

## Synthesis

Name \_\_\_\_\_

1. In response to our society's increasing demand for energy, large-scale wind power has drawn attention from governments and consumers as a potential alternative to traditional materials that fuel our power grids, such as coal, oil, natural gas, water, or even newer sources such as nuclear or solar power. Yet the establishment of large-scale, commercial-grade wind farms is often the subject of controversy for a variety of reasons.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop your position on the most important factors that an individual or agency should consider when deciding whether to establish a wind farm.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (photo)

Source B (Layton)

Source C (Seltenrich)

Source D (Brown)

Source E (Rule)

Source F (Molla)

In your response you should do the following:

- Respond to the prompt with a thesis that may establish a line of reasoning.
- Provide evidence from at least 3 of the provided sources to support your thesis. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain the relationship between the evidence and your thesis.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

**Source A**

- Winchell, Joshua. "Wind Turbines." *U. S. Fish and Wildlife Service National Digital Library*, 25 Mar. 2009, [digitalmedia.fws.gov/cdm/ref/collection/natdiglib/id/6861](http://digitalmedia.fws.gov/cdm/ref/collection/natdiglib/id/6861).

***The photograph below was taken for the United States Fish and Wildlife Service.***



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### Source B

- Layton, Julia. “How Wind Power Works.” *HowStuffWorks*, 9 Aug. 2006, [science.howstuffworks.com/environmental/green-science/wind-power.htm](http://science.howstuffworks.com/environmental/green-science/wind-power.htm).

*The following is excerpted from a popular Web site dedicated to explaining various processes.*

On a global scale, wind turbines are currently generating about as much electricity as eight large nuclear power plants. That includes not only utility-scale turbines, but also small turbines generating electricity for individual homes or businesses (sometimes used in conjunction with photovoltaic solar energy). A small, 10-kW-capacity turbine can generate up to 16,000 kWh per year, and a typical U.S. household consumes about 10,000 kWh in a year.

A typical large wind turbine can generate up to 1.8 MW\* of electricity, or 5.2 million KWh annually, under ideal conditions—enough to power nearly 600 households. Still, nuclear and coal power plants can produce electricity cheaper than wind turbines can. So why use wind energy? The two biggest reasons for using wind to generate electricity are the most obvious ones: Wind power is **clean**, and it’s **renewable**. It doesn’t release harmful gases like CO<sub>2</sub> and nitrogen oxides into the atmosphere the way coal does . . . and we are in no danger of running out of wind anytime soon. There is also the independence associated with wind energy, as any country can generate it at home with no foreign support. And a wind turbine can bring electricity to remote areas not served by the central power grid.

But there are downsides, too. Wind turbines can’t always run at 100 percent power like many other types of power plants, since wind speeds fluctuate. Wind turbines can be noisy if you live close to a wind plant, they can be hazardous to birds and bats, and in hard-packed desert areas there is a risk of land erosion if you dig up the ground to install turbines. Also, since wind is a relatively unreliable source of energy, operators of wind-power plants have to back up the system with a small amount of reliable, non-renewable energy for times when wind speeds die down. Some argue that the use of



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unclean energy to support the production of clean energy cancels out the benefits, but the wind industry claims that the amount of unclean energy that's necessary to maintain a steady supply of electricity in a wind system is far too small to defeat the benefits of generating wind power.

Potential disadvantages aside, the United States has a good number of wind turbines installed, totaling more than 9,000 MW of generating capacity in 2006. That capacity generates in the area of 25 billion kWh of electricity, which sounds like a lot but is actually less than 1 percent of the power generated in the country each year. As of 2005, U.S. electricity generation breaks down like this:

- **Coal:** 52%
- **Nuclear:** 20%
- **Natural Gas:** 16%
- **Hydropower:** 7%
- **Other** (including wind, biomass, geothermal and solar): 5%

The current total electricity generation in the United States is in the area of 3.6 trillion kWh every year. Wind has the potential to generate far more than 1 percent of that electricity.

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\* 1 MW (megawatt) = 1,000 kWh (kilowatts)

### Source C

- Seltenrich, Nate. "Wind Turbines: A Different Breed of Noise?" *Environmental Health Perspectives*, vol. 122, no. 1, Jan. 2014. National Institute for Environmental Health Sciences, [ehp.niehs.nih.gov/wp-content/uploads/122/1/ehp.122-A20.pdf](http://ehp.niehs.nih.gov/wp-content/uploads/122/1/ehp.122-A20.pdf).

***The following is excerpted from an article in a peer-reviewed journal published by a federally funded research institute. The numbered notes refer to source information that has been omitted from this excerpt for length.***

Large-scale wind turbines are a relatively recent innovation, so the body of peer-reviewed research addressing the potential impacts of their unique brand of sound is sparse and particularly unsettled. Anecdotal evidence strongly suggests a connection between turbines and a constellation of symptoms including nausea, vertigo, blurred vision, unsteady movement, and difficulty reading, remembering, and thinking.<sup>24</sup>

The polarizing issue of wind-turbine noise is often framed one of two ways: Turbines are either harmless,<sup>25</sup> or they tend to have powerful adverse effects, especially for sensitive individuals.<sup>26</sup> According to Jim Cummings, executive director of the nonprofit Acoustic Ecology Institute in Santa Fe, New Mexico, most of the reports to date that have concluded turbines are harmless examined "direct" effects of sound on people and tended to discount "indirect" effects moderated by annoyance, sleep disruption, and associated stress. But research that considered indirect pathways has yielded evidence strongly suggesting the potential for harm.



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Multiple recent studies, including one coauthored by Daniel Shepherd, senior lecturer at New Zealand’s Auckland University of Technology, have demonstrated that sleep interference gets worse the nearer residents are to turbines.<sup>20, 27</sup> “Sleep is absolutely vital for an organism,” he says. “When we lose a night’s sleep, we become dysfunctional. The brain is an important organ, and if noise is disturbing its functioning, then that is a direct health effect.”

In another recent study, Shepherd made a case for approaching the debate from a social or humanistic standpoint, taking perceived effects seriously even if the potential mechanisms through which they occur remain unclear. Many reasons exist for taking this approach with wind-turbine noise, he wrote.<sup>28</sup>

First is that turbine noise (that is, the aerodynamic noise produced by air moving around the spinning blades as opposed to any mechanical noise from the motor itself) is often deemed more annoying than the hum or roar of transportation noise because of its repetitive nature and high variability in both level and quality—from “swoosh” to “thump” to silence, all modulated by wind speed and direction. This pulsing, uneven quality enables the noise to repeatedly capture the attention and become more difficult to ignore.<sup>29, 30</sup>

In addition, unlike vehicle traffic, which tends to get quieter after dark, turbines can sound louder overnight. As Cummings explains, “Often at night, wind shear sets in. This creates conditions with moderate winds at hub height and a sharp boundary layer below which winds are much lower, or even near still.” The absolute noise level of the wind farm may be no more than during the day, but it can be 10–20 decibels louder than the quieter nighttime ambient sound levels. This detail has important implications for sleep disruption.

Third, wind turbines generate lower frequencies of sound than traffic. These lower frequencies tend to be judged as more annoying than higher frequencies and are more likely to travel through walls and windows.<sup>31</sup> Infrasound, or sound frequency lower than 20 Hz—inaudible to the human ear—has been associated in some studies with symptoms including fatigue, sleeplessness, and irritability,<sup>32</sup> as well as with changes to the physiology of the inner ear that have poorly understood implications.<sup>33</sup>

### Source D

- Brown, Hal. “Blowin’ in the Wind: Texas Ranchers Turn to Turbines.” *E: The Environmental Magazine*, vol. 19, no. 1, 2008. *Academic Search Premier*, search.ebscohost.com/login.aspx?direct=true&db=aph&AN=28052795&site=ehost-live&scope=site.

***The following is excerpted from an article in a magazine that features articles on environmental issues.***

In sun-seared West Texas, oil and gas producers have driven the regional economy since the mid-1920s. Now there’s a new player in town—electricity-generating wind turbines. The turbines are sprouting by the hundreds on the low mesas that dot the desert landscape.

Wind turbines came to the small West Texas town of McCamey with the millennium. Construction began in 2000, and the first machines came on line in 2001. Florida Power and Light (FPL) now runs 688 area turbines.

“There are three things you’re going to have to find,” says Neil James, production manager for the FPL



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wind operations around McCamey. “That’s the wind, the transmission lines and the land. The McCamey area is very abundant in those three things.”

McCamey, population 1,600, has always been blessed with petroleum resources, but the oil business boom-and-bust cycles have taken their toll. Oil production in Upton County dropped almost 25 percent from 1972 (when it was 12.5 million barrels) to 1999 (9.4 million barrels).

Wind power has restored McCamey’s economy. It now bills itself as the “Wind Energy Capital of Texas.” “It was dying there for a little bit,” admits Alicia Sanchez, who heads McCamey’s economic development office. “Now taxes have increased 30 percent from 2004 to 2007. All we can see is positive.” Texans apparently agree. An FPL-commissioned study released earlier this year said 93 percent support further development of wind energy in the state.

Federal tax credits, coupled with a Texas mandate requiring that a percentage of electricity come from green power producers, have spurred development. Rick Doehn manages rights of way and surface lands leasing for the state’s Permanent University Fund, which supports the University of Texas and other Texas institutions, and also owns 2.1 million acres, chiefly in West Texas. Doehn says wind turbine leases and oil and gas leases often involve the same land. “The electric companies didn’t see any problems with oil rigs,” he says. “They’re towers, but they’re only up for a month or two, unless it’s a very deep well.”

Texas’ other historic industry, ranching, loves the turbines. Rancher Ernest Woodward said he can’t imagine any harm coming to his livestock from nearby turbines. “Windmills are very clean,” Woodward said. “There’s nothing that’s harmful to the environment that I know of.” Bird kills, he says, are not a problem because West Texas fowl have little problem avoiding the slow-moving (20 revolutions per minute) turbine blades.

For some ranchers, wind turbines bring with them an economic incentive that oil and gas do not. “Wind power is a surface activity,” Doehn says. “With oil and gas the minerals are underneath, and a lot of ranchers don’t own the mineral rights. Many of them sold off the minerals in order to get enough money to retain the surface rights when times were tough.”

Woodward, who has both wind leases and oil leases on his ranch between McCamey and Fort Stockton, says there’s room enough for both. There are 243 of the big wind turbines turning on Woodward Mesa. He gets a six to eight percent royalty payment on the power the turbines make. “We’re just living off the land and whatever else we can do. We’re glad to have them,” he says.

### Source E

- Rule, Troy A. *Solar, Wind and Land: Conflicts in Renewable Energy Development*. Routledge, 2014.

***The following is excerpted from a recent scholarly book.***

Without question, the gargantuan wind turbines installed in today’s commercial wind farms can materially alter a landscape’s appearance. Modern utility-scale wind turbines commonly exceed 400 feet in height, towering well above any other buildings or structures in their vicinities and tall enough to be seen from several miles away. Even in rural areas where population densities are relatively low,



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turbines can impose significant costs by disrupting territorial views for local residents who may have grown attached to an area's existing natural backdrop. The presence of turbines continues into the night, when turbine safety lighting often required under federal aviation laws flashes across an otherwise pristine evening sky.

Unfortunately, only so much can be done to disguise commercial wind turbines from view. Because the colors naturally occurring in the sky and on land tend to change with the seasons and time of day, it is often impossible to successfully camouflage turbines with paint such that they blend in with their surroundings. Painting designs on turbines or painting them multiple colors tends to only make them more distracting, and painting them gray can make them seem “dirty” or “associated with an industrial, urban, or military character.” Consequently, most commercial wind turbines are painted white—a color choice based partly on a belief that bright white turbines “convey a positive image” and are “associated with cleanliness.”

Installing smaller, shorter turbines to make them less conspicuous to neighbors is also rarely a viable option. The energy productivity of natural wind tends to increase significantly with altitude, so turbines are purposely designed to stand high above the ground to capture those more productive wind currents. By towering well above the earth's surface, modern commercial wind turbines also avoid turbulence from nearby buildings and trees that might otherwise diminish their productivity. And the sheer size of a commercial wind turbine's rotor, which directly affects its generating capacity, requires that the turbine be mounted upon a tall tower.

Unable to camouflage or shrink the size of utility-scale wind turbines, wind energy developers must often find ways to assuage locals' concerns about the potential visual impacts of these enormous devices. Developers' ability to do so depends in part on local residents' subjective views about the attractiveness of the turbines themselves. Indeed, wind turbines are no different from any other structure in that their beauty or ugliness ultimately rests in the eye of their beholder. Some scholars have suggested that wind farms could and should be more commonly viewed as works of art. Citing the widespread depiction of windmills in notable seventeenth-century Dutch paintings and the large-scale environmental art projects of famous artists such as Christo Javacheff, they argue that commercial wind energy projects should be perceived as artistic creations rather than industrial blight.

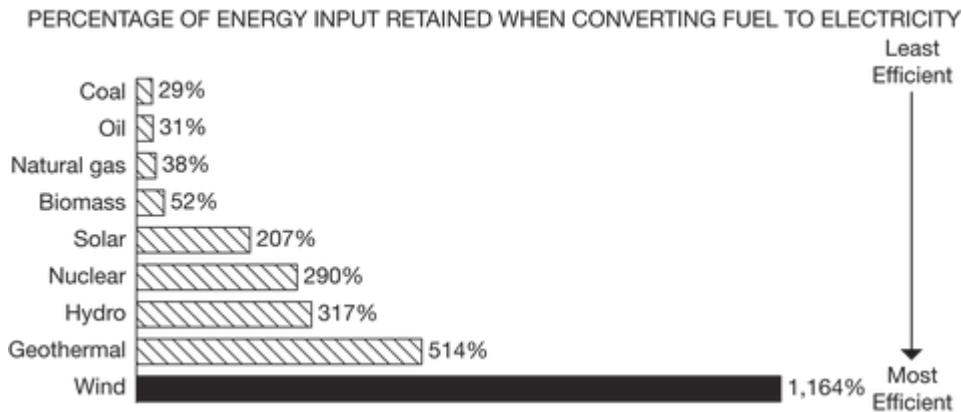
### Source F

- Molla, Rani. “What Is the Most Efficient Source of Electricity?” *Wall Street Journal*, 15 Sept. 2014, [blogs.wsj.com/numbers/what-is-the-most-efficient-source-of-electricity-1754/](https://blogs.wsj.com/numbers/what-is-the-most-efficient-source-of-electricity-1754/).

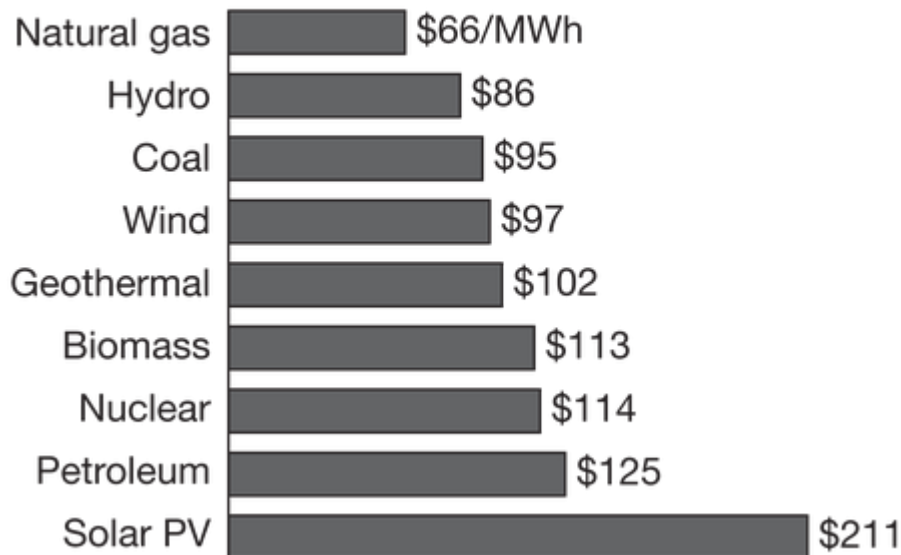
***The following is excerpted from a blog on a news site that examines the mathematics behind common events.***



Synthesis



COST TO PRODUCE 1 MWh OF ELECTRICITY IN 2009  
(United States Dollars)



 Please respond on separate paper, following directions from your teacher.

2. The United States Postal Service (USPS) has delivered communications for more than two centuries. During the nineteenth century, the USPS helped to expand the boundaries of the United States by providing efficient and reliable communication across the country. Between 1790 and 1860 alone, the number of post offices in the United States grew from 75 to over 28,000. With this growth came job opportunities for postal workers and a boom in the cross-country rail system. The twentieth century brought substantial growth to the USPS, including large package delivery and airmail. Over the past decade, however, total mail volume has decreased considerably as competition from electronic mail and



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various package delivery companies has taken business away from the USPS. The loss of revenue has prompted the USPS to consider cutting back on delivery days and other services.

Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Stone)

Source B (graph)

Source C (O’Keefe)

Source D (Hawkins)

Source E (McDevitt)

Source F (Cullen)

Source G (photo)

### Source A

Stone, Daniel. “Flying Like an Eagle?” *Newsweek*.  
Newsweek, 5 Oct. 2009. Web. 24 Sept. 2010.

*The following is excerpted from an online article in a national news magazine.*

Anyone who’s waited, and waited, in line at the old letter hub knows the service could probably be run better. NEWSWEEK asked a variety of management consultants and business futurists how to turn the old pony express into a sleek, 21st-century moneymaker—or, at the very least, a breaker-even. Listen up, Postal Service (and Congress): for this advice, we’ll let you cut in line.

1) Get into the e-business. More people are e-mailing? So meet their needs. “Give every American an e-mail address when they’re born,” suggests futurist Watts Wacker. Might they look elsewhere for a different one? Sure, but at least you’ll maintain relevance in their mind. Plus, you can sell lucrative advertising on those accounts.

2) Increase service. Don’t drop from six- to five-day delivery; go the other way, says Kellogg School marketing prof Richard Honack—to all seven. It seems counterintuitive to add service when you’re losing money, but people have less faith in the system precisely because of spotty service. Consider tightening hours, but the USPS could be the first carrier to reliably deliver all week.





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3) Advertise with coupons. It sounds like an archaic way to attract customers in a new era, but if people are flocking to the Internet, give them an incentive to come back. “We’re a coupon-cutting society,” says futurist and business strategist Marlene Brown. “Make people feel like there’s value added.”

4) Make a play for control of government broadband [Internet access]. With Congress considering an expansion of broadband access, why not put it under the USPS, asks futurist David Houle. “That would define the Postal Service as a communications-delivery service, rather than just a team of letter carriers. Don’t let the service’s tie to Congress make it fizzle. If used right, why not use it as an advantage?”

5) Rebrand. No one knows what the Postal Service stands for, says Wacker. “Fly like an eagle, what does that even mean?” A company’s brand is its most valuable tool, or its biggest liability. Contract out to find a new logo and slogan that actually convey what you do and how you do it. And then use them. (In this week’s NEWSWEEK magazine, we asked three design firms to get started.)

6) Close branches if you must, but do it strategically. Franchise services by region, posits business strategist Gurumurthy Kalyanaram. You don’t need a full-service post office every few blocks in New York, for example. Some centers could be for letters only, others for packages. That way you cut down on staff size and service required to and from each.

7) Reorganize and motivate staff. Paying high wages with inflated job security isn’t a competitive strategy. Unions may be fierce, but consultant Peter Cohan thinks management should put employee contracts out to bid. And add incentives: if a worker saves money, give him a percentage. Inversely, put jobs on the line to avoid losses. In other words, run it like a real business.

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### Source B

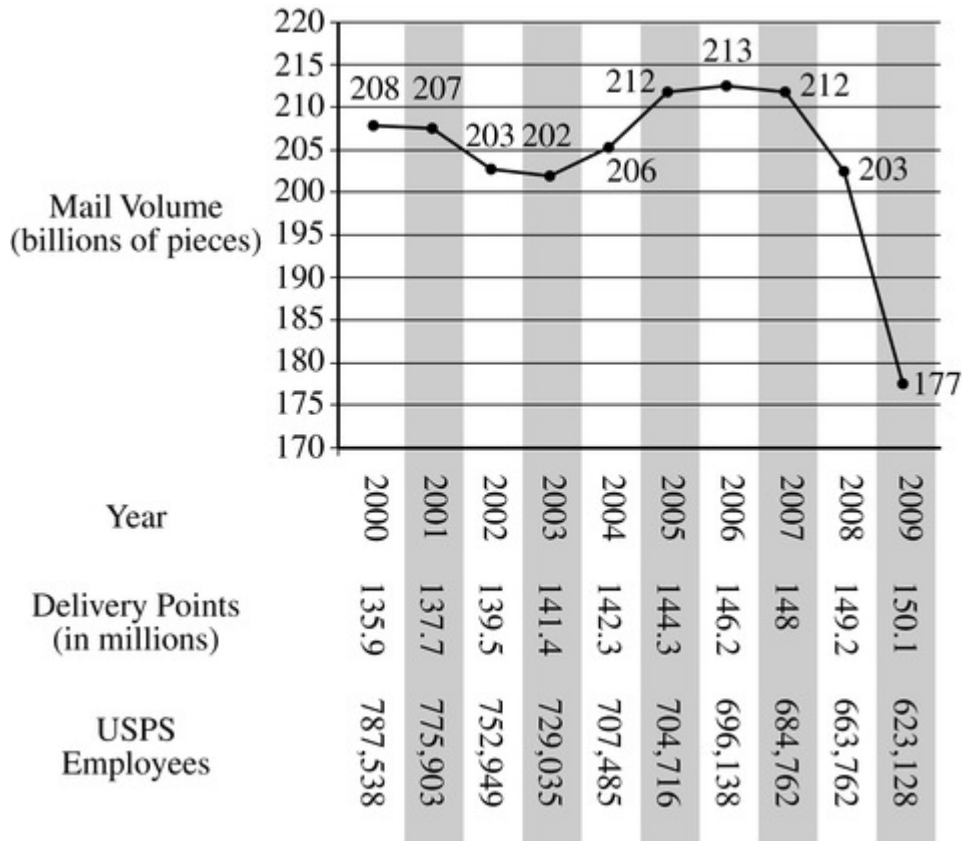
“The Challenge to Deliver: Creating the 21st Century Postal Service: United States Postal Service 2009 Annual Report.” *United States Postal Service*. United States Postal Service, 2009. Web. 24 Sept. 2010.

*The following graph is excerpted from the 2009 annual report of the United States Postal Service.*

### The Delivery Challenge: Less Mail, More Addresses



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Source C

O’Keefe, Ed. “Postal Service Expected to Announce ‘Significant Changes.’” *Washington Post*. Washington Post Company, 2 Mar. 2010. Web. 27 Sept. 2010.

*The following is excerpted from an online article in a national newspaper.*

The U.S. Postal Service will release projections Tuesday that confirm for the first time the suspicion that mail volume will never return to pre-recession levels. In response, the agency is pushing anew for a dramatic reshaping of how Americans get and send their letters and packages.

Customers are continuing to migrate to the Internet and to cheaper standard-mail options, and away from the Postal Service’s signature product—first-class mail, Postmaster General John E. Potter will report in announcing the projections.

The Postal Service experienced a 13 percent drop in mail volume last fiscal year, more than double any previous decline, and lost \$3.8 billion. The projections anticipate steeper drops in mail volume and revenue over the next 10 years, and mounting labor costs only complicate the agency’s path to firm



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fiscal footing.

In an effort to offset some of the losses, Potter seeks more flexibility in the coming year to set delivery schedules, prices and labor costs. The changes could mean an end to Saturday deliveries, longer delivery times for letters and packages, higher postage-stamp prices that exceed the rate of inflation, and the potential for future layoffs.

“At the end of the day, I’m convinced that if we make the changes that are necessary, we can continue to provide universal service for Americans for decades to come,” Potter said Monday. “We can turn back from the red to the black, but there are some significant changes we need to make.”

The postmaster general called for many of these changes last year but failed to convince lawmakers. This time he’s armed with \$4.8 million worth of outside studies that conclude that, without drastic changes, the mail agency will face even more staggering losses.

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### Source D

McDevitt, Caitlin. “To Postal Workers, No Mail Is ‘Junk’: With Revenues Falling, the Post Office Owes Its Future to Stuff We Throw Out.” *Newsweek*. Newsweek, 27 Sept. 2008. Web. 28 Sept. 2010.

*The following is excerpted from an online article in a national news magazine.*

These are tough times for the U.S. Postal Service. It’s being pummeled by high fuel costs. The soft economy is crimping the overall volume of mail, which fell 5.5 percent in the past year. Its business is also falling as Americans opt for e-mail over birthday cards and thank-you notes. Now comes another threat: consumers like Colleen Plimpton of Bethel, Conn. Earlier this year Plimpton became tired of the credit-card offers, catalogs and advertising fliers that clogged her mailbox. So in February she paid \$20 to GreenDimes, a firm that helps consumers reduce their inflow of “junk mail” by contacting businesses on their behalf. “[Junk mailers] are cutting down trees willy-nilly, and that has got to stop,” says Plimpton.

To the post office, consumers like her are a serious threat. “Efforts to convince people not to receive mail are really going to hurt,” says Steve Kearney, a Postal Service senior vice president.

The Postal Service lost \$1.1 billion in its latest quarter. That number would be even larger if it weren’t for direct mailings, which now constitute 52 percent of mail volume, up from 38 percent in 1990. Revenue from direct mail “is the financial underpinning of the Postal Service—it could not survive without it,” says Michael Coughlin, former deputy postmaster.

But 89 percent of consumers say in polls that they’d prefer not to receive direct-marketing mail; 44 percent of it is never opened. That’s why 19 state legislatures have debated Do Not Mail lists, which would function just like the federal Do Not Call list. But partly due to opposition from postal workers, not a single bill has passed. When Colorado state Rep. Sara Gagliardi held a public meeting on a bill



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she was sponsoring, she was surprised when a crowd of postal workers showed up to express vehement opposition.

Both the Postal Service and the Direct Marketing Association say direct mail is a key source of customers for small businesses. “Advertising mail is a very valuable product to many consumers,” says Sam Pulcrano, Postal Service vice president for sustainability, who points to two-for-one pizza coupons as especially welcome surprises. To blunt opposition, the DMA recently launched the Mail Moves America coalition to lobby against the restrictions.

GreenDimes founder Pankaj Shah isn’t sympathetic. Not only is his company providing a service to consumers, he says, but it has also used its fees to plant more than 1 million trees. “We’re all about giving consumers choice, not about bringing down the post office,” he says. Still, as more consumers opt out of junk mail, rain, sleet and gloom of night may seem like the least of mail carriers’ problems.

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### Source E

Cullen, Kevin. “Sending, Getting ‘Real’ Mail Still Magic.” *Commercial-News*. Commercial-News, 20 Mar. 2010. Web. 28 Sept. 2010.

*The following is excerpted from an online article.*

E-mail is fast and simple, but to me an old-fashioned, handwritten letter has value in this speed-obsessed world. I have deleted hundreds of e-mails in one fell swoop, without taking the time to reread them, but I still have a letter that my Grandpa Cullen sent to me when I was 8.

I like to receive letters, thank-you notes, birthday cards and Christmas cards, and I like to send them too. Even today, it costs just 44 cents to send one from Danville to Sandybeach, Hawaii, or Frozentoos, Alaska . . . a genuine bargain.

Historians worry about the disappearance of permanent, written records. If there were no “real” letters, diaries, governmental files, handbills, pamphlets, magazines, newspapers and books—real ink on real paper—what would be left? Will electronic records even survive for 100 years? And what will happen if they don’t? . . .

The Postal Service has been required to pay its own costs since 1970, and it made a profit until 2006. Since then, declining mail volume has created major problems. It delivered 17 percent fewer pieces in 2009 than it did in 2006, and lost \$1.4 billion. That money was borrowed from the U.S. Treasury.

More declines in volume, coupled with the soaring cost of retiree health benefits, could create \$238 billion in losses over the next 10 years, Postmaster General John Potter recently said. Approximately half of the present 300,000 postal workers are expected to retire by 2020.

Eliminating Saturday mail delivery would save \$40 billion over a decade. Potter also wants to close and consolidate 154 post offices. More and more part-time workers would be hired as full-time workers retire.



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Clearly, mail delivery isn't going away entirely. It's an essential government function, like feeding the Army. No private contractor will carry a letter from the Florida Keys to Alaska for 44 cents.

I'm going to do my bit by sending more letters.

Our Christmas card list will be expanded. Birthday cards will go to more friends and family. And I'm going to thank more people, in writing, for more things. I will send more cards and letters to offer encouragement, interest and sympathy. It shows good breeding.

I have shoeboxes filled with kind letters sent to me through the years by readers who liked something that I wrote. I always thanked them by return mail. Many friendships began that way. Those messages weren't deleted 100 at a time; they were saved, and they can be reread. . . .

It's satisfying to write a "real" letter, put it in an envelope and drop it into the mailbox. A day or two later, I know, someone will hold it and connect with me. Who knows? It may be read by someone I will never meet, 100 years from now.

Not a bad investment, for 44 cents.

"Sending, Getting 'Real' Mail Still Magic," by Kevin Cullen, copyright © 2010 by Commercial News. Used by permission.

### Source F

*Ochopee Post Office, Florida, 1970s.* N.d. Photograph.

Collection of the United States Postal Service.

USPS.com. Web. 9 May 2011.

*The following photo, from the Web site of the United States Postal Service, shows the Ochopee Post Office, the smallest free-standing post office in the United States.*



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Ochopee Post Office, Florida, 1970s © 1970 United States Postal Service. All Rights Reserved. Used with Permission.



Please respond on separate paper, following directions from your teacher.

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3. The need to memorialize events or people is complex; in some cases, monuments honor moments of great achievement, while in other cases, monuments pay homage to deep sacrifice. A monument's size, location, and materials are all considerations in planning and creating a memorial to the past.

Read the following seven sources carefully, including the introductory information for each source. Then, in a well-organized essay that synthesizes at least three of the sources for support, examine the factors a group or agency should consider in memorializing an event or person and in creating a monument.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Savage)  
Source B (photo)  
Source C (Downes)  
Source D (Kosareff)  
Source E (Musser)



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Source F (Roadside America)

Source G (Lin)

### Source A

Savage, Kirk. *Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape*. Berkeley: U of California P, 2009. Print.

*The following is excerpted from a book on monuments in Washington, D.C.*

There is no doubt that the modern state has been built on the mass circulation of the written word. Public monuments, by contrast, offer an anachronistic experience: a face-to-face encounter in a specially valued place set aside for collective gathering. . . . [T]he public monument speaks to a deep need for attachment that can be met only in a real place, where the imagined community actually materializes and the existence of the nation is confirmed in a simple but powerful way. The experience is not exactly in the realm of imagination or reason, but grounded in the felt connection of individual to collective body.

In this way the monumental core in Washington functions somewhat like a pilgrimage site, where communities of believers actually come together in the act of occupying a holy site, seeing a relic, reenacting a sacred event. The rhetoric of civil religion—pilgrimage, holy ground, sacred space—is often used to describe monumental Washington because it does seem to ring true. But we must not forget that in the disenchanted world of the modern secular nation, the monument is not, properly speaking, a sacred site. Typically it holds no relic or spiritual trace of a past presence. The site of the Lincoln Memorial, for instance, did not even exist in Lincoln’s lifetime; it sits quite literally on mud dredged from the Potomac River bottom in the late nineteenth century by the Army Corps of Engineers. The memorial itself contains no actual relic of Lincoln. It is pure representation—a colossal marble statue and the text of two speeches carved on enormous panels, all housed in a neoclassical temple . . . . One of those speeches, the Gettysburg Address, had already been reproduced ad infinitum in newspapers and readers and textbooks long before the monument was built. The major Union veterans’ organization had even sponsored a drive to put a bronze plaque carrying the full speech in schools and public places throughout the nation.

Why make a pilgrimage to a site with no historical significance to read a text that was already everywhere? The answer is simple: the monument manufactures its own aura. In the context of the Lincoln Memorial, the Gettysburg Address ceases to be a mere “mechanical reproduction” and becomes a treasure-piece by virtue of its hand carving in stone, at large scale, in a sequestered space, distinguished by lavish materials and aesthetic refinement. And the monument creates an actual, if temporary, community of readers, who must obey a particular decorum: they must stand at a certain distance to see the text panels in their entirety, which is not the way we ordinarily read—as photographers and filmmakers have observed to great effect . . . . Everything about the experience marks it as extraordinary and authoritative.



## Synthesis

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### Source B

*The Christopher Columbus Monument in Riverside Park. Express-Times file photo. Deegan, Jim. "A History Lesson on Easton's Christopher Columbus Monument." Lehighvalleylive.com. Lehigh Valley Express-Times, 15 Jan. 2010. Web. 20 Dec. 2010.*

*The following is a photo of a monument of Christopher Columbus in Riverside Park, Easton, Pennsylvania.*



Express-Times/Landov

### Source C

Downes, Lawrence. "Waiting for Crazy Horse." *New York Times*. New York Times, 2 Sept. 2009. Web. 20 Dec. 2010.

*The following is excerpted from an online opinion article published in a major newspaper.*





## Synthesis

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The carving of this South Dakota peak into a mounted likeness of Crazy Horse, the great Sioux leader, has been going on since 1948. It's a slow job. After all this time, only his face is complete. The rest—his broad chest and flowing hair, his outstretched arm, his horse—is still encased in stone. Someday, long after you are dead, it may finally emerge.

The memorial, outside Rapid City, is only a few miles from Mount Rushmore. Both are tributes to greatness. One is a federal monument and national icon, the other a solitary dream. A sculptor, Korczak Ziolkowski, worked at it alone for more than 30 years, roughing out the shape while acquiring a mighty beard and a large family. He died in 1982 and is buried in front of the mountain. His widow, Ruth, lives at the site and continues the mission with her many children.

I have to admit: Mount Rushmore bothers me. It was bad enough that white men drove the Sioux from hills they still hold sacred; did they have to carve faces all over them too? It's easy to feel affection for Mount Rushmore's strange grandeur, but only if you forget where it is and how it got there. To me, it's too close to graffiti.

The Crazy Horse Memorial has some of the same problems: it is most definitely an unnatural landmark. Some of the Indians I met in South Dakota voiced their own misgivings, starting with the fact that it presumes to depict a proud man who was never captured in a photograph or drawn from life.

Kelly Looking Horse, a Sioux artist I talked with as he sewed a skin drum at Mount Rushmore, said there were probably better ways to help Indians than a big statue. He also grumbled that many of the crafts for sale at the memorial were made by South Americans and Navajos and sold to people who wouldn't know the differences among Indian tribes, or care. Leatrice (Chick) Big Crow, who runs a Boys and Girls Club at the Pine Ridge Reservation, said she thought the memorial was one of those things that could go on swallowing money and effort forever.

But two other Sioux artists—Charlie Sitting Bull, a weaver of intricate beadwork, and Del Iron Cloud, a watercolorist—said they were grateful at least that the memorial gave them free space to show and sell their work. As for the loss of the Black Hills, Mr. Iron Cloud told me, without rancor, that there wasn't much to be done about it now.

Looking up at the mountain in the golden light of late afternoon, it was hard not to be impressed, even moved, by this effort to honor the memory of a people this country once tried mightily to erase. I came away reminded that eternity is not on our side. The nearby South Dakota Badlands, made of soft and crumbling sediment and ash, will be gone in a geological instant.

The day may sooner come when most human works have worn away as well. When all is lost to rust and rot, what remains may be two enormous granite oddities in the Great Plains: Four men's heads mysteriously huddled cheek to cheek—a forgotten album cover. And, far bigger, a full-formed Indian on a horse, his eyes ablaze, his long arm pointing out over his beloved Black Hills.

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### Source D



## Synthesis

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Kosareff, Jason. "Cemetery Faces an Uncertain Future."  
*Whittier Daily News* 25 July 2004. Print.

*The following is excerpted from an article published in a local newspaper.*

ROSEMEAD—Grandma Mary Pallett must be turning in her grave. The bones of Pallet (1796-1889) and thousands of other San Gabriel Valley pioneers buried at **Savannah Memorial Park** could be moved to make way for a future development.

"Unless something happens and we get the money from somewhere, I don't know how we're going to make it," said Rosie Gutierrez, treasurer for the El Monte Cemetery Association, which owns the 4-acre graveyard at 9263 Valley Blvd.

The association has enough money to keep the place open at least two years, said Bob Bruesch, vice president of the association and a Garvey School District board member.

Developers have an eye for the cemetery site and the community of Asian businesses and residents nearby would like to see it gone because they think it brings bad luck, Bruesch added.

But Savannah is rich in history and should be preserved, Bruesch argues.

"The pioneers from the Santa Fe Trail would bring their dead along with them, preserved somehow, and bury them here," he said.

More than 3,000 graves fill the cemetery, dated as early as 1847. Bruesch said more graves are scattered under Valley Boulevard and beneath area businesses. The area also was an Indian burial ground before the corpses of settlers filled the place, Bruesch said.

Bruesch said the association would go for historical landmark status with the state, but fears a lack of resources to pull it off. If the cemetery was sold for development, the association or developer would have to move the graves to another location and notify every relative. That task could cost millions of dollars, Bruesch said.

The association has about 200 more plots it could sell for \$1,000 apiece, but it would not bring enough cash to keep Savannah running, Gutierrez said.

"I don't know what the solution is, I really don't," Gutierrez said. "It's going to take a city like Rosemead to take care of it."

"Cemetery faces an uncertain future" by Jason Kosareff, from *The Whittier Daily News*, copyright © 2004 by Steve Lambert. Used by permission.

### Source E

Musser, Christine. "Preserving Memory: National



## Synthesis

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Holocaust Memorial Museum Controversy.”  
*Suite101.com*. Suite101.com Media Inc., 30 Oct. 2008.  
Web. 20 Dec. 2010.

*The following is excerpted from an article published on a Web site for freelance writers and journalists.*

It had to be done, but is The Mall\* in Washington, D.C. the proper place for a museum that is dedicated to victims and survivors of the Holocaust?

It is not surprising that immediate and intense controversy erupted when plans were publicized to build a Holocaust museum on The Mall in Washington, D.C. The controversy grew from Jewish and non-Jewish communities, primarily due to the fact that a museum dedicated to the memory of the Holocaust would be built in the United States, who did little to stop the Holocaust from occurring, or as one protester said, “Imagine a Holocaust museum in the town whose political sages refused to lift a finger to halt the Holocaust or open our shores to the few survivors! How offensive to any informed individual!”

As the controversy grew, the supporters of the museum felt that building a museum on The Mall would enhance The Mall’s already diverse stories. For example, George Will, a political columnist, states, “No other nation has a broader, graver responsibility in the world . . . No other nation more needs citizens trained to look life in the face” . . . .

### Holocaust Museum Design

The design of the building encouraged further controversy. Supporters did not want a duplicate of other buildings on The Mall, nor did they want something that would cause further anti-Semitism or to downplay the atrocities of the Holocaust.

The Commission of Fine Arts refused the first design, stating the design was too “massive”. The members of the commission felt the massive building would overcome The Mall and take away the main purpose of the museum, which was meant to be a place of remembrance and not to overpower The Mall or its visitors.

Albert Abraham was ready to scratch the design until he realized that the design could still work by downsizing it. Still not overly enthused by the design, it was approved by the Commission. Eventually the Commission would decide not to use Abraham’s firm and asked James Ingo Freed to design the museum.

\*The National Mall: a park in Washington, D.C., that stretches from the Lincoln Memorial to the United States Capitol. It contains a number of memorials, museums, and governmental buildings.

“Preserving Memory-National Holocaust Memorial Museum Controversy” by Christine Musser, from *suite101.com*, copyright © 2008 by Christine Musser. Used by permission.

### Source F



## Synthesis

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“Obscure Monument to Lobsterdom: Washington, DC.”

