



G R A D E

10

READING

SUNSHINE STATE STANDARDS

Test Book

RELEASED AUGUST 2005

LAST USED: MARCH 2004

To offer students a variety of text on the FCAT Reading tests, authentic and copyrighted stories, poems, and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages do not detract from the students' abilities to understand and answer questions about the texts.

Every effort has been made to trace the ownership of all copyrighted material and to secure the necessary permissions to reprint selections. In the event of any question arising as to the use of any material, the publisher expresses regrets for any inadvertent error and will make the necessary correction(s) in future printings.

Copyright Statement for This Assessment and School Performance Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

Permission is **NOT** granted for distribution or reproduction outside of the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

The Administrator
Assessment and School Performance
Florida Department of Education
Tallahassee, Florida 32399-0400

Copyright © 2005
State of Florida
Department of State

FCAT Reading

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

Table of Contents

Bike-Friendly Communities	Page 4
Tarantulas on the Lifebuoy	Page 8
What's Your Best Time of Day?	Page 11
The Origins of Baseball	Page 18
After You've Stood on the Log at the Center of the Universe, What Is There Left to Do?	Page 23
Women Who Shaped the Constitution	Page 29

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

Read the article “Bike-Friendly Communities” before answering Numbers 1 through 7.

Bike-Friendly Communities

NO SINGLE ACTION will bring about the changes needed for Americans to reduce their dependency on the automobile, according to the U.S. Department of Transportation’s National Bicycling and Walking Study. Driving is a deeply ingrained habit that is encouraged and subsidized daily by both the public and private sectors.

However, there is hope for embracing bicycling as a means of everyday travel in many communities. The study found that almost one-third of all personal trips are less than three miles long—easily within bicycling distance. Making bike use just as convenient, safe and pleasant as auto travel can create communities where people regularly choose to bicycle to the store, the post office, or to work.

The study recommends five local actions for making this happen: organizing a bicycle program; planning and constructing needed facilities; promoting bicycling; educating bicyclists and the public; and enforcing laws and regulations.

A bicyclist’s comfort, safety, and mobility are directly shaped by the riding environment, so planning and constructing land-use and infrastructure improvements often receive the most emphasis in bicycle transportation planning. Just as

motor vehicle facilities range from the interstate system to alleys for private garages, bicyclists of varying abilities have a diverse range of needs. No single solution will be right for every situation, but a combination of the following should improve the bicycling environment within your community:

- Stripe bicycle lanes on streets that lead to shopping, schools, and other destinations.
- Change land-use and development patterns to create shorter travel distances for basic, daily trips. Mix land uses, siting services closer to neighborhoods.
- Create site designs that welcome bicycle and pedestrian traffic, as well as driving customers. Reorient buildings to reduce the sea of parking and provide direct linkages to adjacent residential areas.
- Remove hazards to bicycle travel, such as parallel-bar drainage grates and shoulder



by Terri L. Musser

rumble strips, from all streets and roadways. Make traffic lights sensitive enough to be tripped by bicycles.

- Restripe existing arterial streets to provide more room in the right-hand lane where cyclists ride, or provide paved shoulders for bicycle use.
- Make residential streets narrower and reduce building setbacks to increase densities, shorten travel distances, and encourage slower motor vehicle travel speeds.
- Enforce speed zones. Consider traffic-calming measures such as curb extensions, chokers, and planting islands to discourage speeding.
- Construct greenway trails within open space corridors to enhance the on-street bicycling system. Trails can be an important *part* of a bicycle system. But alone, they cannot substitute for the access and mobility provided by the

TERRI L. MUSSER is a planning consultant who works to create livable communities where people have the choice to bike, walk, or drive as part of their daily routine.

street network.

- Install secure and convenient bicycle parking at all local destinations. Provide showers at the workplace and connections with mass transit.

When deciding how to accommodate bicyclists in a given corridor, consider both access and mobility. Mobility is the ability of cyclists to travel across town with minimal stops, delays, or detours from direct routes. Access refers to the ability of bicyclists to reach their destinations. It will do little good to route cyclists onto lightly traveled side streets when their destinations are located on arterials. A parallel path constructed on one side of a

roadway will not allow users to access businesses located on the opposite side.

