Henry W. Grady & Reconstruction
By: Celestine Sibley & Frederick Douglass

1Henry W. Grady was a white writer and editor for a prominent Georgia newspaper during the late 19th century. Frederick Douglass was a former slave who became a well-known abolitionist and author. In the following articles, you will read about their opinions on the reconstruction of the South after the Civil War.

*Henry W. Grady*
By: Celestine Sibley
from Peachtree Street, USA

2I attended a funeral once in Pickens County in my State. ...It was a poor one-gallus fellow. ...They buried him in the midst of a marble quarry; they cut through solid marble to make his grave; and yet a little tombstone they put above him was from Vermont. They buried him in the heart of a pine forest, and yet the pine coffin was imported from Cincinnati. They buried him within touch of an iron mine, and yet the nails in his coffin and the iron in the shovel that dug his grave were imported from Pittsburgh. They buried him by the side of the best sheep-grazing country on earth, and yet the wool in the coffin bands and the coffin bands themselves were brought from the North. The South didn't furnish a single thing on earth for that funeral but the corpse and the hole in the ground. ... They buried him in a New York coat and a Boston pair of shoes and a pair of breeches from Chicago and a shirt from Cincinnati, leaving him with nothing to carry into the next world to remind him of the country in which he lived and for which he fought for for years, but the chill blood in his veins and the marrow in his bones."

3Atlantans are extremely fond of that quote. It finds its way into print in one form or another at least once a year. ... To understand the message’s appeal for Atlantans, the stranger needs to know about the man who spoke it on a December day twenty-nine years after the Civil War.

4He was Henry Woodfin Grady, the ardent young editor of the Atlanta Constitution who first wrote and then, blossoming into an orator of renown, spoke of a New South - a region where old enmities were forgotten, where resources in men and land would be expended on something besides those one-drop despots, cotton and tobacco. He preached that economic betterment was the key to all the South’s problems and that ‘waving the bloody shirt’ and nursing old hostilities were profitless gestures. He visualized for that New South “her cities vast hives of industry, her countryside the treasures from which their resources were drawn, her streams vocal with whirring spindles.”

5Mr. Grady came to the Constitution by way of the University of Georgia in his native Athens, the University of Virginia and work on two or three other papers, including the New York Herald. ... His friend and associate on the paper, Joel Chandler Harris, author of the Uncle Remus stories, was to write of him after his death: “His gift of expression was something marvelous.” ...

6Mr. Grady used these talents to plead constantly for a healing of the breach between the North and the South and to work to bring the three “I’s” - investors, industries, immigrants - to the depleted lands of his Confederate father, who was killed at Petersburg. Atlantic’s four railroads were overtaxed by 1879 and Mr. Grady became fascinated by the prospect of bringing in new railroads. He visited the railroad centers, made friends with the railroad barons of the day, and spent the winter of 1880-81 in New York writing and trying to interest northern capital in the South.
7 "I am firmly convinced that as soon as the South is firmly planted on her platform of liberation and progressive development and her position is well understood," he wrote back to the Constitution, "we shall see northern capital seeking southern investment with eagerness and the stream of immigration turned toward Georgia."

8 Mr. Grady's first major and most famous out-of-state speech was delivered in December 1886 at the banquet of the New England club in New York. He began with an alleged quote from Senator Ben Hill. "There was a South of slavery and secession - that South is dead. There is a South of union and freedom - that South, thank God, is living, breathing, growing every hour."

