

Oklahoma School Testing Program



Oklahoma Core Curriculum Tests

2009–2010 Released Items

End-of-Instruction
ACE English II

Oklahoma State Department of Education
Oklahoma City, Oklahoma

Acknowledgements

Harriet Jacobs edited by Michele Stepto from *Our Song, Our Tail: The Story of American Slavery As Told By Slaves*, Published by The Millbrook Press. © 1994 Michele Stepto.

"Inspiring Justice: An Interview with Gordon Hirabayashi" by W. Michael Gillette and Beth Haverkamp, COBBLESTONE's April 1996 issue.

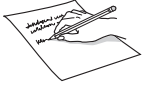
"Tecumseh" by Theresa Netherton from COBBLESTONE's January 1988 issue: An Introduction to the War of 1812, © 1988, Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of Carus Publishing Company.

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a black rectangular box. A thin white curved line is positioned below the text, resembling a stylized horizon or a smile.

Section 1

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Directions



People can learn about the past in many ways. One way is to study what people in the past used every day, wore as clothing, or made as decorations or works of art.

Write an expository essay about a current everyday object that might help people in the future learn about and understand how we live today. Explain what the object is, how it is used, and what it reveals about how people live today. Be sure to use specific details to inform the reader.

You will now read two related passages and answer questions that follow. Some of these questions will ask you to compare the two passages.

Harriet Jacobs

Excerpt from *Our Song, Our Toil: The Story of American Slavery as Told by Slaves*
 Edited by Michele Stepto

1 Harriet Jacobs escaped from North Carolina with her family, but it took a long time. Afraid to leave her son and daughter behind, Jacobs hid for seven years in her grandmother's attic. Finally, in 1840, her daughter was taken north, and in 1842 Harriet Jacobs made her own escape. A year later, she had her son brought north, and the family was reunited.

2 Jacobs traveled north by boat, from Edenton, North Carolina, to Philadelphia, with another enslaved woman, Fanny. Jacobs wrote of escaping in her autobiography, in which she called herself "Linda Brent."

* * *

3 When I entered the vessel the captain came forward to meet me. He was an elderly man, with a pleasant countenance.¹ He showed me to a little box of a cabin, where sat my friend Fanny. She started as if she had seen a spectre.² She gazed on me in utter astonishment, and exclaimed, "Linda, can this be [you]? or is it your ghost?" When we were locked in each other's arms, my overwrought³ feelings could no longer be restrained. My sobs reached the ears of the captain, who came and very kindly reminded us, that for his safety, as well as our own, it would be prudent for us not to attract any



¹**countenance:** facial expression

²**spectre:** ghost

³**overwrought:** excessively nervous or excited

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attention. He said that when there was a sail in sight he wished us to keep below; but at other times, he had no objection to our being on deck. . . .

- 4 Fanny and I now talked by ourselves, low and quietly, in our little cabin. She told me of the sufferings she had gone through in making her escape, and of her terrors while she was concealed in her mother's house. Above all, she dwelt on the agony of separation from all her children on that dreadful auction day. She could scarcely credit⁴ me, when I told her of the place where I had passed nearly seven years. "We have the same sorrows," said I. "No," replied she, "you are going to see your children soon, and there is no hope that I shall ever even hear from mine."
- 5 The vessel was soon under way, but we made slow progress. The wind was against us. I should not have cared for this, if we had been out of sight of the town; but until there were miles of water between us and our enemies, we were filled with constant apprehensions that the constables⁵ would come on board. Neither could I feel quite at ease with the captain and his men. I was an entire stranger to that class of people, and I had heard that sailors were rough, and sometimes cruel. We were so completely in their power, that if they were bad men, our situation would be dreadful. Now that the captain was paid for our passage, might he not be tempted to make more money by giving us up to those who claimed us as property? I was naturally of a confiding disposition,⁶ but slavery had made me suspicious of everybody. Fanny did not share my distrust of the captain or his men. She said she was afraid at first, but she had been on board three days while the vessel lay in the dock, and nobody had betrayed her, or treated her otherwise than kindly.
- 6 The captain soon came to advise us to go on deck for fresh air. His friendly and respectful manner, combined with Fanny's testimony, reassured me, and we went with him. He placed us in a comfortable seat, and occasionally entered into conversation. He told us he was a Southerner by birth, and had spent the greater part of his life in the Slave States, and that he had recently lost a brother who traded in slaves. "But," said he, "it is a pitiable⁷ and degrading business, and I always felt ashamed to acknowledge my brother in connection with it." . . .
- 7 I shall never forget that night. The balmy⁸ air of spring was so refreshing! And how shall I describe my sensations when we were fairly sailing on Chesapeake Bay? O, the beautiful sunshine! the exhilarating breeze! and I could enjoy them without fear or restraint. I had never realized what grand things air and sunlight are till I had been deprived of them.

