



**ROBERT L. MERRITT MIDDLE SCHOOL**

# 9<sup>TH</sup> Grade Learn-At-Home Packet

## Reading

### Week 1

Read the text. Then answer the questions.

## In Praise of Electric Cars

*In this article, the author takes a stand on the use of electric cars in favor of gas-powered vehicles.*

Beginning around 2008, the American electric car market got off to a slow start. There is every reason to believe, though, that sales of electric vehicles (EVs) will gather momentum as the technology improves and as the product's virtues become more widely known. As such advances occur over the next few years, even-handed, in-depth comparisons between EVs and gas-powered vehicles will ever more clearly highlight the advantages of owning an electric car.

Why should people purchase an electric car? Perhaps the foremost reason is that EVs make transportation environmentally sound. Now that global warming is almost universally accepted as a reality, rather than just a theory, the challenge of climate control confronts us all. EVs are the way of the future. Since they do not depend of fossil fuels for energy, they cut down on carbon emissions. What about the charging stations that repower EVs? They, too, are environmentally friendly, since they can run on renewable power sources, such as wind, hydro, and solar. The entire EV model represents a radical break with automobiles of the past century.

A second advantage of EVs over gas-powered vehicles is that they are substantially cheaper to operate. Experts have calculated that running an EV costs about one-fourth to one-third per mile as running a traditional car. Another way to look at it is that the average cost to drive 100 miles on electricity is \$3.45, compared to \$13.52 for traveling the same distance on gasoline. Maintenance is cheaper, too, since EV owners do not have to worry about exhaust system repairs or oil changes.

Third, there is significant, credible evidence that EVs drive better than gas-powered vehicles. Lacking pistons, EVs produce less noise and heat. EVs have fewer moving parts than gasoline cars. When an EV accelerates, its lack of a transmission makes for a smoother ride. The recharging process for an EV may take as little as 25 minutes. A system of regenerative braking allows the car to recapture energy when acceleration ceases and channel it back into the battery.

Perhaps the most forceful challenge to the virtues of EVs comes from some people's qualms about range. Indeed, critics of EVs have coined the term "range anxiety" to designate what they see as electric cars' single greatest drawback. Whereas a gas-powered vehicle will normally afford its owner a range of 300–400 miles on a full tank, the typical EV on the market today is good for 60 to 80 miles per charge. One model has even clocked more than 200 miles on a single charge. EV range may seem, at least currently, to be a significant limiting factor. However, a recent survey by the Union of Concerned Scientists has determined that a 60-mile vehicle range would meet the needs of 69% of all U.S. drivers. Clearly, all Americans would be adequately or well served by EVs. This percentage is likely to increase as battery technology improves and the other plus points of EVs become better known.

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- 1 This question has two parts. First, answer part A. Then, answer part B.

**Part A** Read the first paragraph from the text.

Beginning around 2008, the American electric car market got off to a slow start. There is every reason to believe, though, that sales of electric vehicles (EVs) will gather momentum as the technology improves and as the product's virtues become more widely known. As such advances occur over the next few years, even-handed, in-depth comparisons between EVs and gas-powered vehicles will ever more clearly highlight the advantages of owning an electric car.

What does the word momentum **most likely** mean?

- |              |                |
|--------------|----------------|
| (A) approval | (C) importance |
| (B) force    | (D) insurance  |

**Part B** Which word from the paragraph **best** supports your answer in part A?

- |              |                 |
|--------------|-----------------|
| (A) sales    | (C) comparisons |
| (B) advances | (D) advantages  |

- 2 What are the central ideas of the second paragraph? Select **two** options.

- (A) EVs will solve the problem of global warming.
- (B) Technological advances will lower the cost of EVs.
- (C) EVs are a radical break with autos of the past century.
- (D) Traditional cars are less environmentally sound than EVs.
- (E) Charging stations for EVs will soon run on renewable power sources.

- 3 Read the sentence and the directions that follow.