9 That speech, later called the New South speech, established Grady as an orator and as a "great pacificator"...

"Reconstruction"
By: Frederick Douglass
from Atlantic Monthly 18 (1866): 761-765

10 Without attempting to settle here the metaphysical and somewhat theological question (about which so much has already been said and written), whether once in the Union means always in the Union,—agreeably to the formula, Once in grace always in grace,—it is obvious to common sense that the rebellious States stand to-day, in point of law, precisely where they stood when, exhausted, beaten, conquered, they fell powerless at the feet of Federal authority. Their State governments were overthrown, and the lives and property of the leaders of the Rebellion were forfeited. In reconstructing the institutions of these shattered and overthrown States, Congress should begin with a clean slate, and make clean work of it. Let there be no hesitation. It would be a cowardly deference to a defeated and treacherous President, if any account were made of the illegitimate, one-sided, sham governments hurried into existence for a malign purpose in the absence of Congress. These pretended governments, which were never submitted to the people, and from participation in which four millions of the loyal people were excluded by Presidential order, should now be treated according to their true character, as shams and impositions, and supplanted by true and legitimate governments, in the formation of which loyal men, black and white, shall participate.

11 It is not, however, within the scope of this paper to point out the precise steps to be taken, and the means to be employed. The people are less concerned about these than the grand end to be attained. They demand such a reconstruction as shall put an end to the present anarchical state of things in the late rebellious States,—where frightful murders and wholesale massacres are perpetrated in the very presence of Federal soldiers. This horrible business they require shall cease. They want a reconstruction such as will protect loyal men, black and white, in their persons and property; such a one as will cause Northern industry, Northern capital, and Northern civilization to flow into the South, and make a man from New England as much at home in Carolina as elsewhere in the Republic. No Chinese wall can now be tolerated. The South must be opened to the light of law and liberty, and this session of Congress is relied upon to accomplish this important work.

12 The plain, common-sense way of doing this work, as intimated at the beginning, is simply to establish in the South one law, one government, one administration of justice, one condition to the exercise of the elective franchise, for men of all races and colors alike. This great measure is sought as earnestly by loyal white men as by loyal blacks, and is needed alike by both. Let sound political prescience but take the place of an unreasoning prejudice, and this will be done.

1) According to information in the passages, what is true of BOTH Grady and Douglass?
   A) Both men lived and died in the South.
   B) Both men were nineteenth-century authors.
   C) Both men where involved with Congress and oil barons.
   D) Both men were well-known supporters of the abolition of slavery.

2) Which statement is an accurate summary of a comparison of these two texts?
   A) Because Grady is a Southern white man, he disagrees vehemently with Douglass that the ‘New South’ is a place of injustice and oppression. Both Grady and Douglass are concerned solely with still simmering racial hatred as the number one problem of the post-civil war southern states.
   B) Because Douglass is a former slave of the Old South, he does not care that the South is suffering economically and politically after the Civil War.
   C) While Grady is a Southern white man and Douglass is a former black slave, both men agree that the way the old South is being reconstructed is unjust and needs to be changed.
   D) Both Grady and Douglass are concerned solely with still simmering racial hatred as the number one problem of the post-civil war southern states.
3) While both authors are concerned about reconstruction in the post-civil war South, how do they differ in their emphasis on what needs to be changed?

A) Both authors are equally emphatic that the laws of the “New South” need to be changed to be more equitable.

B) Douglass is more concerned with economic investment, while Grady is more worried about voter disenfranchisement.

C) Grady is more concerned with economic investment, while Douglass is more worried about voter disenfranchisement.

D) Neither author believes that economic investment or unjust governments can be changed any time soon to improve the South.

4) Which of Grady’s ideas does the quote in paragraph 2 MOST LIKELY support?

A) the South’s desire to create new laws

B) the need for more trains in the South

C) the South’s desire to repair the Union

D) the need for more industry in the South

5) How do the two passages compare in terms of their PURPOSE?

A) The purposes of the two passages are different. The first passage is biographical and contains quotes that reflect Grady’s feelings about Reconstruction. The second passage is a personal essay which directly states the author’s feelings about Reconstruction.

B) The purposes of the two passages are different. The first passage blames the North for the conditions in the South. The second passage praises the efforts of the North during Reconstruction.

C) The purposes of the two passages are similar because both authors express their opinions about the efforts of both the North and the South during Reconstruction.

D) The purposes of the two passages are similar because both authors want readers to recognize the importance of cooperation of former slaves and their owners.

6) Based on the articles, how are Grady and Douglass MOST alike?

A) They are both from Georgia.