*RoadsideAmerica.com*. Roadside America, n.d.

Web. 20 Dec. 2010.

*The following is an entry in an online guide to offbeat tourist attractions.*

### Washington, DC

H. Elroy Johnson made money trapping lobsters and lived in Harpswell, Maine. In 1939 he posed for a sculpture titled “The Maine Lobsterman,” kneeling before his favorite crustacean while pegging its claw. The sculpture was supposed to be cast in bronze and made part of the Maine exhibit at the 1939 New York World’s Fair. But Maine ran out of money, so the artist just slapped a coat of bronze paint over the plaster model and shipped it to New York. After the Fair ended, the fake bronze statue returned to Maine and spent several decades being moved from city hall to museum to museum. No one seemed to want the man and his lobster. The statue was vandalized, repaired, and ended up in a warehouse where it was **eaten by rats**.

It wasn’t until poor H. Elroy Johnson died that a bronze cast was finally made of the statue, and eight years after that (1981) it was moved to Washington, DC and dedicated in 1983. It was donated by the Camp Fire Girls of Cundys Harbor, Maine, and reportedly cost \$30,000.

A close inspection may reveal tooth marks, but we aren’t promising anything.

RoadsideAmerica.com

### Source G

Lin, Maya. “Making the Memorial.” *New York Review of Books*. NYREV, Inc., 2 Nov. 2000.

Web. 5 July 2011.

*The following is excerpted from an online article by Maya Lin, designer of the Vietnam Veterans Memorial in Washington, D.C.*

The use of names was a way to bring back everything someone could remember about a person. The strength in a name is something that has always made me wonder at the “abstraction” of the design; the ability of a name to bring back every single memory you have of that person is far more realistic and specific and much more comprehensive than a still photograph, which captures a specific moment in time or a single event or a generalized image that may or may not be moving for all who have connections to that time.

Then someone in the class [an architectural seminar Lin took during her senior year at Yale University]



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received the design program, which stated the basic philosophy of the memorial’s design and also its requirements: all the names of those missing and killed (57,000) must be a part of the memorial; the design must be apolitical, harmonious with the site, and conciliatory.

These were all the thoughts that were in my mind before I went to see the site.

Without having seen it, I couldn’t design the memorial, so a few of us traveled to Washington, D.C., and it was at the site that the idea for the design took shape. The site was a beautiful park surrounded by trees, with traffic and noise coming from one side—Constitution Avenue.

I had a simple impulse to cut into the earth.

I imagined taking a knife and cutting into the earth, opening it up, an initial violence and pain that in time would heal. The grass would grow back, but the initial cut would remain a pure flat surface in the earth with a polished, mirrored surface, much like the surface on a geode when you cut it and polish the edge. The need for the names to be on the memorial would become the memorial; there was no need to embellish the design further. The people and their names would allow everyone to respond and remember.

It would be an interface, between our world and the quieter, darker, more peaceful world beyond. I chose black granite in order to make the surface reflective and peaceful. I never looked at the memorial as a wall, an object, but as an edge to the earth, an opened side. The mirrored effect would double the size of the park, creating two worlds, one we are a part of and one we cannot enter. The two walls were positioned so that one pointed to the Lincoln Memorial and the other pointed to the Washington Monument. By linking these two strong symbols for the country, I wanted to create a unity between the nation’s past and present.

The idea of destroying the park to create something that by its very nature should commemorate life seemed hypocritical, nor was it in my nature. I wanted my design to work with the land, to make something with the site, not to fight it or dominate it. I see my works and their relationship to the landscape as being an additive rather than a combative process.

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Please respond on separate paper, following directions from your teacher.

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- 4. Suggested reading and writing time—55 minutes. It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response. Note: You may begin writing your response before the reading period is over.**

How do we decide which texts to preserve, read, or study? Some texts are considered important because of the identity of their authors, the gravity of their subjects, or their influences on society. However, there are other types of writing done by ordinary people under ordinary circumstances. A piece of “everyday writing” might be a diary entry of a farmer in the nineteenth century, a postcard written to a



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family member at the beginning of the twentieth century, or even a text message written to a friend in the early twenty-first century.

The following six sources either discuss or are examples of everyday writing. Carefully read these sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-written argument in which you develop a position on the value, if any, of preserving, reading, or studying everyday writing.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Hewitt)

Source B (Stafford)

Source C (Postcard)

Source D (Gross)

Source E (Barton)

Source F (Goldsborough)

### Source A

Hewitt, Joe A. "Preface." *Keep Up the Good Work(s): Readers Comment on Documenting the American South*. Ed. Judith M. Panitch. University of North Carolina at Chapel Hill Library. 2002. Web. 28 July 2014.

*The following is excerpted from the preface to a collection of user comments on Documenting the American South (DAS), an online archive of materials related to the American South and maintained by the University of North Carolina at Chapel Hill Library.*

As of this writing, DAS comprises six sections designed to shed light upon the history, literature, and culture of the American South. They are: "First Person Narratives of the American South, 1860 to 1920"; "A Library of Southern Literature, Beginnings to 1920"; "North American Slave Narratives, Beginnings to 1920"; "The Southern Homefront, 1861-1865"; "The Church in the Southern Black Community, Beginnings to 1920"; and "The North Carolina Experience, Beginnings to 1940." Content, which now includes not only the encoded searchable text of print publications, but also images of illustrations, manuscript items, maps, letters, currency, and other artifacts, is selected to emphasize social history and the stories and viewpoints of ordinary people. While prominent issues of political and military history are not ignored, DAS brings to light and makes accessible primary sources which have been neglected by students and scholars, or which have not been widely available to the public. DAS brings the South's past vividly to life by presenting works which both accurately capture that past and resonate in today's society. . . .



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Scores of individuals [who have used DAS] have discovered their family histories; many others have begun to relate to the nation's past in ways that inform and reorient their perspectives on important issues in the present. One reader, expressing a common sentiment, reported that DAS has led him to "a fluent empathy for the everyday lives of the past." It is obvious from the large number of such messages that DAS has connected Carolina's libraries and scholars with a dynamic and engaged audience of new readers. Through DAS, the University is greatly extending the benefits of its cultural resources to the general public and enhancing their value as a public good.

DAS was conceived primarily as a service to the large Southern Studies community at UNC-Chapel Hill and to students and scholars of the South in colleges and universities across the country. Reader comments emphatically attest to our success in meeting those objectives. Faculty in institutions of all sizes and types are referring students to DAS to support coursework. Many students, particularly in small institutions without extensive library collections, depend on DAS as their main source of materials for research papers, theses, and dissertations. Even in universities with strong print and microform collections, DAS electronic texts make researchers' work more productive and efficient.

In addition to the higher education community, DAS is reaching a substantial audience of K–12 readers. Teachers in classrooms across the country report using DAS in courses on southern literature and history and especially in curricula on African American heritage. Students use DAS for class papers and projects and many parents consult DAS to help their children with classroom assignments. By making these valuable and engaging primary texts available to readers in their homes, DAS enables a shared, multi-generational educational experience in the family setting. It is clear from readers' comments that the availability of these high-quality, carefully chosen primary sources represents a powerful educational opportunity for a large number of innovative teachers and motivated learners.

Documenting the American South, University Library, the University of North Carolina at Chapel Hill

### Source B

Stafford, Mary F. Letter to Mattie V. Thomas. 24 May 1863. *Prairie Settlement: Nebraska Photographs and Family Letters, 1862–1912*. Nebraska State Historical Society. Library of Congress. n.d. Web. 11 July 2014.

*The following is a transcription of a letter sent in 1863. Errors and underlining are the author's own.*

New Carlisle,

May 24th /63.

Sabbath afternoon.

Dear cousin Martha

did you think your cousin Mary had entirely forgotten you? if so, you see you were mistaken.

I would have written to you long before this; but I did not have an opportunity of getting my picture taken for you until last week; you had written for it so often that I was ashamed to write to you again without sending it. Father, and I, were up at the cove spring church today to hear Mr Armstrong's



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funeral preached. He died several weeks ago, but his wife, and Phillip, were very sick at that time so his funeral was not preached until today. It was preached by Mr Simington.

Mother was whitewashing near the bees yesterday and one stung her below one of her eyes, it swelled nearly shut. It kept her from church today.

There has been a disease in town, and a few cases in the country something like smallpox. there were a great many cases of it in town. Samantha's Father and Mother and Sister had it. Her Father is marked. I was afraid we would get it, but we did not. we stayed from church about six weeks. there were three or four deaths from it. I believe there are no cases of it now. Uncle John's left town awhile on account of it. They have gone back again.

Uncle Howard, and Aunt Nancy, and Findley, and Catharine have gone to [Indiana] to see Jimmy. His health is not good.

Aunt Ellen's health is very poor. She has a severe cough, and looks badly. They are afraid her lungs are affected. She is taking medicine from Dr Beard, Corwin was sick and came home from the army a few weeks ago expecting to get his discharge. He did not get it but was ordered back last week, and that troubles Aunt, almost to death

Martha, are George, and Giles, at Indianapolis yet? I have not heard any thing about them for a long time. I hope they are well.

Lissie was at home last thursday. She has another Baby, another boy.

I was at a big Dunker\* meeting last wednesday theye were a great many people there. Tell your aunt Eliza I saw her sister Susan and Grizzie and brother John there. Susan was nursing quite a littlee babe I guess it must have been hers.

Milt an Samantha expect to go to housekeeping in a week or two they are repairing the house now, it is a little frame house with four rooms in just a cross the road from ours. Aunt Margaret, I expect Viola will do as I did when I was a little girl, (run off to her Grandmother's pretty often.)

Here is a piece of Mother's dress that Father bought for her in dayton. He went down to get some things for himself, and I guess he thought he would surprize Mother by bringing her a nice silk dress, and I guess she was surprized for certain.

Uncle George's folks are all well. It is very healthy here at present. Tell Charlie, Algie is not going to school now. we have none this summer, Martha may we not expect a visit from you this spring, or summer? I would love to see you all.

My love to all.

Good-Bye.

Your Cousin

M. F. Stafford.





## Synthesis

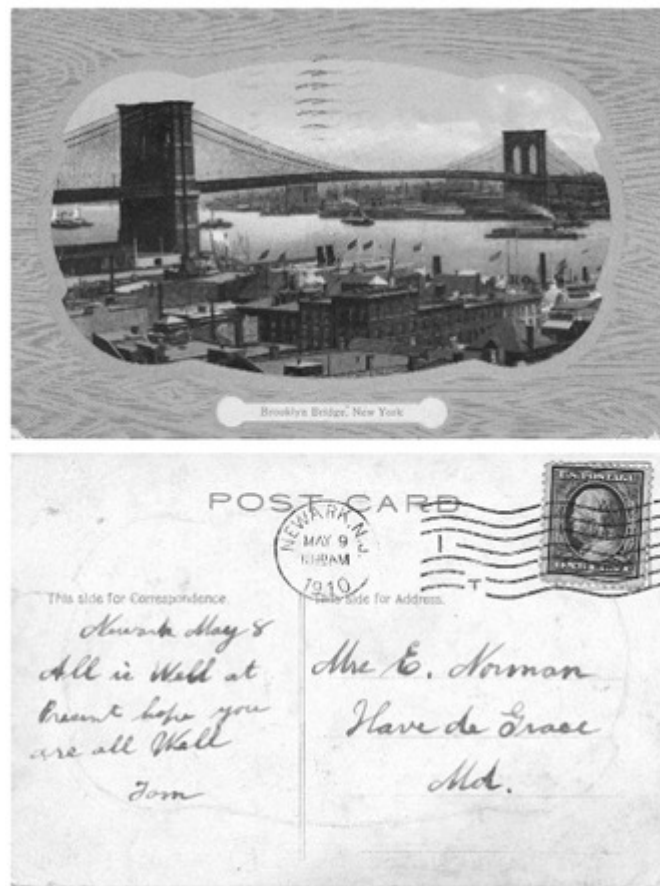
\*Any of several originally German-American Baptist denominations

Nebraska State Historical Society

### Source C

“Brooklyn Bridge,” *FSU Card Archive*. Florida State University. n.d. Web. 16 September 2014.

*The following is the image and transcript of a postcard sent in 1910.*



Brooklyn Bridge, New York

Newark May 8

All is Well at Present hope you are all Well

Tom

Mrs E. Norman

Havre de Grace



## Synthesis

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Md.

### Source D

Gross, Doug. "Library of Congress Digs into 170 Billion Tweets." *CNN*. CNN.com, 7 Jan. 2013. Web. 11 July 2014.

*The following is excerpted from an article by a CNN technology reporter. It was published on a news website.*

An effort by the Library of Congress to archive Twitter posts has amassed more than 170 billion tweets, which the library is now seeking to make available to researchers and other interested parties.

Created in 1800, the Library of Congress serves as the unofficial library of the United States, as well as being Congress' official research library.

In April 2010, the library signed an agreement with Twitter to gain access to all public tweets since the site's founding in 2006.

"Twitter is a new kind of collection for the Library of Congress but an important one to its mission," Gayle Osterberg, the library's director of communications, wrote in a blog post. "As society turns to social media as a primary method of communication and creative expression, social media is supplementing, and in some cases supplanting, letters, journals, serial publications and other sources routinely collected by research libraries."

Osterberg wrote that the library has completed digitally archiving all of the tweets it currently possesses and is now working on how to best make them available to the public. The library already has received about 400 requests from researchers all over the world looking into topics ranging from the rise of citizen journalism to tracking vaccination rates to predicting stock market activity.

The archive promises to keep growing fast. Currently, the library is processing roughly 500 million tweets per day, up from about 140 million daily messages in 2011, according to the blog post.

Making such a vast database publicly available is proving to be a challenge unto itself, according to the Library of Congress.

"It is clear that technology to allow for scholarship access to large data sets is lagging behind technology for creating and distributing such data," library executives wrote last week in a government white paper updating their progress. "Even the private sector has not yet implemented cost-effective commercial solutions because of the complexity and resource requirements of such a task."

Currently, the library is working on partnerships with the private sector that would at least allow access to the archives in its Washington reading rooms.

The Twitter archive might be its biggest and most challenging effort, but it's not the first time the Library of Congress has sought to document the digital world.

Since 2000, the library has been collecting pages from websites that document government information



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and activity. Today, that archive is more than 300 terabytes in size and represents tens of thousands of different sites. The library’s entire collection of printed books has been estimated to total about 10 terabytes of data (although staff at the library suspect it’s probably more).

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### Source E

Barton, Keith C. “Primary Sources in History: Breaking Through the Myths.” *Phi Delta Kappan* 86.10 (June 2005): 745-753. Print.

*The following excerpt from an article by a professor of history education appeared in a professional journal for teachers.*

In some cases, scholars who have little experience with historical methods appear to be passing along mistaken ideas about what historians do. In other cases, the use of primary sources seems to be driven less by a concern with historical authenticity than by demands for standards and accountability. The misunderstandings that arise from these practices, if not addressed, will result in classroom procedures that are not only inauthentic but irrelevant and ineffective. . . .

*Myth 1. Primary sources are more reliable than secondary sources.* Perhaps this is not the most common belief about primary sources, but it is surely the most ridiculous. Because primary sources were created during the period under study or by witnesses to historical events, some people believe they provide direct insight into the past and have greater authenticity than later accounts. . . .

However, primary sources are created for a variety of reasons, and some of those reasons have nothing to do with objectivity. Sometimes primary sources represent narrow or partisan perspectives; sometimes they were created intentionally to deceive. The speeches of white politicians in the American South during Reconstruction are primary sources, for example, but a secondary work by a modern historian—although published over a hundred years later—is a far more reliable account of the era’s political system, because it does not attempt to justify white political dominance. . . .

Ultimately, we cannot depend on any single source—primary or secondary—for reliable knowledge; we have to consult multiple sources in our quest to develop historical understanding. Whether a source is primary or secondary has no bearing on its reliability, much less on its usefulness for a given inquiry.

Reprinted with permission of Phi Delta Kappa International, [www.pdkintl.org](http://www.pdkintl.org). All rights reserved.

### Source F

Goldsborough, Reid. “Battling Information Overload In The Information Age.” *Tech Directions* 68.9 (2009): 13. *Business Source Complete*. Web. 11 July 2014.

*The following is excerpted from a trade publication for technology educators.*

E-mail. Blogs. Texting. Online discussion groups. Instant messaging. RSS feeds. Web sites. Not to mention such “old media” sources as newsletters, journals, reports, books, newspapers, and magazines.



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In this Jetsonian Tomorrowland we live in, facilitated by the Internet, we're inundated with information. But information overload isn't a new phenomenon. Nearly two millennia ago, the Roman philosopher Seneca wrote, "What is the use of having countless books and libraries whose titles their owners can scarcely read through in a whole lifetime? The learner is not instructed but burdened by the mass of them."

Still, the quantity of information produced today is unprecedented. According to the study "How Much Information?" from the University of California at Berkeley, the amount of information produced in the world increases by about 30% every year. . . .

Ours is an information society. It assails us, surrounds us, and demands our attention. How you deal with information can to a great extent determine your professional and personal success.

Information can lead to knowledge and knowledge to wisdom—but managing information requires some wisdom of its own.

By Reid Goldsborough



Please respond on separate paper, following directions from your teacher.

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5. Social networking has become a major resource for individuals who want instant connections with others, both friends and strangers alike. The popularity of social networking Web sites has encouraged people to share even some of their most private print and visual information in a very public way, to the degree that many businesses and colleges are now making use of social networking sites to look deeper into their applicant pools to determine who will be hired or who will be admitted.

Carefully read the following eight sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-organized essay that develops a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Cartwright)

Source B (NACAC)

Source C (Schiffman)

Source D (graph)



## Synthesis

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Source E (Jolly)

Source F (boyd)

Source G (Lee)

Source H (Jones et al.)

### Source A

Cartwright, Jeffrey. "Some College Admissions Checking Facebook." *ThreeSixty*. University of St. Thomas, 2 Dec. 2008. Web. 16 Aug. 2010.

*The following is excerpted from an article written by a teenager for an organization that seeks new voices in journalism.*

College Application? Check. ACT score? Check. College essay? Check. Recommendations? Check. Facebook page? Check?

It's college application time and as seniors put their final touches on their applications, a new report is showing that they may have one more thing to worry about—their social networking pages.

In September, Kaplan, a company offering ACT and SAT test preparation, released a survey that showed one in 10 admissions counselors at the country's top 500 colleges were using social networking sites, such as Facebook or MySpace, as part of the admissions process.

Marlyn McGrath, director of admissions at Harvard College, said admissions counselors at her college don't check social networking sites on a regular basis, but if they note anything in a student's application that raises a possible red flag, they will. "If students make it public it's public information," she said.

McGrath said because the Ivy League school receives so many applications—27,462 last year at Harvard—the demand for all information available pushes the university to turn to social networking sites.

McGrath said admissions counselors who are checking social networking sites are mostly looking for content that people would find objectionable like racist comments, or would raise concerns about the student. . . .

She also said students who post self-incriminating information online show a lack of common sense. . . .

According to the Kaplan report, the social networking sites had a positive impact 25 percent of the time on admission, while 38 percent of the time it had a negative effect. Many students feel checking social networking profiles is wrong for colleges to do.

Used by permission of ThreeSixty Journalism-University of St. Thomas.

### Source B



## Synthesis

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“Report Finds Use of Social Networking Tools on the Rise in College Admission Offices.” *Nacacnet.org*. National Association for College Admission Counseling, 29 Apr. 2009. Web. 21 Dec. 2010.

*The following is excerpted from a press release published online by the National Association for College Admission Counseling.*

College admission offices may take a student’s MySpace, Facebook, Twitter, or other online social networking activity into account during the college admission process, according to a paper released (members only) by the National Association for College Admission Counseling (NACAC). One-fourth of colleges surveyed indicated that they used Web search or social networking technology to locate information about prospective students. The paper suggests that colleges are also more likely than not to use social media in promotion and student recruitment.

“Social media tools, like Facebook, Twitter and blogs, are key to communicating with this generation of students,” stated Joyce Smith, NACAC CEO. “While still no substitute for face-to-face interaction, social media have opened lines of communication and inquiry for both students and institutions that were inconceivable only a decade ago.”

Other findings of note include:

- More than half (53 percent) of colleges monitor social media for “buzz” about their institution.
- A majority of colleges maintain a presence in social media, as 33 percent of colleges maintain a blog, 29 maintain a presence on social networking Web sites, 27 percent maintain message- or bulletin-boards, 19 percent employ video blogging, and 14 percent issue podcasts. Thirty-nine percent of colleges reported using no social media technology.
- Eighty-eight percent of admission offices believed social media were either “somewhat” or “very” important to their future recruitment efforts.

The purpose of NACAC’s research on social networking sites was to 1) present recent data collected by the author on the extent to which colleges and universities are using social media for recruitment; 2) highlight best practices for blogging and the use of other social media and Web 2.0 applications for those institutions who are new to these endeavors; and 3) begin to explore the ethical and legal issues inherent in engaging with prospective students through these media.

Used by permission of National Association for College Admission Counseling

### Source C

Schiffman, Elizabeth. “Social Media’s Expanding Role in College Admissions.” *Politics Daily*. Politics Daily, 7 May 2010. Web. 16 Aug. 2010.

*The following is excerpted from an article in an online newspaper.*

Why did a recent Facebook virus requiring users to join a group (and, in doing so, contract a spamming bug) have such devastating success? The promise to reveal “the status update that got a highschool [sic]



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student REJECTED from Harvard!” must have struck a chord. Though the page was a hoax, the response it earned reflects a growing apprehension about the increasing significance of social media in the college application and decision-making process.

Establishing a presence on Facebook is a smart recruitment move for colleges, since the site’s 350 million members, many of whom are in their target audience, spend a collective 10 billion minutes there daily, the New York Times reports. Schools like Tufts University, which first garnered attention for its forward-thinking admissions essay option allowing students to submit a one-minute YouTube video with their application, have developed social media-based marketing strategies to capitalize on the unprecedented direct access to high school students in their natural environment.

“I think one of the mistakes a lot of universities make is not having a very clear mission for what they’re trying to do with social media,” says Daniel Grayson, Assistant Director of Undergraduate Admissions at Tufts. “Our goal is to create a place for dialogue between admitted students and current students, and then get out of the way.”

For prospective students, Facebook provides opportunities to both complicate and improve the application and decision process. For a hopeful high school senior with questionable content on their online profiles, there’s a new risk: a Kaplan survey of 320 admissions officers from the top 500 schools found that one in ten visited applicants’ social networking profiles during their decision-making process. Of those visiting student pages, 38 percent reported that what they saw generally had a negative impact on their admissions evaluation (compared to one quarter of respondents who said these background checks improved their opinion of most applicants). One admissions officer admitted to Kaplan that a status update expressing disinterest in the school contributed to his decision to reject the student.

Online background checks aren’t limited to admissions decisions. According to a report released April 29 by the National Association for College Admission Counseling (NACAC), 26 percent of colleges use web searches to scrutinize candidates for special programs or scholarships. “In all these cases, the intent was to protect the school from potential embarrassment,” the report says.

Content by Elizabeth Schiffman © 2010 AOL Inc. Used with permission.

### Source D

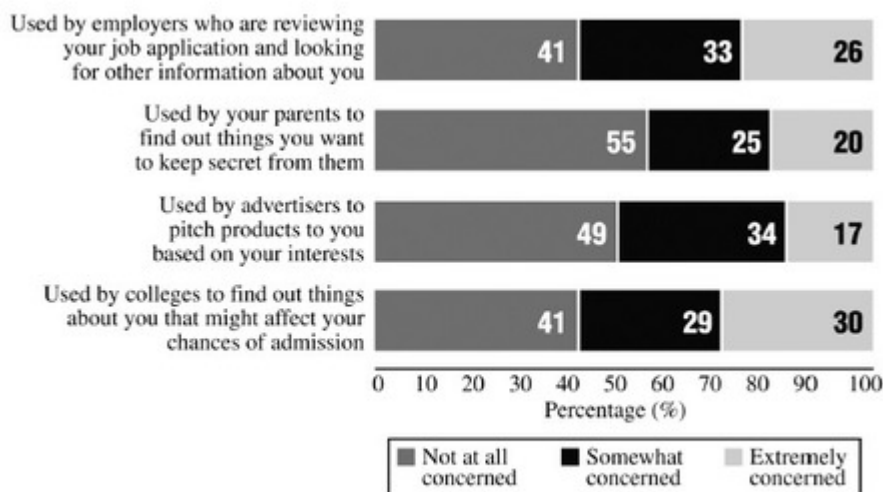
“Social Networking Sites and College-Bound Students.” *StudentPOLL 7.2*. College Board and Art & Science Group, LLC, 23 Jan. 2009. Web. 16 Aug. 2010.

*The following graph is from a national survey of 34,000 high school seniors who registered for the SAT.*

#### LEVEL OF CONCERN ABOUT POSSIBLE USES OF PRIVATE INFORMATION ON SOCIAL NETWORKING SITE



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© 2008 Art & Science Group LLC.

Source E

Jolly, David. "Germany Plans Limits on Facebook Use in Hiring." *New York Times*. New York Times, 26 Aug. 2010. Web. 27 Oct. 2010.

*The following is excerpted from an online article published by a national newspaper.*

As part of the draft of a law governing workplace privacy, the German government on Wednesday proposed placing restrictions on employers who want to use Facebook profiles when recruiting.

The bill would allow managers to search for publicly accessible information about prospective employees on the Web and to view their pages on job networking sites, like LinkedIn or Xing. But it would draw the line at purely social networking sites like Facebook, said Philipp Spauschus, a spokesman for the Interior Minister, Thomas de Maizière.

Chancellor Angela Merkel’s cabinet on Wednesday gave its backing to the proposed law. The bill will now go to Parliament for discussion, and could be passed as early as this year, Mr. Spauschus said.

The law also would prohibit companies from secretly videotaping employees, though they could still videotape in certain areas as long as they disclosed the fact. It would also allow employers to hold secret investigations when they suspected a crime had been committed.

Germany’s Nazi-era history has made the country extremely cautious on matters of individual privacy. Concerns have been heightened in recent years by scandals involving companies’ secret videotaping of employees, as well as intercepting their e-mail and bank data. The explosion of Web-based information tools has added to the unease.

The German authorities are investigating Google for having collected private Internet information while doing research for its Street View mapping service, and they have asked Apple to explain its data-





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collection policies for the iPhone.

Facebook, which says it has more than 500 million users worldwide, with about 10 million in Germany, has come under fire for what some consider privacy shortcomings, as when the site changed its default settings to reveal more of individuals' personal data. The German proposal, however, is aimed squarely at employers.

Peter Schaar, the German commissioner for data protection and freedom of information, told The Associated Press that the proposal was "a substantial improvement on the status quo in dealing with employees' data."

There are currently no rules governing how companies use Facebook data, Mr. Spauschus said. The proposal is meant to create guidelines for the courts in handling the cases that will inevitably arise as social networking penetrates further into everyday life, he said, and companies would also benefit from clear rules.

Sarah Roy, a spokeswoman in Paris for Facebook, said the company generally did not comment on legislation as a matter of policy. But she said that the Web site's privacy settings allowed users to share information as broadly or as narrowly as they liked, either with entire networks or with a limited number of participants.

From International Herald Tribune, 8/26/2010 Issue © 2010 International Herald Tribune. All rights reserved.

### Source F

boyd, danah. "Regulating the Use of Social Media Data." *Apophenia*. danah boyd, 26 Aug. 2010. Web. 27 Oct. 2010.

*The following is excerpted from a Weblog published by a social media researcher.*

If you were to walk into my office, I'd have a pretty decent sense of your gender, your age, your race, and other identity markers. My knowledge wouldn't be perfect, but it would give me plenty of information that I could use to discriminate against you if I felt like it. The law doesn't prohibit me for "collecting" this information in a job interview nor does it say that discrimination is acceptable if you "shared" this information with me. That's good news given that faking what's written on your body is bloody hard. What the law does is regulate how this information can be used by me, the theoretical employer. This doesn't put an end to all discrimination – plenty of people are discriminated against based on what's written on their bodies – but it does provide you with legal rights if you think you were discriminated against and it forces the employer to think twice about hiring practices.

The Internet has made it possible for you to create digital bodies that reflect a whole lot more than your demographics. Your online profiles convey a lot about you, but that content is produced in a context. And, more often than not, that context has nothing to do with employment. This creates an interesting conundrum. Should employers have the right to discriminate against you because of your Facebook profile? One might argue that they should because such a profile reflects your "character" or your priorities or your public presence. Personally, I think that's just code for discriminating against you because you're not like me, the theoretical employer.



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Of course, it's a tough call. Hiring is hard. We're always looking for better ways to judge someone and goddess knows that an interview plus resume is rarely the best way to assess whether or not there's a "good fit." It's far too tempting to jump on the Internet and try to figure out who someone is based on what we can dredge up online. This might be reasonable if only we were reasonable judges of people's signaling or remotely good at assessing them in context. Cuz it's a whole lot harder to assess someone's professional sensibilities by their social activities if they come from a world different than our own.

Given this, I was fascinated to learn that the German government is proposing legislation that would put restrictions on what Internet content employers could use when recruiting.

A decade ago, all of our legal approaches to the Internet focused on what data online companies could collect. This makes sense if you think of the Internet as a broadcast medium. But then along came the mainstreamification of social media and user-generated content. People are sharing content left right and center as part of their daily sociable practices. They're sharing as if the Internet is a social place, not a professional place. More accurately, they're sharing in a setting where there's no clear delineation of social and professional spheres. Since social media became popular, folks have continuously talked about how we need to teach people to not share what might cause them professional consternation. Those warnings haven't worked. And for good reason. What's professionally questionable to one may be perfectly appropriate to another. Or the social gain one sees might outweigh the professional risks. Or, more simply, people may just be naive.

"Regulating the Use of Social Media Data" by danah boyd, from Apophenia, copyright © 2010 by danah boyd. Used by permission.

### Source G

Lee, Timothy B. "Employers, Get Outta My Facebook: When Considering Job Applicants, Prospective Employers Have No Business Poking Around Their Profiles on Social Networking Sites. Pro or Con?" *The Debate Room*. Bloomberg Businessweek, Mar. 2008. Web. 27 Oct. 2010.

*The following is excerpted from an article in an online magazine.*

Obviously, employers should not use information obtained from Facebook, blogs, or other Internet sites in ways that would be intrinsically unethical or illegal. But there are lots of situations in which such sites could be used legitimately in hiring decisions, and there's absolutely no reason employers shouldn't check them as a normal part of the hiring process.

Employees in sales, public relations, and customer service function as representatives for the companies they work for, so employers have a legitimate interest in ensuring potential workers won't embarrass the company.

More important, a job applicant's well-crafted online persona can serve as an asset, acting as a kind of extended résumé. In many white-collar occupations, a candidate can use his Web presence to demonstrate passion and depth of knowledge for his or her area of expertise. When hiring a writer, for example, I'd be more likely to choose one who had a blog (assuming it was well-written) than one who did not, even if I disagreed with some of the views it contained.

Similarly, a programmer, for example, can enhance his application by keeping a blog that demonstrates



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his contributions to open-source projects, handiness with gadgets, or knowledge of the technology industry. Ultimately, developing an appealing Web presence is a part of portraying oneself in an attractive manner—no different from wearing a freshly pressed suit and proofreading your résumé.

Of course, in most cases, employers won't find out anything at all about a job candidate. And when they do find information, they should keep in mind that some of it might be inaccurate or give an incomplete picture.

But the bottom line is that a public Facebook page is just that: public. People are responsible for what they post. It's unreasonable to make personal information available to the whole world and not expect employers to look at it.

Facebook gives users the option of keeping their profiles private, and so does blogging software such as LiveJournal. Users should take advantage of these options for information they don't want considered by potential employers. But if applicants choose to make information about themselves available to the world, they can hardly object when employers take that information into account in hiring decisions.

© 2008 Timothy B. Lee

### Source H

Jones, Michael, Adam Schuckman, and Kelly Watson. "The Ethics of Pre-Employment Screening Through the Use of the Internet." *The Ethical Imperative in the Context of Evolving Technologies*. Boulder: Ethica Publishing, n.d. Web. 27 Oct. 2010.

*The following is excerpted from a chapter of an online book.*

Another increasingly used practice for employment prescreening is to "Google" applicants. . . .

Over half of the applicants found on search engines and nearly two-thirds of the applicants found on social networking sites were not hired as a result of the information found on sites, such as Facebook.com, MySpace.com, and Google.com. Among other concerns, these sites are not necessarily valid nor is there any way to ascertain the true identity of the person responsible for the information found. Unlike the interview process, there is no personal connection when sifting through information found on the internet and therefore there is a greater likelihood for the information to be taken out of context or misused. In many cases, the information used to determine the suitability of a prospective employee had little or no bearing on their ability to adequately complete the work. In fact, 8% of the potential employees that were rejected as a result of information found on search engines and networking sites were rejected because their screen name was unprofessional. As information on the internet is generally considered public, permission for these searches is not required and the information found need not be disclosed. As a result, unverified information can sway a future employer's decision without any input from the employee in question. . . .

The ethical dilemma that arises as a result of these searches is one of fairness. According to the Markkula Center for Applied Ethics, the fairness and justice approach to ethics stems from "Aristotle and other Greek philosophers [who] have contributed the idea that all equals should be treated equally." This approach states that "ethical actions treat all human beings equally—or if unequally, then fairly based on some standard that is defensible." People generally assume that they have a certain degree of



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informational privacy, yet the information accessed on the internet is not restricted in a way that would protect this sense of privacy. While rules exist to prevent employers from asking questions about belief systems or disabilities of their prospective employees, these rules fail to prevent the same information from being divulged through internet searches. These laws are intended to prevent discrimination on the basis of information irrelevant to the job. By circumventing these laws, the information used to make hiring decisions may unfairly discriminate against people with certain beliefs or backgrounds. The lack of these laws in regards to their application to the information found on the internet may lead to discrimination, whether done on a conscious or unconscious level.

Used by permission of Michael Jones, Adam Schuckman, and Kelly Watson.



Please respond on separate paper, following directions from your teacher.

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6. In the United States, the current wage gap between men and women is about 20%, meaning that for every dollar men earn, women only earn about 80 cents. In spite of decades of activism and gains in women's wages, the issue has yet to be resolved; there is even some evidence that progress in closing the wage gap has recently slowed down. In order to address this persistent issue, some have proposed solutions such as salary transparency, while others call for new ways of approaching the problem.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop your position on the most important changes that can be made to promote pay equality.

- Source A (Elsesser)
- Source B (chart)
- Source C (Oelz)
- Source D (Gaag)
- Source E (Wingfield)
- Source F (table)

In your response you should do the following:

- Respond to the prompt with a thesis that may establish a line of reasoning.
- Provide evidence from at least 3 of the provided sources to support your thesis. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain the relationship between the evidence and your thesis.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

### Source A

- Elsesser, Kim. "Two Solutions for the Gender Pay Gap that Can Be Implemented Today." *Forbes.com*, 19 Nov. 2015,



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[www.forbes.com/sites/kimelsesser/2015/11/19/two-solutions-for-the-gender-pay-gap-that-can-be-implemented-today/#396b1c9d2d35](http://www.forbes.com/sites/kimelsesser/2015/11/19/two-solutions-for-the-gender-pay-gap-that-can-be-implemented-today/#396b1c9d2d35).

*The following excerpt is from an article in an online business magazine.*

The gender pay gap is still going strong. In the U.S., women are taking home only 82.9 cents for every dollar earned by men, and the discrepancy is worse for minorities and for those at the high end of the pay scale. Globally, things aren't much better. The World Economic Forum released data today indicating it will take 118 years until the global pay gap between men and women is closed. Recommendations on how to reduce this problem are available, but many, like better child-care options, are difficult to implement and prohibitively costly. Fortunately, there are two fixes we could implement immediately that would help eliminate a big portion of the gender pay gap. And, they are free.

### 1. Implement Pay Transparency

Pay transparency lets everyone know what their colleagues are earning and would make women aware if they are making less than their male counterparts. When the Sony hack revealed a gender pay gap among actors, Charlize Theron took action to correct a \$10 million pay discrepancy between her and her male co-star, Chris Hemsworth, in *The Huntsman*. It's a natural response. We all want to be treated fairly. It makes the gender gap problem self-correcting.

Yes, it would be a bit of a headache for managers, especially in the early days. But having to defend the pay of their employees would not necessarily be bad for the corporation. It may ultimately work as incentive for employees to increase their productivity. It would force organizations to establish a meritocracy. Those who are most productive get paid the most. The highest pay wouldn't go to those who ask for it, to those who threaten to quit, or to those who are friends with the boss, but, instead it would go to those that actually deserve more pay.

Some tech companies are already implementing these strategies in order to reduce the gender pay gap. According to the Guardian, New York based analytics company, SumAll provides an online document so employees can view the salaries and pay histories of all their colleagues. Social sharing startup, Buffer also makes all their employees' salary information public. Ideally, more organizations who care about gender parity will follow suit, but it will probably require legislation to get the larger organizations on board.

### 2. Eliminate Negotiation

A second fix for the gender pay gap is to eliminate negotiation. Study after study show that women don't perform as well as men in negotiations. Often women avoid negotiation altogether, accepting the first offer presented by a prospective employer. One study of graduating masters' students examined who negotiated their first job offer. Despite urging from their university to negotiate, only 7% of the female graduates negotiated for a higher salary, but 57% of the men asked for more money. That's more than 8 times as many men asking for more money. Sadly, many women report that they fear they will not be liked if they aggressively pursue a higher salary.



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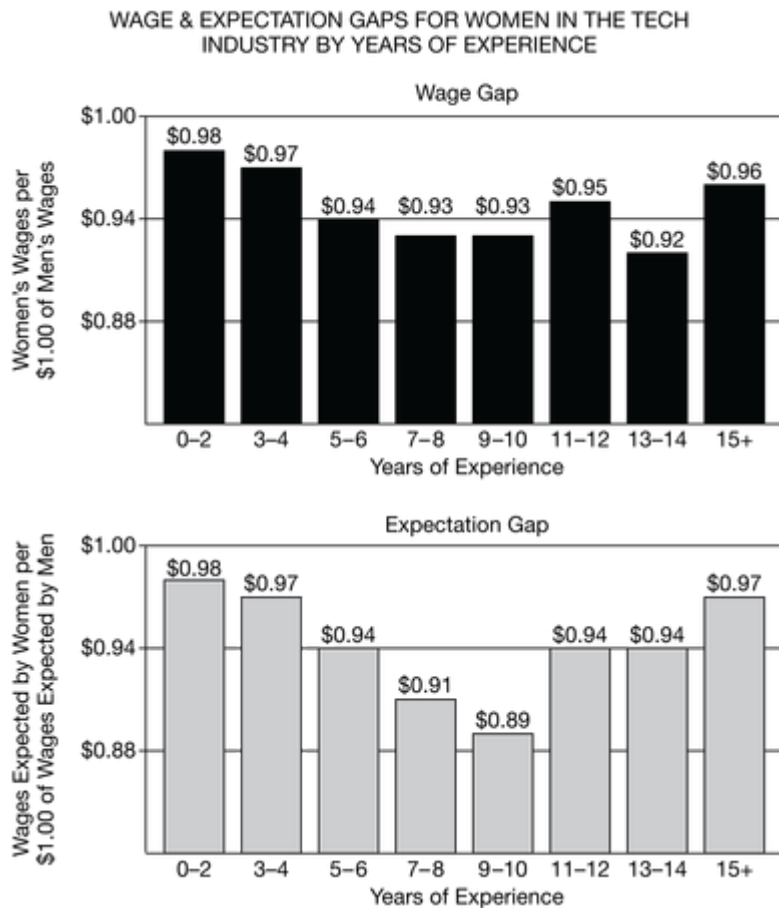
from “Two Solutions for the Gender Pay Gap that Can Be Implemented Today” by Kim Elsesser © 2015 by PARS International Corp. Reproduced with permission.