EVs are much cheaper to operate than gas-powered vehicles.

Select the type of evidence the author uses to support this argument.

- (A) a survey result
- (B) an opinion poll
- (C) a sales promotion
- (D) a cost comparison



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**4** Which statement **best** describes the author's main claim in the fourth paragraph?

- (A)** Range anxiety is a limiting factor for EVs.
- (B)** EVs drive better than gas-powered vehicles.
- (C)** Public perception is that EVs are too expensive.
- (D)** EVs are the way to meet the challenge of climate control.

**5** This question has two parts. First, answer part A. Then, answer part B.

**Part A** Select the idea that is directly related to "range anxiety" described in the fifth paragraph.

- (A)** EVs are limited by their design.
- (B)** Long-range vehicles are similar to EVs.
- (C)** Only a small group of people support EVs.
- (D)** EVs must build a wider range of customers.

**Part B** Which sentence from the text **best** supports your answer in part A?

- (A)** "A system of regenerative braking allows the car to recapture energy when acceleration ceases and channel it back into the battery."
- (B)** "Whereas a gas-powered vehicle will normally afford its owner a range of 300–400 miles on a full tank, the typical EV on the market today is good for 60 to 80 miles per charge."
- (C)** "However, a recent survey by the Union of Concerned Scientists has determined that a 60-mile vehicle range would meet the needs of 69% of all U.S. drivers."
- (D)** "The percentage is likely to increase as battery technology improves and the other plus points of EVs become better known."

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- 6 Underline **three** words in the paragraph below that help the reader understand the meaning of the word qualms.

Perhaps the most forceful challenge to the virtues of EVs comes from some people's qualms about range. Indeed, critics of EVs have coined the term "range anxiety" to designate what they see as electric cars' single greatest drawback. Whereas a gas-powered vehicle will normally afford its owner a range of 300-400 miles on a full tank, the typical EV on the market today is good for 60 to 80 miles per charge. One model has even clocked more than 200 miles on a single charge. EV range may seem, at least currently, to be a significant limiting factor. However, a recent survey by the Union of Concerned Scientists has determined that a 60-mile vehicle range would meet the needs of 69% of all U.S. drivers. Clearly, all Americans would be adequately or well served by EVs. This percentage is likely to increase as battery technology improves and the other plus points of EVs become better known.

Read the text. Then answer the questions.

## from *Heart of Darkness*

by Joseph Conrad

*In the following excerpt, a sailor reflects on his world travels and experiences as a young man.*

—“I was thinking of very old times, when the Romans first came here, nineteen hundred years ago—the other day. . . . Light came out of this river since—you say Knights? Yes; but it is like a running blaze on a plain, like a flash of lightning in the clouds. We live in the flicker—may it last as long as the old earth keeps rolling! But darkness was here yesterday. Imagine the feelings of a commander of a fine—what d’ye call ’em?—trireme in the Mediterranean, ordered suddenly to the north; run overland across the Gauls in a hurry; put in charge of one of these craft the legionaries—a wonderful lot of handy men they must have been, too—used to build, apparently by the hundred, in a month or two, if we may believe what we read. Imagine him here—the very end of the world, a sea the colour of lead, a sky the colour of smoke, a kind of ship about as rigid as a concertina—and going up this river with stores, or orders, or what you like. Sandbanks, marshes, forests, savages,—precious little to eat fit for a civilized man, nothing but Thames water to drink. No Falernian wine here, no going ashore. Here and there a military camp lost in a wilderness, like a needle in a bundle of hay—cold, fog, tempests, disease, exile, and death—death skulking in the air, in the water, in the bush. They must have been dying like flies here. Oh, yes—he did it. Did it very well, too, no doubt, and without thinking much about it either, except afterwards to brag of what he had gone through in his time, perhaps. They were men enough to face the darkness. And perhaps he was cheered by keeping his eye on a chance of promotion to the fleet at Ravenna by and by, if he had good friends in Rome and survived the awful climate. Or think of a decent young citizen in a toga—perhaps too much dice, you know—coming out here in the train of some prefect, or tax-gatherer, or trader even, to mend his fortunes. Land in a swamp, march through the woods, and in some inland post feel the savagery, the utter savagery, had closed round him—all that mysterious life of the wilderness that stirs in the forest, in the jungles, in the hearts of wild men. There’s no initiation either into such mysteries. He has to live in the midst of the incomprehensible, which is also detestable. And it has a fascination, too, that goes to work upon him. The fascination of the abomination—you know, imagine the growing regrets, the longing to escape, the powerless disgust, the surrender, the hate.”

