Tucson International Academy

Academia Internacional de Tucson

Homework Packet for Twelveth Grade

Week 8

Name_____

Week Starts on/ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 45 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

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Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Time Reading: Hours_____ Minutes_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

21

Data in the graph provide most direct support for which idea in the passage?

A) Acting on empathy can be counterproductive.

B) Ethical economics is defined by character.

C) Ethical economics is still possible.

D) People fear losses more than they hope for gains.

Questions 22-32 are based on the following passages.

Passage 1 is adapted from Nicholas Carr, "Author Nicholas Carr: The Web Shatters Focus, Rewires Brains." ©2010 by Condé Nast. Passage 2 is from Steven Pinker, "Mind over Mass Media." ©2010 by The New York Times Company.

Passage 1

The mental consequences of our online info-crunching are not universally bad. Certain cognitive skills are strengthened by our use of computers and the Net. These tend to involve more primitive mental functions, such as hand-eye coordination, reflex response, and the processing of visual cues. One much-cited study of video gaming revealed that after just 10 days of playing action games on computers, a group of young people had significantly boosted the speed with which they could shift their visual focus between various images and tasks.

It's likely that Web browsing also strengthens brain functions related to fast-paced problem solving, particularly when it requires spotting patterns in a welter of data. A British study of the way women search for medical information online indicated that an experienced Internet user can, at least in some cases, assess the trustworthiness and probable value of a Web page in a matter of seconds. The more we practice surfing and scanning, the more adept our brain becomes at those tasks.

But it would be a serious mistake to look narrowly at such benefits and conclude that the Web is making us smarter. In a *Science* article published in early 2009, prominent developmental psychologist Patricia Greenfield reviewed more than 40 studies of the effects of various types of media on intelligence and learning ability. She concluded that "every medium develops some cognitive skills at the expense of others." Our growing use of the Net and other screen-based technologies, she wrote, has led to the "widespread and sophisticated development of visual-spatial skills." But those gains go hand in hand with a weakening of our capacity for the kind of "deep processing" that underpins "mindful knowledge acquisition, inductive analysis, critical thinking, imagination, and reflection."

We know that the human brain is highly plastic; neurons and synapses change as circumstances change. When we adapt to a new cultural phenomenon, including the use of a new

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medium, we end up with a different brain, says Michael Merzenich, a pioneer of the field of neuroplasticity. That means our online habits continue to reverberate in the workings of our brain cells even when we're not at a computer. We're exercising the neural circuits devoted to skimming and multitasking while ignoring those used for reading and thinking deeply.

Passage 2

Critics of new media sometimes use science itself to press their case, citing research that shows how "experience can change the brain." But cognitive neuroscientists roll their eyes at such talk. Yes, every time we learn a fact or skill the wiring of the brain changes; it's not as if the information is stored in the pancreas. But the existence of neural plasticity does not mean the brain is a blob of clay pounded into shape by experience.

Experience does not revamp the basic information-processing capacities of the brain. Speed-reading programs have long claimed to do just that, but the verdict was rendered by Woody Allen after he read Leo Tolstoy's famously long novel *War and Peace* in one sitting: "It was about Russia." Genuine multitasking, too, has been exposed as a myth, not just by laboratory studies but by the familiar sight of an SUV undulating between lanes as the driver cuts deals on his cell phone.

Moreover, the effects of experience are highly specific to the experiences themselves. If you train people to do one thing (recognize shapes, solve math puzzles, find hidden words), they get better at doing that thing, but almost nothing else. Music doesn't make you better at math, conjugating Latin doesn't make you more logical, brain-training games don't make you smarter. Accomplished people don't bulk up their brains with intellectual calisthenics; they immerse themselves in their fields. Novelists read lots of novels, scientists read lots of science.

The effects of consuming electronic media are likely to be far more limited than the panic implies. Media critics write as if the brain takes on the qualities of whatever it consumes, the informational equivalent of "you are what you eat." As with ancient peoples who believed that eating fierce animals made them fierce, they assume that watching quick cuts in rock videos turns your mental life into quick cuts or that reading bullet points and online postings turns your thoughts into bullet points and online postings.

22

The author of Passage 1 indicates which of the following about the use of screen-based technologies?