Source B

- Hired. *The State of Wage Inequality in the Workplace*. hired.com, 2018.

*The following is a chart from a report published by a tech career site.*

Wage & Expectation Gaps for Women in the Tech Industry by Years of Experience



Source C

- Oelz, Martin, et al. *Equal pay: An Introductory Guide*. International Labour Office, 2013. *ProQuest Ebook Central*, [ebookcentral.proquest.com/lib/unomaha/detail.action?docID=1531554](http://ebookcentral.proquest.com/lib/unomaha/detail.action?docID=1531554).

*The following is an excerpt from a guide to pay equity published by a United Nations agency that sets international labor standards.*

Different factors explain the gender pay gap. The relative importance of these factors varies by country and over time . . .



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### Gender differences in work experience

Women have more intermittent work patterns than men. They often withdraw from the labour force because of their child-rearing responsibilities, although a growing proportion of women remain in the labour market after giving birth. Skill loss due to work interruptions is penalized for both women and men (who often face military service and unemployment), but is greater for women. When they return to work, unlike men, women tend to lose access to jobs that are commensurate to their skill level.

### Occupational gender segregation

Women work in a smaller and lower-paying range of occupations and industries than men. This is called horizontal occupational segregation. Women work as, for example, secretaries and nurses or day care workers, which are typically paid less than jobs mostly performed by men, such as truck drivers, machinists and miners. This is often a result of stereotyped assumptions regarding what type of work is “suitable” for women.

Women are under-represented at highly paid levels and kept in lower level positions. This is called vertical occupational segregation. It applies even in sectors where the majority of the workforce is women, such as in the health and education sectors.

Female-dominated jobs (often defined as occupations where more than 60% of employees are women) are generally less paid and less valued than male-dominated jobs. The lower rates of pay discourage men from entering these jobs. As a result women are concentrated in different jobs than men. This reinforces the view that low pay results from market factors and skill requirements rather than the under-valuation of women’s jobs. Women’s skills are often overlooked, as they are regarded as “natural” female characteristics rather than acquired through experience or training. The classification of occupations as “skilled” or “unskilled” thus also often has a gender bias.

### Source D

- Gaag, Nikki van der. *Feminism and Men*. Zed Books, 2014.

***The following is an excerpt from a book on the role of men in the feminist movement.***

Crucially, while women have been moving into paid employment, they are still doing the same amount of unpaid work and childcare in the home. Until men and women share the unpaid work, women will still be doing the double shift that makes it difficult to move up the career ladder. This becomes particularly true once they have children, although of course household arrangements are becoming ever more diverse, and roles may be hugely different in some cultures. . . .

In a 2006 survey at Princeton University in the USA, 62 per cent of women said they anticipated work/family conflict, compared with 33 per cent of men—and of the men who expected a conflict, 46 per cent expected that their wives would step away from their career track. These expectations yield predictable results: among professional women who take time off for family, only 40 per cent return to work full-time.



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Many companies structure their workers' days around the expectation that someone else is handling the home front. Even where men have welcomed women into the workplace, housework, cooking and child-rearing duties are still borne largely by women. . . .

In some countries, women (for it is still their problem) have found another solution: get someone else to do the work in the home. Recent research on women in senior management in the emerging BRIC countries (Brazil, Russia, India, China) found that this directly correlated with being able to go back to work when children are young. "We found, for instance, in India, that the combination of . . . extended family and low-cost domestic help meant that child care was really not a problem," says Sylvia Ann Hewlett, one of the researchers. "Women in the BRIC countries are able to return to work sooner after having children, while many women in the U.S. disengage from the workforce completely while their children are young. That means that they lose about 18 percent of their earning power permanently, because it's so hard to get back in." So rather than looking to a male partner or husband (if there is one) to share these tasks, middle-class women with means would rather hand them on—by paying another woman.

### Source E

- Wingfield, Adia Harvey. "About Those 79 Cents." *The Atlantic*, 17 Oct. 2016, [www.theatlantic.com/business/archive/2016/10/79-cents/504386](http://www.theatlantic.com/business/archive/2016/10/79-cents/504386).

*The following is from an online magazine article.*

[T]he gender-wage gap is not just a story of women making less money than men; it is indicative of how race also shapes earnings disparities, such that women of color often find themselves financially in even worse shape than their white female colleagues.

Importantly, these racial disparities exist on both sides of the gender-pay gap. While researchers and policymakers are more likely today to draw attention to how women of color are differentially affected by these gaps in pay, men of color . . . are facing earnings gaps unique to them. When it comes to hourly wages, white men earn an average of \$21 an hour, compared to \$15 an hour for black men and \$14 an hour for Latino men. (White and Asian women actually earn more per hour, on average—\$17 an hour and \$18 an hour, respectively—than black and Latino men.) Further, a recent report from the Economic Policy Institute, a left-leaning think tank, showed that in 2015, after controlling for education, region, and work experience, black men earned 22 percent less than white men working in the same occupations, a disparity that has worsened in the aftermath of the Great Recession.

Other sociological research can provide some insights into the processes that enable and perpetuate these particular gaps. New York University's Deirdre Royster has shown that social networks help white men more than black men when it comes to looking for skilled jobs. . . . Further, my own work on black male professionals—specifically, lawyers—shows that they often are steered to organizational tasks that give firms the appearance of greater diversity but obscure their ability to contribute in other, more valued ways. Thus, it's important to think about how race operates in conjunction with gender when considering pay disparities not just for women, but for men as well.

Recent data from California are particularly illustrative of this. In the state's 37th congressional district, which is in Los Angeles county, data from 2015 seemed to show an encouraging erasure of the gender-pay gap, with women's average earnings above men's. But it turns out that it was not so much that the





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pay gap had closed as it was that the 37th district has a very high proportion of black and Latino men relative to the rest of the country; when women’s—particularly black and brown women’s—wages were being compared to those of a group of mostly nonwhite men, the gender-pay gap effectively disappeared—an effect that can be explained by the fact that the wage gap between men and women of color is smaller than the one between women of color and white men. . . .

So, while the gender-pay gap certainly exists, it is a little more complicated than the basic assertion that men make more than women; an intersectional approach reveals that some groups of men—namely, men of color—actually earn less on average than white women. Therefore, any efforts to close the gender-pay gap should address not just the processes that perpetuate gender discrimination—the motherhood penalty, gender stereotypes, and a lack of policies to support working parents, to name a few—but also the mechanisms that reproduce racial inequalities. Pay gaps will still remain, but they should be driven only by differences in skill, education, and experience—not by race or gender.

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Source F

- Hegewisch, Ariane, and Emma Williams-Baron. “The Gender Wage Gap: 2017, Earnings Differences by Race and Ethnicity.” Institute for Women’s Policy Research, 7 March, 2018, iwpr.org/publications/gender-wage-gap-2017-race-ethnicity.

*The following is a table from a fact sheet published by the Institute for Women’s Policy Research.*

MEDIAN WEEKLY EARNINGS AND GENDER EARNINGS RATIO FOR FULL-TIME WORKERS, 16 YEARS AND OLDER BY RACE/ETHNIC BACKGROUND, 2016 AND 2017

	Racial/ Ethnic Background	Women	Men	Female Earnings as % of Male Earnings of Same Group	Female Earnings as % of White Male Earnings
2017	All Races/ Ethnicities	\$770	\$941	81.8%	N/A
	White	\$795	\$971	81.9%	81.9%
	Black	\$657	\$710	92.5%	67.7%
	Hispanic	\$603	\$690	87.4%	62.1%
	Asian	\$903	\$1,207	74.8%	93.0%
2016 (in 2017 Dollars)	All Races/ Ethnicities	\$765	\$934	81.9%	N/A
	White	\$782	\$962	81.3%	81.3%
	Black	\$655	\$733	89.3%	68.0%
	Hispanic	\$598	\$677	88.4%	62.2%
	Asian	\$921	\$1,176	78.4%	95.8%

**Notes:** Hispanic workers may be of any race. White, Black, and Asian workers include Hispanics.  
Annual average of median weekly earnings.



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**Source:**

U.S. Bureau of Labor Statistics, *Median weekly earnings of full-time wage and salary workers by selected characteristics, Annual Averages* <http://www.bls.gov/cps/cpsaat37.pdf> (retrieved March 2018).



Please respond on separate paper, following directions from your teacher.

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7. Many recent college graduates have faced record levels of unemployment. This situation has led people to question what they value about higher education. Some high school students and their parents are wondering if a college education is worth the cost. Others, however, believe that a college education prepares students for more than just a job or career.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that evaluates whether college is worth its cost.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Crawford)

Source B (Roth)

Source C (chart)

Source D (Leonhardt)

Source E (Wieder)

Source F (Pew)

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### Source A

Crawford, Matthew B. "The Case for Working with Your Hands." *New York Times Magazine*. New York Times, 24 May 2009. Web. 19 Dec. 2011.

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*The following is excerpted from an article in the Sunday magazine section of a national newspaper.*

High-school shop-class programs were widely dismantled in the 1990s as educators prepared students to become "knowledge workers." The imperative of the last 20 years to round up every warm body and send it to college, then to the cubicle, was tied to a vision of the future in which we somehow take leave of material reality and glide about in a pure information economy. This has not come to pass. To begin with, such work often feels more enervating than gliding. More fundamentally, now as ever, somebody has to actually do things: fix our cars, unclog our toilets, build our houses.



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When we praise people who do work that is straightforwardly useful, the praise often betrays an assumption that they had no other options. We idealize them as the salt of the earth and emphasize the sacrifice for others their work may entail. Such sacrifice does indeed occur—the hazards faced by a lineman restoring power during a storm come to mind. But what if such work answers as well to a basic human need of the one who does it? I take this to be the suggestion of Marge Piercy’s poem “To Be of Use,” which concludes with the lines “the pitcher longs for water to carry/and a person for work that is real.” Beneath our gratitude for the lineman may rest envy.

This seems to be a moment when the useful arts have an especially compelling economic rationale. A car mechanics’ trade association reports that repair shops have seen their business jump significantly in the current recession: people aren’t buying new cars; they are fixing the ones they have. The current downturn is likely to pass eventually. But there are also systemic changes in the economy, arising from information technology, that have the surprising effect of making the manual trades—plumbing, electrical work, car repair—more attractive as careers. The Princeton economist Alan Blinder argues that the crucial distinction in the emerging labor market is not between those with more or less education, but between those whose services can be delivered over a wire and those who must do their work in person or on site. The latter will find their livelihoods more secure against outsourcing to distant countries. As Blinder puts it, “You can’t hammer a nail over the Internet.” Nor can the Indians fix your car. Because they are in India.

If the goal is to earn a living, then, maybe it isn’t really true that 18-year-olds need to be imparted with a sense of panic about getting into college (though they certainly need to learn). Some people are hustled off to college, then to the cubicle, against their own inclinations and natural bents, when they would rather be learning to build things or fix things. One shop teacher suggested to me that “in schools, we create artificial learning environments for our children that they know to be contrived and undeserving of their full attention and engagement. Without the opportunity to learn through the hands, the world remains abstract and distant, and the passions for learning will not be engaged.”

“The Case for Working with Your Hands” by Matthew B. Crawford from *Shop Class as Soulcraft: An Inquiry into the Value of Work*, copyright © 2009 by Matthew B. Crawford. Used by permission.

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### Source B

Roth, Michael. “What’s a Liberal Arts Education Good For?” *Huffington Post*. TheHuffingtonPost.com, 1 Dec. 2008. Web. 20 Dec. 2011.

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*The following is excerpted from an online article by the president of a liberal arts university.*

Rather than pursuing business, technical or vocational training, some students (and their families) opt for a well-rounded learning experience. Liberal learning introduces them to books and the music, the science and the philosophy that form disciplined yet creative habits of mind that are not *reducible* to the material circumstances of one’s life (though they may depend on those circumstances). There is a promise of freedom in the liberal arts education offered by America’s most distinctive, selective, and demanding institutions; and it is no surprise that their graduates can be found disproportionately in



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leadership positions in politics, culture and the economy. . . .

What does liberal learning have to do with the harsh realities that our graduates are going to face after college? The development of the capacities for critical inquiry associated with liberal learning can be enormously practical because they become resources on which to draw for continual learning, for making decisions in one’s life, and for making a difference in the world. Given the pace of technological and social change, it no longer makes sense to devote four years of higher education entirely to specific skills. Being ready on DAY ONE, may have sounded nice on the campaign trail, but being able to draw on one’s education over a lifetime is much more practical (and precious). Post secondary education should help students to discover what they love to do, to get better at it, and to develop the ability to continue learning so that they become agents of change—not victims of it.

A successful liberal arts education develops the capacity for innovation and for judgment. Those who can image how best to reconfigure existing resources and project future results will be the shapers of our economy and culture. We seldom get to have all the information we would like, but still we must act. The habits of mind developed in a liberal arts context often result in combinations of focus and flexibility that make for intelligent, and sometimes courageous risk taking for critical assessment of those risks. . . .

America’s great universities and colleges must continue to offer a rigorous and innovative liberal arts education. A liberal education remains a resource years after graduation because it helps us to address problems and potential in our lives with passion, commitment and a sense of possibility. A liberal education teaches freedom by example, through the experience of free research, thinking and expression; and ideally, it inspires us to carry this example, this experience of meaningful freedom, from campus to community.

The American model of liberal arts education emphasizes freedom and experimentation as tools for students to develop meaningful ways of working after graduation. Many liberal arts students become innovators and productive risk takers, translating liberal arts ideals into effective, productive work in the world. That is what a liberal education is good for.

President Michael S. Roth, Wesleyan University, Huffington Post

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### Source C

Shierholz, Heidi. “New college grads losing ground on wages.” *Economic Policy Institute*. Economic Policy Institute, 31 Aug. 2011. Web. 20 Dec. 2011.

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*The following is from an online article published by a nonprofit, nonpartisan think tank that aims to broaden discussions about economic policy to include the needs of low- and middle-income workers.*

As college students head back to the classroom this semester, a harsh reality confronts them—the rewards for the time, energy, and money that young people put into college are less than they were a decade ago. Since 2000, America’s young college graduates have seen wages, adjusted for inflation,



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deteriorate. This lack of wage growth may be particularly surprising to those used to reading about the vast unfilled need for college graduates, which if true would lead to *increases* in their earnings. The **chart below** tracks the average inflation-adjusted hourly wage for young college graduates with no advanced degree from 1979 to 2010.



After gains in the 1980s and particularly in the 1990s, hourly wages for young college-educated men in 2000 were \$22.75, but that dropped by almost a full dollar to \$21.77 by 2010. For young college-educated women, hourly wages fell from \$19.38 to \$18.43 over the same period. Now, with unemployment expected to remain above 8% well into 2014, it will likely be many years before young college graduates—or any workers—see substantial wage growth.

Source: EPI's analysis of the Current Population Survey, Outgoing Relations Group. Taken from "New college grads losing ground on wages" by Heidi Shierholz, copyright © 2011 by Economic Policy Institute. Used by permission.

### Source D

Leonhardt, David. "Even for Cashiers, College Pays Off." *New York Times*. New York Times, 25 June 2011. Web. 20 Dec. 2011.

*The following is excerpted from an online article in a national newspaper.*

The evidence is overwhelming that college is a better investment for most graduates than in the past. A new study even shows that a bachelor's degree pays off for jobs that don't require one: secretaries,



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plumbers and cashiers. And, beyond money, education seems to make people happier and healthier.

“Sending more young Americans to college is not a panacea,” says David Autor, an M.I.T. economist who studies the labor market. “Not sending them to college would be a disaster.”

The most unfortunate part of the case against college is that it encourages children, parents and schools to aim low. For those families on the fence—often deciding whether a student will be the first to attend—the skepticism becomes one more reason to stop at high school. Only about 33 percent of young adults get a four-year degree today, while another 10 percent receive a two-year degree.

So it’s important to dissect the anti-college argument, piece by piece. It obviously starts with money. Tuition numbers can be eye-popping, and student debt has increased significantly. But there are two main reasons college costs aren’t usually a problem for those who graduate.

First, many colleges are not very expensive, once financial aid is taken into account. Average net tuition and fees at public four-year colleges this past year were only about \$2,000 (though Congress may soon cut federal financial aid).

Second, the returns from a degree have soared. Three decades ago, full-time workers with a bachelor’s degree made 40 percent more than those with only a high-school diploma. Last year, the gap reached 83 percent. College graduates, though hardly immune from the downturn, are also far less likely to be unemployed than non-graduates.

Skeptics like to point out that the income gap isn’t rising as fast as it once was, especially for college graduates who don’t get an advanced degree. But the gap remains enormous—and bigger than ever. Skipping college because the pace of gains has slowed is akin to skipping your heart medications because the pace of medical improvement isn’t what it used to be.

The Hamilton Project, a research group in Washington, has just finished a comparison of college with other investments. It found that college tuition in recent decades has delivered an inflation-adjusted annual return of more than 15 percent. For stocks, the historical return is 7 percent. For real estate, it’s less than 1 percent.

Another study being released this weekend—by Anthony Carnevale and Stephen J. Rose of Georgetown—breaks down the college premium by occupations and shows that college has big benefits even in many fields where a degree is not crucial.

Construction workers, police officers, plumbers, retail salespeople and secretaries, among others, make significantly more with a degree than without one. Why? Education helps people do higher-skilled work, get jobs with better-paying companies or open their own businesses.

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### Source E



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Wieder, Ben. "Thiel Fellowship Pays 24 Talented Students \$100,000 Not to Attend College." *The Chronicle of Higher Education*. The Chronicle of Higher Education, 25 May 2011. Web. 20 Dec. 2011.

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*The following is excerpted from an online article in a publication for college and university faculty members and administrators.*

The winners were announced today for a new fellowship that has sparked heated debate in academic circles for questioning the value of higher education and suggesting that some entrepreneurial students may be better off leaving college.

Peter Thiel, a co-founder of PayPal, will pay each of the 24 winners of his Thiel Fellowship \$100,000 not to attend college for two years and to develop business ideas instead.

The fellows, all 20 years old or younger, will leave institutions including Harvard University, the Massachusetts Institute of Technology, and Stanford University, to work with a network of more than 100 Silicon Valley mentors and further develop their ideas in areas such as biotechnology, education, and energy. . . .

At least one student initially chosen as a Thiel fellow, however, ended up turning down the deal, opting to continue her traditional education by accepting admission at MIT.

Mr. Thiel said he had expected some applicants would decide to stay on their academic track.

He admits he probably wouldn't have applied for a program like the Thiel Fellowship when he was a student in the 1980s either.

Mr. Thiel studied philosophy at Stanford in the 1980s and later completed law school there, but he now wishes he had given more thought to the educational decisions he made and their implications.

"Instead, it was just this default activity," he said.

### **Questioning the Value of College**

The fellowship seeks to help winners develop their ideas more quickly than they would at a traditional university. Its broader aim goes beyond helping the 24 winners, by raising big questions about the state of higher education.

Mr. Thiel ignited controversy when he told TechCrunch in April that he sees higher education as the next bubble, comparable to previously overvalued markets in technology and housing.

Both cost and demand for a college education have grown significantly in the years since Mr. Thiel was a student. He sees that rise as irrational.

Students today are taking on more debt, and recently tightened bankruptcy laws make it more difficult to shake that debt, he argues, and those factors make higher education a risky investment. "If you get this wrong, it's actually a mistake that's hard to undo for the rest of your life," he said.



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Critics contend that even so, Thiel’s advice to leave school and develop a business is applicable only to a tiny fraction of students and that Thiel’s own success, aided by business relationships forged during his days at Stanford, argues against leaving school.

But Thiel is convinced that the social pressure for students to pursue “lower-risk trajectories” in their career choices will lead to less innovation in the future.

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### Source F

Pew Social & Demographic Trends. “Executive Summary.” *Is College Worth It?* Pew Research Center, 15 May 2011. Web. 20 Dec. 2011.

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*The following is excerpted from a 2011 report on a national survey of 2,142 adults ages 18 and older.*

Here is a summary of key findings:

#### Survey of the General Public

**Cost and Value.** A majority of Americans (57%) say the higher education system in the United States fails to provide students with good value for the money they and their families spend. An even larger majority— 75%—says college is too expensive for most Americans to afford. At the same time, however, an overwhelming majority of college graduates—86%—say that college has been a good investment for them personally.

**Monetary Payoff.** Adults who graduated from a four-year college believe that, on average, they are earning \$20,000 more a year as a result of having gotten that degree. Adults who did not attend college believe that, on average, they are earning \$20,000 a year less as a result. These matched estimates by the public are very close to the median gap in annual earnings between a high school and college graduate as reported by the U.S. Census Bureau in 2010: \$19,550. A more detailed Pew Research Center analysis . . . shows that this gap varies by type of degree and field of study.

**Student Loans.** A record share of students are leaving college with a substantial debt burden, and among those who do, about half (48%) say that paying off that debt made it harder to pay other bills; a quarter say it has made it harder to buy a home (25%); and about a quarter say it has had an impact on their career choices (24%).

**Why Not College?** Nearly every parent surveyed (94%) says they expect their child to attend college, but even as college enrollments have reached record levels, most young adults in this country still do not attend a four-year college. The main barrier is financial. Among adults ages 18 to 34 who are not in school and do not have a bachelor’s degree, two-thirds say a major reason for not continuing their education is the need to support a family. Also, 57% say they would prefer to work and make money; and 48% say they can’t afford to go to college.





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**Split Views of College Mission.** Just under half of the public (47%) says the main purpose of a college education is to teach work-related skills and knowledge, while 39% say it is to help a student grow personally and intellectually; the remainder volunteer that both missions are equally important. College graduates place more emphasis on intellectual growth; those who are not college graduates place more emphasis on career preparation.

**For Most College Graduates, Missions Accomplished.** Among survey respondents who graduated from a four-year college, 74% say their college education was very useful in helping them grow intellectually; 69% say it was very useful in helping them grow and mature as a person; and 55% say it was very useful in helping them prepare for a job or career.

**Above All, Character.** While Americans value college, they value character even more. Asked what it takes for a young person to succeed in the world, 61% say a good work ethic is extremely important and 57% say the same about knowing how to get along with people. Just 42% say the same about a college education.



Please respond on separate paper, following directions from your teacher.

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8. Many high schools, colleges, and universities have honor codes or honor systems: sets of rules or principles that are intended to cultivate integrity. These rules or principles often take the form of written positions on practices like cheating, stealing, and plagiarizing as well as on the consequences of violating the established codes.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed argument for your own position on whether your school should establish, maintain, revise, or eliminate an honor code or honor system.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (cartoon)

Source B (Vangelli)

Source C (Dirmeyer and Cartwright)

Source D (Kahn)

Source E (table)

Source F (McCabe and Pavela)

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### Source A



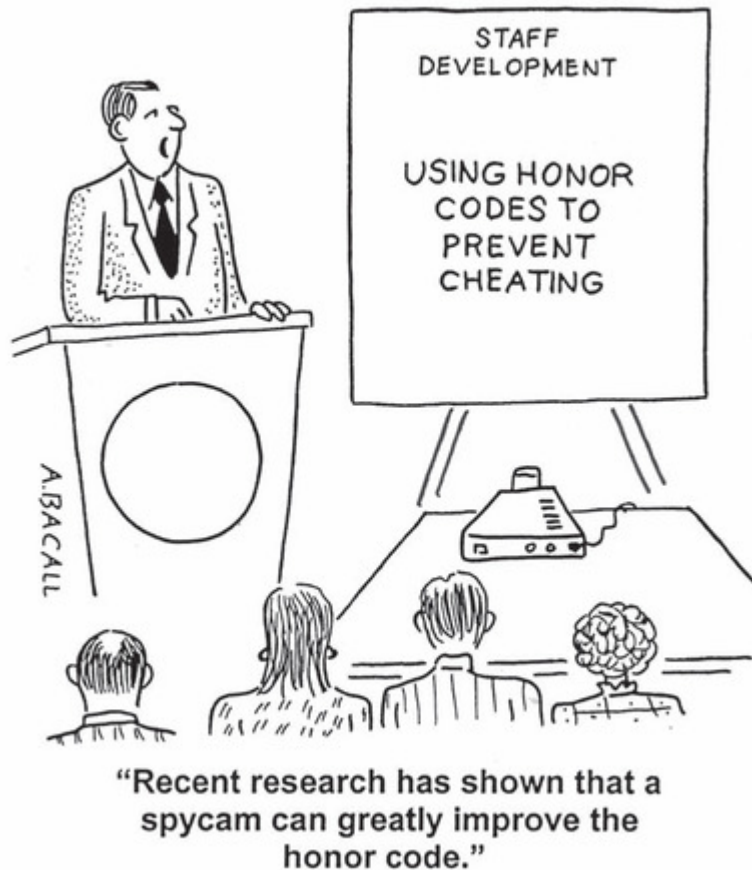
## Synthesis

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Bacall, Aaron. "Recent Research Has Shown That a Spycam Can Greatly Improve the Honor Code." Cartoon. CSL CartoonStock, n.d. Web. 10 April 2013.

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*The following is a cartoon from an online cartoon archive based in Great Britain.*



www.CartoonStock.com

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### Source B

Vangelli, Alyssa. "The Honor Code Vote: One Student Senator's View." *ParentsAssociation.com*. ParentsAssociation.com, n.d. Web. 1 April 2013.

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*The following, an excerpt from a student's account of the introduction of an honor code at her high*



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*school, Lawrence Academy—a private boarding school in Massachusetts—was originally published in the school newsletter in May 1999.*

When the honor code proposal first came under consideration in the spring of 1998, many students, including members of the Senate, were quick to criticize it. Students did not fully understand the role of an honor code; many saw it as another rule to obey. The earlier drafts of the honor code included specific penalties for violations of the honor code, which many students opposed. Students were expected to report or confront a fellow student if they knew that he/she had cheated, lied, or stolen. Failure to confront or report a student would result in a period of probation. Students opposed this obligation to take action against another student because they did not see it as their responsibility. They feared that a mandate to confront peers would create friction and that a subsequent report could not easily be kept confidential. . . .

After much discussion and debate in class and Senate meetings, the proposal was revised to eliminate any formal disciplinary actions, although the expectation to take action if one witnessed or knew about any dishonest behavior still existed. I saw the revision to eliminate all formal penalties in the honor code as a huge step in gaining student approval, both inside and outside of the Senate.

Another part of the code which received student criticism was a requirement for students to write a pledge of honor on every piece of work submitted, stating that it was the result of their own thinking and effort. Many students thought that a pledge of honor for each piece of paper submitted was excessive, but a less frequent pledge of honor could be a helpful reminder of their responsibilities. This section was revised to require a pledge of honor at the beginning of each term, affirming that each student will behave honestly and responsibly at all times. In signing this pledge of honor, students have reminders of these moral values and a responsibility to perform honestly in the school environment. The revised pledge of honor also helped gain student approval for the honor code.

Another turning point occurred when students began to examine the role of an honor code as something other than a new set of rules and regulations to obey. In order to understand the purpose of an honor code, the real question was what type of environment we wanted to live in. As Senate members, we brought this question to class meetings for discussion. Most responded that we needed an environment where students and faculty could live in complete trust of one another. Although some did not see a need for an honor code, we, as Senate members, concluded that this type of environment could only be achieved through first adopting an honor code. Implicit in an honor code is a belief in the integrity of human beings; it also provides students a clear explanation of the importance of behaving with the integrity and the expectation that our resulting actions will increase trust and respect in the LA [Lawrence Academy] community.

As the time to vote for the honor code approached, I and many other student members of the Senate felt pulled in two directions; we wanted to vote based on our consciences, but we wanted to represent the remaining skeptical and uncertain views of our fellow students. At the time of voting, most of us took the first option and voted according to our consciences, which we believed would eventually benefit every member of the school.

I voted in favor because I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper and where I could be trusted visiting a dorm as a day student. I imagined that other students and future students of Lawrence would feel the same way.



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Although the full acceptance of an honor code will take time, an important process has begun, one which I believe will ensure moral action and thinking here at Lawrence Academy.

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### Source C

Dirmeyer, Jennifer, and Alexander Cartwright. "Honor Codes Work Where Honesty Has Already Taken Root." *Chronicle of Higher Education*. Chronicle of Higher Education, 24 Sept. 2012. Web. 20 March 2013.

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*The following is excerpted from a commentary published in an online newspaper focused on higher education.*

The possibility that 125 Harvard students "improperly collaborated" on an exam in the spring has galvanized a continuing discussion about the use of honor codes. While Harvard administrators hope that an honor code can improve the academic integrity of the college, critics—especially Harvard students—are skeptical that signing a piece of paper will suddenly cause a cheater to change his ways.

They're right. Not all colleges have what it takes to make an honor code effective—not because the students aren't honest, but because they don't expect anyone else to be. And with honor codes, expectations determine reality.

According to research by Donald L. McCabe, a professor of management at Rutgers University who specializes in student integrity, students at colleges with honor codes—typically student-enforced—cheat less than their counterparts elsewhere do. Our experience at Hampden-Sydney College would seem to support this conclusion: We find little evidence of cheating, even when professors work in their offices during exams. Indeed, you have not seen an honor code at work until you have seen a show of hands for those who did *not* do the reading for today's class turn out to be completely accurate.

Our honor code is strictly enforced, and the enforcement is handled by an all-student court. Students convicted of lying or cheating can expect to receive punishments ranging from suspension to expulsion.

However, honor codes don't always work. Mr. McCabe says that their success depends on a "culture of academic integrity" that leads students to take enforcement of the rules seriously. But economic theory suggests that it's more a matter of expectations. When it works, the culture makes for a successful honor code as much as the honor code makes for a successful culture.

Student expectations about the integrity of their classmates can determine whether the college culture reinforces honesty. Say that each student arrives as a "cheater" type, an "honest" type, or somewhere on the continuum between them. Whatever the individual's innate level of integrity, we believe that each student will decide whether or not to cheat by weighing the costs and benefits.

With a peer-enforced honor code, the likelihood of being caught depends on other students' tolerance for cheating. Students who enter a college of mostly "honest" types will more often choose not to cheat even if they are innately "cheater" types, because the higher risk of getting caught makes the costs



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greater.

That leads to a feedback loop, as more of the population behaves like “honest” types than normally would, increasing the impression that everyone is honest and raising still higher the expectation of being caught. This feedback loop generates the culture of trust and integrity that students—like those at, say, Davidson College, which has a well-publicized honor code—reportedly value so highly.

Unfortunately, the feedback loop can go the other way. If a student enters a college with mostly “cheater” types, not only are the costs of cheating very low, encouraging fellow “cheater” types to cheat, but the benefits of cheating (or the costs of not cheating) are very high, encouraging even “honest” types to cheat. That leads more students to cheat than would normally do so, creating a culture of dishonesty.

The success of the honor code, then, depends on the expectations that students have of their peers’ behavior, which is why colleges with successful honor codes must invest considerable resources in programs that influence how the honor code is perceived.

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### Source D

Kahn, Chris. “Pssst—How Do Ya Spell *Plagiarism* ? Cheating Scandal Tests Honor Code at U. Va.” *Daily Press*. Daily Press Media Group, 14 April 2002. Web. 10 Sept. 2013.

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*The following is excerpted from an article in a regional newspaper headquartered in Newport News, Virginia.*

At the University of Virginia, there’s a saying that students soon commit to memory: “On my honor as a student, I have neither given nor received aid on this assignment/exam.”

Students write this on every test in every class during their college career, pledging as their predecessors have since 1842 never to lie, cheat or steal. It’s a tradition that’s made Thomas Jefferson’s school a richer academic environment, students say, as well as an easier place to find lost wallets.

But even here, where honor is so well defined and policed by an elite student committee, plagiarism has become a problem.

Since last spring, 157 students have been investigated by their peers in the largest cheating scandal in memory. Thirty-nine of those accused of violating the school’s honor code have either dropped out or been expelled—the only penalty available for such a crime.

Some students who had already graduated lost their diplomas.

“It’s not like we’re saying we hate you, it’s just that we have standards here,” said 22-year-old Cara Coolbaugh, one of the students on U.Va.’s Honor Committee who has spent countless hours this year determining the fate of her peers.



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The scandal began in a popular introductory physics class designed for non-majors. The course, which explores pragmatic topics such as why the sky is blue and how light bulbs work, usually attracts 300 to 500 students per semester—too many to watch closely. Instructor Lou Bloomfield said he started to worry about plagiarism after a student confided that some of her friends had copied papers from a file at their sorority. To find out for sure, Bloomfield spent an afternoon programming a computer to spot repeated phrases.

He fed in computer files of 1,500 term papers from four semesters of classes, and matches started popping up.

“I was disappointed,” Bloomfield said. “But I wasn’t so surprised—I have a large class.”

A few of his students had simply copied from earlier work. Others had lifted at least a third of their papers from someone else.

The Honor Committee, whose 21 members were elected just before the plagiarism scandal hit, was overwhelmed. Most professors usually have a few people they’d like to investigate. Bloomfield handed over a list of more than 100.

Philip Altbach, a higher education scholar at Boston College, said he isn’t surprised. “Plagiarism is more common now,” he said. “It’s just easier to do.”

The Internet provides an inexhaustible source of information, and it’s tempting to simply insert phrases directly into reports, Altbach said.

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### Source E

Sledge, Sally, and Pam Pringle. “Assessing Honor Code Effectiveness: Results of a Multipronged Approach from a Five Year Study.” *Research & Practice in Assessment* 5 (2010): 4-12. Web. 20 March 2013.

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*The following table is from a research report describing an ongoing study at a small public university to assess student, faculty, and alumni perceptions of academic integrity.*

#### Student Research and Results

Members of the student honor council were encouraged to create their own survey and administer it in their classes. Faculty oversaw the research project. . . . The student survey was given in Fall 2007 and Spring 2008 resulting in 275 usable responses. The findings are located in [the following table].



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### *Highlights from Student Research: 2007-2008*

Topic	%
Students who believe the honor code is enforced fairly	48
Students who do not know the range of sanctions that can occur	42
Students who would report a fellow student for cheating	8
Students who say the honor system is discussed in class and on the syllabus	65
Students who have violated the honor code and not been caught	40
Students who believe that failure on the assignment was a reasonable sanction for a violation of the honor code	88

Source: Sledge, S. & Pringle, P. (2010). Assessing honor code effectiveness: Results of a multipronged approach from a five year study. *Research & Practice in Assessment*, 5, pg. 9.

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### Source F

McCabe, Donald, and Gary Pavela. "New Honor Codes for a New Generation." *Inside Higher Ed*. Inside Higher Ed, 11 March 2005. Web. 20 March 2013.

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*The following is excerpted from an opinion piece published in an online publication focused on higher education.*

Research confirms recent media reports concerning the high levels of cheating that exist in many American high schools, with roughly two-thirds of students acknowledging one or more incidents of explicit cheating in the last year. Unfortunately, it appears many students view high school as simply an annoying obstacle on the way to college, a place where they learn little of value, where teachers are unreasonable or unfair, and where, since "everyone else" is cheating, they have no choice but to do the same to remain competitive. And there is growing evidence many students take these habits with them to college.

At the college level, more than half of all students surveyed acknowledge at least one incident of serious cheating in the past academic year and more than two-thirds admit to one or more "questionable" behaviors—e.g., collaborating on assignments when specifically asked for individual work. We believe it is significant that the highest levels of cheating are usually found at colleges that have not engaged their students in active dialogue on the issue of academic dishonesty—colleges where the academic integrity policy is basically dictated to students and where students play little or no role in promoting academic integrity or adjudicating suspected incidents of cheating.

### The Impact of Honor Codes



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A number of colleges have found effective ways to reduce cheating and plagiarism. The key to their success seems to be encouraging student involvement in developing community standards on academic dishonesty and ensuring their subsequent acceptance by the larger student community. Many of these colleges employ academic honor codes to accomplish these objectives.

Unlike the majority of colleges where proctoring of tests and exams is the responsibility of the faculty and/or administration, many schools with academic honor codes allow students to take their exams without proctors present, relying on peer monitoring to control cheating. Yet research indicates that the significantly lower levels of cheating reported at honor code schools do not reflect a greater fear of being reported or caught. Rather, a more important factor seems to be the peer culture that develops on honor code campuses—a culture that makes most forms of serious cheating socially unacceptable among the majority of students. Many students would simply be embarrassed to have other students find out they were cheating.

In essence, the efforts expended at these schools to help students understand the value of academic integrity, and the responsibilities they have assumed as members of the campus community, convince many students, most of whom have cheated in high school, to change their behavior. Except for cheating behaviors that most students consider trivial (e.g., unpermitted collaboration on graded assignments), we see significantly less self-reported cheating on campuses with honor codes compared to those without such codes. The critical difference seems to be an ongoing dialogue that takes place among students on campuses with strong honor code traditions, and occasionally between students and relevant faculty and administrators, which seeks to define where, from a student perspective, “trivial” cheating becomes serious. While similar conversations occasionally take place on campuses that do not have honor codes, they occur much less frequently and often do not involve students in any systematic or meaningful way.



Please respond on separate paper, following directions from your teacher.

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- 9. It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response. Note: You may begin writing your response before the reading period is over.**

Over the past several decades, the English language has become increasingly globalized, and it is now seen by many as the dominant language in international finance, science, and politics. Concurrent with the worldwide spread of English is the decline of foreign language learning in English-speaking countries, where monolingualism—the use of a single language—remains the norm.

Carefully read the following four sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether monolingual English speakers are at a disadvantage today.

Your argument should be the focus of your essay. Use the sources to develop your argument and





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explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Berman)

Source B (Thomas)

Source C (Oaks)

Source D (table)

### Source A

Berman, Russell A. “Foreign Language for Foreign Policy?” *Inside Higher Ed*. Inside Higher Ed, 23 Nov. 2010. Web. 8 May 2013.

*The following is excerpted from an article on a Web site devoted to higher education.*

These are troubled times for language programs in the United States, which have been battered by irresponsible cutbacks at all levels. Despite the chatter about globalization and multilateralism that has dominated public discourse in recent years, leaders in government and policy circles continue to live in a bubble of their own making, imagining that we can be global while refusing to learn the languages or learn about the cultures of the rest of the world. So it was surely encouraging that Richard Haass, president of the Council on Foreign Relations and a fixture of the foreign policy establishment, agreed to deliver the keynote address at the American Council on the Teaching of Foreign Languages Annual Convention in Boston on November 19.

Haass is a distinguished author, Oberlin- and Oxford-educated, and an influential voice in American debates. The good news is that in his talk, “Language as a Gateway to Global Communities,” Haass expressed strong support for increased foreign language learning opportunities. He recognized the important work that language instructors undertake as well as the crucial connection between language and culture: language learning is not just technical mastery of grammar but rather, in his words, a “gateway” to a thorough understanding of other societies. . . .

Haass claims that in an era of tight budgets, we need convincing arguments to rally support for languages. Of course that’s true, but—and this is the bad news—despite his support for language as a gateway to other cultures, he countenances only a narrowly instrumental defense for foreign language learning, limited to two rationales: national security and global economy. At the risk of schematizing his account too severely, this means: more Arabic for national security and more Mandarin, Hindi, and, en passant, Korean for the economy. It appears that in his view the only compelling arguments for language-learning involve equipping individual Americans to be better vehicles of national interest as defined by Washington. In fact, at a revealing moment in the talk, Haass boiled his own position down to a neat choice: Fallujah or Firenze. We need more Arabic to do better in Fallujah, i.e., so we could have been more effective in the Iraq War (or could be in the next one?), and we need less Italian because Italy (to his mind) is a place that is only about culture.