He paused.

"Mind," he began again, lifting one arm from the elbow, the palm of the hand outwards, so that, with his legs folded before him, he had the pose of a Buddha preaching in European clothes and without a lotus-flower—"Mind, none of us would feel exactly like this. What saves us is efficiency—the devotion to efficiency. But these chaps were not much account, really. They were no colonists; their administration was merely a squeeze, and nothing more, I suspect. They were conquerors, and for that you want only brute force—nothing to boast of, when you have it, since your strength is just an accident arising from the weakness of others. They grabbed what they could get for the sake of what was to be got. It was just robbery with violence, aggravated murder on a great scale, and men going at it blind—as is very proper for those who tackle a darkness. The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only. An idea at the back of it; not a sentimental pretence but an idea; and an unselfish belief in the idea—something you can set up, and bow down before, and offer a sacrifice to. . . ."



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**7** Which details from the text convey the overall mood developed in the first paragraph? Select **two** options.

- ☐ (A) "... like a running blaze on a plain ..."
- ☐ (B) "... as long as the old earth keeps rolling!"
- ☐ (C) "... death skulking in the air ..."
- ☐ (D) "... afterwards to brag of what he had gone through ..."
- ☐ (E) "... to mend his fortunes."
- ☐ (F) "... in the midst of the incomprehensible ..."

**8** This question has two parts. First, answer part A. Then, answer part B.

**Part A** Select the word or phrase that **best** describes what the author means by "a darkness" in the passage as a whole.

- ☐ (A) exile
- ☐ (B) crime
- ☐ (C) lack of civilization
- ☐ (D) presence of tyranny

**Part B** Which sentence from the text **best** supports your answer in part A?

- ☐ (A) "'I was thinking of very old times, when the Romans first came here, nineteen hundred years ago—the other day. ...'"
- ☐ (B) "'And perhaps he was cheered by keeping his eye on a chance of promotion to the fleet at Ravenna by and by, if he had good friends in Rome and survived the awful climate.'"
- ☐ (C) "'Land in a swamp, march through the woods, and in some inland post feel the savagery, the utter savagery, had closed round him—all that mysterious life of the wilderness that stirs in the forest, in the jungles, in the hearts of wild men.'"
- ☐ (D) "'The fascination of the abomination—you know, imagine the growing regrets, the longing to escape, the powerless disgust, the surrender, the hate.'"



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**9** In what way does the author affect the pacing of the text?

- ☐ (A) by using descriptive language
- ☐ (B) by creating dialogue for several different characters
- ☐ (C) by using long paragraphs separated by one short paragraph
- ☐ (D) by providing details about the thoughts and feelings of the characters

**10** Read the sentence from the text.

“It was just robbery with violence, aggravated murder on a great scale, and men going at it blind—as is very proper for those who tackle a darkness.”

What does the word aggravated **most likely** mean?

- ☐ (A) hateful
- ☐ (B) debatable
- ☐ (C) made worse
- ☐ (D) more determined

Read the texts. Then answer the questions.

