Student Name _____

PARCC

Partnership for Assessment of
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High School
English Language Arts/Literacy
Test Booklet

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Student Tutorial

869869 1 2 3 4 5 A B C D E Printed in the USA ISD10754

Directions:

Today, you will be taking the High School English Language Arts/Literacy Student Tutorial. The following tasks are provided as an opportunity for you to practice with the different kinds of questions and response types that will be included in the PARCC Administrations. These items and passages are from the practice tests and sample sets. To experience the passages and the full set of accompanying items, please go to practice tests and sample sets at http://parcc.pearson.com/.

Throughout the tutorials you will see hints, in boxes at the top of the item pages, to help you answer questions and understand the directions. These hints are not in the actual test, but available only in the tutorials. The directions below will be used during the actual test. During the tutorial, please make sure you understand the directions, and ask your teacher if you have any questions.

Read each passage and all items carefully. Some items will ask you to choose one answer, while others will ask you to choose more than one answer. You may look back at the passage or passages as often as necessary.

Do not make any stray marks in the answer document. If you need to change an answer, in your answer document, be sure to erase your first answer completely.

Mark your answers by filling in the circles in your answer document. Do not make any stray marks in the answer document. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

Ⓐ●ⓒⒹⒺⒻⒼ

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

Ⓐ●ⓒ●●ⒻⒼ

Some items may have more response circles available on the answer document than answer choices. Be sure to read each item carefully and follow the directions to respond with the appropriate number of answers. Below are examples of response options and response circles.

Response Options

A. The speaker has won numerous awards.

B. The speaker feels sure of his own abilities.

C. People have told the speaker their secrets.

D. People have given the speaker their support.

Response Circles

ⒶⒷⒸⒹⒺⒻⒼ

To practice filling in circles on the corresponding answer document, read the following passages and answer the items.

Today you will research the development and one-time use of the atomic bomb. First you will read a passage from a speech by Robert Oppenheimer, the director of the Manhattan Project, under whom the bomb was developed in Los Alamos, New Mexico. Then you will read a letter from a group of eminent scientists to President Harry S. Truman, asking him not to use the bomb. Finally you will read about President Truman and his decision to drop the bomb. As you review these sources, you will answer questions and gather information so that you can write an essay synthesizing what you have learned.

Read the passage from Robert Oppenheimer's speech. Then answer questions 1 and 2 in your answer document.

from Robert Oppenheimer "Speech to the Association of Los Alamos Scientists"

by Robert Oppenheimer

Los Alamos, NM

November 2, 1945

J. Robert Oppenheimer was the director of the Manhattan Project, the U.S. project that developed the first atomic bomb. He made this speech after atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki in August of 1945.

1 I am grateful to the Executive Committee for this chance to talk to you. I should like to talk tonight—if some of you have long memories perhaps you will regard it as justified—as a fellow scientist, and at least as a fellow worrier about the fix we are in. I do not have anything very radical to say, or anything that will strike most of you with a great flash of enlightenment. I don't have anything to say that will be of an immense encouragement. In some ways I would have liked to talk to you at an earlier date—but I couldn't talk to you as a Director. I could not talk, and will not tonight talk, too much about the practical political problems which are involved. There is one good reason for that—I don't know very much about practical politics. And there is another reason, which has to some extent restrained me in the past. As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President. In the course of this we have naturally

GO ON ▶

discussed things that were on our minds and have been made, often very willingly, the recipient of confidences; it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn't think, or what is going to happen next week, without violating these confidences. I don't think that's important. I think there are issues which are quite simple and quite deep, and which involve us as a group of scientists—involve us more, perhaps than any other group in the world. I think that it can only help to look a little at what our situation is—at what has happened to us—and that this must give us some honesty, some insight, which will be a source of strength in what may be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can't answer it, as will often be the case, I will just have to say so.

2 What has happened to us—it is really rather major, it is so major that I think in some ways one returns to the greatest developments of the twentieth century, to the discovery of relativity, and to the whole development of atomic theory and its interpretation in terms of complementarity[1], for analogy. These things, as you know, forced us to re-consider the relations between science and common sense. They forced on us the recognition that the fact that we were in the habit of talking a certain language and using certain concepts did not necessarily imply that there was anything in the real world to correspond to these. They forced us to be prepared for the inadequacy of the ways in which human beings attempted to deal with reality, for that reality. In some ways I think these virtues, which scientists quite reluctantly were forced to learn by the nature of the world they were studying, may be useful even today in preparing us for somewhat more radical views of what the issues are than would be natural or easy for people who had not been through this experience.

