate

**41** What about the spaceman is MOST surprising to the boys?

- 7% A. the clothes he wears
- 12% B. the language he speaks
- 78% **C.** the way he reaches the log
- 3% D. the way he waves to the spaceship

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	conclusions/inferences	Moderate

**42** Why does Doug change his mind about investigating the object left by the spaceship?

- 12% **F.** His fear is lessened by the jet fighter.
- 56% **G.** He decides to go rather than risk ridicule.
- 22% **H.** His curiosity makes him disregard the danger.
- 10% **I.** He determines that the box presents no real danger.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

**43** What is the purpose of the force field?

- 1% A. to frighten people
- 11% B. to establish territory
- 11% C. to prevent the log from sinking
- 78% **D.** to protect the rectangular object

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Moderate



**44** How is Dr. Gaines different from most of the other adults in the story?

- 76% **F.** He is more patient.
- 15% **G.** He is more educated.
- 1% **H.** He has traveled to more places.
- 8% **I.** He has studied more languages.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	contrast	Moderate

**45** The message on the box is like Braille because the writing

- 2% A. is easy to overlook.
- 10% B. is difficult to understand.
- 26% C. consists of a series of carvings.
- 62% **D.** consists of a series of raised dots.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	compare	Moderate

Read the article “Women Who Shaped the Constitution” before answering Numbers 46 through 56.

# *Women Who Shaped the Constitution*



BY ROSALYNN CARTER

## *REVOLUTIONARIES*

When the Founding Fathers met in Philadelphia in 1787 to draft the Constitution, they did not have women’s rights on their minds. They did not grant women the right to vote or a voice in the government that was being formed. There was a simple reason for this neglect: both the Constitution and the Bill of Rights were based on an eighteenth-century concept of justice and equality that was an exclusively white, male system of law and order. The Founding Fathers were simply the patriarchal<sup>1</sup> products of their time.

The prevailing thought of the day was that the American voter must be independent and uncoerced. Men without property could not be independent and uncoerced because they were vulnerable to their landlords. Married women were subject to their husbands’ wishes, so it followed that they could not be independent voters. Under this reasoning, one would think that unmarried propertied women would have the vote, but as John

Adams said, “You have to draw the line somewhere!”

Our Constitution was not perfect when it was signed; it is not perfect today. But our forefathers had the wisdom to make it possible for us to amend it. Thus, even without formal constitutional rights and lacking the right to vote throughout most of our history, the influence of women on the constitutional process, from the beginning, has been significant.

Who are these invisible women who struggled to protect our rights—or to demand them? They need to be remembered so they can be institutionalized as contributors to our democratic heritage.

Abigail Smith Adams is one of the few women of the eighteenth century who has remained in the public eye. There are several reasons for the continued interest in her life. Hundreds of the letters she wrote over her lifetime were preserved by her family. She also lived during an important era of American history and was related to famous

<sup>1</sup>**patriarchal:** relating to a family, community, or society governed by men

men. Her husband, John Adams, was one of the founders of the nation and the second president of the United States. Her son, John Quincy Adams, was the sixth president, as well as a diplomat and member of Congress for more than two decades.

Abigail was a woman of her times and believed that a woman's role was domestic. But she was intelligent, self-educated, and articulate and could understand and comment upon political issues, as her letters show. And although she did not shape her husband's policies, her correspondence with him, as illustrated in the following excerpt, informs us of the desire of some women of that period to be included in affairs of state.



*Abigail Adams to John Adams, as he sat at the Second Continental Congress, March 31, 1776.*

[I]n the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation.



One woman who influenced the thinking of the day when the Constitution was being written was Mercy Otis Warren. She was born into a politically prominent family in Massachusetts, and at a time when

other females were learning flowery letter writing, she was sharing her brother's Harvard College classwork. She married a Massachusetts legislator who encouraged her involvement with public affairs, and she was known by most of the framers and founders of the Constitution, including George Washington, Benjamin Franklin, Samuel Adams, John Adams, and Thomas Jefferson. She corresponded with them about social and political issues, the ideals and ideas of the day.

During the growing protest among the Colonies against British rule, Warren and her husband were part of a small circle of patriots, including Samuel Adams, John Adams, and John Hancock, who met in their homes to exchange ideas about forming a government for this new country, debating the structure, function, and processes of colonial, confederate, and constitutional governments.