In this argument, Italian—like other European languages—is a luxury. There was no mention of French as a global language, with its crucial presence in Africa and North America. Haass even seems to regard



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Spanish as just one more European language, except perhaps that it might be useful to manage instability in Mexico. Such arguments that reduce language learning to foreign policy objectives get too simple too quickly. And they run the risk of destroying the same foreign language learning agenda they claim to defend. Language learning in Haass's view ultimately becomes just a boot camp for our students to be better soldiers, more efficient in carrying out the projects of the foreign policy establishment. That program stands in stark contrast to a vision of language learning as part of an education of citizens who can think for themselves.

Haass's account deserves attention: he is influential and thoughtful, and he is by no means alone in reducing the rationale for foreign language learning solely to national foreign policy needs. . . . Yet even on his own instrumental terms, Haass seemed to get it wrong. If language learning were primarily about plugging into large economies more successfully, then we should be offering more Japanese and German (still two very big economies after all), but they barely showed up on his map.

The much more important issue involves getting beyond instrumental thinking altogether, at least in the educational sphere. Second language acquisition is a key component of education because it builds student ability in language as such. Students who do well in a second language do better in their first language. With the core language skills—abilities to speak and to listen, to read and to write—come higher-order capacities: to interpret and understand, to recognize cultural difference, and, yes, to appreciate traditions, including one's own. Language learning is not just an instrumental skill, any more than one's writing ability is merely about learning to type on a keyboard. On the contrary, through language we become better thinkers, and that's what education is about, at least outside Washington.

### Source B

Thomas, David. "Why Do the English Need to Speak a Foreign Language When Foreigners All Speak English?" *MailOnline* [UK]. Associated Newspapers Ltd, 23 Jan. 2012. Web. 8 May 2013.

*The following is excerpted from an online article in a British newspaper.*

Department for Education figures show that fewer and fewer of us are learning a foreign language, while more and more foreigners are becoming multi-lingual. This, say distraught commentators, will condemn us pathetic Little Englanders to a life of dismal isolation while our educated, sophisticated, Euro-competitors chat away to foreign customers and steal all our business as a result.

In fact, I think those pupils who don't learn other languages are making an entirely sensible decision. Learning foreign languages is a pleasant form of intellectual self-improvement: a genteel indulgence like learning to embroider or play the violin. A bit of French or Spanish comes in handy on holiday if you're the sort of person who likes to reassure the natives that you're more sophisticated than the rest of the tourist herd. But there's absolutely no need to learn any one particular language unless you've got a specific professional use for it.

Consider the maths. There are roughly 6,900 living languages in the world. Europe alone has 234 languages spoken on a daily basis. So even if I was fluent in all the languages I've ever even begun to



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tackle, I'd only be able to speak to a minority of my fellow-Europeans in their mother tongues. And that's before I'd so much as set foot in the Middle East, Africa and Asia.

The planet's most common first language is Mandarin Chinese, which has around 850 million speakers. Clearly, anyone seeking to do business in the massive Chinese market would do well to brush up on their Mandarin, although they might need a bit of help with those hundreds of millions of Chinese whose preferred dialect is Cantonese.

The only problem is that Mandarin is not spoken by anyone who is not Chinese, so it's not much use in that equally significant 21st century powerhouse, India. Nor does learning one of the many languages used on the sub-Continent help one communicate with Arab or Turkish or Swahili-speakers.

There is, however, one language that does perform the magic trick of uniting the entire globe. If you ever go, as I have done, to one of the horrendous international junkets which film studios hold to promote their latest blockbusters, you'll encounter a single extraordinary language that, say, the Brazilian, Swedish, Japanese and Italian reporters use both to chat with one another and question the American stars.

This is the language of science, commerce, global politics, aviation, popular music and, above all, the internet. It's the language that 85 per cent of all Europeans learn as their second language; the language that has become the default tongue of the EU; the language that President Sarkozy of France uses with Chancellor Merkel of Germany when plotting how to stitch up the British.

This magical language is English. It unites the whole world in the way no other language can. It's arguably the major reason why our little island has such a disproportionately massive influence on global culture: from Shakespeare to Harry Potter, from James Bond to the Beatles.

All those foreigners who are so admirably learning another language are learning the one we already know. So our school pupils don't need to learn any foreign tongues. They might, of course, do well to become much, much better at speaking, writing, spelling and generally using English correctly. But that's another argument altogether.

Daily Mail.

### Source C

Oaks, Ursula. "Foreign-Language Learning: What the United States Is Missing Out On." *Blog.NAFSA.org*. NAFSA: Association of International Educators, 20 April 2010. Web. 8 May 2013.

*The following is excerpted from a Weblog maintained by NAFSA, a leading professional association based in the United States and dedicated to international education.*

It seemed a notably strange coincidence that the day after the *Chronicle of Higher Education's* fascinating article about foreign-language acquisition and its remarkable contributions to the human



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mind and to society, *Inside Higher Ed* reported that George Washington University’s arts and sciences faculty had voted by an “overwhelming” margin not only to remove its foreign languages and cultures course requirement, but also to set up the new requirements in such a way that introductory foreign language courses can no longer count toward fulfilling any degree requirement in the college. At the same time, GW’s curricular reform is apparently “designed to promote student learning in areas such as global perspectives and oral communications.”

One wonders how “global perspectives” can happen without foreign language. But Catherine Porter (a former president of the Modern Language Association), writing in the *Chronicle*, puts it rather more bluntly. The lack of foreign-language learning in our society, she states, is “a devastating waste of potential.” Students who learn languages at an early age “consistently display enhanced cognitive abilities relative to their monolingual peers.” This isn’t about being able to impress their parents’ friends by piping up in Chinese at the dinner table—the research is showing that these kids can *think* better. Porter writes: “Demands that the language-learning process makes on the brain . . . make the brain more flexible and incite it to discover new patterns—and thus to create and maintain more circuits.”

But there’s so much more. Porter points out, as many others have, that in diplomatic, military, professional and commercial contexts, being monolingual is a significant handicap. In short, making the United States a more multilingual society would carry with it untold benefits: we would be more effective in global affairs, more comfortable in multicultural environments, and more nimble-minded and productive in daily life.

One of Porter’s most interesting observations, to me, was about how multilingualism enhances “brain fitness.” My own journey in languages is something for which I cannot claim any real foresight or deliberate intention, but by the age of 16, I spoke English, Hungarian, and French fluently. I’ve managed, through travel and personal and family connections, to maintain all three. One thing I know for sure is that when I get on the phone with my mother and talk to her in Hungarian for 20 minutes, or if I have to type out an email to a friend in Paris, afterwards I feel like I’ve had a mental jog on the treadmill: strangely energized, brain-stretched, more ready for any challenge, whether it’s cooking a new dish or drafting an op-ed. And the connective cultural tissue created by deep immersion in another language cannot be overstated. When I went to Hungary during grad school to research my thesis, I figured: no problem, it’s my native tongue. Yes, but I first learned it when I was a toddler, and never since then. The amount of preparation I had to do to be sure I didn’t miss nuance or cultural cues and didn’t draw conclusions based on erroneous translation, was significant, but well worth it. Time and again, I’ve realized how language can transform our interactions with one another. Porter’s article is a wake-up call that neglecting foreign-language learning is hurting our country in more ways than we realize.

Used with permission of NAESA: Association of International Educators.

### Source D

“Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007.” Table in “Language Use in the United States: 2007.” *United States Census Bureau*. United States Census Bureau, April 2010. Web. 8 May 2013.



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The following is adapted from a table in a report from the 2007 American Community Survey (United States Census Bureau) on language use in the United States.

### Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007

(For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))

Characteristic	Total people	English-speaking ability			
		Very well	Well	Not well	Not at all
<b>NUMBER</b>					
<b>Population 5 years and older</b>	<b>280,950,438</b>	(X)	(X)	(X)	(X)
Spoke only English at home	225,505,953	(X)	(X)	(X)	(X)
Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
<b>Spoke a language other than English at home</b>	<b>55,444,485</b>	<b>30,975,474</b>	<b>10,962,722</b>	<b>9,011,298</b>	<b>4,494,991</b>
Spanish or Spanish Creole	34,547,077	18,179,530	6,322,170	6,344,110	3,701,267
Other Indo-European languages	10,320,730	6,936,808	2,018,148	1,072,025	293,749
Asian and Pacific Island languages	8,316,426	4,274,794	2,176,180	1,412,264	453,188
Other languages	2,260,252	1,584,342	446,224	182,899	46,787

(X) Not applicable.

Note: Margins of error for all estimates can be found in Appendix Table 1 at [www.census.gov/population/www/socdemo/language/appendix.html](http://www.census.gov/population/www/socdemo/language/appendix.html). For more information on the ACS, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/).

Source: U.S. Census Bureau, 2007 American Community Survey.



Please respond on separate paper, following directions from your teacher.

10. In the United States, kindergarten has generally been considered an educational setting that provides opportunities for children to ready themselves for the academic and social worlds of formal education. However, the twenty-first-century drive toward increased academic standards has been felt even in the earliest grades, leading some researchers to express concern that the kindergarten experience is being compromised.

Carefully read the following six sources, including the introductory information for each source, and consider the implications of transforming kindergarten into a more academic environment than it has been in the past. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written argument in which you take a position on what kindergarten should be.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.



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Source A (Svensen)

Source B (Breen)

Source C (Rioual)

Source D (chart)

Source E (Curwood)

Source F (photo)

### Source A

Svensen, Ann. “Kindergarten Controversy.” Family Education, n.d., [www.familyeducation.com/school/preparing-kindergarten/kindergarten-controversy](http://www.familyeducation.com/school/preparing-kindergarten/kindergarten-controversy).

*The following passage is excerpted from an online parenting informational resource.*

It used to be so simple: five-year-olds went to kindergarten and six-year-olds went to first grade. But what was once a natural course of events has recently become a difficult decision for many parents. Why? Because kindergarten ain’t what it used to be.

#### **In the Beginning . . .**

Kindergarten was originally conceived in the 1800s by German philosopher and school teacher Friedrich Froebel. He thought of it literally as a “child’s garden”—a place to fill with plants and flowers and nurture children’s curiosity. It was not meant to be a functional classroom.

Vivian Paley, author and award-winning early childhood educator, believes that the goal of this first school year is to develop the social and imaginative strengths of children, and to build confidence. She has this message for kindergarten teachers, “Know your subject: Play.”

#### **Straying from its Roots**

Froebel would be shocked by the latest trend in kindergarten education—a trend that’s turning kindergartens away from their roots and into “mini” or “trickle-down” first grades. In these classrooms, five-year-olds are writing sentences, identifying phonetic sounds, making books, and learning the state capitals.

David Ruenzel, the author of a *Teacher Magazine* article on the subject, suggests this reason for the trend: “Parents whose children have long been in day care and preschool often perceive a half-day centered around play as a step backward. They want beginning reading and writing—not more play.” Other experts think that schools are stressing academics in kindergarten in response to a public demand for higher standardized test scores.

#### **The Fallout**

Paley notes that with this push for early academics, we are beginning to hear about kindergartners who



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are “deficient” in various abilities or “slow learners,” when, in fact, they may be well within their appropriate developmental stage.

Parents who do not want to see their children unfairly labeled may now be waiting until their kids are six to enroll them in kindergarten. Lorrie Shepard, Professor of Education at the University of Colorado, believes these parents are acting in the best interest of their children. But, she says, this practice is changing the balance in many kindergarten programs, and actually perpetuating the trend toward academics.

In regard to the “trickle-down first grade” trend, the National Association for the Education of Young Children holds this commonsense position: The pressure should not be on the child to meet a school’s expectations. Kindergarten and first-grade programs should be ready to meet the developmentally diverse needs and abilities of all children.

FamilyEducation.com

### Source B

Breen, Audrey. “U.Va. Researchers Find That Kindergarten Is the New First Grade.” UVA

Today, 29 Jan. 2014, [news.virginia.edu/content/uva-researchers-find-kindergarten-new-first-grade](http://news.virginia.edu/content/uva-researchers-find-kindergarten-new-first-grade).

*The following passage is excerpted from an article published on the news Web site of the University of Virginia.*

In a working paper titled “Is Kindergarten the New First Grade? The Changing Nature of Kindergarten in the Age of Accountability,” [University of Virginia] researchers Daphna Bassok and Anna Rorem posit that increased emphasis on accountability led to meaningful changes in the kindergartener experience.

“In less than a decade we’ve seen the kindergarten experience essentially transformed,” said Bassok, assistant professor at the Curry School of Education. “Academic skill-building has really taken center stage in today’s kindergarten classrooms, in a way that just wasn’t the case” before the late 1990s.

The study by Bassok and Rorem, a policy associate at U.Va.’s Weldon Cooper Center for Public Service, uses two large nationally representative datasets to track changes in kindergarten classrooms between 1998 and 2006. It shows that in 1998, 31 percent of kindergarten teachers indicated that most children should learn to read while in kindergarten. By 2006, 65 percent of teachers agreed with this statement. To accommodate this new reality, classroom time spent on literacy rose by 25 percent, from roughly 5.5 to seven hours per week.

Bassok said that, done correctly, this increased focus on academics could be helpful. “Young children are curious, enthusiastic learners, with immense potential. There are ways to teach early literacy and math content to young learners so that it’s engaging, fun and really helps them get a head start.”

But the increased emphasis on literacy may have a cost. As teachers spend more time and attention on academic content, time centered on play, exploration and social interactions may drop.



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“It certainly doesn’t have to be an ‘either/or’ scenario, where academics crowd out everything else,” Bassok said, “but I worry that in practice, this is what is happening in many classrooms.”

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### Source C

Rioual, Brigit. “Kindergarten: The Changes from Play to Work.” *Education 300: Education Reform Past and Present*, 3 May 2012, commons.trincoll.edu/edreform/2012/05/kindergarten-the-changes-from-play-to-work-2/.

*The following is excerpted from a research paper written by a college student and posted to an education course’s Web site. The parenthetical citations refer to academic sources used by the writer.*

From having a simple curriculum, kindergarten has changed to a complex curriculum with standards that need to be met. While only 15 percent of kindergarteners were reading a decade ago, today “90 percent of kindergarteners passed an end-of-year reading test” in Maryland’s Montgomery County (Curwood 2007, 30). The measures have dramatically changed; kindergarteners must be able to do things such as count to 100, predict, estimate, “match all consonant and short-vowel sounds to appropriate letters” and “use concrete objects to determine the answers to addition and subtraction problems” (Russell 2011, 253-6). In places like California, kindergarteners are expected to master 195 skills before first grade, and other states are following the same trends (Russell 2011, 253). Kindergarten is seen as the new first grade because many of the standards have moved from first grade into kindergarten (Curwood 2007). But how is this beneficial for children this age?

In some people’s opinions, having kindergarten be work-focused helps them get ahead later on. Kindergarteners will be able to read, know how to take tests, and know crucial math and literacy skills for the testing that counts in fourth grade. Whereas some argue that kindergartners aren’t ready for these pressures of academics, others argue that they are; studies have been done that say early learning is beneficial and that starting at this age is the right time to learn how to read (Curwood 2007, 30).

While people argue between a play-focused and work-focused kindergarten, it nevertheless has changed as a result to the emphasis of education and the state of the economy in our society. More families have both parents work, which has caused preschools to become more common and a chosen choice of childcare. As the number of children in preschool, and the number of preschools increase, children are being exposed to skills that they would have typically learned in the traditional model of kindergarten, such as learning how to use scissors or write (Hatch 1988, 147). Preschoolers are even learning how to write their alphabet and how to read, therefore, making it unnecessary for kindergarten to remain play-focused and forced to be academically focused (Hardy 2009, 8). By putting their children in preschools, parents are helping their children’s academic future; it has been reported that “children who attend quality preschools score higher on kindergarten readiness screening tests” and “school performance continues to remain higher for those students who attended preschool” (Plevyak, 2002, 25). School is the way to success in our economy; therefore, by starting academics earlier, children are getting ahead. Preschool has created this push for academics to start in kindergarten, which will help them later on when it comes to competition for admission into colleges and getting jobs.

Changes from Play to Work, Brigit Rioual, 2012, Trinity College



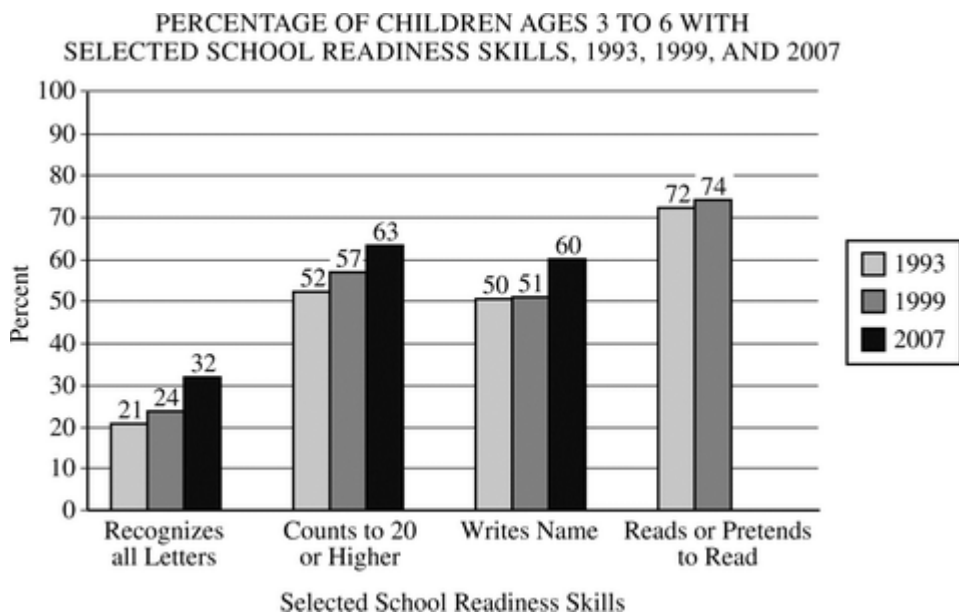


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### Source D

Percentage of Children Ages 3 to 6 with Selected School Readiness Skills, 1993, 1999, and 2007. Digital image. Child Trends, Oct. 2012, [childtrends.org/wp-content/uploads/2012/10/07\\_fig1.jpg](http://childtrends.org/wp-content/uploads/2012/10/07_fig1.jpg).

*The following is from a United States-based nonprofit research center that provides information on the well-being of children and youth. 2007 statistics are not included for the “reads or pretends to read” skill.*



Provided by Child Trends, a research center on children and youth issues.

### Source E

Curwood, Jen Scott. “What Happened to Kindergarten?” Scholastic.com, n.d., [www.scholastic.com/teachers/articles/teaching-content/what-happened-kindergarten/](http://www.scholastic.com/teachers/articles/teaching-content/what-happened-kindergarten/).

*The following source is excerpted from an online article on the Web site of a company that publishes and distributes children’s books.*

It’s a 21st-century truism that in order for the United States to get ahead in the global economy, we need to upgrade our public schools. Ideally, that should mean ensuring that every child receives an education of the best possible quality. Too often, however, in our culture of fast food, media sound bites, and instant downloads, we mistake faster for better. That assumption has led countless school districts—perhaps even your own—to promote “academic kindergartens” where 5-year-olds are more likely to encounter skill-and-drill exercises and nightly homework than unstructured, imaginative playtime. With so much pressure to teach essential literacy and math skills, many kindergarten teachers, and even prekindergarten teachers say that time for free play and exploration is increasingly limited. . . .

Research consistently backs what early elementary teachers know: Imaginative play is the catalyst for



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social, physical, emotional, and moral development in young children. With guidance from an observant teacher, kindergartners can use imaginative play to make sense of the world around them—and lay the critical groundwork for understanding words and numbers.

“Play facilitates the growth of children’s reasoning abilities,” says David Elkind, Ph.D., author of *The Power of Play*. Through classifying objects (cars, shells, beads) and through experimentation (water play, clay), children learn to make inferences and draw conclusions. “Children’s questions are a form of mastery play,” says Elkind. “In asking questions, children are creating their own learning experiences.”

..

Roberta Michnick Golinkoff, Ph.D., is a professor of education at the University of Delaware and the author of numerous books, including *Play = Learning* and *Einstein Never Used Flash Cards*. She argues that play is the primary vehicle that children use to explore their world, learn critical social skills, and grow emotionally.

“But playtime also allows children the opportunity to rough-and-tumble with other children,” Golinkoff adds.

A 2003 study from the Kaiser Family Foundation found that children under 6 spend as much time with television, computers, and video games as playing outside. Clearly, the opportunity for physical play is crucial.

At school and at home, children have less time for unstructured play. “Children are used to being entertained by media,” says Cindy Middendorf, a noted national speaker and author of *Differentiating Instruction in Kindergarten*. “But relying on television, movies, and video games, children are pulled away from real imaginative play.” . . .

“Play has been phased out of so many kindergarten classes,” Middendorf says. “But since we’re not getting the academic results we expected, educators are now realizing that they can teach academic standards within the context of play.”

From INSTRUCTOR magazine. Copyright © 2015 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

### Source F

Little, Lauren A. *Reading Eagle*. Digital image, 6 Apr. 2014, [www.readingeagle.com/news/article/raising-the-bar-in-kindergarten](http://www.readingeagle.com/news/article/raising-the-bar-in-kindergarten).

*The following image is from an online news source.*



## Synthesis

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Courtesy Reading Eagle Company



Please respond on separate paper, following directions from your teacher.

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11. Green living (practices that promote the conservation and wise use of natural resources) has become a topic of discussion in many parts of the world today. With changes in the availability and cost of natural resources, many people are discussing whether conservation should be required of all citizens.

Carefully read the following five sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-written essay that develops a position on the extent to which government should be responsible for fostering green practices.

Make sure that your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Webber)

Source B (Friedman)

Source C (Samuelson)



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Source D (graph)

Source E (“Energy Savers”)

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### Source A

Webber, Alan M. “U.S. Could Learn a Thing or Two from Singapore.” Editorial. *USA Today*. USA Today, 14 Aug. 2006. Web. 17 Aug. 2009.

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*The following is excerpted from an online editorial in a national newspaper.*

It’s time to take . . . a look at how Singapore’s transportation policymakers deal with the tyranny of the automobile.

Start with Singapore’s general approach to every policy issue. The overarching premise is that the government intends to run the country with a business-driven perspective. That’s an idea you’d think would appeal to President Bush, America’s first MBA chief executive. . . .

So what is it that the Singaporean government has crafted as its comprehensive policy approach to the auto? The first thing you need to know is, if you want to buy a car in Singapore, you first must buy a permit to buy a car. . . . The current price is roughly \$10,000 for a midsize car. And here’s the policy kicker: The money goes into supporting an efficient, highly developed mass transit system, which today handles about 4 million rides per day, compared with 3 million daily private auto trips.

Taxes are the other energy-conserving measure adopted by the Singaporean government. In particular, car buyers pay an annual tax that specifically punishes high-powered, gas-guzzling engines. But for every stick there’s a carrot: The government awards a lump sum tax rebate of 40% of the price of a vehicle to Singaporeans who opt for hybrids. As any public policy wonk will tell you, tax policy is public policy. In the case of Singapore, the policy message is clear: Gasoline is scarce and expensive—and likely only to become more so. Tax policies that encourage conservation and punish waste just make sense. . . .

These are just a few of the thoughtfully aligned policy incentives adopted in Singapore. More important, perhaps, Singapore is only one of many places in the world that is making energy conservation and auto management a priority. Just as globalization has made American companies learn from other businesses around the world, so the opportunity exists for mayors, governors and even members of Congress and White House officials to learn from more advanced, more adventurous nations.

“U.S. Could Learn a Thing or Two from Singapore” by Alan Webber, copyright © 2006 by Alan Webber. Used by permission of the author.

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### Source B

Friedman, Thomas L. *Hot, Flat, and Crowded: Why We Need a Green Revolution—and How It Can Renew*



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*America*. New York: Farrar, 2008. Print.

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*The following is excerpted from a book about the need for a green revolution.*

America has a problem and the world has a problem. America’s problem is that it has lost its way in recent years—partly because of 9/11 and partly because of the bad habits that we have let build up over the last three decades, bad habits that have weakened our society’s ability and willingness to take on big challenges.

The world also has a problem: It is getting *hot, flat, and crowded*. That is, global warming, the stunning rise of middle classes all over the world, and rapid population growth have converged in a way that could make our planet dangerously unstable. In particular, the convergence of hot, flat, and crowded is tightening energy supplies, intensifying the extinction of plants and animals, deepening energy poverty, strengthening petro-dictatorship, and accelerating climate change. How we address these interwoven global trends will determine a lot about the quality of life on earth in the twenty-first century.

I am convinced that the best way for America to solve its big problem—the best way for America to get its “groove” back—is for us to take the lead in solving the world’s big problem. In a world that is getting hot, flat, and crowded, the task of creating the tools, systems, energy sources, and ethics that will allow the planet to grow in cleaner, more sustainable ways is going to be the biggest challenge of our lifetime.

But this challenge is actually an opportunity for America. If we take it on, it will revive America at home, reconnect America abroad, and retool America for tomorrow. America is always at its most powerful and most influential when it is combining innovation and inspiration, wealth-building and dignity-building, the quest for big profits and the tackling of big problems. When we do just one, we are less than the sum of our parts. When we do both, we are greater than the sum of our parts—much greater.

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### Source C

Samuelson, Robert J. “Selling the Green Economy.”  
*Washington Post*. The Washington Post Company,  
27 Apr. 2009. Web. 18 Aug. 2009.

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*The following is excerpted from an online article in a national newspaper.*

Few things are more appealing in politics than something for nothing. As Congress begins considering anti-global warming legislation, environmentalists hold out precisely that tantalizing prospect: We can conquer global warming at virtually no cost. Here’s a typical claim, from the Environmental Defense Fund (EDF):

“For about a dime a day [per person], we can solve climate change, invest in a clean energy future, and save billions in imported oil.”



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This sounds too good to be true, because it is. . . . The claims of the Environmental Defense Fund and other environmentalists . . . rely on economic simulations by “general equilibrium” models. An Environmental Protection Agency study put the cost as low as \$98 per household a year, because high energy prices are partly offset by government rebates. With 2.5 people in the average household, that’s roughly 11 cents a day per person.

The trouble is that these models embody wildly unrealistic assumptions: There are no business cycles; the economy is always at “full employment”; strong growth is assumed, based on past growth rates; the economy automatically accommodates major changes—if fossil fuel prices rise (as they would under anti-global-warming laws), consumers quickly use less and new supplies of “clean energy” magically materialize.

There’s no problem and costs are low, because the models say so. But the real world, of course, is different. . . .

Countless practical difficulties would arise in trying to wean the U.S. economy from today’s fossil fuels. One estimate done by economists at the Massachusetts Institute of Technology found that meeting most transportation needs in 2050 with locally produced biofuels would require “500 million acres of U.S. land—more than the total of current U.S. cropland.” America would have to become a net food importer. . . .

The selling of the green economy involves much economic make-believe. Environmentalists not only maximize the warming—from rising sea levels to advancing tropical diseases—they also minimize the costs of dealing with it. Actually, no one involved in this debate really knows what the consequences or costs might be. All are inferred from models of uncertain reliability.

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### Source D

Rheault, Magali. “In Top Polluting Nations, Efforts to Live ‘Green’ Vary.” *Gallup*. Gallup, Inc., 22 Apr. 2008. Web. 18 Aug. 2009.

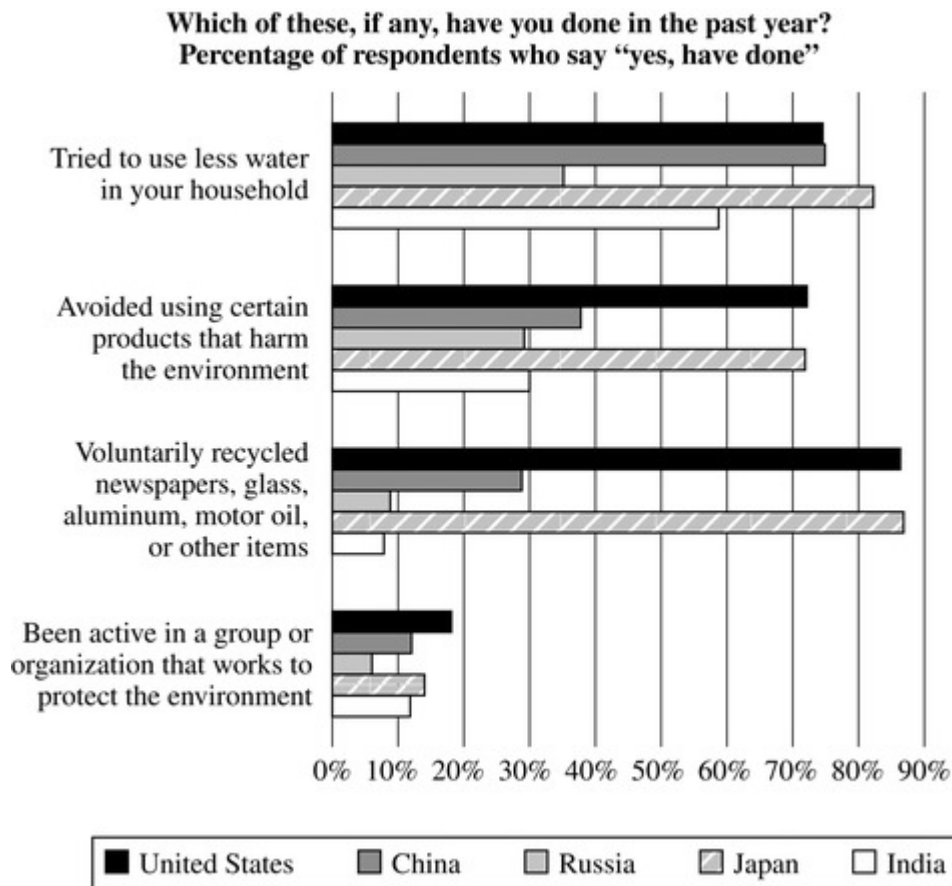
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*The following is excerpted from an article on the results of polls on environmental awareness conducted in 2007.*

According to the Energy Information Administration, the United States, China, Russia, Japan, and India together account for 54% of the world’s total carbon dioxide emissions, which represent the largest share of man-made greenhouse gases. Gallup Polls conducted in 2007 show that American and Japanese residents express the highest levels of environmental stewardship.



## Synthesis



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### Source E

United States. Department of Energy. Office of Energy Efficiency and Renewable Energy. *Energy Savers Booklet: Tips on Saving Energy & Money at Home*. 6 Aug. 2009. Web. 18 Aug. 2009.

*The following is excerpted from a Web site published by the United States Department of Energy.*

Did you know that the typical U.S. family spends about \$1,900 a year on home utility bills? Unfortunately, a large portion of that energy is wasted. And each year, electricity generated by fossil fuels for a single home puts more carbon dioxide into the air than two average cars. And as for the road, transportation accounts for 67% of all U.S. oil consumption. The good news is that there is a lot you can do to save energy and money at home and in your car. Start making small changes today.



## Synthesis

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- Install a programmable thermostat to keep your house comfortably warm in the winter and comfortably cool in the summer.
- Use compact fluorescent light bulbs with the ENERGY STAR® label.
- Air dry dishes instead of using your dishwasher's drying cycle.
- Turn off your computer and monitor when not in use.
- Plug home electronics, such as TVs and DVD players, into power strips; turn the power strips off when the equipment is not in use (TVs and DVDs in standby mode still use several watts of power).
- Lower the thermostat on your hot water heater to 120°F.
- Take short showers instead of baths.
- Wash only full loads of dishes and clothes.
- Drive sensibly. Aggressive driving (speeding, rapid acceleration and braking) wastes gasoline.



Please respond on separate paper, following directions from your teacher.

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- 12.** As animal rights activists and scientists draw increasing attention to the health and ethical implications of keeping wild animals in captivity, there has been considerable debate about the future of zoos. While some commentators argue that zoos should be abolished, others maintain that zoos will continue to have an important role to play in education, conservation, and research.

Carefully read Sources A through D (listed below), including the introductory information for each source. Compose a thesis statement you might use for an essay in which you develop your position on the role, if any, that zoos should serve in the future. Then, select at least three pieces of evidence from the sources to support your position, briefly explaining how each piece of evidence might be used to develop your argument. Avoid merely summarizing the sources.

Source A (PETA)

Source B (Clay)





## Synthesis

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Source C (Worland)

Source D (chart)

### Source A

- PETA. “Zoos: An Idea Whose Time Has Come and Gone.” PETA, n.d. [www.peta.org/issues/animals-in-entertainment/zoos](http://www.peta.org/issues/animals-in-entertainment/zoos).

*The following passage is excerpted from a statement published by People for the Ethical Treatment of Animals (PETA), the largest animal rights organization in the world.*

### Captivity Drives Animals Insane

Zoos limit the natural behavior patterns of animals, including migration and in many cases, flight. Animals who would shun contact with humans in nature have no way to escape routine contact with them. Many develop neurotic and self-harming behavior (called “stereotypies” or “zoochosis”) that are rarely, if ever, observed in the wild. Primates may throw feces and eat their own vomit. Some birds pluck out their own feathers. Elephants often sway back and forth. Tigers pace incessantly, and polar bears are often seen swimming endless figure-eights.

Aquatic animals suffer, too. A study conducted by the Captive Animals’ Protection Society concluded that 90 percent of public aquariums studied had animals who showed stereotypic (neurotic) behavior, such as repeatedly raising their heads above the surface of the water, spinning around an imaginary object, and frequently turning on one side and rubbing along the floor of the tank.

### Conservation Con

Zoos defend their breeding programs under the pretext of conservation, but many of the species that are being bred aren’t endangered or threatened. Baby animals bring visitors through the gates. Very few, if any, of the captive-bred species that do face extinction in the wild—including elephants, polar bears, gorillas, tigers, and chimpanzees—will ever be released back into their natural environments to bolster dwindling populations. Captive breeding replenishes zoos’ animal inventories and lure in patrons.

### Exploitation, Not Education

Keeping animals in cages does nothing to foster respect for animals. Study after study, including by the zoo industry itself, has shown that most zoo visitors simply wander around the grounds, pause briefly in front of some displays, and spend their time on snacks and bathroom breaks. One study of visitors to the National Zoo in Washington, D.C., showed that visitors spent less than eight seconds per snake exhibit and only one minute with the lions. Researchers concluded that “people ... treat[ed] the exhibits like



## Synthesis

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wallpaper.” In fact, numerous studies have shown that exhibiting animals in unnatural settings may undermine conservation by leaving the public with the idea that a species must not be in jeopardy if [it] is being used for display and entertainment.

Even a study by the Association of Zoos and Aquariums (AZA) itself has concluded that claims that zoo exhibits might contribute to conservation “were not substantiated or validated by actual research,” and the U.S. Fish and Wildlife Service has said that it has “sincere doubts” about the conservation benefits from public exhibitions of wildlife and no longer accepts “education” as a basis for issuing Endangered Species Act permits.

from “Zoos: An Idea Whose Time Has Come and Gone.” Courtesy of People for the Ethical Treatment of Animals

### Source B

- Clay, Anne S. “From Sad Zoo to Happy Zoo: The Changing Animal Welfare and Conservation Priorities of the Seoul Zoo in South Korea.” *The Ark and Beyond: The Evolution of Zoo and Aquarium Conservation*, ed. Ben A. Minter, et al., University of Chicago Press, 2018, pp. 212-225.

*The following passage is excerpted from an article in a recently published scholarly collection.*

In 2013 the Seoul Grand Park Zoo in South Korea released an Indo-Pacific bottlenose dolphin named Jedol into the ocean near Jeju Island—the first time an Asian zoo had reintroduced a captive dolphin to the wild. Illegally caught and sold to the zoo in 2009, Jedol had spent four years performing for visitors before his liberation—his release the result of an intense public campaign by animal welfare activists, scientists, and local politicians. Among those assisting in Jedol’s rehabilitation and release was the well-known dolphin activist Ric O’Barry, founder of the Dolphin Project (and prominently featured in the 2009 Academy Award–winning film *The Cove*). The interest surrounding the release was unprecedented; indeed, no animal in South Korea’s recent history had provoked as much media attention as Jedol (Jang 2014). The zoo’s annual journal praised his release as “an exemplary representation of the cooperation between society and a citizens’ committee comprised of academics, civic organizations, and government officials” (Seoul Grand Park 2013b, 78).

Jedol’s story provides a window into the dynamic between conservation and animal welfare at the Seoul Zoo. Although the return of one dolphin might be considered only an act of animal welfare, zoo officials insisted it was in fact part of the institution’s broader conservation agenda (No 2015). There is some evidence for this claim. Currently, the only existing pod of Indo-Pacific bottlenose dolphins in South Korean waters lives around Jeju Island. The 114 individuals within that pod are predicted to decline to 20 by the year 2050. Every individual therefore “counts” in conservation terms (at the level of the population). Furthermore, mass media coverage not only created awareness of the conservation status of the Jeju dolphin population, it also helped enforce antipoaching efforts. For example, Jedol’s captors were punished, and the illegal dolphin trade significantly decreased (Jang 2014). Finally, the animal’s release also stoked greater awareness of animal welfare in the country and spurred a broader conversation about the use of marine wildlife in shows (Jang 2014; Seoul Grand Park 2013b).

For the Seoul Zoo, then, Jedol’s release clearly signified far more than the welfare of one animal: it



## Synthesis

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represented the kind of collaborative social, academic, and scientific integration that the zoo aspired to create in its other conservation endeavors. It may also have signaled something of an evolution in Korean environmental ethics. As a piece in the zoo's annual yearbook put it, "Jedol's release stemmed from a reexamination and a new establishment of the relationship between people and animals; human beings and nature" (Seoul Grand Park 2013b, 83).

### Source C

- Worland, Justin. "The Future of Zoos." *Times*, February 27–March 6, 2017, [time.com/4672990/the-future-of-zoos](http://time.com/4672990/the-future-of-zoos).

*The following passage is excerpted from a recently published magazine article.*

Many [zoo officials] have dedicated their life to working with animals and have formed deep bonds with the creatures under their care. But these days, even while they push to improve the lives of their charges, they're also fending off protests, lawsuits and publicity stunts by animal-rights groups. Some of the zoo officials I spoke with used words like "extremist" and "zealot" and said they feared the movement would ultimately end the good they believe comes from their zoos.

Conservation—the work of protecting endangered species—is at the top of their list. The AZA [Association of Zoos and Aquariums] strongly encourages zoos to spend at least 3% of their budgets on field conservation efforts. Foremost among those efforts are breeding programs. The AZA creates in-depth survival plans for endangered species and has saved, among others, the red wolf and the California condor. Both have been reintroduced to the wild after living on the brink of extinction.

Other endangered animals bred in captivity—particularly large animals like elephants, lions and bears—could never adapt to the wild and will inevitably live the rest of their lives in zoos. And then there are the big efforts that fail—like the case of Lonesome George, the last remaining Pinta Island giant tortoise when he died in 2012. Researchers in the Galapagos spent years trying to breed him with females of a closely related species . . . but he had no interest. His species died with him.

Against that backdrop of success and failure, more zoos have broadened their definition of conservation. Instead of saving a species, some argue, they advance conservation work by educating patrons and pushing them to donate to the cause. Other zoos tell their visitors to act on climate change to protect animal habitats across the globe. "If you cannot connect every single exhibit to something in the wild, then you shouldn't build it," says Rick Barongi, a former Houston Zoo director. "You have to be part of the conservation story. You can't just be writing checks."

Not everyone buys the conservation mission. "I think this conservation quilt that zoos are wearing is quite dubious attire," says [David] Hancocks [a longtime director of Woodland Park Zoo]. "I would go so far as to say I think they are doing a disservice to conservation. They tell visitors over and over that zoos are saving wildlife, and visitors think, Oh good, the species are saved." . . .