Within a road right-of-way, three primary factors influence the friendliness for bicycling: how many cars are using the roadway; how fast those cars are traveling; and how much space is available. By modifying just one or two of these factors, communities can improve bicycling conditions.

Thus, making bicycling improvements should not always be equated with paving wider roads or adding trails to sensitive areas. Many times, the same measures that neighborhood residents desire to improve pedestrian safety and overall

quality of life by minimizing fast vehicular traffic will also make an area more bicycle friendly.

To quote a recent Conservation Law Foundation publication, “Streets and roadways do not exist in isolation from their surroundings. They pass through a landscape of people who *are* somewhere rather than *going* somewhere.” In the 1990s and beyond, community groups and bicycling interests should unite to promote solutions that give a community its sense of place and individuals their sense of belonging—whether on foot, on a bike, or in a car.

“Bike-Friendly Communities” by Terri L. Musser, published in *The Neighborhood Works Magazine’s* May/June 1996 issue, copyright © 1996 by Terri L. Musser. Reprinted by permission.

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

- 1 Which statement BEST expresses the main idea of this article?
- A. Forming bicycle groups may be the answer to public transportation problems.
 - B. Building separate roads and streets for bicycles will reduce pollution and congestion.
 - C. Creating better bicycle facilities should be supported at the local, state, and federal levels.
 - D. Making bike use safe, convenient, and pleasant can increase the use of bicycles for transportation.
- 2 What does the author use to get her point across?
- F. past failures
 - G. obvious problems
 - H. possible solutions
 - I. everyday occurrences
- 3 What is the meaning of the phrase *deeply ingrained* in this sentence?
- Driving is a deeply ingrained habit.**
- A. widely accepted
 - B. firmly established
 - C. tirelessly supported
 - D. vividly remembered
- 4 Which local action is recommended by the U.S. Department of Transportation's National Bicycling and Walking Study?
- F. enforcing laws and regulations
 - G. minimizing fast vehicular traffic
 - H. reserving alleys for bicycles only
 - I. making residential streets narrower

- 5 What indicates that the author has a bias favoring bicycling as a mode of transportation?
- A. where she lives
 - B. where she travels
 - C. the kind of car she drives
 - D. the kind of work she does
- 6 What improvement does the author say should be made to streets to increase bike friendliness?
- F. reduce the number of traffic signals
 - G. install more parallel-bar drainage grates
 - H. build better parking facilities for bicycles
 - I. increase available space for cars and bicycles
- 7 In the author's opinion, personal trips under three miles are
- A. usually safe.
 - B. often dangerous.
 - C. within biking distance.
 - D. too long for most bicyclists.

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*, copyright © 1986 by Thomas Lux. Reprinted with the permission of Houghton Mifflin Company.

Now answer Numbers 8 through 15. Base your answers on the poem "Tarantulas on the Lifebuoy."

- 8** What does the lifebuoy represent?
- F. fear of poisonous creatures
 - G. anger with irritating creatures
 - H. pleasure in beautiful creatures
 - I. sympathy for helpless creatures
- 9** What element of the poem's setting creates the problem for the spiders?
- A. flooding downpours
 - B. overflowing pools
 - C. sandy shores
 - D. slippery ladders
- 10** When the speaker in the poem says, "you would haul ashore the huddled, hairy survivors," to what is he comparing the tarantulas?
- F. seals
 - G. sea monsters
 - H. shipwreck victims
 - I. surfers
- 11** What does the speaker in the poem believe the tarantulas deserve?
- A. death
 - B. fairness
 - C. gratitude
 - D. humiliation

- 12** What would the speaker in the poem most likely do if he found a tarantula in his boot?
- F. leave it alone
 - G. attempt to tame it
 - H. kill it immediately
 - I. carry it back to the bush
- 13** The speaker in the poem addresses himself to “you” in order to
- A. accuse the reader.
 - B. engage the reader.
 - C. confuse the reader.
 - D. entertain the reader.
- 14** The speaker in the poem says that spiders might
- F. climb ladders.
 - G. speak English.
 - H. use signs for words.
 - I. have tangled dreams.
- 15** What would be another way of saying “not loving the death of ugly and even dangerous . . . creatures”?
- A. accepting all forms of life
 - B. rejecting the idea of justice
 - C. understanding the nature of death
 - D. eliminating all threatening animals

Read the article “What’s Your Best Time of Day” before answering Numbers 16 through 28.