3 But the real impact of the creation of the atomic bomb and atomic weapons—to understand that one has to look further back, look, I think, to the times when physical science was growing in the days of the renaissance, and when the threat that science offered was felt so deeply throughout the Christian world. The analogy is, of course, not perfect. You may even wish to think of the days in the last century when the theories of evolution seemed a threat to the values by which men lived. The analogy is not perfect because there is nothing in atomic weapons—there is certainly nothing that we have done here or in the physics or chemistry that immediately preceded our work here—in which any revolutionary ideas were involved. I don't think that the conceptions of nuclear

[1]complementarity—fundamental principle of quantum mechanics, a branch of physics

fission have strained any man's attempt to understand them, and I don't feel that any of us have really learned in a deep sense very much from following this up. It is in a quite different way. It is not an idea—it is a development and a reality—but it has in common with the early days of physical science the fact that the very existence of science is threatened, and its value is threatened. This is the point that I would like to speak a little about.

4 I think that it hardly needs to be said why the impact is so strong. There are three reasons: one is the extraordinary speed with which things which were right on the frontier of science were translated into terms where they affected many living people, and potentially all people. Another is the fact, quite accidental in many ways, and connected with the speed, that scientists themselves played such a large part, not merely in providing the foundation for atomic weapons, but in actually making them. In this we are certainly closer to it than any other group. The third is that the thing we made—partly because of the technical nature of the problem, partly because we worked hard, partly because we had good breaks—really arrived in the world with such a shattering reality and suddenness that there was no opportunity for the edges to be worn off.

5 In considering what the situation of science is, it may be helpful to think a little of what people said and felt of their motives in coming into this job. One always has to worry that what people say of their motives is not adequate. Many people said different things, and most of them, I think, had some validity. There was in the first place the great concern that our enemy might develop these weapons before we did, and the feeling—at least, in the early days, the very strong feeling—that without atomic weapons it might be very difficult, it might be an impossible, it might be an incredibly long thing to win the war. These things wore off a little as it became clear that the war would be won in any case. Some people, I think, were motivated by curiosity, and rightly so; and some by a sense of adventure, and rightly so. Others had more political arguments and said, "Well, we know that atomic weapons are in principle possible, and it is not right that the threat of their unrealized possibility should hang over the world. It is right that the world should know what can be done in their field and deal with it." And the people added to that that it was a time when all over the world men would be particularly ripe and open for dealing with this problem because of the immediacy of the evils of war, because of the universal cry from everyone that one could not go through this thing again, even a war without atomic bombs. And there was finally, and I think rightly, the feeling that there was probably no place in the world where the development of atomic weapons would have a better chance of leading to a

reasonable solution, and a smaller chance of leading to disaster, than within the United States. I believe all these things that people said are true, and I think I said them all myself at one time or another.

6 But when you come right down to it the reason that we did this job is because it was an organic necessity. If you are a scientist you cannot stop such a thing. If you are a scientist you believe that it is good to find out how the world works; that it is good to find out what the realities are; that it is good to turn over to mankind at large the greatest possible power to control the world and to deal with it according to its lights and its values.

7 There has been a lot of talk about the evil of secrecy, of concealment, of control, of security. Some of that talk has been on a rather low plane, limited really to saying that it is difficult or inconvenient to work in a world where you are not free to do what you want. I think that the talk has been justified, and that the almost unanimous resistance of scientists to the imposition of control and secrecy is a justified position, but I think that the reason for it may lie a little deeper. I think that it comes from the fact that secrecy strikes at the very root of what science is, and what it is for. It is not possible to be a scientist unless you believe that it is good to learn. It is not good to be a scientist, and it is not possible, unless you think that it is of the highest value to share your knowledge, to share it with anyone who is interested. It is not possible to be a scientist unless you believe that the knowledge of the world, and the power which this gives, is a thing which is of intrinsic value to humanity, and that you are using it to help in the spread of knowledge, and are willing to take the consequences. And, therefore, I think that this resistance which we feel and see all around us to anything which is an attempt to treat science of the future as though it were rather a dangerous thing, a thing that must be watched and managed, is resisted not because of its inconvenience—I think we are in a position where we must be willing to take any inconvenience—but resisted because it is based on a philosophy incompatible with that by which we live, and have learned to live in the past.