## The Problem of Low Voter Turnout

Despite ever-escalating millions of dollars spent on political campaign expenses by both major parties, voter participation in the United States continues to decline. In the 1900 presidential election, for example, turnout was 73.2% of eligible voters, while a century later, in 2000, that figure had dropped to 50.3%. The conclusion is bleak: political ads and voter turnout drives are persuading barely more than one half the electorate to vote. One astonishing consequence is that a presidential candidate may well emerge the winner with the endorsement of only one-quarter of the electorate at the ballot box.

Nonparticipation in elections is most commonly attributed to voter indifference. According to this theory, citizens have not only grown increasingly disappointed by government (as shown by lamentably low approval ratings for such governmental institutions as Congress); they have also become convinced that their participation is meaningless in effecting improvement or reform. Apathy has bred widespread inertia, with voters staying home in the millions on Election Day.

The remedy for this state of affairs is not at all obvious. Dramatic stories from the history of the Republic seem to have run their course. One may summon up vivid tales, for example, of the sacrifices made by women, African Americans, and other groups so they could gain voting rights. One may point to the presidential elections of 1800, 1876, 1960, and 2000, two of which were so close that they had to be thrown into the House of Representatives. Or one may scan the votes for and against ratifying the Constitution: a surprisingly close shave in some of the most important states, including Massachusetts, with a vote of 187 to 168, Virginia (89–79), and New York (30–27). It would have taken fewer than 20 votes in these three states to defeat adoption, resulting in all likelihood in a serious, perhaps lethal, blow to the concept of a strong national government.

In contrast to such historical appeals, some political analysts favor consideration of compulsory voting. Invoking mandatory jury duty as a parallel, these observers point out that no fewer than thirty-one countries have some form of mandatory voting, with many of them backing up the legal requirement with some sort of enforcement mechanism. Two-thirds of Latin American nations, for instance, have adopted this model for their elections.

Perhaps the most culturally compatible system of required voting is that of Australia. Instituted in 1924, after voter turnout had sagged to less than 60%, the new Australian election law produced stunning results, as participation rocketed to 91%—a level it has maintained, or even bettered, right up to the present. Fines for nonparticipation are not severe, being equivalent to traffic tickets. However, far from undermining democratic confidence, requiring people to vote seems to have had at least three beneficial effects on the electorate: reinforcing the two-sided principle of rights and obligations at the core of citizenship; enhancing the system's inclusiveness by smoothing the disparities that stem from income, education, and age; and counteracting the increased polarization that results from domination of lower turnout elections by hard-core advocates of extreme positions.

## A Citizen's Duty

"What's up at school today, Gloria?" asked Mrs. Ramos. She and her daughter had just sat down to breakfast in the bright yellow kitchen, the air spicy from a small platter of chorizos.

"Civics test, Mama," Gloria mumbled as she polished off her granola and eyed the delectable sausages.

"That shouldn't throw you, baby. You always excel in social studies."

"But this time there's a catch. Ms. Roberts warned us the test would cover all levels of government, from federal to local. Sometimes I have trouble keeping it all straight."

"Well, look, honey, a TV report just the other day said that over half of Pennsylvania adults can't name their own representative in Congress."

Gloria reached for a chorizo. As she slid her plate back, it grazed a stack of yesterday's mail bound for the trash bin. An official-looking card on the top of the pile caught her eye.

"Hmmm . . . Board of Elections," she read aloud. "What's this, Mama?"

"Oh, it's something about registering to vote. Nothing important. Voting doesn't make a difference, anyway,"

"Don't you vote, Mama?"

"Why should people vote? Each party is as bad as the other one. Nobody gets anything done. Just look at Washington these days."

"That's no excuse, Mama. We've learned in school that voting is one of the most important elements of democratic government. It's every citizen's responsibility."

Mrs. Ramos reached for the coffee pot. "If you ask me," she replied as she filled her cup, "it's money and connections that matter the most."

"Maybe that's true occasionally, Mama," Gloria said. "But declining to vote means a person has relinquished the chance for effecting change and reform."

"What difference can a single person's vote make? Every national and state election, thousands and millions of votes are cast."