On the human side of the equation, one thing remains clear: people still enjoy a chance to see and get close to animals. More than 170 million people visited zoos in the U.S. in 2015, according to the AZA,



## Synthesis

up 10 million from 10 years prior. And many zoos have experienced record attendance. “The business continues to change and evolve—like any business,” says David Walsh, who founded Zoo Advisors, a zoo financial consulting firm. But, he adds, “people are still going to zoos. And they’re going in bigger numbers than they were before.”

from “The Future of Zoos: Challenges Force Zoos to Change in Big Ways” by Justin Worland © 2017 by Time USA, LLC.  
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### Source D

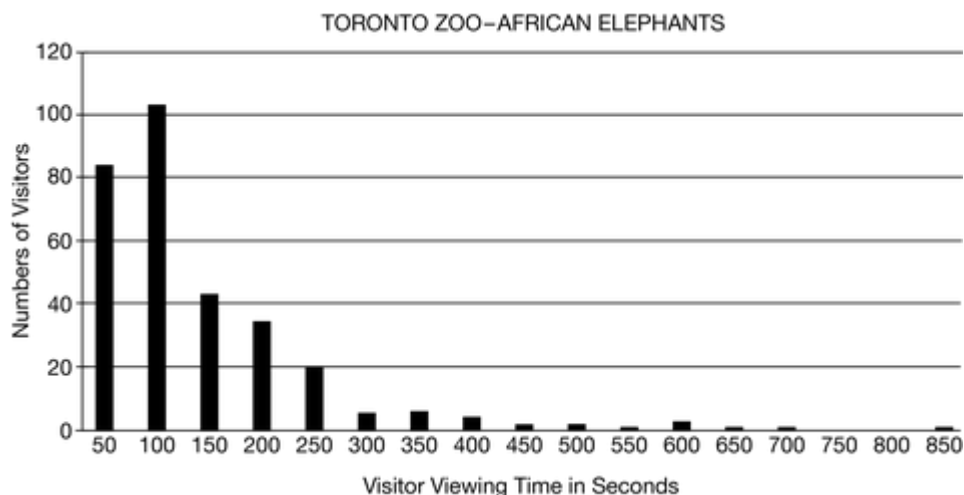
- “Is there Educational Value Viewing Elephants in Captivity?” Chart. *Elephants in Canada*. Zoocheck Canada, 2010, sites.google.com/site/elephantsinCanada/education-and-conservation.

**The following chart is from a study published by a Canadian animal protection organization whose mission is to promote and protect the well-being of wild animals.**

### Is there Educational Value Viewing Elephants in Captivity?

Slowing down and engaging visitors in the learning process is critically important to education and integral to generating positive conservation outcomes. Unfortunately, most people viewing elephants in captivity spend only the briefest period looking at the animals.

In 2010, Zoocheck Canada conducted a study of the amount of time zoo visitors spend watching 7 different species of animals, including elephants, at the Toronto Zoo. The study revealed that on average, visitors spent 117 seconds (less than 2 minutes) watching the elephants...



Please respond on separate paper, following directions from your teacher.



## Synthesis

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13. Foods that have been genetically modified are widely produced and consumed throughout the world. Despite the growth in genetically modified (GM) foods, most people are unaware of the place of GM foods in the food supply. Producers of GM (also called biotech) foods insist that they are safe and desirable, especially as the rapidly increasing human population requires more food. Many scientists and health practitioners, however, maintain that GM foods are not just undesirable but dangerous, both to individuals and to ecosystems.

Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-written essay that addresses this question: What should be the role of GM foods in the global food supply?

Make sure your argument is central; use the sources to explain and illustrate your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Agadoni)

Source B (McKie)

Source C (graph/map)

Source D (Human Genome Project)

Source E (Cage)

Source F (University of Queensland)

Source G (Manda)

### Source A

Agadoni, Laura. "Is Genetically Modified Food Healthy?" *Livestrong.com*. Livestrong.com, 9 July 2011. Web. 14 July 2011.

*The following is excerpted from an article on a Web site devoted to healthful eating and living.*

### About GM Food

GM food is grown and genetically engineered with genetic material that does not occur naturally. Scientists also select genes from one organism and transfer them to another. Scientists genetically modify food for various reasons—a main one is to improve crop production. Other reasons for tampering with Mother Nature are to lower the price of food and to make food more durable and resistant against plant diseases caused by insects or viruses or through increased tolerance towards herbicides.

### Health Risks



## Synthesis

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Because of the introduction of new genetic material, possible health risks could ensue. For example, to create insect resistant crops, scientists use a gene from soil bacteria called *Bacillus thuringiensis*. This BT gene is a toxin that kills insects that disturb crops and is supposed to be safe for humans. Monsanto, a U.S.-based multinational agricultural biotechnology corporation, uses this genetically modified gene for growing corn. Jeffrey Smith of the Institute for Responsible Technology, who wrote the bestselling books, “Seeds of Deception” and “Genetic Roulette: The Documented Health Risks of Genetically Engineered Foods,” is concerned about the safety of BT toxin. He cites a study conducted by researchers at Sherbrooke University Hospital in Quebec that study found BT toxins in 93 percent of the 30 pregnant women tested and in 67 percent of non-pregnant women. The study has been accepted for publication in 2011 in the journal, “Reproductive Toxicology.”

### Allergies

The U.S. started using BT corn in 1996, and many people are concerned about increased allergies because of this gene, according to WHO [World Health Organization]. As of 2005, WHO has not found any allergic effects. However, Smith disputes that assessment, stating that the BT gene triggers immune system responses based on research conducted in Italy, which found that mice fed the Monsanto corn showed elevated antibodies associated with infections and allergies. The Italian study was performed on mice and was published in 2008 in the “Journal of Agriculture and Food Chemistry.”

### Other Health Risks

According to WHO, gene transfer and outcrossing are other main concerns regarding GM foods. There’s a danger that modified genes can turn out to be harmful for human health and that the body could develop antibiotic-resistant genes in response to transferred genes. Outcrossing occurs when food that is not approved for human consumption, but is approved for animal feed, appears in products made for humans. This happened before with maize, according to WHO.

### Bottom Line

You cannot lump all GM foods together because they all have different modified genes. WHO believes that with proper assessment, GM foods are not likely to present health risks. The benefits to be gained are plants that can withstand disease, crops with more nutrients and fish that can grow bigger.

“Is Genetically Modified Food Healthy?” by Laura Agadoni, from Livestrong.com, copyright by Demand Media. Used by permission.

### Source B

McKie, Robin. “Genetically Modified Crops Are the Key to Human Survival, Says UK’s Chief Scientist.” *The Guardian* [U.K.]. Guardian News and Media, 23 Jan. 2011. Web. 14 July 2011.

*The following is excerpted from an article on the Web site of a major British newspaper.*

Moves to block cultivation of genetically modified crops in the developing world can no longer be tolerated on ethical or moral grounds, the government’s chief scientist, Sir John Beddington, has warned. He said the world faced “a perfect storm” of issues that could lead to widespread food shortages and public unrest over the next few decades. His warning comes in the wake of food riots in



## Synthesis

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north Africa and rising global concern about mounting food prices.

“A number of very important factors are about to change our world,” said Beddington, an expert in population biology. “Its population is rising by six million every month and will reach a total of around 9,000 million by 2050. At the same time, it is estimated that by 2030 more than 60% of the population will be living in cities and will no longer be involved in growing crops or raising domestic animals. And on top of that the world’s population is getting more prosperous and able to pay for more food.” . . .

Beddington said humanity had to face the fact that every means to improve food production should now be employed, including widespread use of new biotechnological techniques in farming. He stressed that no harm should be inflicted on humans or the environment. His remarks were made in advance of publication tomorrow of a major report, “The Future of Food and Farming.” . . .

He emphasised the role of modern biotechnological techniques, including GM crops, in the future of global food production. “There will be no silver bullet, but it is very hard to see how it would be remotely sensible to justify not using new technologies such as GM. Just look at the problems that the world faces: water shortages and salination of existing water supplies, for example. GM crops should be able to deal with that.”

Such remarks will enrage many environmental groups, who believe it is wrong for the west to impose a technology it has developed on the third world. But Beddington was adamant about the benefits of GM crop technology. “Around 30% of food is lost before it can be harvested because it is eaten by pests that we never learnt how to control. We cannot afford that kind of loss to continue. GM should be able to solve that problem by creating pest-resistant strains, for example. Of course, we will have to make sure these crops are properly tested; that they work; that they don’t harm people; and that they don’t harm the environment.”

GM crops alone would not be sufficient to hold off widespread starvation, he added. No single approach would guarantee food security for humanity for the rest of the century. A widespread approach, including the development of proper sustainability, protecting fish stocks and changes to patterns of consumption, was also critical, he said. “This report was set up to find out if we can feed nine billion people sustainably, healthily and equitably. We can, but it will take many different approaches to crack the problem.”

Almost a billion people now suffer serious food shortages and face starvation. “It is unimaginable that in the next 10 to 20 years that there will not be a worsening of that problem unless we take action now, and we have to include the widest possible range of solutions.”

Copyright Guardian News & Media Ltd 2011.

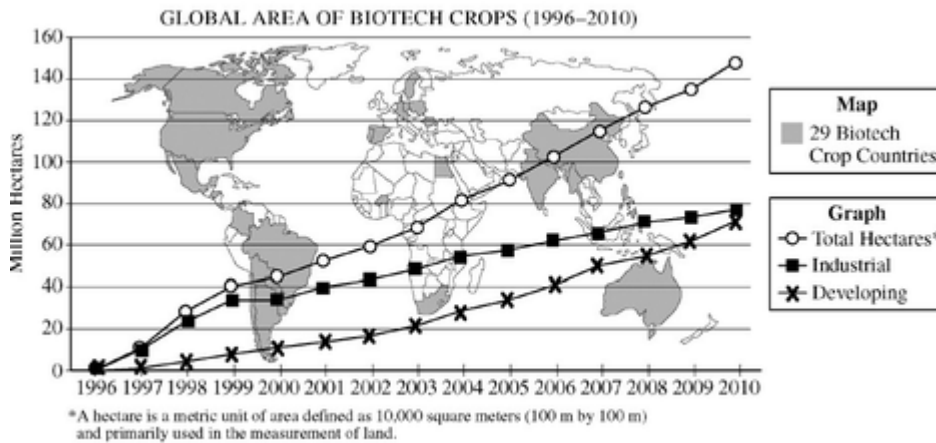
### Source C

James, Clive. “Brief 42: Global Status of Commercialized Biotech/GM Crops.” *ISAAA.org*. International Service for the Acquisition of Agri-Biotech Applications, 2010. Web. 14 July 2011.

*The following graph/map is adapted from a yearly brief published by an international not-for-profit organization.*



## Synthesis



### Source D

“Genetically Modified Foods and Organisms.” *Human Genome Project Information*. United States Department of Energy Office of Science, 5 Nov. 2008. Web. 11 July 2011.

*The following is excerpted from an online article on genetically modified foods published by the U.S. Department of Energy’s Human Genome Program.*

### Benefits

#### Crops

- Enhanced taste and quality
- Reduced maturation time
- Increased nutrients, yields, and stress tolerance
- Improved resistance to disease, pests, and herbicides
- New products and growing techniques . . .

#### Environment

- “Friendly” bioherbicides and bioinsecticides





## Synthesis

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- Conservation of soil, water, and energy . . .

### Society

- Increased food security for growing populations

### Controversies

### Safety

- Potential human health impacts, including allergens, transfer of antibiotic resistance markers, unknown effects
- Potential environmental impacts, including: unintended transfer of transgenes through cross-pollination, unknown effects on other organisms (e.g., soil microbes), and loss of flora and fauna biodiversity

### Access and Intellectual Property

- Domination of world food production by a few companies
- Increasing dependence on industrialized nations by developing countries
- Biopiracy, or foreign exploitation of natural resources

### Ethics

- Violation of natural organisms' intrinsic values
- Tampering with nature by mixing genes among species . . .

### Labeling

- Not mandatory in some countries (e.g., United States)



## Synthesis

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- Mixing GM crops with non-GM products confounds labeling attempts

### Society

- New advances may be skewed to interests of rich countries

U.S. Department of Energy Genome Programs, <http://genomics.energy.gov>

### Source E

Cage, Sam. "High Food Prices May Cut Opposition to Genetically Modified Foods." *New York Times*. New York Times, 8 July 2008. Web. 15 July 2011.

*The following is excerpted from an online article published by a major American newspaper.*

In a Eurobarometer opinion poll in March, the number of European respondents saying they lacked information on genetically modified food fell to 26 percent, compared with 40 percent in the previous survey, which took place in 2005.

But 58 percent were apprehensive about the use of such crop technology and just 21 percent were in favor, down from 26 percent in a 2006 Eurobarometer survey on biotechnology.

"People do change attitudes, just gradually, because they become used to technologies," said Jonathan Ramsay, spokesman for Monsanto, the world's biggest seed company. "Consumers are looking at prices, consumers hear the stories about food production, growing population in the world, and I think people do understand that agriculture needs to be efficient."

Friedrich Berschauer, chief executive of the world's fourth-biggest seed producer, Bayer CropScience, believes that acceptance of genetically modified organisms, or GMOs, will be gradual.

"Long-term, I am certain that GMOs will be accepted," Berschauer said. "But I dare not give a forecast whether that will be in 5 years or in 10."

But critics of genetic modification say that the technology does not bring the benefits promised. A recent report by the organic group Soil Association concluded that yields of all major GM varieties are equivalent to or less than those from conventional crops.

"GM chemical companies constantly claim they have the answer to world hunger while selling products which have never led to overall increases in production," said Peter Melchett, Soil Association's policy director, "and which have sometimes decreased yields or even led to crop failure."

Geert Ritsema, a genetic engineering campaigner at Greenpeace International, said that proponents of biotech crops are using high market prices to scare consumers into thinking that their food will become too expensive unless they turn to GM technology.

More awareness of the technology could also reinforce wariness, said Jean Halloran, head of food



## Synthesis

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policy initiatives at Consumers Union.

“I think that if consumers become really educated,” she said, “that’s the point they’ll end up at and say, ‘Why should I mess around with this technology when it has no benefits to me?’”

“High Food Prices May Cut Opposition to Genetically Modified Food,” Author Sam Cage, Reuters, 2008, Reuters. Used by permission.

### Source F

“Benefits Outweigh Risks from Genetically Modified Plants.” *UQ News*. University of Queensland, Australia, 23 Jan. 2008. Web. 15 July 2011.

*The following is excerpted from an article on the Web site of an Australian university.*

Australian states should not ban commercial production of genetically modified (GM) plants and food as the risks are alarmist and exaggerated, according to a new study.

The UQ PhD study found the benefits of GM plants and food outweighed the risks, finding no compelling evidence of harm to humans from GM plants.

GM plants have been trialled in most states with South Australia, Tasmania and Western Australia the only states to ban GM plants. South Australia and Tasmania are reviewing their moratoriums.

The study author, ethicist Dr Lucy Carter, spent three-and-a-half years examining arguments and evidence for and against the development and use of GM plants and food in Australia and in the developing world.

Dr Carter said there was no evidence to justify continuing moratoriums on commercial GM planting so long as thorough risk assessments were done.

Opponents say GM products are unnatural, potentially harmful to humans and capable of environmental injury and creating ‘superweeds’.

She said the risks of GM plants transferring allergenic proteins to novel foods or creating superweeds were very low.

“If you take a GM plant and a conventional plant, you can’t easily create a hybrid that is both strong enough to withstand natural environmental conditions as well as survive all eradication attempts unless you’re in the lab,” Dr Carter said.

“It’s just too difficult.”

Asked if it was too early to tell if GM plants were safe, Dr Carter said research that included risk assessments showed no reason for alarm.

Food products that contain more than one percent of a GM ingredient must be labelled and most people have already eaten GM food in some supermarket junk food.



## Synthesis

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“I think the risks and benefits are overstated by both sides of the debate,” she said.

“Opponents tend to inflate the risks while proponents at times overstate the benefits.”

### Source G

Manda, Olga. “Controversy Rages Over ‘GM’ Food Aid.” *Africa Renewal* 16.4 (2003): n. pag. Web. 21 Feb. 2012.

*The following is excerpted from an article in “Africa Renewal,” an online magazine published by the United Nations.*

Southern African governments find themselves in a dilemma: they have to choose between letting their citizens starve to death or giving them genetically modified food aid that many believe may be harmful to health.

That was the predicament facing the region’s cash-strapped governments when the UN’s World Food Programme (WFP) provided them with thousands of tonnes of emergency food aid to help combat severe famine conditions. Some of the food came from donor countries, such as the US, which produce large quantities of genetically modified (GM) maize and other grains.

Several governments in the region objected to the GM grain, especially Zambia and Zimbabwe, the countries hardest hit by the drought. Citing health and environmental concerns, Zimbabwe blocked the GM food aid from entering the country. In Zambia, where some GM grain had already arrived, the government placed it under lock and key, banned its distribution and then blocked another 40,000 tonnes that were in the pipeline.

### Scientific uncertainty

In Zambia, the decision came after months of intense debate. Environmental and other “watchdog” groups critical of genetically modified organisms (GMOs) have been influential, and through networking, forums and protests applied pressure on the government. Local civic groups and scientists conducted a study tour of the US, India, South Africa and Europe to investigate views about genetic modification. “We established from all the countries we visited that GMOs are a health hazard,” the team maintained after returning to Lusaka.

Many Zambians believe that GMOs cause resistance to antibiotics, thereby cutting immunity to diseases, and that they may lead to the emergence of new food toxins or to allergies in people with poor health. “For Zambia, most people in outlying areas are of an average health status,” argued Dr Mwananyanda Mbikusita-Lewanika, a Zambian scientist, “and if consumption [of GM grains] is high, then toxicity would equally increase.” . . .

### ‘Zambians are not guinea pigs’

Although nearly 30 per cent of Zambia’s 10.2 million people are facing starvation, the government of President Levy Mwanawasa has bowed to the concerns about the potential hazards of genetic modification and has flatly refused to accept GM grain. President Mwanawasa has repeatedly said that until he has sufficient and credible information to the contrary, he will not risk feeding Zambians a



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“poison” that could have long-term effects.

The government has said it will follow the “cautionary principle,” which states that in the face of scientific uncertainty, a country should not take action that might adversely affect human and animal health or harm the environment. Noting that it currently has no technological capacity to handle GMOs, the administration nevertheless announced that it will set up a task force to study the issue more closely.

In the meantime, President Mwanawasa has asked Zambians to be “patient” while the government does all it can to secure non-GM food. “I will not allow Zambians to be turned into guinea pigs no matter the levels of hunger in the country.”

Africa Renewal, United Nations



Please respond on separate paper, following directions from your teacher.

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14. Eminent domain is the power governments have to acquire property from private owners for public use. The rationale behind eminent domain is that governments have greater legal authority over lands within their dominion than do private owners. Eminent domain has been instituted in one way or another throughout the world for hundreds of years.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-developed essay that defends, challenges, or qualifies the notion that eminent domain is productive and beneficial.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

### Source A

United States Department of Justice, Environment and Natural Resources Division. “History of the Federal Use of Eminent Domain.” The United States Department of Justice, 15 May 2015, [www.justice.gov/enrd/history-federal-use-eminent-domain](http://www.justice.gov/enrd/history-federal-use-eminent-domain).

*The following is excerpted from an overview of eminent domain published on a federal Web site.*

The federal government’s power of eminent domain has long been used in the United States to acquire property for public use. Eminent domain “appertains to every independent government. It requires no constitutional recognition; it is an attribute of sovereignty.” *Boom Co. v. Patterson*, 98 U.S. 403, 406 (1879). However, the Fifth Amendment to the U.S. Constitution stipulates: “nor shall private property be taken for public use, without just compensation.” Thus, whenever the United States acquires a property through eminent domain, it has a constitutional responsibility to justly compensate the property owner for the fair market value of the property. . . .



## Synthesis

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The U.S. Supreme Court first examined federal eminent domain power in 1876 in *Kohl v. United States*. This case presented a landowner's challenge to the power of the United States to condemn land in Cincinnati, Ohio for use as a custom house and post office building. Justice William Strong called the authority of the federal government to appropriate property for public uses "essential to its independent existence and perpetuity." *Kohl v. United States*, 91 U.S. 367, 371 (1875).

The Supreme Court again acknowledged the existence of condemnation authority twenty years later in *United States v. Gettysburg Electric Railroad Company*. Congress wanted to acquire land to preserve the site of the Gettysburg Battlefield in Pennsylvania. The railroad company that owned some of the property in question contested this action. Ultimately, the Court opined that the federal government has the power to condemn property "whenever it is necessary or appropriate to use the land in the execution of any of the powers granted to it by the constitution." *United States v. Gettysburg Electric Ry.*, 160 U.S. 668, 679 (1896).

Eminent domain has been utilized traditionally to facilitate transportation, supply water, construct public buildings, and aid in defense readiness. Early federal cases condemned property for construction of public buildings . . . and aqueducts to provide cities with drinking water . . . for maintenance of navigable waters . . . and for the production of war materials. . . . The Land Acquisition Section and its earlier iterations represented the United States in these cases, thereby playing a central role in early United States infrastructure projects.

Condemnation cases like that against the Gettysburg Railroad Company exemplify another use for eminent domain: establishing parks and setting aside open space for future generations, preserving places of historic interest and remarkable natural beauty, and protecting environmentally sensitive areas. Some of the earliest federal government acquisitions for parkland were made at the end of the nineteenth century and remain among the most beloved and well-used of American parks. In Washington, D.C., Congress authorized the creation of a park along Rock Creek in 1890 for the enjoyment of the capitol city's residents and visitors. The Department of Justice became involved when a number of landowners from whom property was to be acquired disputed the constitutionality of the condemnation. In *Shoemaker v. United States*, 147 U.S. 282 (1893), the Supreme Court affirmed the actions of Congress.

Today, Rock Creek National Park, over a century old and more than twice the size of New York City's Central Park, remains a unique wilderness in the midst of an urban environment. This is merely one small example of the many federal parks, preserves, historic sites, and monuments to which the work of the Land Acquisition Section has contributed.

### Source B

Carney, Timothy P. "Eminent Domain Often Leaves Broken Communities Behind." *Washington Examiner*, 29 March 2014, [www.washingtonexaminer.com/eminent-domain-often-leaves-broken-communities-behind/article/2546500](http://www.washingtonexaminer.com/eminent-domain-often-leaves-broken-communities-behind/article/2546500).

*The following is an excerpt from an editorial published in a Washington, D.C., newspaper.*

Weeds and rubble cover 90 acres along Long Island Sound. A room with cinder-block walls sits locked in an empty Brooklyn basement. And a gleaming industrial palace has failed to bring jobs to the banks



## Synthesis

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of Ohio’s  
Mahoning River.

These are monuments to failed central planning. Eminent domain, state and local subsidies, and federal-corporate partnerships have yielded these lifeless fruits, failing to deliver the rebirth, community benefits and jobs they promise — but succeeding in delivering profits to the companies that lobby for them.

The economic philosophy at work here isn’t capitalism or socialism. It’s corporatism: the belief that government and business should work together. You could describe corporatism as the view that profits provided by the market aren’t sufficient motivation for business, so government must put some icing on top. From another perspective, corporatism is government’s attempt to harness the profit motive for the goals of policymakers: let industry row the ship while politicians steer.

Often, the corporatist ship founders on the rocks of false promises.

Last decade, the New London Development Corporation — a quasi governmental body —crafted a plan for revitalizing the small Connecticut town. This plan involved a new Pfizer plant. The NLDC and local politicians sold the land to Pfizer for \$10, gave the company tax breaks and pledged \$26 million to clean up contamination and a local junkyard.

“Pfizer wants a nice place to operate,” the *Hartford Courant* quoted executive David Burnett as saying in 2001. But Burnett wasn’t just talking about the junkyard and the contamination. He was also talking about the area’s middle- class homes. “We don’t want to be surrounded by tenements.”

So NLDC drove out the homeowners, using eminent domain. Homeowner Suzette Kelo sued, but in the end, the liberal majority on the U.S. Supreme Court ruled in favor of the developers and the politicians. The majority argued: “The city has carefully formulated a development plan that it believes will provide appreciable benefits to the community, including, but not limited to, new jobs and increased tax revenue.”

The *New York Times* applauded the ruling: “New London’s development plan may hurt a few small property owners, who will, in any case, be fully compensated. But many more residents are likely to benefit if the city can shore up its tax base and attract badly needed jobs.”

In 2009, Pfizer, after its merger with Wyeth, abandoned its plant in New London. The condemned neighborhood is now, as Charlotte Allen put it in the *Weekly Standard*, a “vast, empty field— 90 acres — that was entirely uninhabited and looked as though it had always been that way.”

On the bright side, Pfizer got to sell the plant to General Dynamics for \$55 million.

Used by permission.

### Source C



## Synthesis

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Somin, Ilya. "How Eminent Domain Abuse Harms the Poor." Spotlight on Poverty and Opportunity, 26 May 2015, [spotlightonpoverty.org/spotlight-exclusives/how-eminant-domain-abuse-harms-the-poor/](http://spotlightonpoverty.org/spotlight-exclusives/how-eminant-domain-abuse-harms-the-poor/).

*The following is from a blog by a law professor, posted on the Web site of a nonpartisan initiative on economic hardship.*

This June [June 2015] is the tenth anniversary of *Kelo v. City of New London*. The controversial Supreme Court decision held that it is permissible for the government to use eminent domain to take private property and transfer it to other private interests in order to promote "economic development." Not surprisingly, the ruling was opposed by libertarians and conservatives because it undermines property rights. But it has also met with strong criticism from many on the left, including Ralph Nader, the NAACP, and former president Bill Clinton.

This unusual cross-ideological coalition arose because takings that transfer property to private interests often tend to victimize the poor, racial minorities, and the politically weak. As Hilary Shelton of the NAACP put it in testimony before the Senate Judiciary Committee, "allowing municipalities to pursue eminent domain for private economic development [has] . . . a disparate impact on African Americans and other minorities." His point is backed by much painful historical experience. Since the 1940s, "blight," urban renewal, and economic development takings have forcibly displaced several million people in the United States, most of them poor and racial minorities. . . .

Most of the people displaced were left even worse off than they were before. The condemned property was often transferred to politically influential developers and business interests. While such condemnations are less common in recent years, blight takings still disproportionately occur in poor and minority neighborhoods, and still inflict great harm both on their victims and on the surrounding communities.

Unlike in the 1940s and 50s, overt racism is rarely a factor in modern takings, though some scholars contend that unconscious bias plays a role. In most cases, the poor and minorities suffer not because officials are hostile to them as such, but because these groups often lack the resources and political influence to resist effectively, especially when faced with more powerful interest groups on the other side.

Defenders of blight and economic development takings argue that they are a necessary tool for promoting economic growth in poor areas. But in reality, such condemnations often destroy far more economic value than they create. Developers and local governments have strong incentives to overstate the benefits of condemnation-driven projects, and ignore costs. By the time their true effects become evident years later, public attention has usually moved on to other issues. Voters rarely punish officials who authorize dubious takings. In the *Kelo* case itself, the condemned property remains empty a decade after the Supreme Court decision.

Cities that make aggressive use of eminent domain to promote private development projects often end up undermining their economies rather than enhancing them. The bankrupt city of Detroit is a striking case in point. For many years, Detroit made extensive use of takings for the benefit of politically connected business interests. In the notorious 1981 *Poletown* case, it forcibly displaced some 4,000 people and numerous businesses in order to transfer the property to General Motors for the construction of a new factory. That taking failed to provide anything close to the promised 6,000 new jobs. The destruction of numerous homes, businesses, and schools, and churches predictably damaged the local





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economy. Ultimately, eminent domain abuse was a significant contributor to the city's economic decline.

Aggressive use of eminent domain also damages the social fabric of poor communities because the displacement of residents, businesses, and churches undermines social ties.

Source: Spotlight on Poverty and Opportunity: The Source for News, Ideas and Action

### Source D

Porter, Douglas R. *Eminent Domain: An Important Tool for Community Revitalization*. UrbanLand Institute, 2007.

*The following is a case study excerpted from a report by a nonprofit research and education organization specializing in land use and real estate development.*

The Freetown neighborhood in Greenville was developed in the 1880s. . . . The neighborhood declined over the years: housing became little more than shacks, [and] cracked sidewalks and worn pavement were the norm. . . .

Residents appealed to the Greenville County Redevelopment Authority for help. Today, Freetown is a different place after undergoing a complete makeover that replaced decaying housing and junk-strewn lots with 80 affordable new homes and ten rehabilitated residences; neighborhood street, water, and sewer infrastructure also was upgraded. One of the most dramatic improvements is a new \$600,000 community center —equipped with a full-sized gymnasium, meeting rooms, and a kitchen — that replaced a small U.S. Army barracks building previously used as the neighborhood center.

The redevelopment authority accomplished all this beginning in 1998 by acquiring blighted properties in order to assemble buildable sites for new homes. Acquisitions included a 54-unit apartment complex that . . . was torn down and replaced by more than a dozen new single-family homes. Most new houses in Freetown have about 1,100 square feet of space and are valued at less than \$75,000.

The authority used the power of eminent domain to acquire only two holdout properties and to clear title to abandoned and tax-delinquent properties. Relocation grants ranging from \$10,000 to \$20,000 helped residents make down payments on new homes. Having completed a carefully phased redevelopment program in 2006, the authority successfully returned more than one-third of the displaced households to the Freetown community, which now numbers about 200 families.

Urban Land Institute

### Source E

Marciuliano, Francesco. "Bizarro." Cartoon. King Features Syndicate, 1 Aug. 2008, [bizarro.com/comics/august-1-2008/](http://bizarro.com/comics/august-1-2008/).

*The following cartoon was published in a nationally syndicated comic strip.*



## Synthesis



### Source F

Narciso, Dean. "1 Mile Equals \$595,625, Jury Decides." *The Columbus Dispatch*, 11 Oct. 2007. [www.dispatch.com/article/20070929/news/309299842](http://www.dispatch.com/article/20070929/news/309299842).

*The following article, about a situation in the town of Canal Winchester, Ohio, was published in a local newspaper.*

When Canal Winchester offered Richard "Pete" Stebelton \$9,249 for a 1-mile strip of his property, Stebelton thought the payment was too low.

Boy, was it ever.

This month, a Franklin County Common Pleas jury decided the village should pay the farmer and used-car dealer \$595,625.

Canal Winchester wants the land to link a bike path between Rager Road and the village swimming pool. It used eminent domain to take a strip of Stebelton's 80-acre property and hired an appraiser who determined that the \$9,249 would be enough compensation.

"It wasn't fair at all," Stebelton, 75, remembers thinking.

Stebelton was the only one of eight property owners who didn't agree to sell his land to the village for



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the path. Instead, he went to court to challenge the village's valuation.

The jury decided Sept. 20 that the land the village wants, along the northern edge of his property, is worth \$37,000. But the jury also decided that by taking it, the village was closing off a back entrance to the property and damaging the value of the rest of Stebelton's land by \$558,625.

"I was thrilled. I would have to be," Stebelton said of the victory, adding that the trial "put me through one hell of a miserable week."

Stebelton lives in a home built in 1825. He grows hay and raises horses on the land he bought 21 years ago for \$300,000.

Canal Winchester's former mayor, Marshal Hall, offered Stebelton \$60,000 years ago. But Stebelton turned that down.

Hall was replaced by Mayor Jeff Miller four years ago. Stebelton was offered the \$9,249 as part of a deal in which the Ohio Department of Transportation [ODOT] agreed to finance 80 percent of construction costs for the \$1.57 million bike path project.

Now, the project might be on hold, Miller said.

"We're really at the mercy of ODOT," Miller said. "They're going to decide where we go with it."

ODOT spokesman Joel Hunt said the agency will work with the village to move the project forward, and seek alternative routes if necessary.

One option is to pay Stebelton the full jury award and move ahead. Another is to pay Stebelton the \$37,000 and work out an alternate path that doesn't diminish the value of Stebelton's land, said Gene Hollins, the village solicitor.

"I think the council and mayor are very well-meaning people trying to carry out what would be a very nice bike path, which we've invested a good deal of effort in," Hollins said.

The Columbus Dispatch



Please respond on separate paper, following directions from your teacher.

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**15. Directions:** The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support your argument. Avoid merely summarizing the sources.*

Remember to attribute both direct and indirect references.



## Synthesis

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### Introduction

Much attention has been given lately to the ubiquitous presence of information technologies. Our daily lives seem to be saturated with television, computers, cell phones, personal digital assistants (PDAs), and MP3 players, to name just a few of the most common technologies.

Many people extol the ability of such technologies to provide easy access to information and facilitate research and learning. At the same time, however, some critics worry that the widespread use of information technologies forces our lives to move too quickly. We encounter images and information from the Internet and other sources faster than we can process or evaluate them, and even though electronic communication has been enhanced, both the quality and quantity of face-to-face interaction is changing.

### Assignment

Read the following sources (including the introductory information) carefully. **Then, in an essay that synthesizes at least three of the sources for support, evaluate the most important factors that a school should consider before using particular technologies in curriculum and instruction.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

- Source A (Rotstein)
- Source B (Delaney)
- Source C (Dyson)
- Source D (Johnson)
- Source E (Gelernter)
- Source F (cartoon)

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### Source A

Rotstein, Arthur H. "Books Are Out, iBooks Are In for Students at Arizona High School." *St. Louis Post-Dispatch* 19 Aug. 2005: C2. Print.

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*The following is excerpted from an article in a local newspaper.*

Students at Empire High School here started class this year with no textbooks—but it wasn't because of a funding crisis.

Instead, the school issued iBooks—laptop computers by Apple Computer Inc.—to each of its 340 students, becoming one of the first U.S. public schools to shun printed textbooks.

School officials believe the electronic materials will get students more engaged in learning. Empire High, which opened this year, was designed specifically to have a textbook-free environment.



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“We’ve always been pretty aggressive in use of technology and we have a history of taking risks,” said Calvin Baker, superintendent of the Vail Unified School District, with 7,000 students near Tucson.

Schools typically overlay computers onto their instruction “like frosting on the cake,” Baker said. “We decided that the real opportunity was to make the laptops the key ingredient of the cake . . . to truly change the way that schools operated.”

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### Source B

Delaney, Kevin J. “Teaching Tools.” *Wall Street Journal*  
17 Jan. 2005: R4. Print.

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*The following is excerpted from an article in a national newspaper.*

Pioneering teachers are getting their classes to post writing assignments online so other students can easily read and critique them. They’re letting kids practice foreign languages in electronic forums instead of pen-and-paper journals. They’re passing out PDAs to use in scientific experiments and infrared gadgets that let students answer questions in class with the touch of a button. And in the process, the educators are beginning to interact with students, parents and each other in ways they never have before.

The issue is, “how do we communicate with students today who have grown up with technology from the beginning?” says Tim Wilson, a technology-integration specialist at Hopkins High School in Minnetonka, Minn.

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### Source C

Dyson, Esther. Untitled essay. *What We Believe But We Cannot Prove: Today’s Leading Thinkers on Science in the Age of Certainty*. Ed. John Brockman. New York: Harper, 2006. 192-194. Print.

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*The following is excerpted from a book about science and technology.*

We’re living longer and thinking shorter.

It’s all about time.

Modern life has fundamentally and paradoxically changed our sense of time. Even as we live longer, we seem to think shorter. Is it because we cram more into each hour, or because the next person over seems



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to cram more into each hour? For a variety of reasons, everything is happening much faster, and more things are happening. Change is a constant.

It used to be that machines automated work, giving us more time to do other things, but now machines automate the production of attention-consuming information, which *takes* our time. For example, if one person sends the same e-mail message to ten people, then ten people (in theory) should give it their attention. And that's a low-end example.

The physical friction of everyday life—the time it took Isaac Newton to travel by coach from London to Cambridge, the dead spots of walking to work (no iPod), the darkness that kept us from reading—has disappeared, making every minute not used productively into an opportunity lost.

And finally, we can measure more, over smaller chunks of time. From airline miles to calories (and carbs and fat grams), from friends on Friendster to steps on a pedometer, from real-time stock prices to millions of burgers consumed, we count things by the minute and the second. Unfortunately, this carries over into how we think and plan: Businesses focus on short-term results; politicians focus on elections; school systems focus on test results; most of us focus on the weather rather than on the climate. Everyone knows about the big problems, but their behavior focuses on the here and now. . . .

How can we reverse this?

It's a social problem, but I think it may also herald a mental one—which I imagine as a sort of mental diabetes. Most of us grew up reading books (at least occasionally) and playing with noninteractive toys that required us to make up our own stories, dialogue, and behavior for them. But today's children are living in an information-rich, time-compressed environment that often seems to stifle a child's imagination rather than stimulate it. Being fed so much processed information—video, audio, images, flashing screens, talking toys, simulated action games—is like being fed too much processed, sugar-rich food. It may seriously mess up children's informational metabolism—their ability to process information for themselves. Will they be able to discern cause and effect, put together a coherent story line, think scientifically, read a book with a single argument rather than a set of essays?

I don't know the answers, but these questions are worth thinking about, for the long term.

First published by Edge ([www.edge.org](http://www.edge.org)).

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### Source D

Johnson, Steven. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic, 1999. Print.

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*The following is an excerpt in which the author reflects on his early experience using a computer.*

Fast-forward a decade or two, and I can't imagine writing without a computer. Even jotting down a note with pen and paper feels strained. . . . I have to *think* about writing, think about it consciously as my hand scratches out the words on the page, think about the act itself. There is none of the easy flow of the



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word processor, just a kind of drudgery, running against the thick grain of habit. Pen and paper feel profoundly different to me now—they have the air of an inferior technology about them, the sort of contraption well suited for jotting down a phone number, but not much beyond that. Writing an entire book by hand strikes me as being a little like filming *Citizen Kane* with a camcorder. You can make a go at it, of course, but on some fundamental level you’ve misjudged the appropriate scale of the technology you’re using. It sounds appalling, I know, but there it is. I’m a typer, not a writer. Even my handwriting is disintegrating, becoming less and less my handwriting, and more the erratic, anonymous scrawl of someone learning to write for the first time.

I accept this condition gladly, and at the same time I can recall the predigital years of my childhood, writing stories by hand into loose-leaf notebooks, practicing my cursive strokes and then surveying the loops and descenders, seeing something there that looked like me, my sense of selfhood scrawled onto the page. On a certain level these two mental states are totally incompatible—bits versus atoms—but the truth is I have no trouble reconciling them. My “written” self has always fed back powerfully into my normal, walking-around-doing-more-or-less-nothing self. When I was young that circuit was completed by tools of ink and paper; today it belongs to the zeros and ones. The basic shape of the circuit is unchanged.

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### Source E

Gelernter, David. “Should Schools Be Wired To The Internet?” *Time*. Time Inc., 25 May 1998. Web. 18 Aug. 2006.

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*The following is excerpted from an article by a computer scientist.*

I’ve never met one parent or teacher or student or principal or even computer salesman who claimed that insufficient data is the root of the problem. With an Internet connection, you can gather the latest stuff from all over, but too many American high school students have never read one Mark Twain novel or Shakespeare play or Wordsworth poem, or a serious history of the U.S.; they are bad at science, useless at mathematics, hopeless at writing—but if they could only connect to the latest websites in Passaic [New Jersey] and Peru, we’d see improvement? The Internet, said President Clinton in February, “could make it possible for every child with access to a computer to stretch a hand across a keyboard to reach every book ever written, every painting ever painted, every symphony ever composed.” Pardon me, Mr. President, but this is demented. Most American children don’t know what a symphony is. If we suddenly figured out how to teach each child one movement of one symphony, that would be a miracle.

And our skill-free children are overwhelmed by information even without the Internet. The glossy magazines and hundred-odd cable channels, the videotapes and computer CDs in most libraries and many homes—they need more information? It’s as if the Administration were announcing that every child must have the fanciest scuba gear on the market—but these kids don’t know how to swim, and fitting them out with scuba gear isn’t just useless, it’s irresponsible; they’ll drown.