B) They are both abolitionists.

C) They both feel that the South must change.

D) They both believe that the government is flawed.

7) What is the MAIN focus of both of the articles?

A) bringing industry back to the South

B) ending violence against blacks in the South

C) repairing relations between the North and South

D) encouraging Southerners to get involved in government

8) Frederick Douglass was a former slave. How are his feelings about slavery reflected in the article?

A) He encourages Congress to punish the South.

B) He describes what it was like to be a slave.

C) He calls for an end to violence between the races.

D) He discusses the reasons that slavery lasted so long.

9) According to the first article, what did Grady MOST encourage Southerners to overcome?

A) resentment towards the North

B) frustration with the government

C) the challenge of restructuring industry

D) their desire to return to the Old South

10) Which BEST describes a similarity or difference in the authors’ purposes?

A) Douglass’ passage reveals that his interest in railroads was greater than Grady’s interest in railroads.

B) Sibley’s passage reveals that Grady’s interest in railroads was greater than Douglass’ interest in railroads.

C) Both passages reveal a great interest in one law, one government, and one administration for men of all races.

D) Both passages reveal a great interest in railroads during the reconstruction of the South after the Civil War.
11) **from "Henry W. Grady"**

Mr. Grady used these talents to plead constantly for a healing of the breach between the North and the South and to work to bring the three "I's" - investors, industries, immigrants - to the depleted lands of his Confederate father, who was killed at Petersburg.

**from "Reconstruction"**

They want a reconstruction such as will protect loyal men, black and white, in their persons and property; such a one as will cause Northern industry, Northern capital, and Northern civilization to flow into the South, and make a man from New England as much at home in Carolina as elsewhere in the Republic.

What do these two excerpts reveal about the purpose of the authors Douglass and Sibley?

A) The excerpts reveal that only Grady believes that Reconstruction must include Northern business, money, and people.

B) The excerpts reveal that only Douglass believes that Reconstruction must include Northern business, money, and people.

C) The excerpts reveal that both Douglass and Grady want to convince people that Reconstruction must include Northern business, money, and people.

D) The excerpts reveal that both Douglass and Grady want to convince people that Reconstruction must exclude Northern business, money, and people.

12) Which statement BEST expresses the different purposes that Sibley and Douglass had when they wrote their respective pieces?

A) Sibley writes to inform; Douglass writes to persuade.

B) Sibley writes to persuade; Douglass writes to inform.

C) Sibley writes to entertain; Douglass writes to describe.

D) Sibley writes to describe; Douglass writes to entertain.

13) "There was a South of slavery and secession - that South is dead. There is a South of union and freedom - that South, thank God, is living, breathing, growing every hour."

Henry W. Grady

"...it is obvious to common sense that the rebellious States stand to-day, in point of law, precisely where they stood when, exhausted, beaten, conquered, they fell powerless at the feet of Federal authority."

Frederick Douglass

What inference can be made regarding the difference between the viewpoints expressed in these two quotations?

A) Grady and Douglass do not differ essentially in their view of the South.

B) Grady and Douglass differ because Grady is from the North and Douglass from the South.

C) Grady and Douglass differ because Grady is a racist and Douglass is an African American.

D) Grady and Douglass differ because Grady gave his speech twenty years after Douglass wrote his piece.
14) "There was a South of slavery and secession - that South is dead. There is a South of union and freedom - that South, thank God, is living, breathing, growing every hour."

Henry W. Grady

"... it is obvious to common sense that the rebellious States stand to-day, in point of law, precisely where they stood when, exhausted, beaten, conquered, they fell powerless at the feet of Federal authority."

Frederick Douglass

Which statement BEST reflects the relationship between these two quotations?

A) Grady and Douglass both state their belief that the South remains unchanged.
B) Grady believes that the South has changed; Douglass believes that it has not.
C) Douglass believes that the South has changed; Grady believes that it has not.
D) Grady and Douglass both state their belief that the South has changed significantly.