"But single votes can often make a monumental difference, Mama. Do you know the story about how women finally attained the vote in America?"

"That was before your *abuela's* time, wasn't it?" said Mrs. Ramos.

"Yes, it was in the lifetime of Granny's mother—around 1920."



"How did it happen, my civics teacher?" Mrs. Ramos winked at her daughter.

"Women could become eligible to vote only through a Constitutional Amendment. Back then, the law would have to get a two-thirds vote in both houses of Congress and then a majority vote in 36 of the state legislatures—or three-fourths of the states. The vote for ratification came down to the Tennessee legislature. And do you know what that vote was, Mama? It was 50–49. So American women can vote in all elections now thanks to a single state legislator from the state of Tennessee."

Mrs. Ramos picked up the registration card and studied it carefully. Then she looked her daughter straight in the eye.

"Well," she said slowly, "I guess my days of not voting are over. And it looks like you're ready for your civics test!"

Answer these questions about "The Problem of Low Voter Turnout."

- 11** In "The Problem of Low Voter Turnout," how does the example of requiring voting in Australia help the author to express the overall point of view and purpose of the passage? Support your answer with evidence from the text.

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- 12** This question has two parts. First, answer part A. Then, answer part B.

**Part A** The central idea of the second paragraph links low voter turnout to which idea?

- ☐ (A) voters' lack of interest
- ☐ (B) citizens' lack of curiosity
- ☐ (C) high approval ratings of Congress
- ☐ (D) widespread reforms in government

**Part B** Which phrase from the paragraph **best** supports your answer in part A?

- ☐ (A) "... most commonly attributed ..."
- ☐ (B) "According to this theory ..."
- ☐ (C) "... effecting improvement or reform."
- ☐ (D) "... with voters staying home in the millions ..."

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**13** In the first paragraph of the text, which phrase **best** helps the reader understand the meaning of bleak?

- A** "... continues to decline."
- B** "... of eligible voters ..."
- C** "... a century later ..."
- D** "... barely more than one half ..."

Answer these questions about "A Citizen's Duty."

**14** What theme does Gloria emphasize when she tells the story of how American women got the vote? Support your answer using details from the text.

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- 15** Read the conclusion and the directions that follow.

Mrs. Ramos has not voted recently.

Circle the paragraphs that **best** support this conclusion. Select **all** that apply.

Gloria reached for a chorizo. As she slid her plate back, it grazed a stack of yesterday's mail bound for the trash bin. An official-looking card on the top of the pile caught her eye.

"Hmmm . . . Board of Elections," she read aloud. "What's this, Mama?"

"Oh, it's something about registering to vote. Nothing important. Voting doesn't make a difference, anyway."

"Don't you vote, Mama?"

"Why should people vote? Each party is as bad as the other one. Nobody gets anything done. Just look at Washington these days."

"That's no excuse, Mama. We've learned in school that voting is one of the most important elements of democratic government. It's every citizen's responsibility." Mrs. Ramos reached for the coffee pot.

"If you ask me," she replied as she filled her cup, "it's money and connections that matter the most."

- 16** Read the sentence from the text.

"Maybe that's true occasionally, Mama," Gloria said. "But declining to vote means a person has relinquished the chance for effecting change and reform."

How does the word relinquished impact the meaning and tone of the text?

- (A)** It implies that voters are uninformed.
- (B)** It carries overtones of stern rejection.
- (C)** It supports the idea of scornful dismissal.
- (D)** It relays a sense of carelessness that is damaging.



## Argumentative Performance Task

### Task

You have been learning about argumentative writing in class. Your school newspaper would like you to write an essay about extreme sports, focusing on mountaineering. Before you begin, you will read two persuasive articles about mountaineering on Mount Everest.

After you read these articles, you will answer some questions about them. Briefly scan the articles and the three questions that follow. Then, go back and read the articles carefully to gain the information you will need to answer the questions and write an argumentative essay.