8 There are many people who try to wiggle out of this. They say the real importance of atomic energy does not lie in the weapons that have been made; the real importance lies in all the great benefits which atomic energy, which the various radiations, will bring to mankind. There may be some truth in this. I am sure that there is truth in it, because there has never in the past been a new field opened up where the real fruits of it have not been invisible at the beginning. I have a very high confidence that the fruits—the so-called peacetime applications—of atomic energy will have in them all that we think, and more. There are others who try to escape the immediacy of this situation

by saying that, after all, war has always been very terrible; after all, weapons have always gotten worse and worse; that this is just another weapon and it doesn't create a great change; that they are not so bad; bombings have been bad in this war and this is not a change in that—it just adds a little to the effectiveness of bombing; that some sort of protection will be found. I think that these efforts to diffuse and weaken the nature of the crisis make it only more dangerous. I think it is for us to accept it as a very grave crisis, to realize that these atomic weapons which we have started to make are very terrible, that they involve a change, that they are not just a slight modification: to accept this, and to accept with it the necessity for those transformations in the world which will make it possible to integrate these developments into human life.

9 As scientists I think we have perhaps a little greater ability to accept change, and accept radical change, because of our experiences in the pursuit of science. And that may help us—that, and the fact that we have lived with it—to be of some use in understanding these problems.

from Robert Oppenheimer "Speech to the Association of Los Alamos Scientists." Public Domain.

HINT: Multiple-choice items appear with four answer options. These items, which require a single response, will not call out the specific number of responses needed. Read these items and answer choices carefully to determine the number of responses needed.

1. Part A

In paragraph 1 of Robert Oppenheimer's speech, what does the phrase **recipient of confidences** mean?

A. The speaker has won numerous awards.

B. The speaker feels sure of his own abilities.

C. People have told the speaker their secrets.

D. People have given the speaker their support.

Part B

Besides the sentence that contains the phrase **recipient of confidences** mentioned in Part A, select the other sentence in paragraph 1 that helps the reader understand the meaning of the phrase.

A. "I do not have anything very radical to say, or anything that will strike most of you with a great flash of enlightenment."

B. "In some ways I would have liked to talk to you at an earlier date—but I couldn't talk to you as a Director."

C. "As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President."

D. "I want anyone who feels like it to ask me a question and if I can't answer it, as will often be the case, I will just have to say so."

HINT: Look back at the passages as many times as necessary to select the best possible response.

2. Part A

In paragraph 1, how does Oppenheimer structure the opening of his speech to advance his argument?

A. He praises the accomplishments of the members of the audience in order to deflect their potential dismissal of the subject of the speech.

B. He positions himself as a colleague of the members of the audience in order to increase a feeling of fellowship and community.

C. He criticizes some unpopular authority figures in order to gain the sympathy of the members of the audience.

D. He sets forth his credentials as an expert on the subject of his speech in order to gain the respect of the members of the audience.

Part B

Which statement from paragraph 1 emphasizes the answer to Part A?

A. "I am grateful to the Executive committee. . . ."

B. ". . . it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn't think. . . ."

C. ". . . which involve us as a group of scientists. . ."

D. ". . . I will just have to say so. . . ."

Next, read "A Petition to the President of the United States," a letter written to President Truman and signed by 70 eminent scientists. Then answer questions 3 and 4 in your answer document.

A Petition to the President of the United States

1 July 17, 1945

2 Discoveries of which the people of the United States are not aware may affect the welfare of this nation in the near future. The liberation of atomic power which has been achieved places atomic bombs in the hands of the Army. It places in your hands, as Commander-in-Chief, the fateful decision whether/or not to sanction[1] the use of such bombs in the present phase of the war against Japan.