15) Jan is preparing to write her research paper on "Reconstruction after the Civil War." She found information from Henry W. Grady and Fredrick Douglass. Which statement would be an accurate analysis of paragraph 6 and paragraph 11 that Jan could use in her research paper?

A) Both Douglass and Grady voiced a concern that the South would never recover.
B) Mr. Grady advocated taxing the railroads while Mr. Douglass supported taxing Northern industry.
C) Both Douglass and Grady expressed that, if the South was to recover, it needed three things: new industry, money, and people.
D) Mr. Grady was bitter that his father was killed in the war, and Mr. Douglass took part in "frightful murders and wholesale massacres".

16) What is something that both Grady and Douglass wanted for the South?

A) anarchy
B) railroads
C) northern capital
D) federal soldiers

17) Grady and Douglass have different views on what will revitalize the South. Which statement best summarizes them?

A) Grady wants economic betterment and railroads to help the South; Douglass wants a sound new government.
B) Grady wants the North to provide natural resources to help the South; Douglass wants a sound new government.
C) Grady wants economic betterment and the federal soldiers to work together.
D) Grady wants the North to provide natural resources to help the South; Douglass wants the former rebel government and the federal soldiers to work together.
The Thoughts of an Ornithologist
By: William Princeton

(1) I've spotted a young female Peregrine Falcon, but cannot read the two-digit code on her vid band. Because the Peregrine travel up to 15,000 miles each year, these colored leg bands are essential to identifying and tracking the birds. This bird has fantastic markings—through my binoculars, I can clearly make out the black mustache mark common to this species. I calculate the bird's speed to be twenty-five miles per hour—she merely coasts while monitoring the mountainside for a tasty meal. Once the predator has focused in on her prey, she dramatically descends into that spectacular hunting stoop. At this moment, she's the fastest animal on the planet—scientists have clocked Peregrines at speeds of 200 miles per hour during this hunting dive. I'm on cloud nine as I silently observe the bird's victory.

(2) As a child, I was obsessed with the study of birds, known as ornithology. I spent every opportunity observing the birds that lived around my family's home. Ornithology drew me in like a moth to a flame. After completing high school, I was accepted at the Cornell Lab of Ornithology where I became involved in species conservation. I spent several years color banding a wide variety of birds in California with the Fish and Wildlife Service. The banding systems allowed us to study the birds' annual survivorship, fidelity to territory and mate, and migratory status. Years later, an acquaintance of mine from Cornell offered me a position on a team that works for the conservation of Peregrine Falcons. I've been fascinated by these birds ever since.

(3) The Peregrine population crashed between 1950 and 1970 due to pesticides like DDT. The future of these magnificent birds remained uncertain for nearly two decades. Thanks to the diligent work of conservationists like Tom Cade, officials removed the Peregrine from the endangered species list in 1999.

(4) Of course, these birds still aren't entirely self-sufficient. The major concern is that the falcons tend to nest in urban areas because of a phenomenon called "imprinting." Falcons often reside in habitats similar to their natal nests, or the nests where they were born. For birds bred in captivity, the site of their release is often imprinted in their brains. Early recovery efforts used skyscrapers in urban areas as release sites for the Peregrine, causing the birds to return to large cities later in life.

(5) Our program has chosen to get back to nature by releasing the birds along the rock faces of the Mississippi River Valley. We are optimistic that the difference in the imprinting will encourage more falcons to nest in the wilderness. Fledgling falcons are raised in cliff-like nests constructed of real and fabricated rock, with no man-made structures in sight. When we release the birds from the bluffs of Effigy Mounds National Park, they recognize the craggy cliffs as their home.

(6) Back along the cliff side, after some careful scrutiny, I've identified the female falcon as B/6. She has returned to her cliff nest with her prey held tightly in her talons. There appear to be young in the nest—a successful natural mating here on the rock face! This is what makes all our hard work worthwhile. The Peregrine Falcons are staging a real comeback!