In Part 2, you will write your essay.

### Directions for Part 1

You will now read two persuasive articles about mountaineering on Mount Everest. You can re-examine both as often as you like.

### Research Questions

After reading the sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the sources you have read, which should help you write an argumentative essay. You may refer to the sources when you think it would be helpful. You may also refer to your notes.



## Source #1: Keep Everest Open

On April 18, 2014, an avalanche caused the greatest loss of life on Mt. Everest in the history of the fabled peak. A wedge of ice the size of an enormous mansion broke loose and killed sixteen Nepalese guides at an altitude of about 17,000 feet. No foreigners perished in the catastrophe, but international repercussions were swift to follow. Thirteen bodies were recovered within two days; thereafter, search efforts for the other three were called off, on the grounds of excessive risk. The next-of-kin were paid the equivalent of \$10,000 in insurance, as well as a token sum from the Nepalese government. On April 22, the association of Nepalese guides, known as Sherpas, voted to discontinue their guide operations on Everest for the rest of 2014, effectively bringing the climbing season to an end.

The tragedy has sparked a debate on whether climbing Mt. Everest should continue to be permitted. Since 1922, more than 250 people have died trying to climb the mountain. Opponents assert that the unpredictability of avalanches, for which there seems to be no reliable scientific forecast, makes future disasters all too likely.

Despite the evident risks, I believe that people should still be able to climb Mt. Everest. The most powerful argument in favor of this position is also the broadest psychological claim, rooted in the age-old lure of exploration. Five centuries ago, European explorers risked their lives in the Age of Discovery; more recently, adventurers probe limits of endurance under the sea and in the vast reaches of space. The human spirit is a questing force, determined to conquer heights, depths, and remote unknowns. To deny this outlet—even to the few who are ready and willing to avail themselves of it—would be a cruel restraint.

Summitting Everest, then, is a quest that provides a sense of achievement with few parallels. On a practical level, such a climb imposes a strenuous test of resources, planning ability, and mental and physical stamina. Climbers must make meticulous preparations if they are to beat the odds.

Statistics show that climbing Everest has grown considerably safer in recent years. This change is owing to a number of factors. Western climbers, for example, now use bottled oxygen much more often than in the past. Climbers also routinely employ special steroids above 22,000 feet in order to fend off high-altitude cerebral edema (HACE) and high-altitude pulmonary edema (HAPE), which are potentially fatal disorders.

From 1921 through 1996, asserts writer Jon Krakauer, author of the mountaineering classic *Into Thin Air*, Everest exacted a ratio of one death for every four successful summit attempts. That ratio has now dropped to 1:60. According to Krakauer, the leading causes of death for Everest climbers have been severe weather, HACE, HAPE, exhaustion, and falls from steep terrain—all of them more significant hazards than being crushed or buried in an icefall.

All these developments, as well as the advantage of continuing employment for the local Sherpas, support the argument to allow climbers to pit their resources and determination against the challenge that is Everest.

## Source #2: Time for a Break on Everest

In April 2012, a New Zealand mountaineer named Russell Brice grew concerned about weather conditions at Mt. Everest. Brice headed Himalaya Experience, one of the most prestigious climbing and guiding companies for clients who hoped to summit the mountain. What concerned Brice was a bulge of glacial ice three hundred yards wide that was attached to Everest's west shoulder, hanging ominously over the main ascent route. It took porters and climbers from 20 to 60 minutes to negotiate the danger zone. After complaints from some of his most experienced Sherpa guides, Brice reached a decision in early May. He pulled all his guides, clients, and Sherpas off the mountain and ordered them to pack up their tents and equipment. It was a gutsy move that risked his company's reputation.

Two years later, the same ice bulge that had so concerned Russell Brice let loose with an overhanging wedge of ice that swept down to a slope below in chunks the size of trucks. The falling ice hit twenty-five men, killing sixteen of them, all Nepalis. Three of the bodies were buried beneath the debris and were never recovered.