And it gets worse. Our children’s attention spans are too short already, but the Web is a propaganda



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machine for short attention spans. The instant you get bored, click the mouse, and you're someplace else. Our children already prefer pictures to words, glitz to substance, fancy packaging to serious content. But the Web propagandizes relentlessly for glitz and pictures, for video and stylish packaging. And while it's full of first-rate information, it's also full of lies, garbage and pornography so revolting you can't even describe it. There is no quality control on the Internet.

Permission granted by David Gelernter.

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### Source F

Boligan, Angel. Cartoon. *El Universal* [Mexico City].  
Cagle Cartoons, 9 Jan. 2008. Web. 17 Aug. 2009.

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*The following is a cartoon commentary.*



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## Synthesis

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Please respond on separate paper, following directions from your teacher.

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**16. Directions:** The following prompt is based on the accompanying eight sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect references.

### Introduction

In much of the world, the time that regulates our lives is altered by daylight saving time. Each year, we set our clocks back an hour in the fall and then move them forward an hour in the spring. This annual shift is thought to have been invented by Benjamin Franklin, who in 1784 wrote a letter to a French journal suggesting that Parisians could economize on candles if they simply woke up earlier during the summer. Daylight saving time was adopted by the United States in the twentieth century and is regulated by the federal government. Even though daylight saving time has been widely adopted, it still has detractors.

### Assignment

Read the following sources (including the introductory information) carefully. **Then synthesize at least three of the sources into an essay that evaluates daylight saving time and offers a recommendation about its continued use.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (“Extra!”)

Source B (Longley)

Source C (Prerau)

Source D (graph)

Source E (O’Connor)

Source F (Kotchen)

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### Source A

“Extra!: Daylight-Saving Time.” *CNN.com*.

Cable News Network, 7 March 2007. Web. 8 Aug. 2007.

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*The following is excerpted from an article on a news Web site.*



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**1918** - The U.S. first adopts daylight-saving time, in the same act that created standard time zones, in an effort to save energy during World War I. It didn't prove popular, and, as a result, it was repealed the following year.

**1942** - President Franklin D. Roosevelt instituted "war-time," a year-round daylight-saving time to save energy during World War II. After the year-round shift ended in 1945, many states adopted their own summer time changes.

**1966** - Congress established a national pattern for summer time changes with the Uniform Time Act. The act came in response from the transportation industry, which demanded consistency across time zones. The U.S. Department of Transportation now oversees time changes in the United States.

**1973** - An oil embargo by the Organization of Petroleum Exporting Countries led Congress to enact a test period of year-round daylight-saving time in 1974 and 1975. The test period was controversial; it ended after complaints that the dark winter mornings endangered children traveling to school. The U.S. returned to summer daylight-saving time in 1975.

**1986** - The Federal law is amended to start daylight-saving time on the first Sunday in April, beginning in 1987. The ending date of daylight-saving time was never changed, and remained the last Sunday in October through 2006.

**2005** - On August 8, President Bush signs the Energy Policy Act of 2005 into law. Part of the act will extend daylight-saving time starting in 2007, from the second Sunday in March to the first Sunday in November.

**2007** - Daylight-saving time begins on Sunday, March 11 and ends on Sunday, November 4.

Courtesy CNN

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### Source B

Longley, Robert. "Energy Bill Would Extend Daylight Savings Time." *About.com*. The New York Times Company, 2008. Web. 17 Aug. 2009.

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*The following is excerpted from an online article.*

### **An extra month of "synthetic sunshine" every year**

Love it or hate it, America's annual observance of daylight savings time would be extended one additional month under a provision of the massive Energy Policy Act of 2005. . . .

Daylight Saving Time—for the U.S. and its territories—is NOT observed in Hawaii, American Samoa, Guam, Puerto Rico, the Virgin Islands, the Eastern Time Zone portion of the State of Indiana, and by most of Arizona (with the exception of the Navajo Indian Reservation in Arizona). These states and territories remain on their local "standard" time throughout the year. . . .



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Theory has it that daylight savings time promotes energy conservation. . . . Studies done in the 1970s by the U.S. Department of Transportation show that America’s electricity usage is reduced by about one percent during each day that daylight savings time is in effect.

### Also in the Energy Bill

Other major provisions of the Energy Policy Act of 2005 include the allowance of oil drilling in an Alaska wildlife refuge and the creation of policies to shield makers of gasoline additives from future water contamination lawsuits.

The bill also provides \$12 billion in tax breaks and subsidies for energy companies . . . .

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### Source C

Prerau, David. *Seize the Daylight: The Curious and Contentious Story of Daylight Saving Time*. New York: Thunder’s Mouth, 2005. Print.

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*The following is excerpted from a book about daylight saving time.*

Using a variety of analytical techniques, the DOT [United States Department of Transportation] study assessed the impacts of DST [daylight saving time] in March and April and concluded that “modest overall benefits” might be realized in three primary areas—energy conservation, traffic safety, and reduced crime—by use of an eight-month DST system (March through October) rather than the Uniform Time Act’s six-month DST system (May through October).

Most subsequent studies of the effects of daylight saving time, performed in the United States, Britain, France, Israel, Mexico, New Zealand, and other countries, have produced somewhat similar results to the DOT study, especially with regard to the benefits of DST for energy conservation and traffic safety. . . . The DOT concluded that the total electricity savings associated with DST amounted to about 1 percent in spring and fall, corresponding to national savings of forty to fifty megawatt hours per day.

DST also might affect home heating, air conditioning, and other forms of energy consumption. For example, the extra hour of light in the evening could cause an increase in recreational and shopping travel by automobile (and therefore an increase in gasoline consumption) that might not be offset by a corresponding decrease in the morning. On the other hand, more outdoor activities might save energy by decreasing the use of TV sets and appliances. The DOT did not detect any significant DST impact on these areas. . . .

Another area of DST impact is crime reduction. People generally feel safer in the daylight, and many types of crime are believed to be influenced by lighting conditions. For example, more light in the evening decreases the opportunity for street crime against people returning home from work. The DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time. . . .



## Synthesis

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The issue of DST remained quiescent in the U.S. for almost twenty years. But in the spring of 2005, with oil prices soaring and U.S. energy consumption growing, Congressmen Fred Upton of Michigan and Edward Markey of Massachusetts proposed an amendment to a mammoth Energy Policy bill that provided for a two-month extension to the daylight saving time period. . . .

The Upton-Markey amendment was passed by the House of Representatives by voice vote with general acceptance. However, when the proposal reached the Senate, some opposition surfaced, primarily from a new quarter, the U.S. airlines. The airlines had never before played a major role in the daylight saving time debate, but they were now concerned that the DST extension would put the U.S. significantly out of sync with the time in foreign countries. A two month extension would, for example, result in seven or eight weeks each year when the U.S. had DST while Europe did not. At many foreign airports, U.S. carriers have established fixed landing and takeoff time “slots” for which they cannot make short-term changes. Having to keep to these time slots during the U.S. DST extension would cause significant disruption to the airlines’ schedules, and they anticipated a loss of many millions of dollars due to scheduling problems and lost connections for overseas flights.

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### Source D

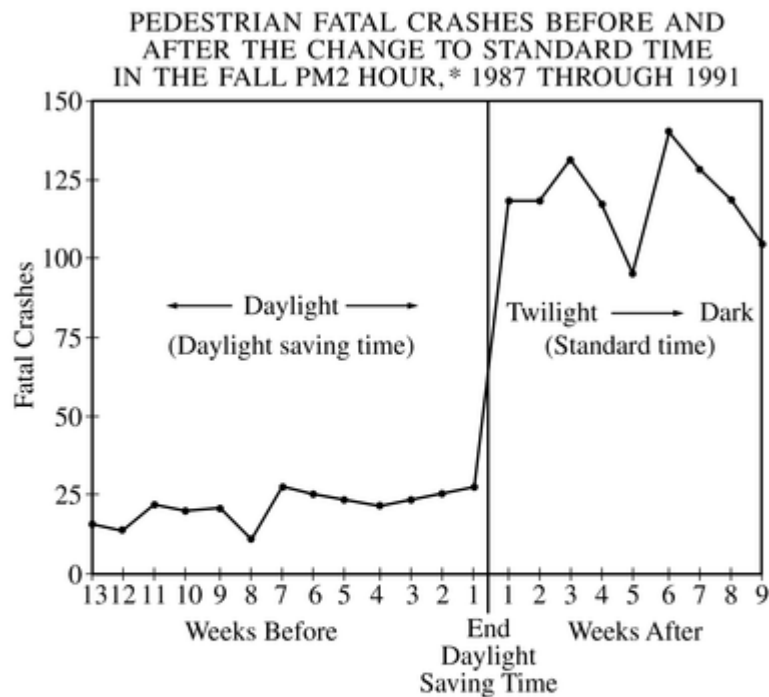
Ferguson, Susan A., David F. Preusser, Adrian K. Lund, Paul L. Zador, and Robert G. Ulmer. “Daylight Saving Time and Motor Vehicle Crashes: The Reduction in Pedestrian and Vehicle Occupant Fatalities.” *American Journal of Public Health* 85.1 (1995): 92-95. Print.

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*The following is a graph from a public health journal.*



## Synthesis



### Source E

O’Connor, Anahad. “Really? The Claim: Daylight Saving Time Can Affect Your Health.” *New York Times*.  
New York Times, 10 Mar. 2009. Web. 17 Aug. 2009.

*The following is an online article from a national newspaper.*

### THE FACTS

Daylight saving time, which began this week in most of the United States, has long been promoted as a way to save energy. Whether it does is still a matter of debate. But it does seem clear from studies that a one-hour time adjustment can have unintended health consequences.

It seems that when the clock is moved forward or back one hour, the body’s internal clock—its circadian rhythm, which uses daylight to stay in tune with its environment—does not adjust. In a study of 55,000 people, for example, scientists found that on days off from work, subjects tended to sleep on standard time, not daylight time: their waking hour followed the seasonal progression of dawn.

In other studies, scientists tracked large groups of people for eight weeks at a time as they made the



## Synthesis

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transitions to daylight time in spring and to standard time in autumn. They found that in spring, people’s peak activity levels were more in tune with their body clock than with the actual clock. Studies suggest that this disconnect between body time and clock time can result in restlessness, sleep disruption and shorter sleep duration. Other studies have suggested links between time change and increases in heart attacks, suicides and accidents, though scientists say more study is needed.

### THE BOTTOM LINE

Daylight saving time is associated with sleep disruptions and possibly more serious consequences.

From The New York Times, © March 10, 2009. The New York Times. All rights reserved.

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#### Source F

Kotchen, Matthew J., and Laura E. Grant. “Does Daylight Saving Time Save Energy? Evidence from a Natural Experiment in Indiana” [Working Paper 14429]. *NBER Working Paper Series*. National Bureau of Economic Research, Oct. 2008. Web. 17 Aug. 2009.

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*The following is excerpted from a working paper published by the National Bureau of Economic Research.*

The history of DST has been long and controversial. Throughout its implementation during World Wars I and II, the oil embargo of the 1970s, more consistent practice today, and recent extensions, the primary rationale for DST has always been the promotion of energy conservation. Nevertheless, there is surprisingly little evidence that DST actually saves energy. This paper takes advantage of a unique natural experiment in the state of Indiana to provide the first empirical estimates of DST effects on electricity consumption in the United States since the mid-1970s. The results are also the first-ever empirical estimates of DST’s overall effect.

Our main finding is that—contrary to the policy’s intent—DST results in an overall increase in residential electricity demand. Estimates of the overall increase in consumption are approximately 1 percent and highly statistically significant. We also find that the effect is not constant throughout the DST period: there is some evidence for an increase in electricity demand at the spring transition into DST, but the real increases come in the fall when DST appears to increase consumption between 2 and 4 percent. These findings are generally consistent with simulation results that point to a tradeoff between reducing demand for lighting and increasing demand for heating and cooling. According to the dates of DST practice prior to 2007, we estimate a cost to Indiana households of \$9 million per year in increased electricity bills. Estimates of the social costs due to increased pollution emissions range from \$1.7 to \$5.5 million per year.

© 2008 by Matthew J. Kotchen and Laura E. Grant. All rights reserved.



Please respond on separate paper, following directions from your teacher.



## Synthesis

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17. **Directions:** The following prompt is based on the accompanying eight sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect references.

### Introduction

Explorers and tales of explorations tend to capture the human imagination. However, such explorations have financial and ethical consequences. Space exploration is no exception.

### Assignment

Read the following sources (including the introductory information) carefully. **Then, in an essay that synthesizes at least three of the sources, develop a position about what issues should be considered most important in making decisions about space exploration.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

- Source A (Livingston)
- Source B (Photo)
- Source C (Chamberlain)
- Source D (NIH)
- Source E (McLean)
- Source F (Greenberg)
- Source G (Collins)
- Source H (Roberts)

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### Source A

Livingston, David. "Is Space Exploration Worth the Cost?"  
21 Jan. 2008. *The Space Review: Essays and Commentary*  
*About the Final Frontier*. 4 March 2008

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*The following is from the Web page of a person dedicated to space travel.*

In my opinion, the manned space exploration program is absolutely worth the cost. The money spent on manned space exploration is spent right here on Earth and most of it is spent in the US. We do not yet have a Bank of the Milky Way, the First International Bank of Mars, or a Lunar Mutual Savings and



## Synthesis

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Loan. The money that is spent goes to manufacturing, research and development, salaries, benefits, insurance companies, doctors, teachers, scientists, students, blue- and white-collar workers, and corporations and businesses both large and small. The money disperses throughout the economy in the same way as money spent on medical research, building houses, or any other activity we engage in with government or even private spending.

We have our work cut out for us as we move forward in this new century. We don't seem to get along well with each other here on Earth, but we do quite well in space. Space is our model for all nations. Notice how many more nations are talking about and wanting to get into the manned space act. India, Russia, China, Japan, and the European Space Agency, for starters, all want a manned mission to the Moon and it won't stop there. These countries and agencies know that manned space exploration builds wealth for their nation, solves problems and enhances life for their people right here on Earth, and shows us the way for how we can all live together in peace.

Manned space exploration is absolutely worth the investment. It's not just about what we learn out there in space, or about ourselves, or how to be a better steward of precious Earth. It's about how we live here on Earth together and what type of future we want for ourselves and children. Manned space exploration is the path to how we build a better life for ourselves here on Earth, and how we can give hope and provide inspiration for our youngsters to grow up, do the schoolwork, and accept the challenges that await them to make our world even better. Whatever we spend on manned space exploration is a bargain and our investment will be returned to us many times over, both quantitatively and qualitatively.

*The Space Review* © 2008 Used by permission of Dr. David Livingston, [www.thespaceshow.com](http://www.thespaceshow.com).

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### Source B

National Aeronautics and Space Administration (NASA) photo

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*The following photo is taken from the NASA photo archive.*





## Synthesis

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Photo Credit: NASA

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### Source C

Chamberlain, Andrew. "Pennies of Each Federal Spending Dollar." 7 Apr. 2006. *The Tax Foundation*. 1 March 2008

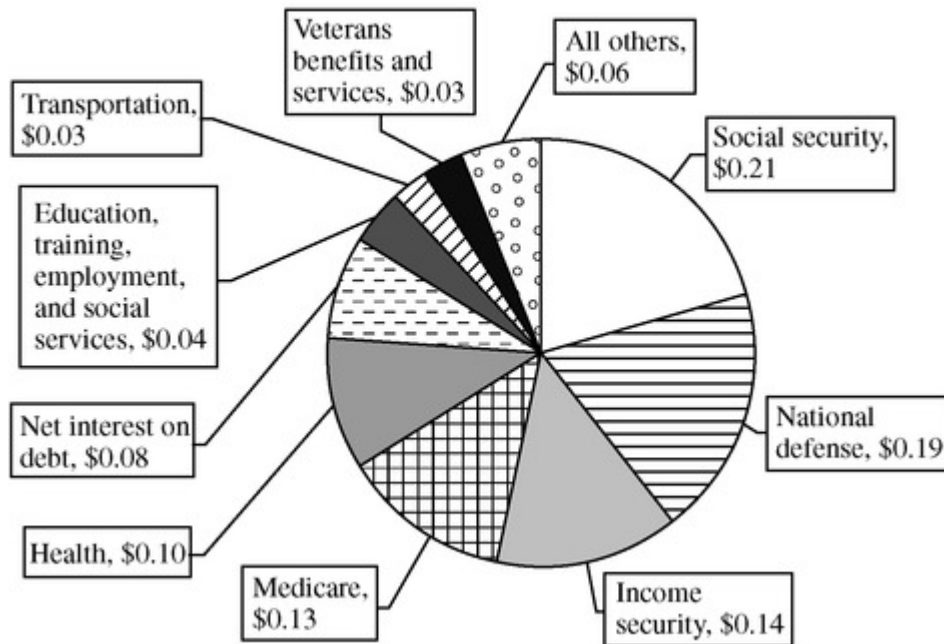
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*The following are two visual representations of the same information about how each federal tax dollar is spent.*



Synthesis

PENNIES OF EACH FEDERAL DOLLAR SPENT ON VARIOUS PROGRAMS, 2006 ESTIMATES



Pennies of Each Federal Dollar Spent on Various Programs, 2006 Estimate

Function	Amount
Social security	\$ 0.21
National defense	\$ 0.19
Income security	\$ 0.14
Medicare	\$ 0.13
Health	\$ 0.10
Net interest on debt	\$ 0.08
Education, training, employment, and social services	\$ 0.04
Transportation	\$ 0.03
Veterans benefits and services	\$ 0.03
All others*	\$ 0.06
<b>Total</b>	<b>\$ 1.00</b>

\*Includes community and regional development; administration of justice; international affairs; natural resources and environment; agriculture; general science; space and technology; general government; commerce and housing credit; energy; and undistributed offsetting receipts.

Source: Office of Management and Budget, Analytical Perspectives, Budget of the United States Government, Fiscal Year 2007 (available at <http://www.whitehouse.gov/omb/budget/fy2007/>); Tax Foundation calculations.

Source D

National Institutes of Health. 26 Feb. 2008



## Synthesis

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*The following is a description of the National Institutes of Health (NIH), a government-funded agency whose mission is to improve health.*

### **The Nation’s Medical Research Agency**

The National Institutes of Health (NIH), a part of the U.S. Department of Health and Human Services, is the primary Federal agency for conducting and supporting medical research. Helping to lead the way toward important medical discoveries that improve people’s health and save lives, NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cures for common and rare diseases. Composed of 27 Institutes and Centers, the NIH provides leadership and financial support to researchers in every state and throughout the world. . . .

In the past several decades, NIH-supported research, and its national programs to communicate the results of research, played a major role in achievements such as:

- Death rates from heart disease and stroke fell by 40% and 51%, respectively, between 1975 and 2000.
- The overall five-year survival rate for childhood cancers rose to nearly 80% during the 1990s from under 60% in the 1970s.
- The number of AIDS-related deaths fell by about 70% between 1995 and 2001.
- Sudden infant death syndrome rates fell by more than 50% between 1994 and 2000.
- Infectious diseases—such as rubella, whooping cough, and pneumococcal pneumonia—that once killed and disabled millions of people are now prevented by vaccines.
- Quality of life for 19 million Americans suffering with depression has improved as a result of more effective medication and psychotherapy.

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### **Source E**

McLean, Margaret R. “To Boldly Go: Ethical Considerations for Space Exploration.” Feb. 2006. Markkula Center for Applied Ethics. 29 Feb. 2008 [ethicalperspectives/space-exploration.html](http://ethicalperspectives/space-exploration.html).

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*The following excerpt appeared on the Web page of a group dedicated to ethics.*



## Synthesis

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In the budget unveiled on Monday, almost \$17 billion will fly into NASA’s coffers with around \$5.3 billion dedicated to space exploration. The Crew Exploration Vehicle and Launch Vehicles will be built; new spacecraft on their way to the moon and Mars will be whizzing overhead by 2014. NASA chief Michael Griffin claimed that this new budget would set the stage for “the expansion of human presence into the solar system.”

But before we think about exploring—and potentially exploiting—“the final frontier,” we would do well to remember that we do not have a very good track record in protecting our planet home. We have expanded human presence into pristine forests resulting in the disruption of migratory routes, soil erosion, and species extinction. What can be learned from our presence on Earth about the potential impact of our forays into the outer reaches of the solar system?

We are the only earthly creatures with the capacity to extend our influence beyond the 4 corners of the globe. This puts on us the responsibility to acknowledge that, despite the depths of space, it is not so limitless as to be able to weather mistreatment or suffer every demand we may place on it.

One way to think about expanding our presence in the solar system is through the lens of stewardship. Stewardship envisions humans not as owners of the solar system but as responsible managers of its wonder and beauty.

Stewardship holds us accountable for a prudent use of space resources. Such responsibility may support exploration of the final frontier, but at the same time it warns against exploitation of its resources. We must account for our urges and actions in terms of their impact on others, the universe, and the future.

As we boldly plan to extend ourselves to places where no one has gone before, we would do well to consider the following principles:

1. Space preservation requires that the solar system be valued for its own sake, not on the basis of what it can do for us.
2. Space conservation insists that extraterrestrial resources ought not to be exploited to benefit the few at the expense of the many or of the solar system itself.
3. Space sustainability asks that our explorations “do no harm” and that we leave the moon, Mars, and space itself no worse—and perhaps better—than we found them.

As we expand human presence into the solar system, we ought not to park ethical considerations next to the launching pad. We must take our best ethical thinking with us as we cross the frontier of space exploration.

© Markkula Center for Applied Ethics at Santa Clara University

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### Source F

Greenberg, Richard, and B. Randall Tufts. “Infecting Other Worlds.” *American Scientist* Jul.-Aug. 2001.



## Synthesis

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24 Feb. 2008 issues/num2/2001/7/infecting-other-worlds/1>.

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*The following is excerpted from an article about spreading infection via space.*

Because extraterrestrial life may exist, planetary exploration could bring trouble if people are not careful enough. This danger was recognized decades ago, when astronauts ventured to the Moon. When the crews returned, they were quarantined to prevent “back contamination,” the hazard that some infectious extraterrestrial germ might be riding with them. The safety procedures were largely symbolic: After all, who knew the incubation period for some hypothetical other-worldly microbe? Whether the hardware and samples returned needed sterilization was also largely a matter of speculation. Subsequent planetary exploration has not involved astronauts, nor have samples or hardware been returned, so back contamination has not been an issue. But forward contamination—that is, the infection of alien ecosystems by terrestrial organisms hitchhiking on a spacecraft—is a distinct possibility.

American Scientist, magazine of Sigma Xi, The Scientific Research Society.

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### Source G

Collins, Michael. *Carrying the Fire: An Astronaut's Journeys*. New York: Farrar, Straus and Giroux, 1974.

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*The following is excerpted from a book written by one of the first astronauts in space.*

I really believe that if the political leaders of the world could see their planet from a distance of, let's say, 100,000 miles, their outlook would be fundamentally changed. That all-important border would be invisible, that noisy argument suddenly silenced. The tiny globe would continue to turn, serenely ignoring its subdivisions, presenting a unified façade that would cry out for unified understanding, for homogeneous treatment. The earth must become as it appears: blue and white, not capitalist or Communist; blue and white, not rich or poor; blue and white, not envious or envied. I am not a naïve man. I don't believe that a glance from 100,000 miles out would cause a Prime Minister to scurry back to his parliament with a disarmament plan, but I do think it would plant a seed that ultimately could grow into such concrete action. Just because borders are invisible from space doesn't mean that they're not real—they are, and I like them. . . . What I am saying, however, is that all countries must begin thinking of solutions to their problems which benefit the entire globe, not simply their own national interests. The smoke from the Saar Valley may pollute half a dozen other countries, depending on the direction of the wind. We all know that, but it must be seen to make an indelible impression, to produce an emotional impact that makes one argue for long-term virtues at the expense of short-term gains. I think the view from 100,000 miles could be invaluable in getting people together to work out joint solutions, by causing them to realize that the planet we share unites us in a way far more basic and far more important than differences in skin color or religion or economic system. The pity of it is that so far the view from 100,000 miles has been the exclusive property of a handful of test pilots, rather than the world leaders who need this new perspective, or the poets who might communicate it to them.



## Synthesis

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### Source H

Roberts, Russell. "Funding Space Travel." *Morning Edition*. 26 Jan. 2004. National Public Radio. Transcript. 19 Feb. 2008

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*The following excerpt is the text of an oral commentary aired on the radio.*

I own a telescope.

I own a lot of books on the nighttime sky and cosmology and the big bang.

I get goose bumps when I see a picture of the earth from space.

The Imax space movies bring tears to my eyes.

But I get no thrill from the Bush plan to put Americans on Mars.

As much as I like space and the idea of people on Mars, I don't see the case for using taxpayer money to get it done. Don't tell me about all the spin-off technologies . . . Leave the money here on earth.

By permission of Professor Russell Roberts.



Please respond on separate paper, following directions from your teacher.

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### 18. Directions:

The following prompt is based on the accompanying seven sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect references.

### Introduction

Mass public schooling has traditionally proclaimed among its goals the following: (1) to help each student gain personal fulfillment and (2) to help create good citizens. These two goals—one aimed at the betterment of individuals and the other aimed at the betterment of society—might seem at odds with one another. At the very least, these two goals are a cause of much tension within schools at every level: schools want students to be allowed or encouraged to think for themselves and pursue their own interests, but schools also believe that it is right in some circumstances to encourage conformity in order



## Synthesis

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to socialize students.

### Assignment

Read the sources that follow (including the introductory information) carefully. Then choose an issue related to the tension in schools between individuality and conformity. You might choose an issue such as dress codes, mandatory classes, or the structure of the school day. You do not have to choose an issue that you have experienced personally. **Then, write an essay in which you use this issue to argue the extent to which schools should support individuality or conformity. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in the parentheses.

Source A (Gatto)

Source B (Bell schedule)

Source C (Book cover)

Source D (Postman)

Source E (Holt)

Source F (Photo)

Source G (Expectations)

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### Source A

Gatto, John Taylor. “Against School: How Public Education Cripples Our Kids, and Why.”

*Harper’s Magazine* Sept. 2003.

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*The following is excerpted from an essay by a former high school teacher who advocates educational reform.*

Do we really need school? I don’t mean education, just forced schooling: six classes a day, five days a week, nine months a year, for twelve years. Is this deadly routine really necessary? And if so, for what? Don’t hide behind reading, writing, and arithmetic as a rationale, because 2 million happy homeschoolers have surely put that banal justification to rest. Even if they hadn’t, a considerable number of well-known Americans never went through the twelve-year wringer our kids currently go through, and they turned out all right. George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln? Someone taught them, to be sure, but they were not products of a school system, and not one of them was ever “graduated” from a secondary school. . . . We have been taught (that is, schooled) in this country to think of “success” as synonymous with, or at least dependent upon, “schooling,” but historically that isn’t true in either an intellectual or a financial sense. And plenty of people throughout the world today find a way to educate themselves without resorting to a system of compulsory secondary schools that all too often resemble prisons. Why, then, do Americans confuse education with just such a system?

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## Synthesis

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**Source B**

High school bell schedule

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*The following is the daily schedule followed by students in a public high school.*

# Your High School DAILY BELL SCHEDULE

Period 1	(1 <sup>st</sup> Bell 8: 16 a.m.)	8: 20 - 9: 06
Period 2		9: 10 - 9: 56
Period 3		10: 00 - 10: 51
Period 4		10: 55 - 11: 41
Period 5		11: 45 - 12: 31
Period 6		12: 35 - 1: 21
Period 7		1: 25 - 2: 11
Period 8		2: 15 - 3: 01

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**Source C**

Book cover

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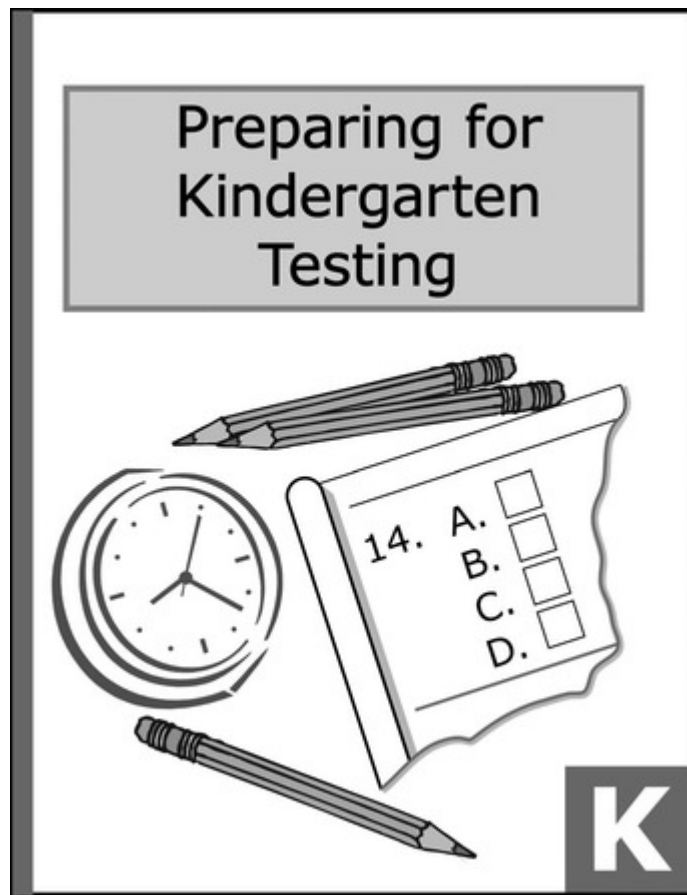
*The following is a possible cover design for a book about how to prepare kindergarten students for standardized tests.*





## Synthesis

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**Source D**

Postman, Neil. *The End of Education: Redefining the Value of School*. New York: Knopf, 1995.

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*The following is excerpted from a book about education in the United States.*

There is, for example, the traditional task of teaching children how to behave in groups. You cannot have a democratic—indeed, civilized—community life unless people have learned how to participate in a disciplined way as a part of a group. One might even say that schools have never been essentially about individualized learning. It is true, of course, that groups do not learn; individuals do. But the idea of a school is that individuals must learn in a setting in which individual needs are subordinated to group interests.

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**Source E**

Holt, John. "School Is Bad for Children."  
*Saturday Evening Post* 8 Feb. 1969.



## Synthesis

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*The following is excerpted from an essay written by an educational theorist.*

And so, in this dull and ugly place, where nobody ever says anything very truthful, where everybody is playing a kind of role, as in a charade, where teachers are no more free to respond honestly to the students than the students are free to respond to the teachers or each other, where the air practically vibrates with suspicion and anxiety, the child learns to live in a daze, saving his energies for those small parts of his life that are too trivial for the adults to bother with, and thus remain his. It is a rare child who can come through his schooling with much left of his curiosity, his independence or his sense of his own dignity, competence and worth.

So much for criticism. What do we need to do? Many things. Some are easy—we can do them right away. Some are hard, and may take some time. Take a hard one first. We should abolish compulsory school attendance. At the very least we should modify it, perhaps by giving children every year a large number of authorized absences. Our compulsory school-attendance laws once served a humane and useful purpose. They protected children’s right to some schooling, against those adults who would otherwise have denied it to them in order to exploit their labor, in farm, store, mine, or factory. Today the laws help nobody, not the schools, not the teachers, not the children. To keep kids in school who would rather not be there costs the schools an enormous amount of time and trouble—to say nothing of what it costs to repair the damage that these angry and resentful prisoners do every time they get a chance.

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### Source F

Photo of children singing in school

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*The following is a photo taken in a school.*



## Synthesis

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### Source G

Expectations of high school students published in the student handbook

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*The following expectations are published for students in a public high school.*

### **SCHOOL CLIMATE AND STUDENT EXPECTATIONS.**

All Students are expected to:

- report to class on time and attend all classes regularly;
- accept responsibility for their learning
  - complete homework assignments,



## Synthesis

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- bring required materials to class each day,
- be attentive in class, and listen, speak and discuss when appropriate;
- respect the teacher’s position as leader in the classroom
  - follow the teacher’s directions,
  - adhere to individual classroom guidelines;
- be considerate to and respectful of others
  - refrain from teasing, interrupting or criticizing others,
  - refrain from using vulgar or obscene language,
  - refrain from acting out anger and frustration through fighting or other inappropriate behaviors,
  - keep all food and drink in the cafeteria and patio areas except when authorized by a teacher;
- cooperate with the specific rules of the school
  - dress in appropriate attire which does not distract or offend others (wearing shoes is required by law),
  - refrain from running in the halls and speaking loudly and banging lockers while classes are in progress;
- respect the rights of others to learn
  - do not create excessive noise in the halls, library, commons, quadrangle or other outside areas (radios and personal listening devices are generally inappropriate for classroom use unless approved by the teacher for a specific educational purpose),



## Synthesis

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- obey the laws of society, including prohibitions against assault, theft, vandalism, possession of illegal substances and possession of weapons.



Please respond on separate paper, following directions from your teacher.

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**19. Directions:** The following prompt is based on the accompanying seven sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect citations.

### Introduction

In 2001 United States Representative Jim Kolbe introduced legislation to Congress to eliminate the penny coin in most transactions. Although this legislation failed, there are still consistent calls to eliminate the penny as the smallest-denomination United States coin.

### Assignment

Read the following sources (including the introductory information) carefully. **Then write an essay in which you develop a position on whether or not the penny coin should be eliminated. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in the parentheses.

Source A (Lewis)  
Source B (Kahn)  
Source C (Safire)  
Source D (Weller)  
Source E (Harris Poll)  
Source F (Press Release)  
Source G (Penny Visual)

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### Source A

Lewis, Mark. "Ban the Penny." *Forbes.com* 5 July 2002. 8 February 2006



## Synthesis

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*The following is an excerpt from an online edition of a magazine that focuses on business and the United States economy.*

New York—Almost a year has passed now since U.S. Rep. Jim Kolbe made headlines by introducing his anti-penny bill, yet these pesky one-cent coins continue to jingle uselessly in people’s pockets. Can nobody rid America of this copper-coated scourge?

Kolbe, an Arizona Republican, is doing his best, although his proposed Legal Tender Modernization Act is languishing in a subcommittee. The bill would not ban pennies, but merely discourage their use by establishing a system under which cash transactions would be rounded up or down. That would render the penny unnecessary.

“It’s practically useless in everyday life,” complains Neena Moorjani, Kolbe’s press secretary. But the penny has its fans, especially in Tennessee, which is rich in zinc. Up until 1982, pennies were made mostly of copper; since then they have been 97.5% zinc, with a little copper mixed in for appearance’s sake.

Just last week, two lawmakers from the Volunteer State introduced a resolution commemorating the 20th anniversary of the zinc-based penny. Fans of this coin note snidely that Kolbe’s home state of Arizona is rich in copper—which makes up a bigger percentage of the larger-denomination coins that might be more heavily used if the penny were discontinued. Kolbe also favors replacing paper dollar bills with longer-lasting \$1 coins—and as it happens, the Sacagawea “golden dollar” introduced two years ago is made mostly of copper. . . .

Perhaps the University of Pennsylvania’s prestigious Wharton School could take the lead in studying this issue and determining which course makes the best economic sense. That would only be appropriate, because this school originally was endowed by Gilded Age industrialist Joseph Wharton, who got rich by cornering the market for nickel and then persuading Congress to create a new coin made exclusively of metal from his mines.

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### Source B

Kahn, Ric. “Penny Pinchers.” *Globe.com* 9 October 2005.  
10 February 2006  
[articles/2005/10/09/penny\\_pinchers/](http://articles/2005/10/09/penny_pinchers/)>.

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*The following is excerpted from an article published in the online edition of a newspaper.*

Pity the poor penny.

Once, it had swagger. With a pedigree dating back to 1787, it was feted as the first currency authorized



## Synthesis

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by the United States. As a money symbol, it was deemed as rock-solid as the presidential jaw of Abraham Lincoln, which first appeared on it in 1909. Boston's own Paul Revere, resident silversmith, supplied some of the copper for those bygone pennies.

Now, everywhere you turn around town, the zinc-and-copper one-cent piece is taking it on the chin: Shoved out of the economic picture by charge cards. Flung into the trash by people who think it's mucky and worthless. Hijacked by cashiers who assume you're among the 27 percent of Americans who don't even keep track of their loose change, according to a May 2005 survey conducted by Coinstar, providers of the self-service machines that help convert coins into paper money. . . .

On the Internet, you were introduced to a group called "Citizens for Retiring the Penny," which advocates rounding off prices to the nearest nickel, as have some members of Congress. The group was founded by a 1999 MIT graduate named Jeff Gore.

"The point of currency is to facilitate transactions," Gore, 27, told you by phone. "People fishing in their pockets. The cashier has to open a new bag of pennies. For me, it's the waste of time I object to."

Gore is a busy guy. As a graduate student in physics at the University of California at Berkeley, he has tackled topics such as "Single Molecule Investigations of the Mechanochemical Cycle of DNA Gyrase."

However, Gore did find the time to come up with this calculation, posed on the group's website:

"The National Association of Convenience Stores and Walgreens drug store chain estimated that handling pennies adds 2 to 2.5 seconds to each cash transaction (remember that we are including the occasional customer who spends 30 seconds looking for the penny in his pocket). Let us estimate that each person goes through three of these transactions per day and that on average there is one person waiting in line (making for a total of three people's time wasted in each transaction). We can then calculate that the presence of pennies wastes (3 transactions/day) x (2.25 seconds/transaction) x (3 people per transaction) = 20 seconds per day. Probably only about half of the wasted time is directly connected with a cash transaction, giving a total of 40 wasted seconds per day per person. This may not seem like a lot, but it translates to  $40 \times 365 / 3600 = 4$  hours per person per year. If each person's time is worth \$15/hour then we arrive at the conclusion that each person is losing \$60 per year, at a cost to the nation of over \$15 billion per year. . . ."

On the other side of the coin, Edmond Knowles figures he has saved an average of about 90 pennies a day for the last 38 years: On his counter, in jugs, and finally in 55-gallon drums in his garage.

In June, an armored car picked up his 4.5 tons of spare change, and had it recycled through Coinstar.

That would be 1,308,459 pennies, or \$13,084.59. . . .

"Penny Pinchers" from The Boston Globe, by Ric Kahn, Globe Staff, October 9, 2005

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### Source C



## Synthesis

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Safire, William. "Abolish the Penny." *nytimes.com*  
2 June 2004. 3 November 2006  
0911F63C550C718CDDAF0894DC404482>.

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*The following is an opinion piece published in an online edition of a newspaper.*

The time has come to abolish the outdated, almost worthless, bothersome and wasteful penny. Even President Lincoln, who distrusted the notion of paper money because he thought he would have to sign each greenback, would be ashamed to have his face on this specious specie.

That's because you can't buy anything with a penny any more. Penny candy? Not for sale at the five-and-dime (which is now a "dollar store"). Penny-ante poker? Pass the buck. Any vending machine? Put a penny in and it will sound an alarm.

There is no escaping economic history: it takes nearly a dime today to buy what a penny bought back in 1950. Despite this, the U.S. Mint keeps churning out a billion pennies a month.

Where do they go? Two-thirds of them immediately drop out of circulation, into piggy banks or—as The Times's John Tierney noted five years ago—behind chair cushions or at the back of sock drawers next to your old tin-foil ball. Quarters and dimes circulate; pennies disappear because they are literally more trouble than they are worth. The remaining 300 million or so—that's 10 million shiny new useless items punched out every day by government workers who could be more usefully employed tracking counterfeiters—go toward driving retailers crazy. They cost more in employee-hours—to wait for buyers to fish them out, then to count, pack up and take them to the bank—than it would cost to toss them out. That's why you see "penny cups" next to every cash register; they save the seller time and the buyer the inconvenience of lugging around loose change that tears holes in pockets and now sets off alarms at every frisking-place.