⁴**credit:** believe

⁵**constables:** local officials

⁶**confiding disposition:** trusting character

⁷**pitiable:** sad

⁸**balmy:** mild and pleasant

1 In the introduction of “Harriet Jacobs,” the cruelty associated with slavery is illustrated through a description of

- A what slaves are required to do each day.
- B the way slaves behave toward each other.
- C what happens to slaves when they are caught escaping.
- D the way slaves and their families are forced to separate.

2 “Harriet Jacobs” is mostly about a woman who

- F endeavors to save herself from slavery.
- G learns an important lesson from a friend.
- H seeks revenge against those who mistreated her.
- J tries her best to help a stranger with his problem.

3 “Harriet Jacobs” is considered autobiographical because the author

- A expresses her thoughts on a controversial issue.
- B describes events that are of historical importance.
- C narrates the story from the first person point of view.
- D provides an account of experiences from her own life.

4 Which conclusion about slavery in the 1840s is best supported by the information in “Harriet Jacobs”?

- F Slavery caused people to care more about freedom than family.
- G Slavery was fading as a major controversial issue in the country.
- H Opponents of slavery were willing to take many risks to help slaves.
- J Laws about slavery were changed to require better treatment of children.

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Read this passage, which goes with the previous passage. Then answer the questions that follow.

Inspiring Justice An Interview with Gordon Hirabayashi

by W. Michael Gillette and Beth Haverkamp, National Archives

1 When W. Michael Gillette was a college student in the 1960s, he enrolled in a class on constitutional law. There the future state supreme court justice from Oregon first read law cases related to the internment¹ of Japanese American citizens during World War II. Young and idealistic, he was shocked to learn how Japanese Americans on the West Coast had been forced to leave their homes and businesses in the wake of the attack on Pearl Harbor. Upon further study, his indignation turned to admiration for the few courageous individuals who had resisted relocation by claiming that the relocation was a violation of their rights as American citizens. In particular, the case of a young University of Washington college student, *Hirabayashi v. United States*, inspired Gillette to become a defender of the U.S. Constitution and eventually a judge.



2 Years later, an educational video company asked Gillette to interview Gordon Hirabayashi for a program on the Constitution. Gillette was eager to meet his personal hero and inspiration. Excerpts from that interview follow. They illustrate how one heroic example can inspire others to greatness.

Q: Up until the time of the attack on Pearl Harbor, had you ever had any reason to think about what your position was as an American citizen under the Constitution?

¹**internment:** confinement

A: No, because I had the assumption of my rights from the very beginning, even though on the West Coast there was discrimination against Japanese in housing and professional opportunity.

Q: After the war broke out, what were your first thoughts concerning your own personal future?

A: Well, I knew that the situation would be kind of rough. It was rough already against Asians, and with Japan, an enemy nation, in my heritage, I feared running into extra trouble. In spite of that, I was learning in school about the Founding Fathers and the Constitution, the rights of citizens regardless of race, religion, or national origin. I read that, and I just took it literally.

Q: When Executive Order 9066 was first published, how did you learn about it?

A: A proclamation was issued. Under this order, the Western Defense Command [the military command concerned with the security of the West Coast] began to issue restrictions. First, a curfew. Then shortly after that, district by district, on telephone poles and in post offices were posted exclusion orders. Japanese Americans were asked to leave their homes and businesses to be put into one of ten permanent camps called relocation centers. But these were barbed-wire enclosures with sentries, guns pointed in.

Q: What were you doing that summer [of 1942]?

A: I subscribed to the curfew upward to a week. I would be at the library or at the coffee shop with my friends, and they would say "Hey, Gordon, it's five minutes to eight." I would gather up my stuff and dash back to the dorm. One of those trips back, I suddenly stopped and wondered why I was dashing back while the other fellows were still where they were. So I decided I couldn't accept the curfew, or I would have to modify my belief in American citizenship. I turned around and went back to the library.

Q: Had you decided at that time to make a test case out of your set of circumstances?

A: I hadn't planned to be an objector; citizenship just cropped up on me, and I couldn't obey the curfew. In a couple of days' time, the question arose to me: If I couldn't conform to the curfew regulations, how could I accept relocation? The principle is the same. I was subject to it not because of my conduct, my dangerous behavior, or whatever, just on my ancestry. This was such a violation of the Constitution as I understood it that I decided I couldn't go for this either.