What’s Your Best Time of Day?

by Susan Perry and Jim Dawson

Every fall, Jane, a young mother and part-time librarian, begins to eat more and often feels sleepy. Her mood is also darker, especially when she awakens in the morning; it takes all her energy just to drag herself out of bed. These symptoms persist until April, when warmer weather and longer days seem to lighten her mood and alleviate her cravings for food and sleep.

Joseph, a 48-year-old engineer for a Midwestern computer company, feels cranky early in the morning. But as the day progresses, he becomes friendlier and more accommodating.

All living organisms, from mollusks to men and women, exhibit biological rhythms. Some are short and can be measured in minutes or hours. Others last days or months. The peaking of body temperature, which occurs in most people every evening, is a daily rhythm.

The idea that our bodies are in constant flux¹ is fairly new—and goes against traditional medical training. In the past, many doctors were taught to believe the body has a relatively stable, or homeostatic,² internal environment. Any fluctuations were considered random and not meaningful enough to be studied.

As early as the 1940s, however, some scientists questioned the homeostatic view of the body. Franz Halberg, a young European scientist working in the United States, noticed that the number of white blood cells in laboratory mice was dramatically higher and lower at different times of the day. Gradually, such research spread to the study of other rhythms in other life forms, and the findings were sometimes startling. For example, the time of day when a person receives X-ray or drug treatment for cancer can affect treatment benefits and ultimately mean the difference between life and death.



¹ **flux**: change

² **homeostatic**: relating to the internal stability of a cell or organism

This new science is called chronobiology, and the evidence supporting it has become increasingly persuasive. Along the way, the scientific and medical communities are beginning to rethink their ideas about how the human body works, and gradually what had been considered a minor science just a few years ago is being studied in major universities and medical centers around the world. There are even chronobiologists working for the National Aeronautics and Space Administration, as well as for the National Institutes of Health and other government laboratories. With their new findings, they are teaching us things that can literally change our lives—by helping us organize ourselves so we can work with our natural rhythms rather than against them. This can enhance our outlook on life as well as our performance at work and play.

Because they are easy to detect and measure, more is known of daily—or circadian (Latin for “about a day”)—rhythms than other types. The most obvious daily rhythm is the sleep/wake cycle. But there are other daily cycles as well: temperature, blood pressure, hormone levels. Amid these and the body’s other changing rhythms, you are simply a different person at 9 A.M. than you are at 3 P.M. How you feel, how well you work, your level of alertness, your sensitivity to taste and smell, the degree to which you enjoy food or take pleasure in music—all are changing throughout the day.

Most of us seem to reach our peak of alertness around noon. Soon after that, alertness declines, and sleepiness may set in by midafternoon.

Your short-term memory is best during the morning—in fact, about 15 percent more efficient than at any other time of day. So, students, take heed: when faced with a morning exam, it really does pay to review your notes right before the test is given.

Long-term memory is different. Afternoon is the best time for learning material that you want to recall days, weeks or months later. Politicians, business executives or others who must learn speeches would be smart to do their memorizing during that time of day. If you are a student, you would be wise to schedule your more difficult classes in the afternoon, rather than in the morning. You should also try to do most of your studying in the afternoon, rather than late at night. Many students believe they memorize better while burning the midnight oil because their short-term recall is better during the wee hours of the morning than in the afternoon. But short-term memory won’t help them much several days later, when they face the exam.



By contrast, we tend to do best on cognitive tasks—things that require the juggling of words and figures in one’s head—during the morning hours. This might be a good time, say, to balance a checkbook.