Why is the U.S. among the last of the industrialized nations to abolish the peskiest little bits of coinage? At the G-8 summit next week, the Brits and the French—even the French!—who dumped their low-denomination coins 30 years ago, will be laughing at our senseless jingling.

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### Source D

Weller, Mark W. Letter. Unpublished letter to the  
New York Times. Americans for Common Cents.  
7 Nov. 2006. .

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*The following is an unpublished letter to the editor that was posted to the website of a special interest group.*

June 3, 2004





## Synthesis

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Letters to the Editor  
The New York Times  
229 West 43rd Street  
New York, N.Y. 10036-3959

(Via e-mail: [letters@nytimes.com](mailto:letters@nytimes.com))

Dear Letters to the Editor:

I was disappointed to read Bill Safire’s embrace of price rounding (“Abolish the Penny,” Op-Ed, June 2). While most of the arguments by penny opponents have been soundly rejected by the American public and Congress, Mr. Safire’s inaccuracies about penny circulation and other countries’ use of low denomination coins must be corrected.

First, the statement that the “U.S. is among the last industrialized nations to abolish” its low-denomination coin runs counter to the facts. The European Union’s adoption of the euro included a one-cent euro coin or “euro penny.” The choice for the smallest coin denomination was mainly based on European policymakers’ observation that in the majority of member states the smallest coin denomination in circulation had a value equivalent to one cent. The EU also sought to avoid the systematic rounding of prices. And in the major industrialized countries, including Great Britain, Canada, Japan and the U.S., the penny or penny-equivalent remains in production and shares similar percentages of total coins produced in those countries.

Second, two-thirds of pennies do not “immediately drop out of circulation.” A 2002 study based on Federal Reserve data indicated that the annual rate pennies disappear from circulation is surprisingly similar to all other forms of our coinage—around 5.6 percent.

The fact is the penny remains popular with the public and important to our pricing system.

Mark W. Weller  
Executive Director  
Americans for Common Cents  
Washington, D.C., June 3, 2004

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### Source E

“Abolish the Penny? A Majority of the Public Says ‘No.’”  
The Harris Poll #51 15 July 2004. 8 March 2006  
[.asp?PID=480>](#).

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*The following are data from an independent poll.*



## Synthesis

### FAVOR ABOLISHING THE PENNY?

“Would you favor or oppose abolishing the penny so that the nickel would be the lowest denomination coin?”

	Income					
	Total	Less than \$25,000	\$25,000-\$34,900	\$35,000-\$49,900	\$50,000-\$74,900	\$75,000+
	%	%	%	%	%	%
Favor abolishing the penny	23	16	26	25	24	32
Oppose abolishing the penny	59	62	59	58	57	53
Not sure	18	21	15	17	20	15

The Harris Poll was conducted online within the United States between June 10 and 16, 2004 among a nationwide cross section of 2,136 adults (aged 18 and over).

### Source F

“President Bush signs Lincoln Penny Redesign Into Law.”

*Abraham Lincoln Bicentennial Commission.*

22 December 2005. 8 March 2006

*The following is a Press Release.*

#### PRESIDENT BUSH SIGNS LINCOLN PENNY REDESIGN INTO LAW

#### ***New Images on Coin’s Reverse Will Mark Lincoln’s 200th Birthday***

Washington—President Bush yesterday signed into law legislation directing the Secretary of the Treasury to issue Lincoln pennies with four newly designed reverse, or “tails” side, images in 2009, the 200th anniversary of Abraham Lincoln’s birth.

Michael Bishop, executive director of the Abraham Lincoln Bicentennial Commission, hailed the bill’s enactment as an important accomplishment for the Commission because “the penny is perhaps the most visible and tangible reminder of Lincoln’s significance in American history.”

The Abraham Lincoln Bicentennial Commission was created by Congress to coordinate the national observance of the 200th anniversary of Lincoln’s birth.

The new pennies will feature four new designs on the reverse side of the coins, marking different aspects of the 16th president’s life: his birth and early childhood in Kentucky; his formative years in Indiana; his professional life in Illinois; and his presidency in Washington. The new images in 2009 will be the first redesign of the penny in 50 years.

After 2009, the “tails” side of the coin will feature “an image emblematic of the President Lincoln’s preservation of the United States of America as a single and united country,” according to the legislation. The “Lincoln cent” first appeared during the centennial observation of Lincoln’s birth in



## Synthesis

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1909 and represented a major departure from previous American coinage. For the first time, a U.S. coin depicted a real historical figure rather than the allegorical “Liberty” figures or the more generic “Indian head” that immediately preceded Lincoln on the penny. Victor David Brenner’s profile of Lincoln, which has appeared continuously on the obverse, or “head” side, of the penny since its introduction in 1909, will remain through and after the 2009 bicentennial celebrations.

The original penny legislation was introduced in the Senate by Senator Dick Durbin (D-IL) and in the House by Rep. Ray LaHood (R-IL), two of three co-chairs of the ALBC. It passed in the Senate on November 18 and in the House on December 13.

Courtesy of David Early

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### Source G

#### Pennies

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*The following are scanned images of pennies.*



## Synthesis

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Please respond on separate paper, following directions from your teacher.

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**20. Directions:** The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources you refer to them to develop your position and cite them accurately. Your argument should be central; the sources should support this argument. Avoid merely summarizing the sources.

Remember to attribute both direct and indirect citations.

### Introduction

Some nations have a defined national school curriculum, while others, such as the United States, do not. As a result, students in high school English classes in the United States can read texts that vary widely from school to school, while students in other countries may all read the same books in high school.

### Assignment

Read the following sources (including the introductory information) carefully. **Then write an essay that develops a position on whether or not there should be specific texts that all students of high school English must read. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in the parentheses.

Source A (Landow)

Source B (Table)

Source C (Greer)

Source D (Book cover)

Source E (Pirofski)

Source F (Fowler)

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### Source A

Landow, George P. "The Literary Canon." *The Victorian*

*Web.* 3 Sept. 2004

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## Synthesis

*The following excerpt is from an online reference source.*

**The American Heritage Dictionary** has eleven separate definitions of the term canon, the most relevant of which is “an authoritative list, as of the works of an author” and “a basis for judgment; standard; criterion.” . . . To enter the canon, or more properly, to be entered into the canon is to gain certain obvious privileges. The gatekeepers of the fortress of high culture include influential critics, museum directors and their boards of trustees, and far more lowly scholars and teachers. Indeed, a chief enforcer of the canon appears in middlebrow anthologies, those hangers on of high culture that in the Victorian period took the form of pop anthologies like **Golden Treasury** and today that of major college anthologies in America. To appear in the Norton or Oxford anthology is to have achieved, not exactly greatness but what is more important, certainly—status and accessibility to a reading public. And that is why, of course, it matters that so few women writers have managed to gain entrance to such anthologies.

### Source B

Table adapted from a 1992 publication of the Nationa

l Council of Teachers of English (NCTE).

*The following table is based on data gathered from schools in the United States.*

**Table 1**  
Most Frequently Required Titles, Grades 9–12  
Title and Percent of Schools

Public (non-tuition-charging) Schools		Independent (tuition-charging) Schools	
Romeo and Juliet	84%	Macbeth	74%
Macbeth	81	Romeo and Juliet	66
Huckleberry Finn	70	Huckleberry Finn	56
Julius Caesar	70	Scarlet Letter	52
To Kill a Mockingbird	69	Hamlet	51
Scarlet Letter	62	Great Gatsby	49
Of Mice and Men	56	To Kill a Mockingbird	47*
Hamlet	55	Julius Caesar	42*
Great Gatsby	54	Odyssey	39
Lord of the Flies	54	Lord of the Flies	34

\*Percentage significantly different from public school sample,  $p < .05$ .

### Source C



## Synthesis

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Greer, Michael. "New NCTE Book Stirs Debate on Poetry Canon." *The Council Chronicle* Feb. 1996.

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*The following excerpt is taken from an academic journal.*

Clayton Eshleman, who edits the poetry journal *Sulfur* and teaches English at Eastern Michigan University, agrees with . . . criticism of the major anthologies, arguing that . . . "teachers have to make their own decisions" about what to include in an introductory poetry course, and that they "can't trust anthologies" to answer students' questions about the nature and significance of poetry.

Eshleman's strategy is to teach anthologies alongside other poems—sometimes by the same poets—that the editor(s) chose not to include. In one instance, he provided his class with portions of Whitman's "Song of Myself" that had been edited out of a particular anthology. Because the passages in question (which Eshleman had to photocopy and provide to the class in handout form) were highly charged with homoerotic energy and sexual imagery, the discussion shifted to the question of what subject matter was "appropriate" in poetry and why a particular editor might have chosen a small selection as "representative" of Whitman's work.

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### Source D

Mack, Maynard, ed. *The Norton Anthology: World Masterpieces*. New York: Norton, 1999.

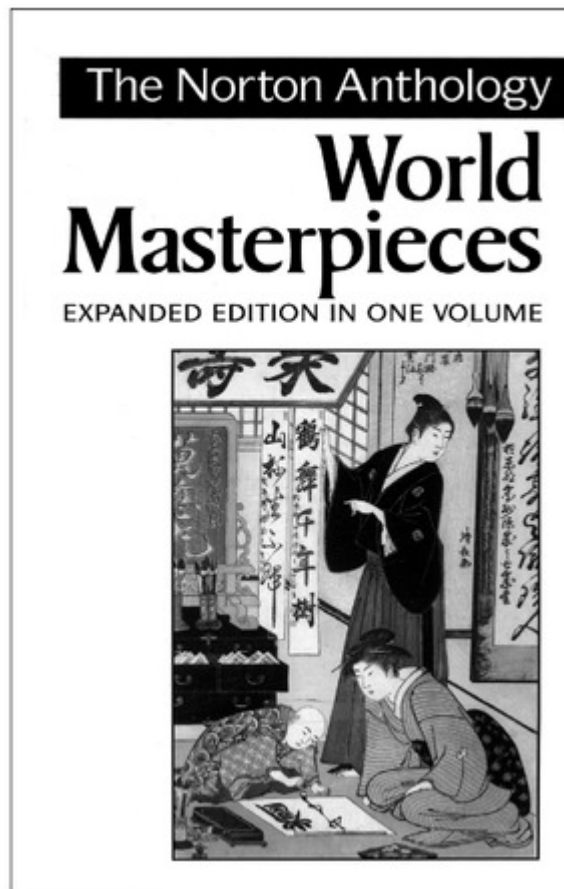
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*The following is the cover of a widely used literature textbook.*



**Synthesis**

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*Torii Kiyonaga, Shigeyuki Executing Calligraphy, Philadelphia Museum of Art: Gift of Mrs. John D. Rockefeller, Jr., 1946*

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**Source E**

Pirofski, Kira Isak. "Multicultural Literature and the Children's Literary Canon." 23 Oct. 2006

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*The following is taken from an online article about using multicultural literature in the classroom.*

This paper presents an historical overview of research and reading programs which have found that multicultural literature is a valuable learning tool as well as research which documents the longstanding lack of multicultural literature in the children's literature. Reasons for the exclusion of culturally authentic reading materials in the canon are discussed as well.

Pioneer researcher, Florez-Tighe (1983), was one of the first educators to advocate the use of multicultural literature in school curriculum. Her research indicated that culturally authentic children's



## Synthesis

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literature enhances language development and thought processes of African-American children (Florez-Tighe, 1983). Florez-Tighe (1983) believes that use of African-American folktales by teachers in the classroom can teach respect for African-American culture and affirm a child's feeling of self worth (Florez-Tighe, 1983).

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### Source F

Fowler, Robert M. "The Fate of the Notion of the Canon in the Electronic Age." *Forum* 9 (1993).

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*The following is the introduction to a discussion about how reading changes when it occurs online.*

What happens when text moves from page to screen? First, the digital text becomes unfixed and interactive. The reader can change it, become writer. The center of Western culture since the Renaissance—really since the great Alexandrian editors of Homer—the fixed, authoritative, canonical text, simply explodes into the ether. (Lanham, *The Electronic Word*, 31)

In the world of electronic writing, there will be no texts that everyone must read. There will only be texts that more or fewer readers choose to examine in more or less detail. The idea of the great, inescapable book belongs to the age of print that is now passing. (Bolter, *Writing Space*, 240)

The idea of a relatively stable [literary] canon made sense in a culture dominated by printed books. The canon was also appropriate to a centralized educational system, in which everyone studied the same subjects and the same texts in order to be introduced into the standards of cultural life. But the notion of a standard has now collapsed, and the collapse is mirrored in the shift from the printed to the electronic writing space, in which a stable canon of works and authors is meaningless. (Bolter, *Writing Space*, 237)



Please respond on separate paper, following directions from your teacher.

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**21. Directions:** The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Synthesis refers to combining the sources and your position to form a cohesive, supported argument and accurately citing sources. Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.

Remember to attribute both direct and indirect citations.

### Introduction





## Synthesis

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That advertising plays a huge role in society is readily apparent to anyone who watches television, listens to radio, reads newspapers, uses the Internet, or simply looks at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity.

### Assignment

Read the following sources (including the introductory information) carefully. **Then, write an essay in which you develop a position on the effects of advertising. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Red Cross)

Source B (Shaw)

Source C (Culpa)

Source D (Day)

Source E (Schrank)

Source F (Sesana)

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### Source A

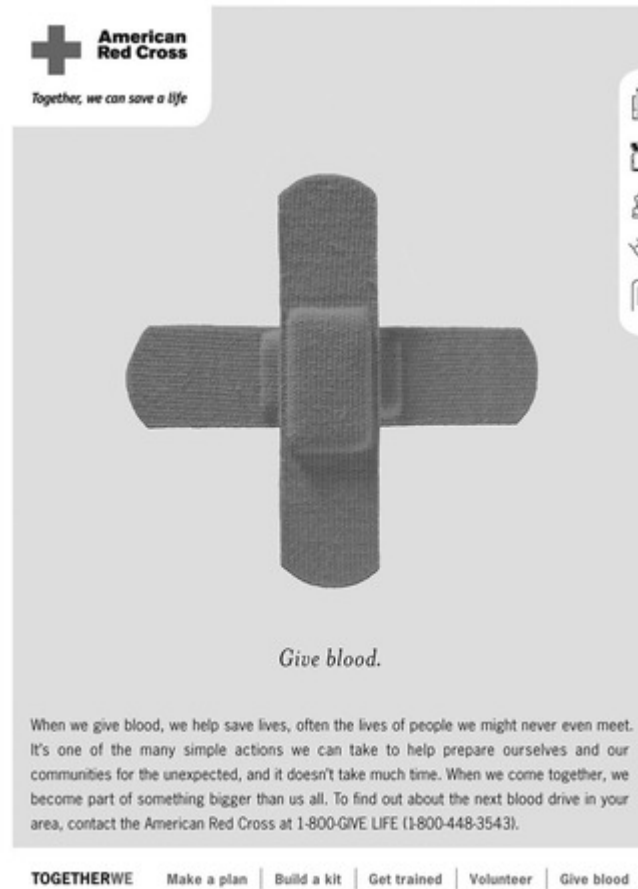
American Red Cross poster, 2004

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## Synthesis

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Artwork used with permission of the American Red Cross.

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### Source B

Shaw, Eric H. and Stuart Alan. "Cigarettes."

*The Advertising Age Encyclopedia of Advertising*. Ed.

John McDonough and Karen Egolf. 3 vols.

New York: Fitzray Dearborn, 2003.

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*The following passage is excerpted from an encyclopedia of advertising.*

The success of cigarette advertising is a potent example of advertising's enormous power and economic value. From the birth of the cigarette industry, advertising was instrumental in creating a mass market and apportioning shares among brands. At the end of the 20th century, guided by increasingly



## Synthesis

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sophisticated consumer research, advertising continued to increase the size of the market, despite an expanding awareness of health risks and increasing advertising restrictions. Cigarette advertisers became adept at targeting every conceivable consumer niche and developing an impressive array of advertising and promotional tools to reach them.

Campaigns throughout the 20th century demonstrated that in addition to directly increasing primary demand for cigarettes, advertising could be highly effective in developing selective demand for individual brands, particularly during their introduction. Advertising also had other less quantifiable benefits for cigarette companies: it promoted the continued social acceptability of smoking and encouraged the incorrect belief that the majority of people smoke.

The start of the 21st century presented both unique opportunities and growing challenges for cigarette advertising. Although U.S. sales were declining, markets in Asia, Eastern Europe, South America, and Africa offered significant financial opportunities for the industry. International advertising restrictions forced companies to become increasingly sophisticated in their promotional strategies, as well as to rely on new, unregulated media, such as the Internet. If the history of cigarette advertising in the 20th century is any predictor of the future, it clearly suggests that in the 21st century the tobacco industry will adapt, persevere, and remain a vivid testament to the power of advertising.

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### Source C

Culpa, Maria. “Advertising Gets Another Bum Rap.”

Unpublished lecture. 26 July 2004.

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*The following passage is excerpted from a recent lecture.*

People can complain all they want about advertising, but at its most basic form advertising is teaching, pure and simple. No one complains when high-school teachers put maps of the world on the wall, or kindergarten teachers put funny little dancing alphabets all over the room. Why should they complain when companies put advertisements for milk or houses or cars on billboards? These ads tell us that milk makes our bones strong, where we can buy affordable houses, and which car will fit our needs and get us to work safely. Just as we need the information found in maps, we need the information in ads to buy the necessities of life—which has to be as important as knowing that New Zealand looks REALLY small next to Australia!

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### Source D

Day, Nancy. *Advertising: Information or Manipulation?*

Berkeley Heights: Enslow Publishers, 1999.

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## Synthesis

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*The following passage is excerpted from a book that examines the role of advertising in society.*

Advertising tells you what you need. Before advertisers told us to, who worried about dandruff? Who was embarrassed by teeth that weren't blinding white, toilets that didn't smell fresh, or water spots on drinking glasses? Who knew that houses had to be deodorized with perfume-packed sprays, plug-in devices, stick-on scent dispensers, potpourri, simmering herbs, and odor neutralizers?

Advertising isn't all bad, however. By paying for advertising space, companies fund most of what you read in magazines and books, what you hear on the radio, and what you watch on television. It also increasingly pays for what is on the Internet.

Advertising also educates. It informs us about candidates running for office. It tells us about important issues such as the benefits of seatbelt use, the dangers of drugs, and the problem of drunk driving.

It explains how to use products, gives us recipes, and demonstrates ways in which we can change our homes and places of business. It teaches us grooming habits. Unfortunately, . . . [i]t can reinforce racial, cultural, and sexual stereotypes. It can make us unsatisfied with who we are, greedy for what we don't have, and oblivious to the miseries of millions who haven't a fraction of the comforts we take for granted. . . .

Teens establish buying habits they will carry into adulthood. Studies conducted for *Seventeen* magazine have shown that 29 percent of adult women still buy the brand of coffee they preferred as teenagers, and 41 percent buy the same brand of mascara. "If you miss her," the magazine warns its advertisers, "then you may miss her for ever. She's at that receptive age when looks, tastes and brand loyalties are being established. . . . Reach for a girl in her *Seventeen* years and she may be yours for life."

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### Source E

Schrank, Jeffrey. *Deception Detection*.

Boston: Beacon Press, 1975.

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*The following passage is excerpted from a book that examines the effects of advertising.*

Although few people admit to being greatly influenced by ads, surveys and sales figures show that a well-designed advertising campaign has dramatic effects. A logical conclusion is that advertising works below the level of conscious awareness and it works even on those who claim immunity to its message. Ads are designed to have an effect while being laughed at, belittled, and all but ignored.

A person unaware of advertising's claim on him is precisely the one most vulnerable to the ad's attack. Advertisers delight in an audience that believes ads to be harmless nonsense, for such an audience is rendered defenseless by its belief that there is no attack taking place. The purpose of classroom study of advertising is to raise the level of awareness about the persuasive techniques used in ads. One way to do this is to analyze ads in microscopic detail. Ads can be studied to detect their psychological hooks, how they are used to gauge values and hidden desires of the common [person]. They can be studied for their



## Synthesis

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use of symbols, color, and imagery. But perhaps the simplest and most direct way to study ads is through an analysis of the language of the advertising claim.

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### Source F

Sesana, Renato K. "Exercise Your Moral Judgement Through the Way You Buy." *Wajibu: A Journal of Social and Religious Concern* 15.4 (2002). 8 Feb. 2005

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*The following passage is excerpted from an online journal.*

Nowadays, marketing executives will use all available methods to convince us of the need to buy their company products. They are not selling soap or petrol, but a vision, a way of life. Using the most sophisticated knowledge and techniques, they create unfulfilled desires and then they push us to buy the products that we do not need. But we should not take all the information we receive at face value.

The desire for profit and the appeal for a "healthy economy" has led many companies and governments to put aside the necessary moral responsibilities in the age of the global market.

One often hears the comment made after watching fast cars, semi-nude bodies, or amorous encounters during television adverts or on huge billboards: "I never did figure out what they were advertising." There is no connection or indeed there often is a contradiction between the way of life presented and the product sold. For instance, sport and beer, sport and hard liquor do not go together in real life, but the advertisers know that rationality is not important, what is important is the emotional impact. Advertisers claim that it is up to the consumer to make moral decisions. The advertisers simply present their products. . . but not without spending a great deal of time and money to study how best to attract and control consumers of every age, sex, race and religion.

It is interesting to note that what we really need does not need advertising. For instance, nobody spends huge sums advertising flour. People will buy it even without it being advertised. But soft drinks may stop selling after a few months without adverts. The need for it is created by the advert. Otherwise everybody would consider it a rip-off to pay [\$1.00] for a glass of water with a bit of sugar, artificial colouring and flavouring whose real value must not be over a [few cents]. . . .

Another case is the marketing of products such as powdered milk in countries which have no sanitary water supply to make them safe for use, thus causing diseases and death to a great number of babies. However, no one has an economic interest in advertising breast-feeding, which is the best and cheapest way nature has provided for babies to grow strong and healthy. But many have an interest in advertising powdered milk. It is a form of violence to psychologically force in the mind of a rural woman that to be modern she has to feed her babies with powdered milk.



## Synthesis

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Please respond on separate paper, following directions from your teacher.

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**22. Directions:** The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Synthesis refers to combining the sources and your position to form a cohesive, supported argument and accurately citing sources. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect citations.

### Introduction

Museums are collections of artifacts. Although museums can represent interests from fine arts to whaling, people who visit museums sometimes fail to realize that every exhibit, every display case, represents a series of human decisions: some individual or group of individuals has to decide to include a particular piece of art or specific artifact in the museum's collection.

### Assignment

Read the following sources (including the introductory information) carefully. **Then write an essay in which you develop a position on the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Rockefeller)

Source B (Peale)

Source C (National Museum of the American Indian)

Source D (Theobald)

Source E (Handler)

Source F (De Montebello)

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### Source A

Rockefeller, David. *Memoirs*. New York: Random

House, 2002.

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*While John D. Rockefeller, Jr., funded the restoration of Colonial Williamsburg, his wife Abby Aldrich was a driving force behind the creation of the Museum of Modern Art (MoMA) in New York City. This excerpt, from the autobiography written by their son, David Rockefeller, discusses a bleak financial*



## Synthesis

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*period for MoMA.*

Below the surface, however, two critical business problems threatened the institution: money and management. The recurring operating deficit approached \$1 million a year and was worsening. Our thirtieth anniversary endowment campaign had raised \$25.6 million, but the annual deficits quickly eroded this reserve. . . .

Our financial woes were exacerbated by a poor management structure, a result of a decentralized system in which each department enjoyed considerable autonomy in terms of exhibitions, acquisitions, and programs. Furthermore, influential trustees often aligned themselves with the curators of departments in which they had a special interest and for which they became strong advocates and financial backers. Since no one wanted to antagonize important trustees, exhibitions and acquisitions were often approved without regard for overall policy guidelines or the museum's fragile financial condition. . . .

This unbusinesslike process was symptomatic of a deeper problem: the lack of consensus about the composition of MoMA's permanent collection and the direction our collecting should take in the future. Some trustees strongly advocated continuing to collect the work of emerging contemporary artists while carefully culling the collection of its less outstanding holdings to finance new acquisitions.

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### Source B

Peale, Charles Wilson. *The Artist in His Museum*.

Pennsylvania Academy of the Fine Arts.

Philadelphia. [1822]

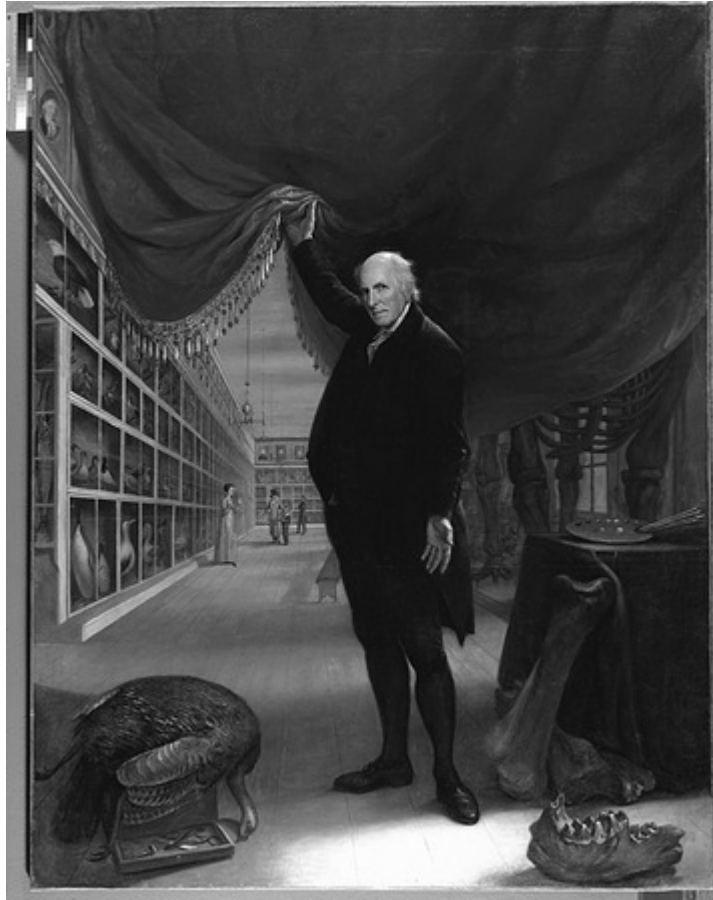
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*Charles W. Peale, an eminent portrait painter, established the first art gallery, natural history museum, and art school in the United States. Unlike earlier European museums, largely royal collections with access limited to scholars and government officials, Peale's Museum was notable as a private institution devoted to, and reliant upon, public patronage. Peale's Museum combined art works and artifacts, which grew from a small sampling of curiosities in the 1780s to a large and impressive collection of scientifically classified specimens in the 1820s. Peale also offered his visitors performers, a zoo, and an intriguing assembly of biological oddities such as a two-headed pig, a root resembling a human face, and a five-legged cow with no tail.*



## Synthesis

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*Courtesy of the Pennsylvania Academy of the Fine Arts, Philadelphia.*

Gift of Mrs. Sarah Harrison, (The Joseph Harrison, Jr. Collection).

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### Source C

*National Museum of the American Indian.* 5 May 2006

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*The following is excerpted from the website of the National Museum of the American Indian.*

### About the National Museum of the American Indian

The National Museum of the American Indian is the sixteenth museum of the Smithsonian Institution. It is the first national museum dedicated to the preservation, study, and exhibition of the life, languages, literature, history, and arts of Native Americans. Established by an act of Congress in 1989, the museum works in collaboration with the Native peoples of the Western Hemisphere to protect and foster their cultures by reaffirming traditions and beliefs, encouraging contemporary artistic expression, and empowering the Indian voice.





## Synthesis

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The museum's extensive collections, assembled largely by George Gustav Heye (1874-1957), encompass a vast range of cultural material—including more than 800,000 works of extraordinary aesthetic, religious, and historical significance, as well as articles produced for everyday, utilitarian use. The collections span all major culture areas of the Americas, representing virtually all tribes of the United States, most of those of Canada, and a significant number of cultures from Central and South America as well as the Caribbean. Chronologically, the collections include artifacts from Paleo-Indian to contemporary arts and crafts. The museum's holdings also include film and audiovisual collections, paper archives, and a photography archive of approximately 90,000 images depicting both historical and contemporary Native American life.

The National Museum of the American Indian comprises three facilities, each designed following consultations between museum staff and Native peoples. In all of its activities, the National Museum of the American Indian acknowledges the diversity of cultures and the continuity of cultural knowledge among indigenous peoples of the Western Hemisphere and Hawai'i, incorporating Native methodologies for the handling, documentation, care, and presentation of collections. NMAI actively strives to find new approaches to the study and representation of the history, materials, and cultures of Native peoples.

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### Source D

Theobald, Mary Miley. *Museum Store Management*.

Nashville: American Association for State and Local History, 1991.

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*This book explores how to manage successful museum stores (the shops attached to museums where museum-inspired artifacts are sold).*

There is considerable controversy within the museum world on the topic of sales. Leading the anti-sales movement are museum professionals who feel that commercialism has no place within the scope of museum activities. . . .

The standard apology for museum sales activities, "Because we need the money," may also be true but is . . . irrelevant. If the shop's only reason for being is money, then the museum is operating a gift shop rather than a museum store and it has little justification for existence.

The legitimate concern for museums revolves around the issue of control and priority. Former art museum director Sherman E. Lee gave a speech at the Metropolitan Museum in 1978 expressing the fear that the marketing function was starting to dominate the sales process, overriding aesthetic and educational considerations. Will sales rule the museum or vice versa?

A work is chosen for reproduction, not because of its place within an educational context, or because of its intrinsic aesthetic worth, but because of its marketability. Usually the choice is made not by a curator or educator but by persons on a sales staff. Arguments are piously made that the process aids the appreciation of art, and more pragmatically that the sales provide income for scholarly or educational uses when in reality the selection is made because the item is appealing to a large customer base and



## Synthesis

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because modern manufacturing processes are capable of mass-producing it at a reasonable cost.

This then is the museum's legitimate concern: not money *or* education but money *and* education; how to achieve the proper balance whereby the educational goals maintain their ascendancy and the profits grow. If museum shops were run ethically and educationally, criticism and opposition would almost disappear.

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### Source E

Handler, Richard and Eric Gable.

*The New History in an Old Museum: Creating the Past at Colonial Williamsburg.*

Durham: Duke UP, 1997.

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*In the eighteenth century, Williamsburg was the capital of the British colony of Virginia, located on the site of the current United States state of Virginia. In the twentieth century, philanthropist John D. Rockefeller, Jr. funded the historical restoration of the village by building the town according to a particular view of the way it was in the mid to late eighteenth century. Colonial Williamsburg, as this village is called today, is a historical and commercial enterprise, a premier living history museum that employs workers practicing historical trades and costumed historian-actors portraying people who might have lived in the eighteenth-century village. The following excerpt is from a book about this museum.*

In the same month that *Better Homes* celebrated “a Williamsburg Christmas season” that “is one of the most beguiling holidays your family is likely to experience,” an organ of America’s highbrow press, the *New York Review of Books*, published an article denigrating Colonial Williamsburg. The essay, an attack on contemporary architecture by critic Ada Louise Huxtable, opened with a tirade against Colonial Williamsburg, which Huxtable saw as “predating and preparing the way for the new world order of Disney Enterprises,” an order that systematically fosters “the replacement of reality with selective fantasy.” According to Huxtable, Colonial Williamsburg “has perverted the way we think,” for it has “taught” Americans “to prefer—and believe in—a sanitized and selective version of the past, to deny the diversity and eloquence of change and continuity, to ignore the actual deposits of history and humanity that make our cities vehicles of a special kind of art and experience, the gritty accumulations of the best and worst we have produced. This record has the wonder and distinction of being the real thing.”

Huxtable’s remarks epitomize an enduring critique of Colonial Williamsburg. Many of the museum’s critics have said that it is literally too clean (Huxtable’s “sanitized” is the favorite word), that it does not include the filth and stench that would have been commonplace in the eighteenth-century colonial town. Many critics go further than Huxtable and imply that Colonial Williamsburg is also metaphorically too clean—that it avoids historical unpleasantness like slavery, disease, and class oppression in favor of a rosy picture of an elegant, harmonious past. As one such critic, Michael Wallace put it, Colonial Williamsburg “is a corporate world; planned, orderly, tidy, with no dirt, no smell, no visible signs of exploitation.”



## Synthesis

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### Source F

De Montebello, Philippe. "Testimony."

Hearing at the Presidential Advisory Commission on Holocaust

Assets in the United States. 12 April 2000.

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*The Presidential Advisory Commission was intended to facilitate the restitution, or return, of art that was stolen from private collections by the Nazis during the Holocaust. De Montebello is director of the Metropolitan Museum of Art in New York City.*

The Metropolitan Museum has undertaken to re-examine its collections in order to ascertain whether any of its works were unlawfully confiscated by the Nazis and never restituted.

To give a sense of the magnitude of the effort, I hope you will remember that the Metropolitan's collections number more than two million works, works of art held in trust for the benefit and education of a broad public, which now numbers some 5.5 million visitors a year.

As a central part of its mission, the Met has long kept that public informed about all aspects of its collections through illustrated publications presenting both essential art-historical analysis as well as provenance\* and bibliographical information. And just a few months ago, we launched a new Web site that enables us to post on the Internet the provenance of works in the collection.

I think it is worth recalling, at this point, that there are at the Met, as in just about every other museum in the world, a great many works of art whose complete ownership history is not fully known, not just for the Nazi era, but for other frames of time as well. . . .

Let me reiterate, in closing, our profound conviction that the unlawful and immoral spoliation of art during the Nazi period remains a bitter part of the horrific memory of this tragic time, and let me renew the Metropolitan Museum's pledge that every effort will be made to try to locate still-missing works of art. To this end, we sincerely hope that the list of paintings we have just released, paintings about which we seek more information, will prove a useful resource in arriving at the truth and ensuring justice.

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\*place or source of origin



Please respond on separate paper, following directions from your teacher.

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23. Children are some of the most highly sought consumers in the world; therefore, marketers continue to compete for the money children spend and for the influence they have on their parents' spending. Some



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organizations, including child advocacy groups, have expressed concern about the ethics of marketing to children. However, others believe that some types of marketing can have a positive influence on children.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay that develops a position on the ethics of marketing goods and services to children.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (graph)

Source B (Benady)

Source C (Beder)

Source D (cartoon)

Source E (FTC)

Source F (Brooks-Gunn and Donahue)

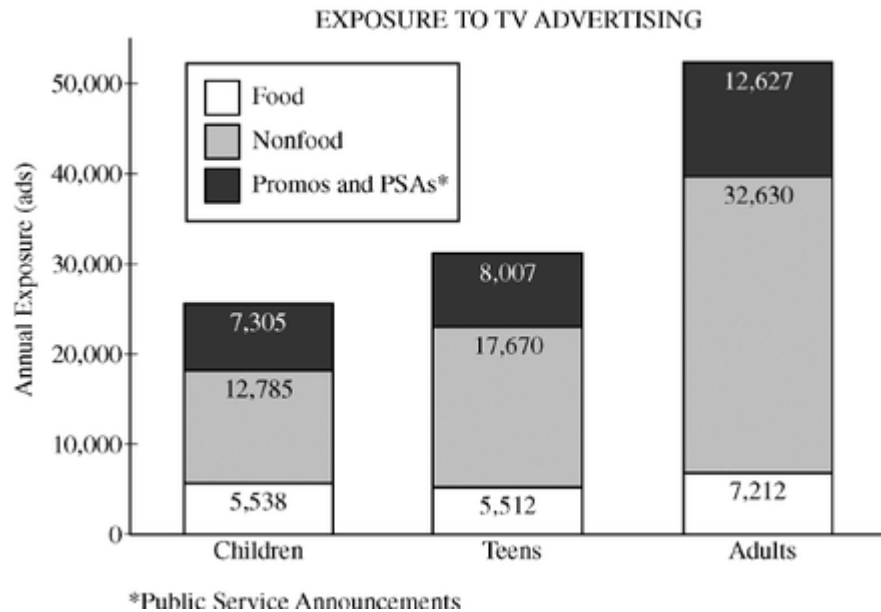
### Source A

Holt, Debra J. et al. "Children's Exposure to TV Advertising in 1977 and 2004: Information for the Obesity Debate." *Federal Trade Commission*. Federal Trade Commission, 1 June 2007. Web. 17 April 2012.

*The following is adapted from a graph in a report on television advertising written by the Bureau of Economics staff at the Federal Trade Commission. The data shown in the graph is from 2004.*



## Synthesis



### Source B

Benady, David. "The Positive Power of Pestering." *Marketing Week*. Centaur Media, 18 Jan. 2008. Web. 17 May 2012.

*The following is excerpted from an opinion piece published in an online marketing magazine in Great Britain.*

From the people who invented the much-derided technique called pester power, here is kiddie marketers' latest twist on that old and discredited practice: Positive pester power.

The idea is that brands have developed clever persuasive tools to influence consumer behaviour. What if those tools could be harnessed to promote positive behaviour among children?

Advertising and marketing techniques could encourage children to eat healthily, participate in sport and read books. They could give children the ammunition to encourage their parents to be more environmentally and socially aware and to change their lifestyles in positive ways.

There are already examples of positive marketing to children—Sainsbury's [a British supermarket chain] has created the Blue Parrot range of healthy kids' food, children's TV channel Nickelodeon promotes fresh fruit and vegetables on its stations and the massive marketing budgets behind the Harry Potter books are credited with encouraging children to read.

In these days of corporate social responsibility, brands are keen to demonstrate their ethical credentials at every turn. And kids' brands are no different.

The problem is that the words pester power have negative associations, usually referring to the way brands pressurise kids to harass their parents into buying them crisps, soft drinks, chocolates or the latest expensive toy. Some see all marketing to children as containing an element of pester power as it is



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parents who foot the bill. Simply putting the word “positive” in front of the term seems oxymoronic. . . .

So is it morally acceptable for brands to get children to persuade their parents to help them pursue positive behaviour? The idea, floated by schools marketing agency the National Schools Partnership, has attracted support from the most surprising quarters.

The Children’s Food Campaign, which has spearheaded the fight to ban junk food advertising, backs positive pester power as a force for good. Other child experts agree it is a good idea.

But some oppose all commercial marketing aimed at children. Pressure group Compass has called for an all-out ban on advertising to kids and no doubt our supreme spiritual leader the Archbishop of Canterbury Rowan Williams— known for his anti-marketing views—would back that call.

The question is whether the Government can be persuaded to love pester power of the positive variety. Children’s minister Ed Balls has launched an investigation into the commercialisation of childhood, and is poised to appoint a children’s expert to lead the research. Brand owners are fearing the worst.

Brands need to sharpen their arguments and convince the Minister—and whichever half-baked TV personality he appoints to lead the review—that they can play a constructive role in advancing the interests of children.

### Source C

Beder, Sharon. “Marketing to Children.” *University of Wollongong*. University of Wollongong, n.d. Web. 17 May 2012.

*The following is excerpted from an article on the Web site of the author, a faculty member in the School of Social Sciences, Media and Communication at the University of Wollongong in Australia.*

There are questions about the ability of children so young to understand advertising and its intent and not be deceived and manipulated by it. Experts say that children don’t understand persuasive intent until they are eight or nine years old and that it is unethical to advertise to them before then.<sup>1</sup> According to Karpatkin and Holmes from the Consumers Union, “Young children, in particular, have difficulty in distinguishing between advertising and reality in ads, and ads can distort their view of the world.”<sup>2</sup> Additionally children are unable to evaluate advertising claims.