3 We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows:

4 The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender.

5 If such a public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved.

6 The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale.

[1]sanction—consent to

7 If after this war a situation is allowed to develop in the world which permits rival powers to be in uncontrolled possession of these new means of destruction, the cities of the United States as well as the cities of other nations will be in continuous danger of sudden annihilation. All the resources of the United States, moral and material, may have to be mobilized to prevent the advent of such a world situation. Its prevention is at present the solemn responsibility of the United States—singled out by virtue of her lead in the field of atomic power.

8 The added material strength which this lead gives to the United States brings with it the obligation of restraint and if we were to violate this obligation our moral position would be weakened in the eyes of the world and in our own eyes. It would then be more difficult for us to live up to our responsibility of bringing the unloosened forces of destruction under control.

9 In view of the foregoing, we, the undersigned, respectfully petition: first, that you exercise your power as Commander-in-Chief, to rule that the United States shall not resort to the use of atomic bombs in this war unless the terms which will be imposed upon Japan have been made public in detail and Japan knowing these terms has refused to surrender; second, that in such an event the question whether or not to use atomic bombs be decided by you in the light of the considerations presented in this petition as well as all the other moral responsibilities which are involved.

"A Petition to the President of the United States." Reprinted by permission of the National Security Archive.

HINT: Some items will refer to multiple passages. Pay careful attention to the directions, and refer to the passages as many times as necessary to select the best possible response.

Refer to the passages from Robert Oppenheimer's speech and "A Petition to the President of the United States." Then answer questions 3 and 4 in your answer document.

3. Part A

Which statement describes a similarity between how Robert Oppenheimer and the writer in "A Petition to the President of the United States" discuss the atomic bomb?

A. Both emphasize feelings of regret that the atomic bomb was developed.

B. Both emphasize an appreciation for the residual benefits of atomic power.

C. Both emphasize benefits of political power that come from possessing atomic capabilities.

D. Both emphasize the urgency of considering carefully the consequences of using the atomic bomb.

Part B

Which details support the answer to Part A?

A. Speech: ". . . when you come right down to it the reason that we did this job is because it was an organic necessity."
Petition: ". . . with the defeat of Germany, this danger is averted. . . ."

B. Speech: ". . . that some sort of protection will be found."
Petition: ". . . attacks by atomic bombs may very well be an effective method of warfare."

C. Speech: ". . . realize that these atomic weapons which we have started to make are very terrible. . ."
Petition: ". . . the cities of the United States as well as the cities of other nations will be in continuous danger of sudden annihilation."

D. Speech: ". . . will make it possible to integrate these developments into human life."
Petition: ". . . added material strength which this lead gives to the United States . . ."

4. Part A

Which statement presents the **most** accurate comparison of the details emphasized in "Robert Oppenheimer Speech" and "A Petition to the President of the United States"?

A. "Robert Oppenheimer Speech" cites anecdotal experience; "A Petition to the President of the United States" cites scientific evidence.

B. "Robert Oppenheimer Speech" presents the concerns of political leaders; "A Petition to the President of the United States" presents the concerns of scientists.

C. "Robert Oppenheimer Speech" presents multiple viewpoints; "A Petition to the President of the United States" presents a clearly defined viewpoint.

D. "Robert Oppenheimer Speech" outlines a singular approach to problem resolution; "A Petition to the President of the United States" outlines theoretical processes for problem resolution.

HINT: Multiple-select items will require more than one answer. Pay careful attention to the directions to see if more than one answer is required. One item may direct you to select three answers, while another item may ask you to select two answers. This item asks for one sentence from each passage.

Part B

Which sentences from "Robert Oppenheimer Speech" and "A Petition to the President of the United States" provide support for the answer to Part A? Choose **one** sentence from **each** passage.

A. "As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President." ("Robert Oppenheimer Speech," paragraph 1)

B. "These things, as you know, forced us to re-consider the relations between science and common sense." ("Robert Oppenheimer Speech," paragraph 2)

C. "Many people said different things, and most of them, I think, had some validity." ("Robert Oppenheimer Speech," paragraph 5)

D. "Discoveries which the people of the United States are not aware may affect the welfare of this nation in the near future." ("A Petition to the President of the United States," paragraph 2)

E. "It places in your hands, as Commander-in-Chief, the fateful decision whether/or not to sanction the use of such bombs in the present phase of the war against Japan." ("A Petition to the President of the United States," paragraph 2)

F. "We feel, however, that such attacks on Japan could not be justified, and at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender." ("A Petition to the President of the United States," paragraph 4)

Finally, read this passage about Truman's decision to drop the bomb. Then answer question 5 in your answer document.