18) This passage is BEST described as
A) biography.
B) journal entry.
C) persuasive essay.
D) newspaper article.
The Song of the Cardinal

By: Gene Stratton-Porter

The swamp resembles a big dining-table for the birds. Wild grape-vines clamber to the tops of the highest trees, spreading umbrella-wise over the branches, and their festooned floating trailers wave as silken fringe in the play of the wind. The birds loll in the shade, peel bark, gather dried curlers for nest material, and feast on the pungent fruit. They chatter in swarms over the wild-cherry trees, and overload their crops with red haws, wild plums, papaws, blackberries and mandrake. The alders around the edge draw flocks in search of berries, and the marsh grasses and weeds are weighted with seed hunters. The muck is alive with worms; and the whole swamp ablaze with flowers, whose colours and perfumes attract myriads of insects and butterflies.

Wild creepers flaunt their red and gold from the treetops, and the bumblebees and humming-birds make common cause in rifling the honey-laden trumpets. The air around the wild-plum and redhaw trees is vibrant with the beating wings of millions of wild bees, and the bee-birds feast to gluttony. The fetid odours of the swamp draw insects in swarms, and fly-catchers tumble and twist in air in pursuit of them.

Every hollow tree homes its colony of bats. Snakes sun on the bushes. The water folk leave trails of shining ripples in their wake as they cross the lagoons. Turtles waddle clumsily from the logs. Frogs take graceful leaps from pool to pool. Everything native to that section of the country—underground, creeping, or a-wing—can be found in the Limberlost; but above all the birds. Dainty green warblers nest in its tree-tops, and red-eyed vireos choose a location below. It is the home of bell-birds, finches, and thrushes. There are flocks of blackbirds, grackles, and crows. Jays and catbirds quarrel constantly, and marsh-wrens keep up never-ending chatter. Orioles swing their pendent purses from the branches, and with the tanagers picnic on mulberries and insects. In the evening, night-hawks dart on silent wing; whippoorwills set up a plaintive cry that they continue far into the night; and owls revel in moonlight and rich hunting. At dawn, robins wake the echoes of each new day with the admonition, "Cheer up! Cheer up!" and a little later big black vultures go wheeling through cloudland or hang there, like frozen splashes, searching the Limberlost and the surrounding country for food. The boom of the bittern resounds all day, and above it the rasping scream of the blue heron, as he strikes terror to the hearts of frogdom; while the occasional cries of a lost loon, strayed from its flock in migration, fill the swamp with sounds of wailing.

Flashing through the tree-tops of the Limberlost there are birds whose colour is more brilliant than that of the gaudiest flower lifting its face to light and air. The lilies of the mire are not so white as the white herons that fish among them. The ripest spray of goldenrod is not so highly coloured as the burnished gold on the breast of the oriole that rocks on it. The jays are bluer than the calamus bed they wrestle above with throaty chatter. The finches are a finer purple than the ironwort. For every clump of foxfire flaming in the Limberlost, there is a cardinal glowing redder on a bush above it. These may not be more numerous than other birds, but their brilliant colouring and the fearless disposition make them seem so.

19) Which pair of words BEST describes the author’s attitude toward the environment she describes?

A) awe and wonder  
B) wariness and respect  
C) reverence and devotion  
D) admiration and nostalgia

20) The tone of this passage is

A) contemplative.  
B) critical.  
C) indignant.  
D) lively.

21) The comparisons in the final paragraph, such as ripest, bluer, and finer, suggest that the author’s attitude toward the wildlife is

A) admiring.  
B) apathetic.  
C) critical.  
D) fearful.

22) Which rhetorical device does the author use to suggest the abundance of life and activity in Limberlost environment?

A) simple sentences  
B) powerful analogies  
C) first-person narrative  
D) rich selection of details

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Bread
By: Leila M. Wells

What do you think of when you look at a loaf of bread? Do you ever think of the many people who were involved in the many processes required to provide that necessary article of food?

First came the farmer who planted and harvested the wheat and sent it to be ground into flour.

In older days the grain was ground in small grist mills by a local miller. The amount of wheat taken to the mill was called "a grist," and was often taken, a bagful at a time, on horseback, and the mill was operated by water power.