At the same time, Richard Mizerski, an Australian professor of marketing, observes; “their cognitive structures are beginning to form and they are most sensitive to external influences.”<sup>3</sup> This is especially a problem when advertisements appear on school walls and posters and book covers and gain legitimacy from the supposed endorsement of the school so that children think they must be true.<sup>4</sup>

One study by Roy Fox, Associate Professor of English Education at the University of Missouri-Columbia, found that children watching athletes in television commercials thought that the athletes paid to be in the advertisements to promote themselves rather than the products. They believed children in advertisements were real rather than paid actors and they often confused advertisements with news items. Generally they did not understand the commercial intent and manipulation behind advertisements.<sup>5</sup>



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Older children pay less attention to advertisements and are more able to differentiate between the ads and TV programs<sup>6</sup> but they are also easy prey for advertisers. Around puberty, in their early teens, children are forming their own identities and they are “highly vulnerable to pressure to conform to group standards and mores.”<sup>7</sup> At this age they feel insecure and want to feel that they belong to their peer group. Advertising manipulates them through their insecurities, seeking to define normality for them; influencing the way they “view and obtain appropriate models for the adult world;” and undermining “fundamental human values in the development of the identity of children.”<sup>8</sup> Advertisements actively encourage them to seek happiness and esteem through consumption.

It is for these reasons that marketing to children should be carefully restricted. In particular advertisements aimed at children under the age of 9 years old, including on the internet and during children’s television programmes, should be banned. Such advertising subsidises the cost of these services at the cost of our children’s values, sense of well being, health and integrity. Moreover the future of the planet is at stake if we allow advertisers and marketers to turn children into hyper consumers of the future.

<sup>1</sup>Stephen Frith, ‘What’s the Problem?’, in Tracy Newlands and Stephen Frith (eds), *Innocent Advertising? Corporate Sponsorship in Australian Schools* (Sydney: New College Institute for Values Research, University of NSW, 1996), p. 13.

<sup>2</sup>Rhoda H. Karpatkin and Anita Holmes, ‘Making schools ad-free zones’, *Educational Leadership*, Vol. 53, No. 1 (1995).

<sup>3</sup>Richard Mizerski, ‘The relationship between cartoon trade character recognition and attitude toward product category in young children’, *Journal of Marketing*, Vol. 59, No. 4 (1995)

<sup>4</sup>Anon, ‘What Business Does Big Business Have in our Schools?’, *World Wide Web*, 1996.

<sup>5</sup>Roy F. Fox, ‘Manipulated kids: teens tell how ads influence them’, *Educational Leadership*, Vol. 53, No. 1 (1995)

<sup>6</sup>Mizerski, op.cit.

<sup>7</sup>Frith, op.cit., p. 13.

<sup>8</sup>Ibid., pp. 13-14; Mizerski, op.cit.

### Source D

Wilcox, Cathy. Untitled cartoon. “Food Marketing to Children.” *Cancer Council NSW*. Cancer Council NSW, n.d. Web. 17 April 2012.

*The following cartoon is from the Web site of a community-funded, community-focused charitable organization in Australia.*



## Synthesis



By permission of Cathy Wilcox, Sydney Morning Herald.

**Source E**

“Interagency Working Group Seeks Input on Proposed Voluntary Principles for Marketing Food to Children.” *Federal Trade Commission*. Federal Trade Commission, 28 April 2011. Web. 17 April 2012.

*The following is excerpted from a press release by the Federal Trade Commission, whose mission is to protect America’s consumers by preventing fraud, deception, and unfair business practices in the marketplace.*

In an effort to combat childhood obesity—the most serious health crisis facing today’s youth—a working group of four federal agencies today released for public comment a set of proposed voluntary principles that can be used by industry as a guide for marketing food to children.

Led by former Sen. Sam Brownback and Sen. Tom Harkin, Congress directed the Federal Trade Commission, together with the Food and Drug Administration, the Centers for Disease Control and Prevention, and the U.S. Department of Agriculture, to establish an Interagency Working Group of federal nutrition, health, and marketing experts to develop recommendations for the nutritional quality of food marketed to children and adolescents, ages 2 to 17. The working group seeks public comment on the proposed voluntary nutrition and marketing principles it has developed. After public comment, the working group will make final recommendations in a report to Congress. This is not a proposed





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government regulation.

The proposed voluntary principles are designed to encourage stronger and more meaningful self-regulation by the food industry and to support parents' efforts to get their kids to eat healthier foods. While the goals they would set for food marketers are ambitious and would take time to put into place, the public health stakes could not be higher. One in three children is overweight or obese. . . .

"Children are strongly influenced by the foods they see advertised on television and elsewhere. Creating a food marketing environment that supports, rather than undermines, the efforts of parents to encourage healthy eating among children will have a significant impact on reducing the nation's childhood obesity epidemic," said Health and Human Services Secretary Kathleen Sebelius. "These new *Principles* will help food and beverage companies use their creativity and resources to strengthen parents' efforts to encourage their children to make healthy choices."

"As a parent and grandparent, I know the power advertising and marketing can have on kids, and my hope is that the food industry will embrace these voluntary principles and apply them so parents can make informed decisions about the foods they feed their children," said Agriculture Secretary Tom Vilsack.

"To their credit, some of the leading companies are already reformulating products and rethinking marketing strategies to promote healthier foods to kids. But we all have more work to do before we can tip the scales to a healthier generation of children," said FTC Chairman Jon Leibowitz. "This proposal encourages *all* food marketers to expand voluntary efforts to reduce kids' waistlines." . . .

The proposed principles are voluntary and do not call for government regulation of food marketing. They are an opportunity for food and beverage manufacturers, public health advocates, the entertainment industry, academics, and other stakeholders to provide comments that will inform the working group's final recommendations to Congress.

### Source F

Brooks-Gunn, Jeanne, and Elisabeth Donahue, eds. "The Power of Positive Marketing." *The Future of Children: Children and Electronic Media* 18.1: n.pag. Princeton University and The Brookings Institution, 2008. Web. 17 April 2012.

*The following is excerpted from a report detailing the effects of marketing to children and youth through electronic media.*

[R]esearch examining social marketing campaigns suggests that media can also be a powerful tool in promoting healthy behavior and preventing risky behavior among children and adolescents. Recent reviews indicate that social marketing through television, radio, outdoor and print advertising, and the Internet is effective in changing health behaviors on a population level. In general, these studies show that social marketing has successfully changed health behavior such as smoking, physical activity, and condom use, as well as behavioral mediators such as knowledge, attitudes, and beliefs related to these behaviors.

The success of the *truth* campaign in preventing smoking among young people, for example, has been well documented. This effort, supported by the American Legacy Foundation, tapped into adolescents'



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need for independence, rebellion, and personal control by presenting appealing social images of a nonsmoking lifestyle— cool kids living without tobacco. According to research, the decline in youth smoking attributable to this campaign equates to some 300,000 fewer youth smokers and thus millions of added life years as well as tremendous reductions in health care and social costs. An analysis of a smaller state-funded anti-smoking campaign in Massachusetts found that adolescents who were aged twelve to thirteen years at the study’s outset and who reported exposure to television antismoking advertisements were significantly less likely to progress to established smoking than their peers who did not report exposure.

Other health-related campaigns that have documented success include the 1% or Less campaign and the KNOW HIV/AIDS public education program. The California Adolescent Nutrition and Fitness (CANFit) program found that after its 1% or Less campaign in East Los Angeles, whole milk purchases dropped from 66 percent to 24 percent of overall sales and that the share of all low-fat milk sold had more than doubled. The KNOW HIV/AIDS campaign, a public education effort in 2003, which built on the existing partnership between the Kaiser Family Foundation and Black Entertainment Television has also reported successful results. In a 2004 survey of African Americans reported by Victoria Rideout, 82 percent of all respondents and 94 percent of young adults aged eighteen to twenty-four recalled at least one KNOW HIV/AIDS campaign advertisement or program component, and 70 percent recalled seeing two specific advertisements. Respondents who reported exposure to one or more campaign component said that the campaign had influenced their plans for the future, including visiting a doctor or getting tested for HIV, and were more likely than respondents who were not aware of campaign components to indicate they planned to engage in these behaviors.

Prepared by Ann Cami based on information contained in *The Future of Children: Children and Electronic Media*, Jeanne Brooks-Gunn and Elisabeth Donahue, eds., Volume 18, Number 1, Spring 2008. [www.futureofchildren.org](http://www.futureofchildren.org).



Please respond on separate paper, following directions from your teacher.

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24. Every nation has its own currency that can be exchanged for goods and services, but relying on such monetary systems has its problems. In international trade, the use of national currencies may give certain countries an unfair advantage, allowing them to manipulate the value of their national currency to serve their own ends. On a local level, national currency may not adequately support commercial flow within communities. While some see the use of national currencies as a necessity of commerce, others are exploring the use of alternative global and local currencies for a variety of purposes.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop your position on the role, if any, that alternatives to national currencies should play in the future.

Source A (Wheelan)

Source B (Chart)



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Source C (Hatheway and Friedman)  
Source D (Thompson)  
Source E (Phillips Erb)  
Source F (Cartoon)

In your response you should do the following:

- Respond to the prompt with a thesis that may establish a line of reasoning.
- Provide evidence from at least 3 of the provided sources to support your thesis. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain the relationship between the evidence and your thesis.
- Demonstrate an understanding of the rhetorical situation.

### Source A

- Wheelan, Charles. *Naked Economics*. W. W. Norton & Company, 2010.

***The following is an excerpt from book on economics written by a senior lecturer and policy fellow at Dartmouth College.***

In the long run, basic economic logic suggests that exchange rates should roughly align to purchasing power parity.<sup>1</sup> If \$100 can be exchanged for enough pesos to buy significantly more stuff in Mexico, who would want the \$100? Many of us would trade our dollars for pesos so that we could buy extra goods and services in Mexico and live better. (Or, more likely, clever entrepreneurs would take advantage of the exchange rate to buy cheap goods in Mexico and import them to the United States at a profit.) In either case, the demand for pesos would increase relative to dollars and so would their “price”—which is the exchange rate. (The prices of Mexican goods might rise, too.) In theory, rational people would continue to sell dollars for pesos until there was no longer any economic advantage in doing so; at that point, \$100 in the United States would buy roughly the same goods and services as \$100 worth of pesos in Mexico—which is also the point at which the exchange rate would reach purchasing power parity.

Here is the strange thing: Official exchange rates—the rate at which you can actually trade one currency for another—deviate widely and for long stretches from what PPP would predict. If purchasing power parity makes economic sense, why is it often a poor predictor of exchange rates in practice? The answer lies in the crucial distinction between goods and services that are tradable, meaning that they can be traded internationally, and those that are not tradable, which are (logically enough) called nontradable. Televisions and cars are tradable good; haircuts and child care are not.

In that light, let’s revisit our dollar-peso example. Suppose that at the official peso-dollar exchange rate, a Sony television costs half as much in Tijuana as it does in San Diego. A clever entrepreneur can swap dollars for pesos, buy cheap Sony televisions in Mexico, and then sell them for a profit back in the United States. If he did this on a big enough scale, the value of the peso would climb (and probably the price of televisions in Mexico), moving the exchange rate in the direction that PPP predicts. *Our clever entrepreneur would have a hard time doing the same things with haircuts.* Or trash removal. Or babysitting. Or rental housing. In a modern economy, more than three-quarters of goods and services are nontradable.



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A typical basket of goods—the source of comparison for purchasing power parity—contains both tradable and nontradable goods. If the official exchange rate makes a nontradable good or service particular cheap in some country (e.g., you can buy a meal in Mumbai for \$5 that would cost \$50 in Manhattan), there is nothing an entrepreneur can do to exploit this price difference—so, it will persist.

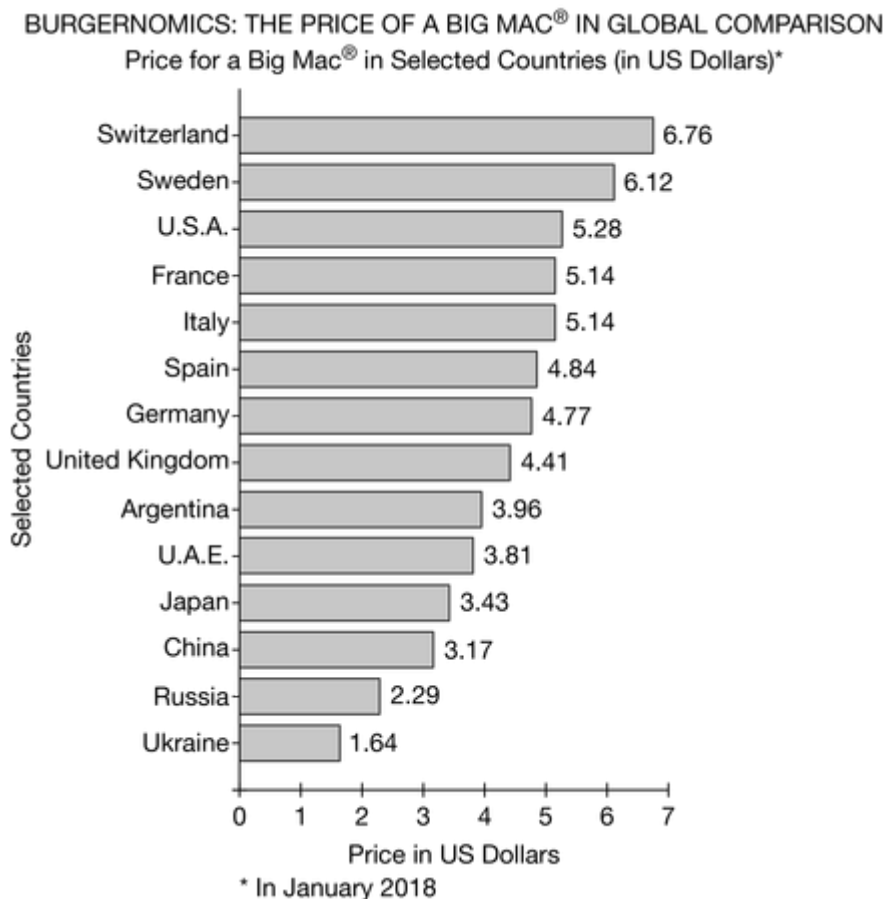
<sup>1</sup> the condition of being equal

### Source B

- Statista. “Burgernomics: The Price of a Big Mac in Global Comparison.” *The Economist*, January 2018. 28 September 2018.

*The following is a chart presenting prices from a global poll.*

Invented by *The Economist* in 1986, the Big Mac Index has ever since been the go-to guide to illustrate purchasing power parity around the globe.



### Source C

- Hatheway, Larry and Alexander Friedman. “Why a Global Currency Should Remain an Impractical Dream.” *theguardian.com*. The Guardian, 12 November 2015. Web. 19 March 2019

*The following excerpt is from an article written by officers in a global investment organization*



## Synthesis

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The benefits of ridding the world of national currencies would be enormous. In one fell swoop, the risk of currency wars, and the harm they can inflict on the world economy, would be eliminated. Pricing would be more transparent, and consumers could spot anomalies (from their phones) and shop for the best deals. And, by eliminating foreign-exchange transactions and hedging costs, a single currency would reinvigorate stalled world trade and improve the efficiency of global capital allocation.

In short, the current state of affairs is the by-product of the superseded era of the nation-state. Globalisation has shrunk the dimensions of the world economy, and the time for a world central bank has arrived.

Dream on. A single world currency is in fact neither likely nor desirable.

Central banks, while ideally independent from political influence, are nonetheless accountable to the body politic. They owe their legitimacy to the political process that created them, rooted in the will of the citizenry they were established to serve (and from which they derive their authority).

The history of central banking, though comparatively brief, suggests that democratically derived legitimacy is possible only at the level of the nation-state. At the supra-national level, legitimacy remains highly questionable, as the experience of the eurozone amply demonstrates. Only if the European Union's sovereignty eclipses, by democratic choice, that of the nation-states that comprise it will the European Central Bank\* have the legitimacy it requires to remain the eurozone's sole monetary authority.

But the same political legitimacy cannot be imagined for any transatlantic or trans-Pacific monetary authority, much less a global one. Treaties between countries can harmonise rules governing commerce and other areas. But they cannot transfer sovereignty over an institution as powerful as a central bank or a symbol as compelling as paper money.

Central banks' legitimacy matters most when the stakes are highest. Everyday monetary policy decisions are, to put it mildly, unlikely to excite the passions of the masses. The same cannot be said of the less frequent need (one hopes) for the monetary authority to act as lender of last resort to commercial banks and even to the government. As we have witnessed in recent years, such interventions can be the difference between financial chaos and collapse and mere retrenchment and recession. And only central banks, with their ability to create freely their own liabilities, can play this role.

Yet the tough decisions that central banks must make in such circumstances—preventing destabilising runs versus encouraging moral hazard—are simultaneously technocratic and political. Above all, the legitimacy of their decisions is rooted in law, which itself is the expression of democratic will. Bail out one bank and not another? Purchase sovereign debt but not state or commonwealth (for example, Puerto Rican) debt? Though deciding such questions at a supranational level is not theoretically impossible, it is utterly impractical in the modern era. Legitimacy, not technology, is the currency of central banks.

But the fact that a single global central bank and currency would fail spectacularly (regardless of how strong the economic case for it may be) does not absolve policymakers of their responsibility to address the challenges posed by a fragmented global monetary system. And that means bolstering global multilateral institutions.



## Synthesis

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from “Why a Global Currency Should Remain an Impractical Dream” by Larry Hatheway and Alexander Friedman © 2019 by Guardian News & Media Limited. Reproduced with permission.

\* a central bank that administers monetary policy of the Eurozone, which consists of 19 EU member states and is one of the largest currency areas in the world.

### Source D

- Thompson, Derek. “How to Start Your Own Private Currency.” *theatlantic.com*. The Atlantic, 5 April 2011. Web. 3 July 2018.

*The following excerpt is from an article published in a popular American magazine.*

Hundreds of shops in Ithaca, NY, accept “Ithaca HOURS,” a local currency backed, not by gold, but by manhours. I spend an hour mowing an Ithaca lawn and receive a paper note for one HOUR. I walk to the barber’s, hand him the piece of paper, and he cuts my hair. Now my neighbor’s grass is shorter, my hair is kempt, and my barber is one HOUR richer. And it’s all thanks to transactions that might not have happened were it not for a private currency.

The success of Ithaca HOURS shows you don’t need to be a conspiracy theorist to see the virtue of private currencies. Maybe you want to create a new revenue stream that stays within your community. Maybe you see a currency shortage and want a new way to grease exchanges. Maybe you want to buy goods in a virtual world like Second Life. Or maybe you want a fast, frictionless currency and you’ve found thousands of consumers who want the same thing.

U.S. dollars, like most modern money, are backed by a promise, not a metal. Rather than support the currency with towers of gold bricks, Washington issues the currency by “fiat,” or by decree. The good news about fiat is it allows us to create more money—trillions more—when the economy tanks. The bad news is that, like any promise, fiat currency relies on the faith of its users and investors. The history of fiat currencies is a mixed bag of century-long successes and infamous failures, from ancient China to modern Zimbabwe where inflation hit 90 sextillion percent in 2008. (Yes, that’s sextillion. With 21 zeros.)

But how can a government-backed Zimbabwe currency be utterly worthless, while a pixelated pile of gold on the game World of Warcraft can be worth more than the computer screen that creates the pixels?

One clue to the answer lives in one of the most common words for money: credit. It comes from “credo,” the Latin for “I believe.” Money is all about trust. It doesn’t particularly matter whether your currency is backed by something concrete (like gold), something specific (like hours of labor) or something invisible (like a government’s promise to accept that money as payment for taxes). What matters is that people agree to accept it in exchange for goods and services.

“Imagine that we are on a gold standard and a severe drought hits,” economist Nick Blanchard explained to me in a useful example. “Suddenly water is in extremely high demand relative to gold, and everyone would be happy to rid themselves of bullion for water. Would you say that the dollar derives its value from gold, or the fact that people will accept it to buy water? The gold price of water is a floating exchange rate as much as is the dollar price of yen.”



## Synthesis

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from “How to Start Your Own Private Currency” by Derek Thompson © 2011 by The Atlantic Monthly Group. Reproduced with permission.

### Source E

- Phillips Erb, Kelly. “Funny Money or New Economy? Alternative Currency Raises Tax, Other Challenges.” *forbes.com*. Forbes, 23 July 2013. Web. 17 August 2018.

***The following excerpt is from an article in a popular business magazine.***

In Philadelphia, Equal Dollars are generally earned by volunteering to support the existing nonprofit: volunteers receive 25 Equal Dollars for between one and four hours of work. The money can be used to make purchases at local businesses of items like food, clothing and even batting cages. So far, approximately 300 individuals and 150 businesses use Equal Dollars in the Philadelphia area.

Philadelphia isn’t the only community experimenting with this idea. Other areas, like the Berkshire area of Massachusetts, have a similar currency (theirs is called BerkShares, not to be confused with Buffett’s Berkshire).

So what’s the big draw? One reason to embrace local currency, according to John Poling, co-founder of Cascadia Hour Exchange in Portland, Ore., is worry over an uncertain economic future. He said about the concept that “the economy is in trouble and people don’t trust the Federal Reserve and they don’t trust the government, so this is somewhere they can turn, and somewhere they can still do business if the banks close.”

Local currency also reportedly circulates faster and helps promote the “buy local” trend. RHD claims that it also “empowers and enriches communities by giving value to unused assets that are undervalued or no longer have value in the national US Dollar economy.”

And no, it’s not illegal. There’s nothing in the U.S. Constitution that bans private institutions or individuals from issuing paper money: the only real prohibitions are those on coins and those on currencies issued by the individual states. There are some restrictions, of course, such as that alternative currency can’t look like federal money.

But what about how it fits inside our existing economy? It doesn’t matter whether you’re paid in euros, rupees, Bitcoin or Equal Dollars, compensation for services equals income. And income is taxable. That means that the exchange of local currency—including Equal Dollars—for “volunteering” or working produces taxable income (it also includes barter). Bob Fishman, the CEO of RHD, should know more than most: he is paid partially in equal dollars. He says, about the arrangement, “We have pegged it to the U.S. dollar at 80 cents on the dollar. So I pay taxes on the equivalent of 80 cents on the dollar value.”

But is he an outlier? The exchange of Equal Dollars is a \$2.5 million operation, according to RHD. BerkShares claims that it circulated over one million BerkShares in the first nine months of operation and over 2.7 million to date (roughly pegged at \$.95 U.S. per BerkShare). Ithaca HOURS, touted as the oldest local currency in the country, currently has over \$100,000 in circulation.

This means that potentially millions of dollars in local and community currencies are trading inside the



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United States.

from “Funny Money or New Economy? Alternative Currency Raises Tax, Other Challenges” by Kelly Phillips Erb © 2013 by PARS International Corp. Reproduced with permission.

### Source F

- Lynch, Mark. “Why Money Was Invented.” *toonsup.com*. Toonsup, Comic. 17 August 2018.

*The following is a cartoon addressing the purpose of money.*

## Image for Review ONLY



© www.toonsup.com/mark

“Why Money Was Invented” by Mark Lynch © 2018 by Mark Lynch. Reproduced with permission.



Please respond on separate paper, following directions from your teacher.

25. (This question counts for one-third of the total essay section score.)

As the Internet age changes what and how people read, there has been considerable debate about the future of public libraries. While some commentators question whether libraries can stay relevant, others





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see new possibilities for libraries in the changing dynamics of today’s society.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop a position on the role, if any, that public libraries should serve in the future.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Kranich)

Source B (calendar)

Source C (Shank)

Source D (charts)

Source E (Siegler)

Source F (ALA)

### Source A

Kranich, Nancy. Interview by Cecilia M. Orphan.

American Democracy Project Blog. American

Democracy Project, 4 January 2011. Web.

27 June 2014.

*The following is an excerpt from an interview with Nancy Kranich, former president of the American Library Association (ALA), the main professional organization for librarians in the United States.*

An informed public constitutes the very foundation of a democracy; after all, democracies are about discourse—discourse among the people. If a free society is to survive, it must ensure the preservation of its records and provide free and open access to this information to all its citizens. It must ensure that citizens have the skills necessary to participate in the democratic process. It must allow unfettered dialogue and guarantee freedom of expression. All of this is done in our libraries, the cornerstone of democracy in our communities.

Benjamin Franklin founded the first public lending library in the 1730’s. His novel idea of sharing information resources was a radical one. In the rest of the civilized world libraries were the property of the ruling classes and religion. The first significant tax-supported public libraries were organized in the mid-19th century, conceived as supplements to the public schools as well as “civilizing agents and objects of civic pride in a raw new country.” (Molz and Dain 1999, p. 3). . . . Sidney Ditzion (1947, p.



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74) noted that late nineteenth century public libraries continued “the educational process where the schools left off and by conducting a people’s university, a wholesome capable citizenry would be fully schooled in the conduct of a democratic life.” By the 1920’s, Learned (1924) popularized the idea of libraries as informal education centers, followed by an American Library Association (ALA) report establishing a Board on Library and Adult Education (Keith 2007, p. 244). During World War II, President Roosevelt (1942) equated libraries and democracy, heralding their role in creating an informed citizenry.

After the war, librarians joined civic groups, politicians, and educators to rejuvenate the democratic spirit in the country. The New York Public Library, describing itself as “an institution of education for democratic living” (“Library Bill of Rights” 1948, p. 285), led a nationwide program of discussions about the meaning of the American democratic tradition and actions on issues of local concern. These programs were described by Ruth Rutzen, Chair of ALA’s Adult Education Board, as ideal opportunities for libraries to assume a leadership role in their communities, proclaiming, “Let us all make our libraries active community centers for the spread of reliable information on all sides of this vital issue and for the encouragement of free discussion and action” (Preer 2008, p. 3). In 1952, ALA joined a national effort to increase voter turnout by distributing election information and organizing discussion groups and other activities in public libraries. . . . As civic programs evolved in libraries, “the group setting offered an experience of democracy as well as a consideration of it” (Preer 2001, p. 151). Just as important, libraries defined themselves as community spaces where citizens were encouraged to discuss important matters.

Repositioning libraries as informal civic learning agents fits the theory and practice of community inquiry conceived a century ago by John Dewey (1916). Dewey believed that people need the opportunity to share ideas through multiple media in order to understand and solve everyday problems together. To this formulation, libraries bring their role as boundary spanners. Whether face-to-face or virtual, libraries build learning communities that bring people with mutual interests together to exchange information and learn about and solve problems of common concern.

Librarian of Congress Archibald Macleish (1940, p. 388) once avowed that “Librarians must become active not passive agents of the democratic process.” With renewed interest in promoting civic literacy and deliberative democracy around the country, libraries are poised to grasp this cause, build civic space, and reclaim their traditional role. As Dewey once wrote, “democracy needs to be reborn in each generation and education is its midwife” (1916, p. 22). If libraries are to fulfill their civic mission in the information age, they must find active ways to engage community members in democratic discourse and community renewal. For, as [political scientist Robert] Putnam has stated parsimoniously, “Citizenship is not a spectator sport” (2000, p. 342).

American Association of State Colleges & Universities (AASCU)

### Source B

*Calendar of Events*. Orland Park Public Library, June

2014. Web. 27 June 2014.

*The following is an excerpt from an Illinois public library’s calendar of events.*



Synthesis

**JUNE 2014**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b> <ul style="list-style-type: none"> <li>o All Day Paws to Read Summer Reading Challenge</li> <li>o 9:00 AM-10:00 Books Before Kindergarten!</li> <li>o 1:00 PM Paws to Read Summer Reading Kick-off Celebration!</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>o All Day Junior Page Volunteer Program Registration Begins</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>o 9:30 AM Stories at the Village of OP Sportplex</li> <li>o 10:00 AM Terrific Tales for Toddlers</li> <li>o 11:00 AM Habies &amp; Books</li> <li>o 1:00 PM Once Upon a Time</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>o 9:30 AM Orland Township/Orland Cultural Center Senior Visits</li> <li>o 7:00 PM Pilates with Melanie</li> </ul>	<b>5</b> <ul style="list-style-type: none"> <li>o 10:00 AM Toddler Art</li> <li>o 11:00 AM Once Upon a Time</li> <li>o 6:30 PM Night Owls Storytime</li> <li>o 7:00 PM Microsoft Excel 2010 Part I</li> <li>o 7:00 PM Writer's Group for Adults</li> </ul>	<b>6</b> <ul style="list-style-type: none"> <li>o 9:30 AM Orland Township Senior Drop-in Visit</li> <li>o 10:00 AM Stories at the Farmer's Market</li> <li>o 4:00 PM (I)-MCT2 EnvironMental Club 2</li> <li>o 6:15 PM Teen Inc.</li> <li>o 7:00 PM Animal Figurine Craft Night</li> <li>o 7:00 PM Cuzy Corner Bedtime Storytime</li> <li>o 7:00 PM Meet the Artist - Kathleen Garrison - Cancelled</li> </ul>	<b>7</b> <ul style="list-style-type: none"> <li>o All Day July Computer Volunteer Registration Begins</li> <li>o 10:00 AM Bright Starts Family Storytime</li> </ul>
<b>8</b> <ul style="list-style-type: none"> <li>o 2:00 PM Sunday Film Series: Forward My Son</li> </ul>	<b>9</b> <ul style="list-style-type: none"> <li>o 9:30 AM Nursing Home Visits</li> <li>o 7:00 PM Friends of the Orland Park Public Library Board Meeting</li> </ul>	<b>10</b> <ul style="list-style-type: none"> <li>o 9:30 AM Nursing Home Visits</li> <li>o 10:00 AM Terrific Tales for Toddlers</li> <li>o 11:00 AM Habies &amp; Books</li> <li>o 1:00 PM Once Upon a Time</li> <li>o 6:30 PM Family Dance Party</li> </ul>	<b>11</b> <ul style="list-style-type: none"> <li>o 10:00 AM Remember When with Autumn Leaves</li> <li>o 7:00 PM Pilates with Melanie</li> </ul>	<b>12</b> <ul style="list-style-type: none"> <li>o 10:00 AM Music Makers</li> <li>o 11:00 AM Once Upon a Time</li> <li>o 2:00 PM Corduroy the Bear</li> <li>o 6:30 PM Night Owls Storytime</li> <li>o 7:00 PM Canine Basic Obedience Class</li> <li>o 7:00 PM Microsoft Excel 2010 Part II</li> </ul>	<b>13</b> <ul style="list-style-type: none"> <li>o 10:00 AM Stories at the Farmer's Market</li> <li>o 11:30 AM Library eBooks for Kindle</li> <li>o 2:00 PM Dig Those Divan Storytime</li> <li>o 4:00 PM (I)-MCT2 EnvironMental Club 2</li> <li>o 7:00 PM Book Appetit</li> <li>o 7:00 PM Cuzy Corner Bedtime Storytime</li> </ul>	<b>14</b> <ul style="list-style-type: none"> <li>o 10:00 AM Bright Starts Family Storytime</li> </ul>

Source C

Shank, Jenny. "What Is the Role of Libraries in the Age of E-Books and Digital Information?"

MEDIASHIFT: Your Guide to the Digital Media

Revolution. Public Broadcasting Service, 1 May

2012. Web. 27 June 2014.

*The following is excerpted from an article on the Web site of the Public Broadcasting Service (PBS), the largest public-funded network in the United States.*

A recent Pew Research Center report uncovered a digital divide in the use of e-books. People less likely to use e-books include Hispanics, those without a high school diploma, the unemployed, rural Americans, and those with household incomes of less than \$30,000.

[Michael] Crandall\* said, "Without libraries, the division would be even greater, since for many people they serve as the only access point for digital information and services. Our study of library computer use found that for 22 percent of library computer users (age 14 and older), the library was their only source for access to computers and the Internet. This would suggest that similar restricted access would apply to e-books without libraries in the mix."

[Jorge] Martinez noted that libraries are finding creative ways to meet demand despite budget



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challenges. “In Philadelphia they are placing equipment and trainers in community organizations to make these valuable services available to their patrons at these sites, even when their regular locations are closed due to budget cutbacks. In other places, they have recreated the old bookmobile as mobile digital centers that take training, computers and Internet access to parts of their communities where there are no [library] buildings.”

A recent Op-Ed put out by the Knight, Gates, and MacArthur foundations cited several other innovative uses of library resources:

“Bookmobiles have been supplemented by mobile computer labs — visiting minority communities in St. Paul to teach digital literacy classes in Spanish, Hmong, and Somali, for example. In Dover, Mass., the library has installed QR codes around town that link signs at the market and playground to community information and services. Seattle Public Library offers live chats with librarians 24 hours a day getting answers to reference questions and live homework help.”

It also mentioned an initiative at the main Chicago library called YOUmedia that “lets any teen with a city library card have in-house access to computers plus video and audio recording equipment to create their own content with the help of a mentor. At another YOUmedia space in Miami, workshops help teens think critically and creatively about their lives, by teaching them to publish an autobiographical digital story, or to visualize their favorite books.”

[Samantha] Becker said, “Libraries are definitely in the middle of all this [digital] action, both working very hard to provide access to e-reading materials, as well as helping patrons enter into the e-reading marketplace by exposing them to e-reading devices through lending and device petting zoos and helping them learn to use new devices in classes and one-on-one sessions with librarians.”

Crandall said his study found that two-thirds of the library computer users asked a librarian for help in using the technology. “The ability to use the new technology may seem intuitive to many,” he said, “but clearly for many others it is not, and having a community resource that is able to help people understand how to use digital technology and information, and why they might want to use it to improve the quality of their lives is something that libraries have taken on as a transformation of their traditional mission.”

Martinez said the Knight Foundation’s library funding will focus on “innovative projects and leaders that help to show what the library of tomorrow should be.”

\* Crandall, Martinez, and Becker are library and information science researchers. Crandall and Becker are at the University of Washington; Martinez is with the Knight Foundation.

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### Source D

Rainie, Lee. “Libraries Transformed: Research on the

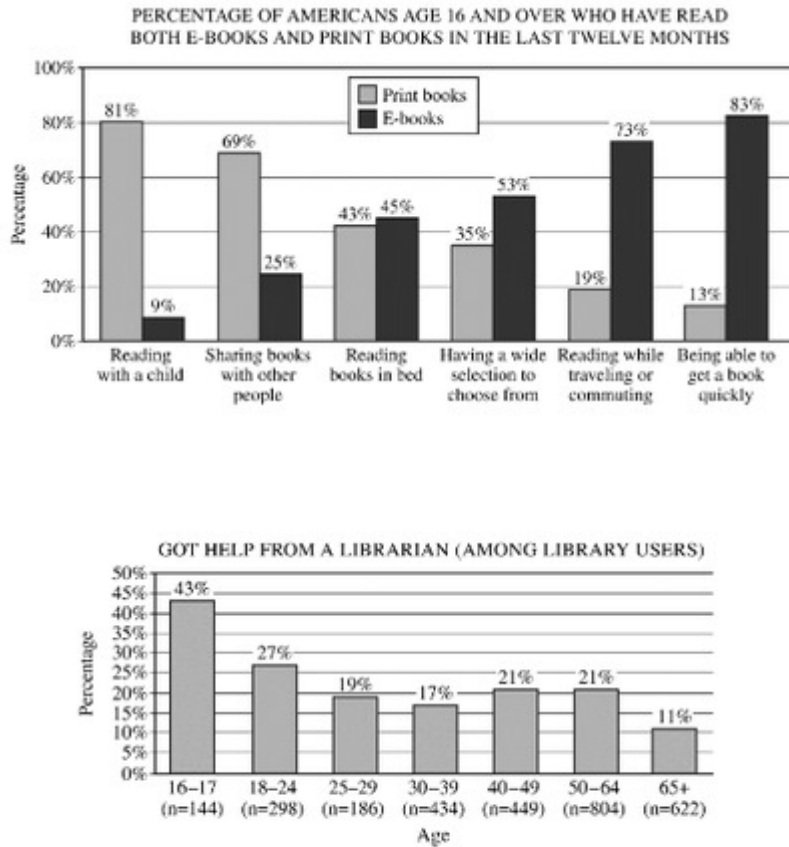
Changing Role of Libraries.” Pew Research Internet Project. Pew Research Center, 23 October 2012. Web. 27 June 2014.

*The following charts were published in a report by the Pew Charitable Trust, a national research*



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organization.



In this chart, n represents the number of people who were surveyed in each age group.

### Source E

Siegler, M. G. "The End of The Library." *TechCrunch*.

TechCrunch, 13 October 2013. Web. 12 May 2016.

*The following is excerpted from an article posted on the Web site of an online publisher of technology industry news.*

It's hard for me to even remember the last time I was in a library. I was definitely in one this past summer in Europe—on a historical tour. Before that, I think it was when I was in college. But even then, ten years ago, the internet was replacing the need to go to a library. And now, with e-books, I'm guessing the main reason to go to a library on a college campus is simply because it's a quiet place to study. . . .

The point is, times have changed. And things continue to change with increasing speed. So where does that leave libraries?



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Undoubtedly, some of the largest, most prestigious libraries will live on. But the people lurking in them may increasingly look like Gandalf in the bowels of Minas Tirith looking through the scrolls of Isildur.\*

\*Meanwhile, some other spaces currently known as libraries may live on as cultural and/or learning centers. Others like the notion of using libraries as some sort of newfangled technology demo pits. Tablets over here! 3D printers over here! One article even likened them to Apple Stores. . . .

All of these prospects for the future of libraries sound nice on paper (figuratively, not literally, of course). But I'm also worried that some of us are kidding ourselves. These theoretical places are not libraries in the ways that any of us currently think of libraries.

That's the thing: it seems that nearly everyone is actually in agreement that libraries, as we currently know them, are going away. But no one wants to admit it because calling for the end of libraries seems about as popular as the Dewey Decimal System.

It's almost like some people want to interpret anyone talking about the end of libraries as talking about the end of learning—and, by extension, the end of civilization. The reality is that learning has evolved. It's now easier than ever to look something up. And the connected world has far better access to basically infinitely more information than can be found in even the largest library—or all of them combined. This is all a good thing. A very good thing. Maybe the best thing in the history of our civilization. Yet we retain this romantic notion of libraries as cultural touchstones. Without them, we're worried we'll be lost and everything will fall apart.

So we're coming up with all these other ways to try to keep these buildings open. Co-working spaces! Media labs. Art galleries? We'll see. But it's impossible to see a world where we keep libraries open simply to pretend they still serve a purpose for which they no longer serve.

I'm sorry I have to be the one to write this. I have nothing but fond memories of libraries from my youth. Of course, I also have fond memories of bookstores. And we all know how that has turned out. . .

\* Gandalf is a fictional wizard and Isildur a fictional king in J. R. R. Tolkien's "Middle-earth" stories and novels. Minas Tirith is a fictional city and castle located in Middle-earth.

Techcrunch.com

### Source F

American Library Association. *The 2012 State of*

America's Libraries Report. American Library

Association, April 2012. Web. 27 June 2014.

*The following is excerpted from a report by the American Library Association.*

### Libraries persevere through cumulative, ongoing funding cuts

Overall, funding for public libraries continues to be suppressed in 2011–2012 budgets, with 5% more states reporting decreased state funding for public libraries than in 2010–2011. The cumulative impact



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of cuts to public library funding at the state and local levels since 2008–2009 has led public libraries to continuous budget-rebalancing and tough choices regarding continuity of services.

An online survey of chief officers of state library agencies in November 2011 elicited responses from 49 of 50 states and the District of Columbia. Among the findings:

- Twenty-three states reported cuts in state funding for public libraries from 2010–2011 to 2011–2012. For three years in a row, more than 40% of participating states have reported decreased public library funding.
- Only two states reported increased funding, but one did so with a caveat. This state had experienced two cuts the previous year, followed by a legislative action to reset its program to a lower funding level.
- Seven states and the District of Columbia do not provide state funding.
- Sixteen states reported there had been no change in funding from 2010–2011 to 2011–2012.
- Only nine states anticipated decreased funding for 2012–2013 — 21% of last year’s respondents, compared with 37% of the previous year’s. That may be the light at the end of the tunnel . . . or a train coming.

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Please respond on separate paper, following directions from your teacher.