It seems, then, important to question whether climbers should be allowed on Mt. Everest. Advocates insist that, for much of recorded history, we have celebrated humanity's unfettered spirit of adventure—a questing drive that has often entailed great risks. Yet, by the same token, we have accepted limitations. In Australia, for example, tourists are urged not to climb the thousand-foot-high sandstone formation known as Uluru, or Ayers Rock, since it is spiritually significant to the Aboriginal Agangu. Australian officials have not yet formally forbidden such climbs, but now that voluntary compliance among visitors has passed the 80% mark, such a prohibition is not unlikely.

A different case is presented by extreme rope-swinging among the arches of Moab, Utah. Using oversize slingshots, people launch themselves into the sky from these rock formations, swinging toward the ground in a 100-foot pendulum. The Bureau of Land Management is now considering whether to bar swingers and jumpers from such aerial rope sports. The issue is not only the health of the thrill seekers (one has died recently); experts are also concerned about the preservation of the arches.



I propose that the government of Nepal should impose a 3-year moratorium on climbing Mt. Everest. This cooling-off-period will give all stakeholders a chance to evaluate technological factors, social developments, and economic cost-benefit ratios. There is already evidence that the conquest of Everest is somewhat less of a charm than it once was, even for the financially elite. On a single day in 2012, when 234 climbers reached the summit, some intrepid mountaineers could not stand at the apex because it was so crowded. Each and every one of them had paid \$10,000 for a climbing permit. However, even more important than the financial aspects of Everest expeditions, the dangers that climbers willingly incur, and the risks they impose on their expedition teams and porters, are unacceptable. Until further scientific study can shed more light on the complex risks faced by mountaineers, Everest should rest serene in solitude.

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- 18 Which **two** statements support the common central idea in **both** passages?
- (A) Avalanches on Mt. Everest have been occurring with ever-increasing frequency.
  - (B) The extreme risks involved in climbing Mt. Everest pose serious moral and practical questions.
  - (C) The geographical position and topography of Mt. Everest make weather forecasting there particularly difficult.
  - (D) The Age of Discovery is the key to a reasonable evaluation of whether climbers should be allowed on Mt. Everest.
  - (E) Climbing Mt. Everest is so costly nowadays that only a small, elite group of mountaineers can afford to organize an expedition.
  - (F) Recent tragic events on Mt. Everest have sparked a debate about whether or not climbing the mountain should continue to be permitted.

- 19 In "Keep Everest Open" and "Time for a Break on Everest," what are the **most** important details each author uses to support the central idea? Support your answer using evidence from **both** texts.

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- 20** In “Keep Everest Open” and “Time for a Break on Everest,” what appeal does each author make to support the point of view or purpose—reason, emotion, or expert opinion? Support your answer using evidence from **both** texts.

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**Directions for Part 2**

You will now look at the two sources, take notes, and plan, draft, revise, and edit your argumentative essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your argumentative essay will be scored; then begin your work.

**Your Assignment**

Your school newspaper would like you to write an article about extreme sports, focusing on mountaineering. Write a multi-paragraph essay arguing for whether or not the rewards of mountaineering justify the risks involved. In your essay, clearly state the main idea and support your main idea with reasons that are thoroughly developed using information from what you have read.

**Argumentative Scoring**

Your essay will be scored using the following:

- 1. Statement of Purpose and Organization:** How clearly did you state your opinions on the topic? How well did you maintain your focus on the topic? How well did your ideas flow from the introduction to the conclusion? How often did you use effective transitions?
- 2. Elaboration of Evidence:** How well did you support your argument with facts? How well did you use relevant materials from both sources to support your argument?
- 3. Conventions:** How well did you follow the rules of grammar, punctuation, capitalization, and spelling?

**Now begin work on your argumentative essay.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your multi-paragraph argument. Write your response on a separate piece of paper.