Next came the mother who made the flour into bread by a very different process from the commercial bakeries of today.

The people of Bible times had only unleaven bread which was really flour, water and oil mixed together and was more like our crackers or the old-time "hardtack" of army days.

Yeast as we know it today was of the later century. Even in the beginning of the twentieth century it was a homemade product. First a potato was grated and a little sugar and water were added and allowed to ferment. Most housewives saved a little of this mixture each baking day to add to the new yeast (leaven) as a "starter." It was generally kept in a tightly closed bottle or can in a cool place until needed. Sometimes the "starter" was borrowed from a neighbor.

"Baking day" came regularly every week. Just as Monday was wash day, Tuesday was for ironing, so also Friday or Saturday was baking day so as to have bread, cake, pies and cookies fresh for Sunday.

The bread had to be "set" the night before so it would have time to rise and be ready for the "tins" and could be baked while the usual housework was being "got out of the way" so as to leave time for the other baking. The process of starting the bread was called "setting the sponge" and it was usually kept warm either by being wrapped in a blanket or set on a chair near the stove.

In the morning when the dough had risen to the height satisfactory to the housewife it was turned out onto a well-floured "dough-board" and given a thorough kneading and then put back for another period of rising.

When risen enough, it was again turned out onto the dough board, cut into even portions, kneaded lightly, and shaped into loaves to fit the bread tins and again put to rise. Quite often one portion was cut into small bits and shaped into biscuits so warm bread could be had for supper without cutting the fresh loaves.

When risen again, usually a little above the top rim of the tins, it was put into the oven and baked about an hour.

There were no five-pound sacks of flour in those long-ago days. Most flour came in barrels holding one hundred and ninety-six pounds. One could buy a half-barrel sack but most merchants preferred to deal in barrels because of the mice that chewed holes in the sacks.

I can think of no nicer "homey" smell or sight than some homemade bread fresh from the oven.

23) What is the effect of point of view on the tone of this passage?
A) The first person point of view makes the passage more personal and emotional.
B) The first person point of view indicates how much the speaker dislikes bread.
C) The third person point of view provides the reader with clear, objective facts.
D) The third person point of view gives a biased look at how bread is made and baked.
The Life and Work of Elizabeth Barrett Browning
By: Rebecca Sparling

1 Elizabeth Barrett Browning was arguably one of the most distinguished poets of the Victorian era. Her poetry influenced many of her contemporaries, including Edgar Allan Poe and Emily Dickinson. Today, she is still regarded as one of the most esteemed poets of the nineteenth century.

2 Elizabeth Barrett was born in England in 1806. The daughter of a wealthy businessman who owned a sugar plantation in Jamaica, Elizabeth lived a privileged life with her eleven siblings on her father’s enormous estate. From an early age, Elizabeth exhibited a strong love of literature. The inquisitive young girl read everything from Shakespeare’s tragedies, to the philosophical works of Voltaire, to the Old Testament.

3 Her love of reading philosophy and her religious convictions fostered a sense of social justice in the young woman. Elizabeth firmly believed in equal rights for all people, including women and slaves. This put her at odds with her father, whose vast fortune was amassed, in part, using slave labor.

4 In her teens, Elizabeth was diagnosed with an unidentified disease of the nervous system that also afflicted her lungs. Though many considered her an invalid, Elizabeth continued writing poetry. Her first collection of poetry, The Seraphim and Other Poems, was published in 1838. It received much acclaim, despite the fact that female poets were often dismissed as too romantic during this time.

5 Later that year, Elizabeth’s doctors suggested that she relocate to the coast to help her recuperate. She spent a brief period in Devonshire with her favorite brother. Unfortunately, Elizabeth’s condition only deteriorated when her brother accidentally drowned while swimming.