Your manual dexterity—the speed and coordination with which you perform complicated tasks with your hands—peaks during the afternoon hours. Such work as carpentry, typing or sewing will be a little easier at this time of day. What about sports? During afternoon and early evening, your coordination is at its peak, and you’re able to react the quickest to an outside stimulus—like a baseball speeding toward you at home plate. Studies have also shown that late in the day, when your body temperature is peaking, you will *perceive* a physical workout to be easier and less fatiguing—whether it actually is or not. That means you are more likely to work harder during a late-afternoon or early-evening workout, and therefore benefit more from it. Studies involving swimmers, runners, shot-putters and rowing crews have shown consistently that performance is better in the evening than in the morning.

In fact, all of your senses—taste, sight, hearing, touch and smell—may be at their keenest during late afternoon and early evening. That could be why dinner usually tastes better to us than breakfast and why bright lights irritate us at night.

Even our perception of time changes from hour to hour. Not only does time seem to fly when you’re having fun, but it also seems to fly even faster if you are having that fun in the late afternoon or early evening, when your body temperature is also peaking.

While all of us follow the same general pattern of ups and downs, the exact timing varies from person to person. It all depends on how your “biological” day is structured—how much of a morning or night person you are. The earlier your biological day gets going, the earlier you are likely to enter—and exit—the peak times for performing various tasks. An extreme morning person and an extreme night person may have circadian cycles that are a few hours apart.

Each of us can increase our knowledge about our individual rhythms. Learn how to listen to the inner beats of your body; let them set the pace of your day. You will live a healthier—and happier—life.



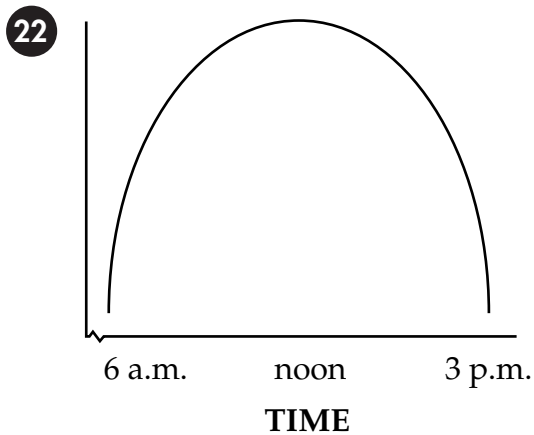
“What’s Your Best Time of Day?” reprinted with the permission of Rawson Associates/Scribner, a Division of Simon & Schuster, Inc. from *The Secrets Our Body Clocks Reveal*, by Susan Perry and Jim Dawson. Copyright © 1988 by Susan Perry and Jim Dawson.

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

- 16** What is the authors' purpose in this article?
- F. to provide insights into human behavior
 - G. to show how to organize a class schedule
 - H. to explain why some people are happier than others
 - I. to reveal differences between human and animal behavior
- 17** In the word *chronobiology*, *chrono* probably refers to
- A. appetite.
 - B. memory.
 - C. temperature.
 - D. time.
- 18** The goal of chronobiology is to help us
- F. improve our coordination.
 - G. change our circadian cycles.
 - H. work with our natural rhythms.
 - I. overcome our patterns of fatigue.
- 19** Which of these is an example of a circadian rhythm?
- A. becoming hungry at the same time every day
 - B. washing clothes at the same time every week
 - C. taking a vacation at the same time every year
 - D. balancing a checkbook at the same time every month

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

- 21 When would be the BEST time to learn a new subject?
- A. a fall morning
 - B. a spring afternoon
 - C. a summer night
 - D. a winter evening

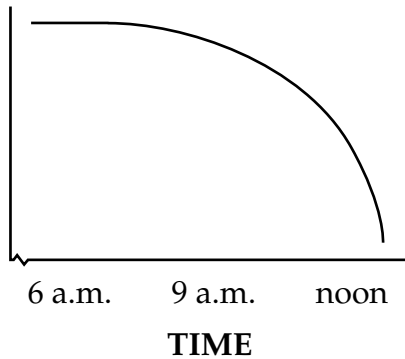


What topic discussed in the article is illustrated by this graph?