A) It should be thoroughly studied.
B) It makes the brain increasingly rigid.
C) It has some positive effects.
D) It should be widely encouraged.

23

Which choice provides the best evidence for the answer to the previous question?

A) Lines 3-4 ("Certain . . . Net")
B) Lines 23-25 ("But . . . smarter")
C) Lines 25-29 ("In a . . . ability")
D) Lines 29-31 ("She . . . others")

24

The author of Passage 1 indicates that becoming adept at using the Internet can

A) make people complacent about their health.
B) undermine the ability to think deeply.
C) increase people's social contacts.
D) improve people's self-confidence.

25

As used in line 40, "plastic" most nearly means

A) creative.
B) artificial.
C) malleable.
D) sculptural.

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The author of Passage 2 refers to the novel *War and Peace* primarily to suggest that Woody Allen

A) did not like Tolstoy's writing style.

B) could not comprehend the novel by speed-reading it.

C) had become quite skilled at multitasking.

D) regretted having read such a long novel.

27

According to the author of Passage 2, what do novelists and scientists have in common?

A) They take risks when they pursue knowledge.

B) They are eager to improve their minds.

C) They are curious about other subjects.

D) They become absorbed in their own fields.

28

The analogy in the final sentence of Passage 2 has primarily which effect?

A) It uses ornate language to illustrate a difficult concept.

B) It employs humor to soften a severe opinion of human behavior.

C) It alludes to the past to evoke a nostalgic response.

D) It criticizes the view of a particular group.

29

The main purpose of each passage is to

A) compare brain function in those who play games on the Internet and those who browse on it.

B) report on the problem-solving skills of individuals with varying levels of Internet experience.

C) take a position on increasing financial support for studies related to technology and intelligence.

D) make an argument about the effects of electronic media use on the brain.

30

Which choice best describes the relationship between the two passages?

A) Passage 2 relates first-hand experiences that contrast with the clinical approach in Passage 1.

B) Passage 2 critiques the conclusions drawn from the research discussed in Passage 1.

C) Passage 2 takes a high-level view of a result that Passage 1 examines in depth.

D) Passage 2 predicts the negative reactions that the findings discussed in Passage 1 might produce.

31

On which of the following points would the authors of both passages most likely agree?

A) Computer-savvy children tend to demonstrate better hand-eye coordination than do their parents.

B) Those who criticize consumers of electronic media tend to overreact in their criticism.

C) Improved visual-spatial skills do not generalize to improved skills in other areas.

D) Internet users are unlikely to prefer reading onscreen text to reading actual books.

32

Which choice provides the best evidence that the author of Passage 2 would agree to some extent with the claim attributed to Michael Merzenich in lines 41-43, Passage 1?

A) Lines 51-53 ("Critics . . . brain")

B) Lines 54-56 ("Yes . . . changes")

C) Lines 57-59 ("But . . . experience")

D) Lines 83-84 ("Media . . . consumes")

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Questions 33-42 are based on the following passage.

This passage is adapted from Elizabeth Cady Stanton's address to the 1869 Woman Suffrage Convention in Washington, DC.

I urge a sixteenth amendment, because "manhood suffrage," or a man's government, is civil, religious, and social disorganization. The male element is a destructive force, stern, selfish, aggrandizing, loving war, violence, conquest, acquisition, breeding in the material and moral world alike discord, disorder, disease, and death. See what a record of blood and cruelty the pages of history reveal! Through what slavery, slaughter, and sacrifice, through what inquisitions and imprisonments, pains and persecutions, black codes and gloomy creeds, the soul of humanity has struggled for the centuries, while mercy has veiled her face and all hearts have been dead alike to love and hope!

The male element has held high carnival thus far; it has fairly run riot from the beginning, overpowering the feminine element everywhere, crushing out all the diviner qualities in human nature, until we know but little of true manhood and womanhood, of the latter comparatively nothing, for it has scarce been recognized as a power until within the last century. Society is but the reflection of man himself, untempered by woman's thought; the hard iron rule we feel alike in the church, the state, and the home. No one need wonder at the disorganization, at the fragmentary condition of everything, when we remember that man, who represents but half a complete being, with but half an idea on every subject, has undertaken the absolute control of all sublunary matters.