6 Devastated by her brother’s death, the now-esteemed poet returned to her father’s London residence where she spent the next five years living in seclusion. Rarely taking visitors, Elizabeth’s only solace was found in her correspondences with artists, scholars, and friends. In these letters, she expressed her views on a number of issues, including the ills of slavery, the rights of women, and the intolerable institution of child labor. Of slavery, she wrote to one friend, “How you look serenely at slavery, I cannot understand, and I distrust your power to explain.”

7 Her life of solitude ended in 1845 when she started communicating with Robert Browning, a fellow poet who was infatuated with Elizabeth’s work. After months of correspondence, the two arranged a meeting through a mutual friend. The next day, Robert sent Elizabeth a letter divulging his love for her. Six years his senior and always skeptical of the nature of romance, Elizabeth found it improbable that he could possibly love her as much as he professed. He proved his adoration the following year by eloping with Elizabeth to Italy.

8 Though Elizabeth’s father disinherited her for marrying without his endorsement, Elizabeth and Robert lived a comfortable life in Florence. During this time, she produced some of her most famous and controversial works. In 1856, she published Aurora Leigh, a novel in verse. In this work, Elizabeth explores the strict gender roles of the Victorian era through the main character of Aurora, a poet who faces discrimination because she is a woman. The poet also drew attention for “The Cry of the Children,” a poem that was instrumental in bringing about the regulation of child labor. Before regulation, children often worked for sixteen hours every day.

9 Three years after their marriage, Elizabeth and Robert had a son. Elizabeth’s health, however, continued to decline. News of the demise of several loved ones only aggravated her condition, and, in 1861, Elizabeth died with her husband and son by her side. Elizabeth Barrett Browning lives on in her work, and many contemporary women owe her their gratitude for breaking down the barrier for female poets.
“For oh,” say the children, “we are weary,
And we cannot run or leap—
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble sorely in the stooping—
We fall upon our faces, trying to go;
And, underneath our heavy eyelids drooping,
The reddest flower would look as pale as snow.”

Read this excerpt from Elizabeth Barrett Browning’s “The Cry of the Children.” Which of these BEST describes the differences between the way the article discusses child labor and the way the excerpt discusses the issue?

A) The article explains Elizabeth Barrett Browning’s opinions of child labor, and the poem describes how government officials felt about child labor.

B) The article describes why child labor was used during the Victorian era, and the poem offers examples of the jobs children performed.

C) The article offers statistics about child labor, and the poem shows the physical effects that hard labor had on children.

D) The article shows the regulations put in place to end child labor, and the poem explains how businesses reacted.

That Miss Barrett has done more, in poetry, than any woman, living or dead, will scarcely be questioned—that she has surpassed all her poetical contemporaries of either sex (with a single exception) is our deliberate opinion.

Read this quote from a review of Elizabeth Barrett Browning’s work by Edgar Allan Poe. Which of these BEST describes the similarities between the way the article talks about Elizabeth Barrett Browning and the way the review talks about her?

A) Both assert that Elizabeth Barrett Browning was a great poet.

B) Both claim Elizabeth Barrett Browning’s poems needed work.

C) Both claim that Elizabeth Barrett Browning was less effective than her male counterparts were.

D) Both assert that Elizabeth Barrett Browning was never allowed to pursue her art to the fullest.
26) Read this excerpt from Elizabeth Barrett Browning’s “A Curse for a Nation.” Which of these BEST describes the differences between the way that the article talks about slavery and how the poem talks about slavery?

Because ye have broken your own chain
With the strain
Of brave men climbing a Nation’s height,
Yet thence bear down with brand and thong
On souls of others, -- for this wrong
This is the curse. Write.

Because yourselves are standing straight
In the state
Of Freedom’s foremost acolyte,
Yet keep calm footing all the time
On writhing bond-slaves,-- for this crime
This is the curse. Write.

A) The article is trying to justify slavery, while the poem shows its evils.  
B) The article describes how slaves felt about their treatment, while the poem explains artists’ opinions of slavery.  
C) The article describes how America passed laws regulating slavery, while the poem calls for the same changes to be made in England.  
D) The article describes Elizabeth Barrett Browning’s feelings toward slavery, while the poem explains why she thought slavery was wrong.