- F. level of alertness
- G. long-term memory
- H. perception of time
- I. short-term recall

- 23** From this article, the reader can tell that cognitive tasks require
- A. verbal fluency.
 - B. mental activity.
 - C. emotional maturity.
 - D. physical coordination.
- 24** According to the article, which of these activities would be BEST to do in the evening?
- F. practice the piano
 - G. work out at the gym
 - H. memorize a part in a play
 - I. study for tomorrow's math test
- 25** According to the article, which of these is likely to occur when body temperature is at its highest?
- A. Sleepiness occurs.
 - B. Food tastes better.
 - C. Light appears fainter.
 - D. Coordination decreases.

26



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

- F. homeostatic environment
- G. manual dexterity
- H. sensory perception
- I. short-term memory

27

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

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

28

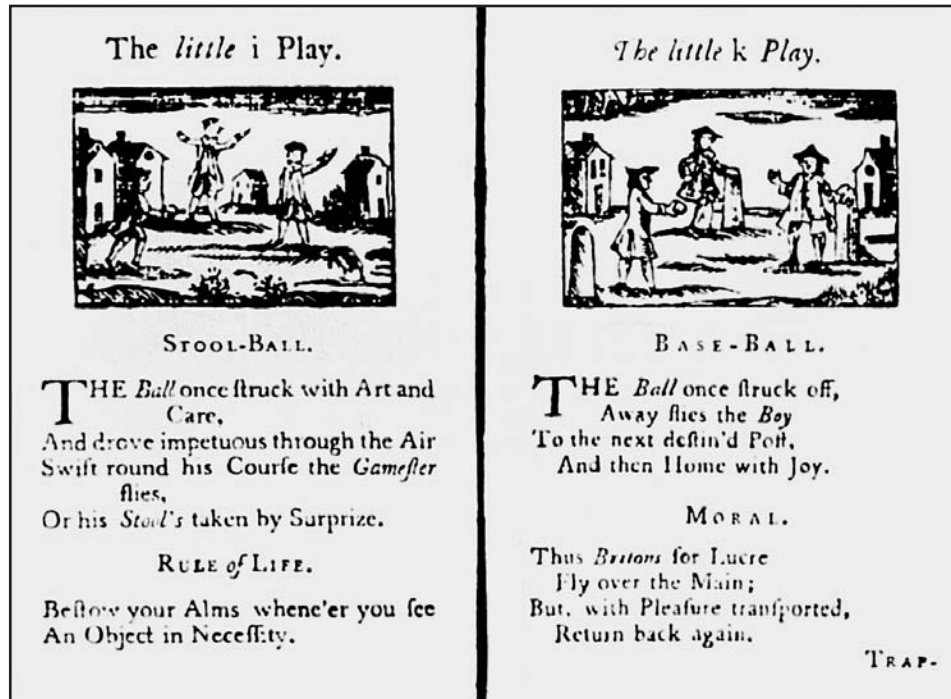
With which statement would the authors of this article most likely agree?

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

Read the article "The Origins of Baseball" before answering Numbers 29 through 37.

The Origins of Baseball: History or Legend?

by Robert S. Fay



In 1744, *A Little Pretty Pocket-Book* was published in London; it was a collection of children's games and included a description of "base-ball."

In the United States, baseball prompts strong loyalties and emotions. Fans become intensely involved in losses, wins, records, and personalities. They thrive on the dramatic moments when one pitch or hit can mean the difference between victory and defeat. Baseball is part of our national identity, and many people cherish it.

Games are inventions. People invent them to provide the challenge and excitement of competition. Some games

are based on existing ideas and practices while others are entirely new. Who invented the American sport of baseball? Was it based on earlier games? Was it new? Did the sport originate in a foreign country or in the United States?

Ancient records reveal that bats and balls first appeared in religious rituals. The bats were sticks or branches, and the balls were stones or natural materials combined in a spherical form.