Q: You actually turned yourself in to the FBI, did you not?

A: That's right. I went with an attorney the morning after I violated the exclusion order.

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Q: After you were indicted for violating the exclusion order and violating the curfew, you were taken into custody and kept in jail. What happened when you went to trial?

A: When I had my trial, to my disappointment, constitutional questions were not allowed. The judge instructed the jury that the proclamation was the law. The proclamation required all persons of Japanese ancestry, alien and nonalien, to obey the orders. It's easier to lock up a nonalien than a citizen. The judge told the jury to determine if I was of Japanese ancestry, and if I was, whether I had obeyed the two orders. The jury was gone only ten minutes. They came back with a guilty verdict.

Q: Once you lost in trial court, you must have felt very discouraged.

A: Not really. I thought, *I got that Supreme Court yet.*

Q: When the Supreme Court announced its decision affirming your conviction, how did you feel?

A: I was very disappointed and depressed, but I didn't give up hope. The Constitution was part of my philosophy of life and reason for living. I couldn't give it up. I learned something in this process. An injustice could happen. In fact, I realized that the Constitution is just a scrap of paper unless citizens are willing to commit themselves and vigilantly² uphold it.

Q: Almost fifty years after you were first arrested, how do you feel about the United States Constitution?

A: It's a great document. We don't need any more laws, really. What we need are commitments. I went through periods in jail only to come out with a higher respect for it.

- 3 In total, Gordon Hirabayashi served six months in jail for asserting his rights as an American citizen. To the satisfaction of Hirabayashi and many Japanese Americans, in 1988 Congress passed Public Law 100-383, which acknowledged the injustice of the internment of Japanese Americans, apologized for it, and provided monetary settlements to the citizens who were wronged. Today Hirabayashi is retired from a position teaching sociology at a Canadian university. He still lives in Canada but travels frequently to the United States to champion the U.S. Constitution.

²**vigilantly:** attentively; watchfully

5

Upon further study, his indignation turned to admiration for the few courageous individuals who had resisted relocation by claiming that the relocation was a violation of their rights as American citizens.

In this sentence from “Inspiring Justice,” the word indignation means

- A humiliation.
- B surprise.
- C outrage.
- D fear.

6 In the passage “Inspiring Justice,” Hirabayashi most clearly explains his reasons for challenging the curfew and exclusion orders aimed at Japanese Americans in responding to which question?

- F “When Executive Order 9066 was first published, how did you learn about it?”
- G “Had you decided at that time to make a test case out of your set of circumstances?”
- H “After you were indicted for violating the exclusion order and violating the curfew, you were taken into custody and kept in jail. What happened when you went to trial?”
- J “When the Supreme Court announced its decision affirming your conviction, how did you feel?”

7 Based on this interview “Inspiring Justice,” which statement best summarizes Gordon Hirabayashi’s opinion of the United States Constitution?

- A The United States Constitution is a document that deserves the respect and support of every citizen.
- B The United States Constitution contains language that is too complex for most citizens to understand.
- C The United States Constitution needs to be replaced by a more modern version that reflects today’s society.
- D The United States Constitution is a document that is constantly improving because of decisions made by the Supreme Court.

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- 8** When using this interview “Inspiring Justice” as a source in a report on the internment of Japanese Americans, it is most important to be aware that
- F** the information given is from Gordon Hirabayashi’s point of view.
 - G** the information covers a difficult period in Gordon Hirabayashi’s life.
 - H** Gordon Hirabayashi has retired from a teaching position at a Canadian university.
 - J** Gordon Hirabayashi and Michael Gillette met for the first time during this interview.

- 9** The actions of both Harriet Jacobs in the 1840s and Gordon Hirabayashi in the 1940s best illustrate the tendency of humans
- A** to take risks to overcome injustice.
 - B** to use violence to protect their rights.
 - C** to forgive those who have mistreated them.
 - D** to accept punishment when they are wrong.

- 10** Which idea is best supported by the information in both “Harriet Jacobs” and “Inspiring Justice”?
- F** The effects of historic events are usually easy to predict.
 - G** People are able to triumph despite difficult circumstances.
 - H** Citizens turn to their government for help in critical times.
 - J** The life of one individual can influence even a total stranger.

Read this essay about a butterfly collector, think about what suggestions you would make, and then answer the questions that follow.

Butterflies

1 You may have heard of coin collectors, stamp collectors, or baseball card
2 collectors, but have you ever heard of someone who will collect butterflies?
3 One such man was Herman Strecker, a nineteenth-century artist who not only
4 collected butterflies and moths but also taught the world much of what we
5 currently know about them.