The Decision to Drop the Bomb

by ushistory.org

1 America had the bomb. Now what?

2 When Harry Truman learned of the success of the Manhattan Project, he knew he was faced with a decision of unprecedented gravity. The capacity to end the war with Japan was in his hands, but it would involve unleashing the most terrible weapon ever known.

3 American soldiers and civilians were weary from four years of war, yet the Japanese military was refusing to give up their fight. American forces occupied Okinawa and Iwo Jima and were intensely fire bombing Japanese cities. But Japan had an army of 2 million strong stationed in the home islands guarding against invasion.

4 For Truman, the choice whether or not to use the atomic bomb was the most difficult decision of his life.

5 First, an Allied demand for an immediate unconditional surrender was made to the leadership in Japan. Although the demand stated that refusal would result in total destruction, no mention of any new weapons of mass destruction was made. The Japanese military command rejected the request for unconditional surrender, but there were indications that a conditional surrender was possible.

6 Regardless, on August 6, 1945, a plane called the Enola Gay dropped an atomic bomb on the city of Hiroshima. Instantly, 70,000 Japanese citizens were vaporized. In the months and years that followed, an additional 100,000 perished from burns and radiation sickness.

7 Two days later, the Soviet Union declared war on Japan. On August 9, a second atomic bomb was dropped on Nagasaki, where 80,000 Japanese people perished.

8 On August 14, 1945, the Japanese surrendered. Critics have charged that Truman's decision was a barbaric act that brought negative long-term consequences to the United States. A new age of nuclear terror led to a dangerous arms race.

9 Some military analysts insist that Japan was on its knees and the bombings were simply unnecessary. The American government was accused of racism on the grounds that such a device would never have been used against white civilians.

10 Other critics argued that American diplomats had ulterior[1] motives. The Soviet Union had entered the war against Japan, and the atomic bomb could be read as a strong message for the Soviets to tread lightly. In this respect, Hiroshima and Nagasaki may have been the first shots of the Cold War as well as the final shots of World War II. Regardless, the United States remains the only nation in the world to have used a nuclear weapon on another nation.

11 Truman stated that his decision to drop the bomb was purely military. A Normandy-type amphibious landing would have cost an estimated million casualties. Truman believed that the bombs saved Japanese lives as well. Prolonging the war was not an option for the President. Over 3,500 Japanese kamikaze raids[2] had already wrought great destruction and loss of American lives.

12 The President rejected a demonstration of the atomic bomb to the Japanese leadership. He knew there was no guarantee the Japanese would surrender if the test succeeded, and he felt that a failed demonstration would be worse than none at all. Even the scientific community failed to foresee the awful effects of radiation sickness. Truman saw little difference between atomic bombing Hiroshima and fire bombing Dresden or Tokyo.

13 The ethical debate over the decision to drop the atomic bomb will never be resolved. The bombs did, however, bring an end to the most destructive war in history. The Manhattan Project that produced it demonstrated the possibility of how a nation's resources could be mobilized.

14 Pandora's box was now open. The question that came flying out was, "How will the world use its nuclear capability?" It is a question still being addressed on a daily basis.

[1]ulterior—hidden
[2]kamikaze raids—air attacks in which planes loaded with explosives crash into targets

"The Decision to Drop the Bomb" by USHistory.org. Public Domain.

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Directions:

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your answer document. Work on scratch paper, crossed-out work, or writing that falls outside of the box will not be scored.

HINT: Pay careful attention to the instructions in constructed-response items. Use the space provided in your answer document to create a clear and concise response, using information from the provided passages to develop your ideas or to support your claim. Use the prompt below to practice writing a response.

Refer to the passages from "Robert Oppenheimer Speech," "A Petition to the President of the United States," and "The Decision to Drop the Bomb." Then answer question 5 in your answer document.

5. Write an essay that compares and contrasts a primary argument in each text that you have read regarding the decision to drop the atomic bomb. Your essay should explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.