During medieval times, the French played a game called *la soule*. This game, enjoyed more than five hundred years ago, bears a striking resemblance to baseball.

The direct ancestors of baseball were two games popular in England—rounders and cricket. Rounders required the use of stakes or posts rather than bases. The first printed reference to “base-ball” appeared in England in 1744. The author was John Newbery, and the book was *A Little Pretty Pocket-Book*. The reference includes a woodcut of young children playing “base-ball.” The three “goals” or “bases” are marked by posts. The players are a pitcher, a catcher, a batter, and a runner at the first post. The woodcut accompanies a few lines of

poetry under the heading “Base-Ball”:
“The Ball once struck off/Away flies the Boy/
To the next destined Post/And then Home with Joy.”

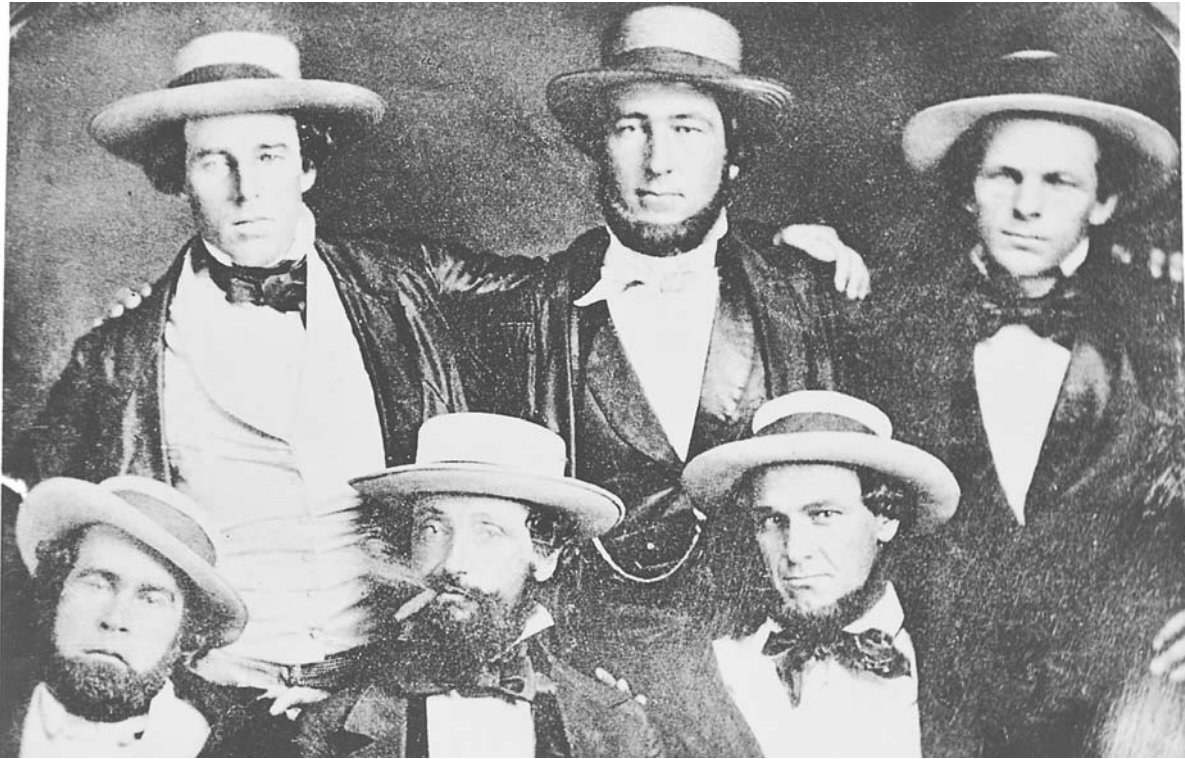
In the United States, the first reference to “base ball” was in Robin Carver’s *Book of Sports*, published in 1834. The author mentions a game similar to rounders and identifies the sport as “goal” or “base ball.” An American form of rounders, called the “Massachusetts game,” also appeared in the early 1800s.

American baseball also owes a debt to the English sport of cricket. Baseball’s uniforms, equipment, method of scoring, and terminology reflect this sport, which is still popular across the sea.