6 Herman Strecker was born in Pennsylvania in 1836. As early as his teenage
7 years, he collected and studied butterflies and moths. As his interest in these
8 insects grew, he begun to confer with specialists around the world. By 1872,
9 Strecker had published his first book on Lepidoptera or butterflies and moths,
10 in which he classified and described over 250 different varieties.

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11 What is the best change, if any, to make to will collect in line 2?

- A collect
- B collects
- C have collected
- D no change

12 What is the best change, if any, to make to begun in line 8?

- F begin
- G began
- H begins
- J no change

13 What is the best change, if any, to make to the sentence in lines 8 through 10?

- A By 1872, Strecker had published his first book on Lepidoptera or butterflies and moths in which he classified and described over 250 different varieties.
- B By 1872, Strecker had published his first book on Lepidoptera or butterflies, and moths in which he classified and described over 250 different varieties.
- C By 1872, Strecker had published his first book on Lepidoptera, or butterflies and moths, in which he classified and described over 250 different varieties.
- D no change

Read the next part of the essay, think about what suggestions you would make, and then answer the questions that follow.

11 Strecker's work has taught, both amateurs and professionals, a great deal
12 about butterflies and moths. For example, butterflies have knobbed antennae,
13 smooth bodies, and colorful "scales," whereas moths tend to have straight
14 antennae, fuzzy bodies, and earth-tone colors. Butterflies usually fly during
15 the day while nightly is when you will see moths flying. Though different in
16 color, butterflies and moths both use their colors as camouflage. To protect
17 themselves further, some butterflies even drink milkweed, which make them
18 bitter and poisonous to birds that try to eat them.

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14 What is the best way, if any, to rewrite the sentence in lines 11 and 12?

- F** Strecker’s work has taught both amateurs and professionals a great deal; about butterflies and moths.
- G** Strecker’s work has taught both—amateurs and professionals, a great deal about butterflies and moths.
- H** Strecker’s work has taught both amateurs and professionals a great deal about butterflies and moths.
- J** no change

15 What is the best way, if any, to rewrite the sentence in lines 14 and 15?

- A** Butterflies usually fly during the day while moths fly at night.
- B** Moths fly during the night, and butterflies are usually seen in the day.
- C** Butterflies usually fly during the day while you see moths flying nightly.
- D** no change

16 What is the best change, if any, to make to make in line 17?

- F** makes
- G** making
- H** have made
- J** no change

Read the following selection about Tecumseh. Then answer the questions that follow.

Tecumseh

by Theresa Netherton



- 1 In 1768, near the modern-day city of Springfield, Ohio, a Shawnee boy named Tecumseh was born. Tecumseh, which means "Shooting Star," was an appropriate name, for this man's life would be brief and brilliant.
- 2 When the troubles leading to the War of 1812 began, Tecumseh was a chief of his tribe. He was greatly respected by his people, for he was a strong leader and powerful speaker. Tecumseh was worried about the relationship between the Indians and the whites. He felt that the whites were a bad influence on his people, and he was especially upset that the Indians had lost so much land through their treaties with the whites. He believed that the land was owned by all Indians and that no tribe had the right to sell or trade that land.
- 3 Many Americans were alarmed by Tecumseh's plan to create an Indian state or confederation, for they believed this state would have British protection. It would include land on the southern shore of the Great Lakes, and if it came under the influence of the British, they could split the country.
- 4 In 1809, Tecumseh became angry when several tribes signed the Treaty of Fort Wayne with William Henry Harrison, the governor of Indiana Territory. For only a few thousand dollars, Harrison gained nearly three million acres of land. Tecumseh visited Harrison twice to protest both this treaty and the white man's continuing interference with the Indians. The two men were

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unable to settle their differences.

