

“WE SHALL OVERCOME”

The following speech was delivered to Congress on March 15, 1965, by President Lyndon B. Johnson following an outbreak of violence at a voting rights protest in Selma, Alabama.

1 ...There is no Southern problem. There is no Northern problem. There is only an American problem. And we are met here tonight as Americans—not as Democrats or Republicans. We are met here as Americans to solve that problem.

2 This was the first nation in the history of the world to be founded with a purpose. The great phrases of that purpose still sound in every American heart, North and South: “All men are created equal,” “government by consent of the governed,” “give me liberty or give me death.” And those are not just clever words, and those are not just empty theories. In their name, Americans have fought and died for two centuries, and tonight around the world they stand there as guardians of our liberty, risking their lives.



ABOVE: Demonstrators prepare to march from Selma to Montgomery in 1965.

3 Those words are a promise to every citizen that he shall share in the dignity of man. This dignity cannot be found in a man’s possessions; it cannot be found in his power, or in his position. It really rests on his right to be treated as a man equal in opportunity to all others. It says that he shall share in freedom, he shall choose his leaders, educate his children, provide for his family according to his ability and his merits as a human being. To apply any other test—to deny a man his hopes because of his color, or race, or his religion, or the place of his birth is not only to do injustice, it is to deny America and to dishonor the dead who gave their lives for American freedom.

BELOW: Police officers wait for demonstrators.



4 Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people. Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument.

5 Every American citizen must have an equal right to vote....

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8.5G (Comprehension—Key Ideas) H

1. Read the question carefully. Then, enter you answer in the box provided.

What is one key idea found in paragraph 2 of the speech? Support your answer with evidence from the speech.

SAMPLE

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8.7B (Literary—Influence of Character) H

7. This question has two parts.

Part A

How does Pierre’s plan to keep Nanette safe backfire?

- A Instead of being embarrassed, Nanette runs away angrily.
- B Instead of being angry, Nanette becomes very withdrawn.
- C Instead of staying silent, Nanette tells Pierre the whole story.
- D Instead of trying the window, Nanette simply waits on the porch.

Part B

Which sentence from the story best supports the answer to Part A?

- A *The cat left the room through the window, which was always left slightly ajar.* (paragraph 5)
- B *However, he knew his wife to be a resolute woman—she would not be ordered around.* (paragraph 6)
- C The embarrassment of being stranded outside when I awaken will surely be enough to convince Nanette not to roam at night, *Pierre thought to himself.* (paragraph 7)
- D *Her eyes as cold as stone, the great white cat glared at Pierre one last time and disappeared into the forest, never to be seen again.* (paragraph 10)

Use both “The Lustrous Cloak” and “The Great White Cat” to answer questions 8–10.

8.8A (Literary—Genres) M

8. The female character in both “The Lustrous Cloak” and “The Great White Cat” can be considered a—

- A clown
- B hero
- C sage
- D shapeshifter

8.5E (Comprehension—Make Connections) M

9. What sentiment do Pierre and the young man both feel at the end of the stories?

- A Fury toward their wives
- B Dismay about what has happened
- C Satisfaction for playing a successful trick
- D Certainty that their loved ones will return

Read the selection and choose the best answer to each question.

Penelope wrote the following paper to persuade her readers to hire eighth-graders as babysitters. Read Penelope's paper carefully and look for any corrections and improvements that she should make. Then, answer the questions that follow.

A Winning Combination

(1) In my neighborhood, most of the parents won't consider using a babysitter that's younger than 16 years old. (2) Parents say that 12- and 13-year-olds aren't responsible enough to be babysitters. (3) However, I think parents would be surprised to find out that an eighth-grader can be just as good as an older babysitter.

(4) In today's world, parents and teachers have high expectations for us eighth-graders. (5) We are expected to succeed in school, participate in after-school activities, and volunteer in the community. (6) Balancing all of these tasks at a young age helps us to become responsible. (7) We recognize the importance of following instructions, working well with others, and to fulfill commitments. (8) All of these skills apply to babysitting.

(9) In addition, most older babysitters I know spend most of their time texting or talking on the phone with their friends rather than paying attention to the children they are caring for. (10) An eighth-grade babysitter will probably be more interested in playing with the children he or she is babysitting. (11) An eighth-grade babysitter is less likely to text or talk while working. (12) It hasn't been that long since we had babysitters. (13) We remember how entertaining it is to have a sitter who will color, draw, or play with you.

(14) Finally, Red Cross training is now available for kids as young as ten years old. (15) That means that an eighth-grader can have CPR and other emergency training. (16) Babysitting classes, which teach how to keep young children safe and entertained are also widely available. (17) Many of the eighth-graders that I know who want to babysit have taken them. (18) Therefore, when you hire an eighth-grader you are likely to get a trained babysitter who is excited about watching your children. (19) That's a winning combination!

8.10B.i (Organizational Structure) H

1. Ashley needs to add a transition word or phrase to help her readers move from the third paragraph (sentences 11–14) to the fourth paragraph (sentences 15–19). Which transition could **BEST** be added to the beginning of sentence 15?

- A Still,
- B Indeed,
- C For many years,
- D In the meantime,

8.10B.ii (Development) H

2. This question has two parts.

Part A

Ashley would like to add the following sentence to the fourth paragraph (sentences 15–19).

Through the work of Brain and his colleagues, our picture of life in the earliest days of America is a little more complete.

Where is the **BEST** place to insert this sentence?

- A After sentence 16
- B After sentence 17
- C After sentence 18
- D At the end of the paragraph

Part B

Which of the following details **BEST** supports the answer to Part A?

- A The sentence provides further details about the map that was found in Spain.
- B The sentence provides an effective closing to the ideas presented in the last paragraph.
- C The sentence provides further details about why Brain grew interested in finding the lost colony.
- D The sentence provides further details about how Brain and his assistants found the main storage house.