Although she never strayed far beyond Boston, Mercy Warren's extensive correspondence, satirical plays, poetry, and anti-Federalist tracts were read and discussed in all the states and in Europe. Her writings reflected on the very essences of liberty and democracy as she argued for the complete protection of human rights. She influenced the language of the Constitution even though she was not allowed to be present at the convention that adopted it. Influenced by her reading of John Locke and other Enlightenment philosophers, Warren once wrote that "man is born free and possessed of certain unalienable rights"—a principle now etched in the Declaration of Independence.

Abridgment of "Women Who Shaped the Constitution" by Rosalynn Carter from *A Voice Of Our Own*, Nancy M. Neuman, ed., text copyright © 1996 by Jossey-Bass, Inc., Publishers.

**Now answer Numbers 46 through 56. Base your answers on the article “Women Who Shaped the Constitution.”**

*The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.*

- 46** What is the main idea of this article?
- 41% **F.** Women have had political influence since the Revolutionary period.
  - 9% **G.** Women have accepted their political roles since the Revolutionary period.
  - 23% **H.** The Revolutionary period was a time when women achieved political equality.
  - 28% **I.** The Revolutionary period was a time when women increased their political power.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	main idea	Moderate

**47** What is the author's point of view in this article?

- 90% **A.** She favors women's rights.
- 1% **B.** She opposes political families.
- 4% **C.** She favors a patriarchal system.
- 4% **D.** She opposes women in government.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.2	author's point of view	Moderate

**48** What is the main idea of the first paragraph?

- 7% **F.** The Constitution contained provisions for women's right to vote.
- 82% **G.** Women's rights were not considered when the Constitution was drafted.
- 6% **H.** The Founding Fathers came from similar economic and racial backgrounds.
- 6% **I.** In 1787, women had no right to vote, but they did have a voice in government.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	main idea	Moderate

- 49 What is the meaning of the word *uncoerced* as used in this sentence from the second paragraph in the article?

The prevailing thought of the day was that the American voter must be independent and uncoerced.

- 39% A. unbiased  
10% B. unconcerned  
5% C. uneducated  
45% D. unforced

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	analyze words/text	Moderate



**50** Which phrase best describes participation in democratic government in the eighteenth century?

- 37% **F.** available to some men
- 13% **G.** available to citizens only
- 15% **H.** available to some women
- 29% **I.** available to property owners

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.1	details/facts	Low

- 51 What is the meaning of the phrase “vulnerable to” as used in this sentence from the second paragraph of the article?

**Men without property could not be independent and uncoerced because they were vulnerable to their landlords.**

- 9% A. able to be injured by  
18% B. unable to escape from  
56% **C. likely to be influenced by**  
10% D. susceptible to attack from

Benchmark	Content Focus	Content Difficulty
LA.A.1.4.2	analyze words/text	Moderate

**52** What action was John Adams justifying when he said, “You have to draw the line somewhere”?

- 73% **F.** denying voting rights to women
- 9% **G.** requiring property ownership for voting
- 11% **H.** writing a new constitution for the country
- 7% **I.** restricting constitutional privileges of men

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.7	validity and reliability	Moderate

**53** Abigail Adams' letters are important today because they

- 45% **A.** provide insight into early U.S. history.  
24% **B.** changed opinions of the Founding Fathers.  
22% **C.** influenced the language of the Constitution.  
8% **D.** established policy for John Adams' administration.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.7	validity and reliability	High

- 54** In his response to Abigail Adams' letter of March 31, 1776, John Adams wrote the following:

**Your letter was the first intimation that another tribe, more numerous and powerful than all the rest, were grown discontented.**

Based on information in Abigail Adams' letter, what is the "tribe" to which John Adams is referring?

- 10% F. ancestors
- 7% G. husbands
- 74% **H. ladies**
- 9% I. tyrants

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.8	synthesize information (multiple sources)	High

**55** What was true of BOTH Abigail Adams and Mercy Otis Warren?

- 2% A. They attended Harvard University.
- 69% **B.** They favored more rights for women.
- 5% C. They were first ladies of the United States.
- 23% D. They influenced language in the Constitution.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	compare	Moderate

**56** Based on the information about BOTH Abigail Adams and Mercy Otis Warren, which of these conclusions is accurate?

- 6% **F.** They married men who became American presidents.
- 24% **G.** They predicted that women would revolt if not given their rights.
- 38% **H.** They contributed to the wording used in the Constitution of the United States.
- 31% **I.** They wrote letters that contain important information about early U.S. history.

Benchmark	Content Focus	Content Difficulty
LA.A.2.4.8	synthesize information (within text)	High

# ***READING***

SUNSHINE STATE STANDARDS

## ***Test Book***

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G R A D E

# ***10***



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