Records indicate that the first organized baseball team was the Knickerbocker Baseball Club. The team was organized in

The Book of Sports, published in 1834, included illustrations and directions on how to play “base ball.”





Alexander Joy Cartwright (center, rear row) is pictured here with members of the Knickerbockers.

1845 largely through the efforts of Alexander Joy Cartwright, whom many consider the father of American baseball. At the time, the game was a hit-or-miss affair, as the rules varied from place to place and game to game. Playing fields also varied in size and quality, and the design of the infield did not contribute to exciting competition. In response, the new team formed a committee under Cartwright's leadership to improve and standardize the game.

The "Knickerbocker Rules of Baseball" were adopted in the spring of 1846. Cartwright designed a "baseball square," and he and his

committee proposed and received approval for rules that largely determined the nature of the game today. The rules specified, for example, that the distance between bases be ninety feet, that a ball outside the range of first or third base be foul, and that three outs retire a team at bat.

The Knickerbockers offered to play any team under the new rules. A challenge came from an informal group of players calling themselves the New York Club. The game was played at the Elysian Fields in Hoboken, New Jersey, on June 19, 1846. The Knickerbockers lost the four-inning contest 23-1.*

* The score is in dispute, and the records are not clear, but according to the most reliable sources, the New York Club won the contest.

"The Origins of Baseball" by Robert Fay from *Cobblestone Magazine's* July 1985 issue: *The History of Baseball*, text © 1985 by Cobblestone Publishing, Inc., 30 Grove St., Ste. C, Peterborough, NH 03458, photos from the National Baseball Library & Archive, Cooperstown, NY. Reprinted by permission of the publisher and the National Baseball Hall of Fame and Museum, Inc.

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

- 29 What was the author’s purpose in writing this article?
- A. to predict the future of baseball
 - B. to present the history of baseball
 - C. to highlight some inconsistencies in baseball
 - D. to chronicle individual contributions to baseball
- 30 How do the pictures help the reader understand the article?
- F. They illustrate the historical beginnings of baseball.
 - G. They provide a guide for the modern game of baseball.
 - H. They illustrate the early American attitude toward baseball.
 - I. They provide an explanation for the legends surrounding baseball.
- 31 Which statement BEST describes the author’s attitude toward baseball?
- A. Baseball is a technical sport.
 - B. Baseball is a game of the past.
 - C. Baseball is a national treasure.
 - D. Baseball is a pastime for children.
- 32 According to the article, why do many American fans show such a strong interest in baseball?
- F. Baseball is based on ancient games.
 - G. Baseball is part of the cultural identity.
 - H. Americans were the first to regulate baseball.
 - I. Americans were the first to introduce baseball.
- 33 What was the original purpose of *A Little Pretty Pocket-Book*?
- A. to describe games played by children
 - B. to reveal the history of childhood games
 - C. to compare the rules of childhood games
 - D. to encourage competition among children

- 34** How was the original game of “base-ball” similar to rounders?
- F. Both games used posts for bases.
 - G. Both games used the same field design.
 - H. Both games appeared in the *Book of Sports*.
 - I. Both games appeared in *A Little Pretty Pocket-Book*.
- 35** How is American baseball similar to the English sport of cricket?
- A. Both games have similar methods of scoring.
 - B. Both games have the same number of innings.
 - C. They were both originated by ancient cultures.
 - D. They were both developed by Alexander Cartwright.
- 36** Alexander Cartwright’s GREATEST contribution to baseball was
- F. marking the bases.
 - G. standardizing the rules.
 - H. designing a playing field.
 - I. encouraging a competitive spirit.
- 37** What in the “Knickerbocker Rules of Baseball” still applies to baseball today?
- A. catching equipment
 - B. field design
 - C. team schedules
 - D. uniform patterns

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.¹ 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.

¹ **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 shoed 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.² 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."

² **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?"