- 5 In the summer of 1811, Tecumseh went south to persuade the Creeks to join his confederation of tribes. He left his brother in charge of their Shawnee settlement on the Tippecanoe River in Indiana. In the meantime, white settlers had become concerned about the large number of Shawnee in the area. They asked the U.S. government for help, and not long after, President Madison authorized Harrison to attack the Indian settlement if he felt it was necessary. Harrison led his militia to Tippecanoe, where they defeated the Indians and destroyed their village.
- 6 When Tecumseh returned, he went once more to visit Harrison. The Shawnee chief told the territorial governor that he did not want war. He told Harrison that if President Madison would agree not to make any more treaties without the consent of all the tribes, he and his warriors would fight with the Americans in the war with Great Britain. If the president refused, the Indians would join the British.
- 7 Tecumseh asked Harrison for permission to go to Washington to visit the president himself. Harrison gave his permission, but only if Tecumseh would go alone, unescorted by his warriors. Tecumseh refused and instead offered his services to the British. They were pleased to have the support of Tecumseh and his people. They awarded him the rank of brigadier general and gave him a special sword to wear as a symbol of that rank.
- 8 For the next year and a half, Tecumseh led the Indians in many battles against the Americans. It was he who suggested the plan by which the British captured Detroit. Then, in October 1813, he had a premonition of his death. He called his people together on the day before the Battle of the Thames River and told them he expected to die in the battle.
- 9 Tecumseh was in fact killed at the Battle of the Thames, but exactly how and where he died remains a mystery, for the Americans never found his body. Most likely the Indians removed it from the battlefield, but many members of his tribe did not believe he died. Long after the battle, they claimed to hear his voice in the wind over the prairies.
- 10 When Tecumseh died, the idea of an Indian confederation died with him. The tribes made peace with the Americans and returned to their homes, only to be pushed farther and farther west in the years to come.

17 Why did Harrison send the militia to Tippecanoe?

- A** Tecumseh threatened Harrison.
- B** The Shawnee attacked a white settlement.
- C** Harrison responded to the settlers' concerns.
- D** The Shawnee took over U.S. government land.

18 Which of these ideas would fit best in paragraph 5?

- F** The Tippecanoe River flows through Indiana.
- G** White settlers expressed fear during Tecumseh's absence.
- H** William Henry Harrison later became President of the United States.
- J** The United States government bought the Louisiana Territory from France in 1815.

19 What caused Tecumseh to join the British ranks?

- A** the disagreement between Tecumseh and Harrison
- B** the anger of other tribes over Tecumseh's efforts
- C** the president's refusal to talk with Tecumseh
- D** the British offering Tecumseh land

20 In paragraph 8 what does the phrase "premonition of" mean?

- F** plan for
- G** concern about
- H** intuition about
- J** communication with

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21 Which idea from the article best shows that Tecumseh was respected by his people?

- A Tecumseh left his brother in charge.
- B Tecumseh died at the Thames River.
- C Tecumseh was concerned about the whites.
- D Tecumseh's voice was still heard after the battle.

22 The author of this selection probably wants the reader

- F to understand what motivated one Shawnee leader.
- G to understand British tactics during the War of 1812.
- H to learn about the battles during the War of 1812.
- J to feel sorry that Indians lost so much territory.

23 Based on this passage the reader can conclude that

- A the British treated the Indians poorly.
- B Tecumseh was the most powerful Indian leader.
- C Tecumseh wanted all Indian tribes treated as one.
- D the United States government regretted its treatment of the Indians.

24 Which states the author's opinion?

- F Tecumseh protested government treaties.
- G The life of Tecumseh was brief and brilliant.
- H The name Tecumseh means "Shooting Star."
- J President Madison authorized an attack on the Shawnee.

25 Which would be most important to include in a summary of this passage?

- A** Tecumseh's birthplace
- B** the outcome of the Battle of 1812
- C** Tecumseh's plan for all Indian tribes
- D** the site of the Thames River conflict

26 This selection can best be described as

- F** a literary biography.
- G** a historical account.
- H** a personal journal.
- J** a fictional account.

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Read this poem by Henry Wadsworth Longfellow. Then answer the questions that follow.

The Day is Done

by Henry Wadsworth Longfellow

- 1 THE DAY is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in his flight.
- 2 I see the lights of the village
Gleam through the rain and the mist,
And a feeling of sadness comes o'er me
That my soul cannot resist:
- 3 A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.
- 4 Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe this restless feeling,
And banish the thoughts of day.
- 5 Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of Time.
- 6 For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavor;
And to-night I long for rest.
- 7 Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start;
- 8 Who, through long days of labor,
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.

- 9 Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after my prayer.
- 10 Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.
- 11 And the night shall be filled with music,
And the cares, that infest the day,
Shall fold their tents, like the Arabs,
And as silently steal away.

27 All of these stanzas contain a simile except

- A stanza 1.
- B stanza 3.
- C stanza 5.
- D stanza 7.

28 According to stanzas 4 through 9, why does the speaker long to hear poetry from a humbler poet?

- F He wants to celebrate.
- G He wants peace and quiet.
- H He wants to be entertained.
- J He wants mental stimulation.

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29 What does the speaker imply about humbler poets?

- A** Their voices are beautiful.
- B** They are restless people.
- C** They are idle people.
- D** Their work is sincere.

30 What is the rhyme scheme of the poem?

- F** abab
- G** abba
- H** abca
- J** abcb



STOP

END OF SECTION 1