27) Read this excerpt from Aurora Leigh. Which of these BEST describes the similarities between the way the article discusses female poets and the way the novel discusses them?

“Women as you are,
Mere women, personal and passionate,
You give us doting mothers, and chaste wives.
Sublime Madonnas, and enduring saints...
We shall not get a poet, in my mind.”

A) Both are very praiseworthy of male poets.  
B) Both describe how women overcame negative stereotypes.  
C) Both explain why men were better poets than women were.  
D) Both describe the negative view of women poets at the time.
Eclair Recipe
By: Maria Parloa

Into a granite-ware saucepan put half a pint of milk, two well-rounded tablespoonfuls of butter, and one tablespoonful of sugar, and place on the stove. When this boils up, add half a pint of sifted flour, and cook for two minutes, beating well with a wooden spoon. It will be smooth and velvety at the end of that time. Set away to cool, and when cool, beat in four eggs, one at a time. Beat vigorously for about fifteen minutes. Try a small bit of the paste in the oven; and if it rises in the form of a hollow ball, the paste is beaten enough; whereas, if it does not, beat a little longer. Have baking sheets or shallow pans slightly buttered. Have ready, also, a tapering tin tube, with the smaller opening about three-quarters of an inch in diameter. Place this in the small end of a conical cotton pastry bag. Put the mixture in the bag, and press out on buttered pans, having each éclair nearly three inches long. There should be eighteen, and they must be at least two inches apart, as they swell in cooking. Bake in a moderately hot oven for about twenty-five minutes. Take from the oven, and while they are still warm coat them with chocolate. When cold, cut open on the side, and fill with either of the following described preparations.

FILLING NO. 1.—Mix in a bowl half a pint of rich cream, one teaspoonful of vanilla, and four tablespoonfuls of sugar. Place the bowl in a pan of ice-water, and beat the cream until light and firm, using either an egg-beater or a whisk.

FILLING NO. 2.—Put half a pint of milk into a double-boiler, and place on the stove. Beat together until very light one level tablespoonful of flour, half a cupful of sugar, and one egg. When the milk boils, stir in this mixture. Add one-eighth of a teaspoonful of salt, and cook for fifteen minutes, stirring often. When cold, flavor with one teaspoonful of vanilla.

ICING FOR ÉCLAIRS.—Put in a small granite-ware pan: half a pint of sugar and five tablespoonfuls of cold water. Stir until the sugar is partially melted, and then place on the stove, stirring for half a minute. Take out the spoon, and watch the sugar closely. As soon as it boils, take instantly from the heat and pour upon a meat-platter. Let this stand for eight minutes. Meantime, shave into a cup one ounce of baker’s chocolate and put it on the stove in a pan of boiling water. At the end of eight minutes stir the sugar with a wooden spoon until it begins to grow white and to thicken. Add the melted chocolate quickly, and continue stirring until the mixture is thick. Put it in a small saucepan, and place on the stove in another pan of hot water. Stir until so soft that it will pour freely. Stick a skewer into the side of an éclair, and dip the top in the hot chocolate. Place on a plate, and continue until all the éclairs are “glacé.” They will dry quickly. Do not stir the sugar after the first half minute, and do not scrape the sugar from the saucepan into the platter. All the directions must be strictly followed.

28) Why does the author indicate that all the directions must be strictly followed?
A) The author thinks everyone should cook like she does.
B) If the directions are not followed, the éclairs will not rise.
C) The ingredients will ruin or spoil if the directions are not followed exactly.
D) If the directions are not followed, the éclairs will not turn out as they should.

29) According to the recipe what is the effect of beating the paste enough once you’ve placed it into the oven?
A) The paste will harden into a small knot.
B) The paste will taste even sweeter after baking.
C) The paste will rise in the form of a hollow ball.
D) The paste will spread across the bottom of the pan.

30) According to the article, what should you do while the eclairs are still warm?
A) cut them wide open
B) cover them with icing
C) stuff them with filling
D) coat them with chocolate