- 38** What is the central conflict of this story?
- F. the rivalry between two boys
 - G. the appearance of the spaceman
 - H. learning to balance on the sinking log
 - I. uncovering the meaning of the silver box
- 39** Balancing on the log is difficult because the log is
- A. partially hidden.
 - B. structurally weak.
 - C. irregularly shaped.
 - D. completely submerged.
- 40** What did the boys find MOST fascinating about the spaceship?
- F. its odd shape
 - G. its level of noise
 - H. its unusual motion
 - I. its choice of destination
- 41** What about the spaceman is MOST surprising to the boys?
- A. the clothes he wears
 - B. the language he speaks
 - C. the way he reaches the log
 - D. the way he waves to the spaceship

- 42** Why does Doug change his mind about investigating the object left by the spaceship?
- F. His fear is lessened by the jet fighter.
 - G. He decides to go rather than risk ridicule.
 - H. His curiosity makes him disregard the danger.
 - I. He determines that the box presents no real danger.
- 43** What is the purpose of the force field?
- A. to frighten people
 - B. to establish territory
 - C. to prevent the log from sinking
 - D. to protect the rectangular object
- 44** How is Dr. Gaines different from most of the other adults in the story?
- F. He is more patient.
 - G. He is more educated.
 - H. He has traveled to more places.
 - I. He has studied more languages.
- 45** The message on the box is like Braille because the writing
- A. is easy to overlook.
 - B. is difficult to understand.
 - C. consists of a series of carvings.
 - D. consists of a series of raised dots.

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 patriarchal¹ 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

¹**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.”

- 46 What is the main idea of this article?
- F. Women have had political influence since the Revolutionary period.
 - G. Women have accepted their political roles since the Revolutionary period.
 - H. The Revolutionary period was a time when women achieved political equality.
 - I. The Revolutionary period was a time when women increased their political power.
- 47 What is the author’s point of view in this article?
- A. She favors women’s rights.
 - B. She opposes political families.
 - C. She favors a patriarchal system.
 - D. She opposes women in government.
- 48 What is the main idea of the first paragraph?
- F. The Constitution contained provisions for women’s right to vote.
 - G. Women’s rights were not considered when the Constitution was drafted.
 - H. The Founding Fathers came from similar economic and racial backgrounds.
 - I. In 1787, women had no right to vote, but they did have a voice in government.
- 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.**
- A. unbiased
 - B. unconcerned
 - C. uneducated
 - D. unforced

- 50 Which phrase best describes participation in democratic government in the eighteenth century?
- F. available to some men
 - G. available to citizens only
 - H. available to some women
 - I. available to property owners
- 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.

- A. able to be injured by
 - B. unable to escape from
 - C. likely to be influenced by
 - D. susceptible to attack from
- 52 What action was John Adams justifying when he said, “You have to draw the line somewhere”?
- F. denying voting rights to women
 - G. requiring property ownership for voting
 - H. writing a new constitution for the country
 - I. restricting constitutional privileges of men
- 53 Abigail Adams’ letters are important today because they
- A. provide insight into early U.S. history.
 - B. changed opinions of the Founding Fathers.
 - C. influenced the language of the Constitution.
 - D. established policy for John Adams’ administration.

- 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?

- F. ancestors
 - G. husbands
 - H. ladies
 - I. tyrants
- 55 What was true of BOTH Abigail Adams and Mercy Otis Warren?
- A. They attended Harvard University.
 - B. They favored more rights for women.
 - C. They were first ladies of the United States.
 - D. They influenced language in the Constitution.
- 56 Based on the information about BOTH Abigail Adams and Mercy Otis Warren, which of these conclusions is accurate?
- F. They married men who became American presidents.
 - G. They predicted that women would revolt if not given their rights.
 - H. They contributed to the wording used in the Constitution of the United States.
 - I. They wrote letters that contain important information about early U.S. history.

READING

SUNSHINE STATE STANDARDS

Test Book

RELEASED AUGUST 2005

LAST USED: MARCH 2004

G R A D E

10



FLORIDA DEPARTMENT OF EDUCATION

www.myfloridaeducation.com

Assessment and School Performance
Florida Department of Education
Tallahassee, Florida