People object to the demands of those whom they choose to call the strong-minded, because they say "the right of suffrage will make the women masculine." That is just the difficulty in which we are involved today. Though disfranchised, we have few women in the best sense; we have simply so many reflections, varieties, and dilutions of the masculine gender. The strong, natural characteristics of womanhood are repressed and ignored in dependence, for so long as man feeds woman she will try to please the giver and adapt herself to his condition. To keep a foothold in society, woman must be as near like man as possible, reflect his ideas, opinions, virtues, motives, prejudices, and vices. She must respect his statutes, though they strip her of every inalienable right, and conflict with that higher law written by the finger of God on her own soul. . . .

. . . [M]an has been molding woman to his ideas by direct and positive influences, while she, if not a negation, has used indirect means to control him, and in most cases developed the very characteristics both in him and herself that needed repression. And now man himself stands appalled at the results of his own excesses, and mourns in bitterness that falsehood, selfishness, and violence are the law of life. The need of this hour is not territory, gold mines, railroads, or specie payments but a new evangel of womanhood, to exalt purity, virtue, morality, true religion, to lift man up into the higher realms of thought and action.

We ask woman's enfranchisement, as the first step toward the recognition of that essential element in government that can only secure the health, strength, and prosperity of the nation. Whatever is done to lift woman to her true position will help to usher in a new day of peace and perfection for the race.

In speaking of the masculine element, I do not wish to be understood to say that all men are hard, selfish, and brutal, for many of the most beautiful spirits the world has known have been clothed with manhood; but I refer to those characteristics, though often marked in woman, that distinguish what is called the stronger sex. For example, the love of acquisition and conquest, the very pioneers of civilization, when expended on the earth, the sea, the elements, the riches and forces of nature, are powers of destruction when used to subjugate one man to another or to sacrifice nations to ambition.

Here that great conservator of woman's love, if permitted to assert itself, as it naturally would in freedom against oppression, violence, and war, would hold all these destructive forces in check, for woman knows the cost of life better than man does, and not with her consent would one drop of blood ever be shed, one life sacrificed in vain.

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33

The central problem that Stanton describes in the passage is that women have been

A) denied equal educational opportunities, which has kept them from reaching their potential.

B) prevented from exerting their positive influence on men, which has led to societal breakdown.

C) prevented from voting, which has resulted in poor candidates winning important elections.

D) blocked by men from serving as legislators, which has allowed the creation of unjust laws.

34

Stanton uses the phrase "high carnival" (line 15) mainly to emphasize what she sees as the

A) utter domination of women by men.

B) freewheeling spirit of the age.

C) scandalous decline in moral values.

D) growing power of women in society.

35

Stanton claims that which of the following was a relatively recent historical development?

A) The control of society by men

B) The spread of war and injustice

C) The domination of domestic life by men

D) The acknowledgment of women's true character

36

Which choice provides the best evidence for the answer to the previous question?

A) Lines 3-7 ("The male . . . death")

B) Lines 15-22 ("The male . . . century")

C) Lines 22-25 ("Society . . . home")

D) Lines 48-52 ("[M]an . . . repression")

37

As used in line 24, "rule" most nearly refers to

A) a general guideline.

B) a controlling force.

C) an established habit.

D) a procedural method.

38

It can reasonably be inferred that "the strong-minded" (line 32) was a term generally intended to

A) praise women who fight for their long-denied rights.

B) identify women who demonstrate intellectual skill.

C) criticize women who enter male-dominated professions.

D) condemn women who agitate for the vote for their sex.

39

As used in line 36, "best" most nearly means

A) superior.

B) excellent.

C) genuine.

D) rarest.

40

Stanton contends that the situation she describes in the passage has become so dire that even men have begun to

A) lament the problems they have created.

B) join the call for woman suffrage.

C) consider women their social equals.

D) ask women how to improve civic life.

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Which choice provides the best evidence for the answer to the previous question?

A) Lines 25-30 ("No one . . . matters")

B) Lines 53-55 ("And now . . . life")

C) Lines 56-60 ("The need . . . action")

D) Lines 61-64 ("We ask . . . nation")

42

The sixth paragraph (lines 67-78) is primarily concerned with establishing a contrast between

A) men and women.

B) the spiritual world and the material world.

C) bad men and good men.

D) men and masculine traits.

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