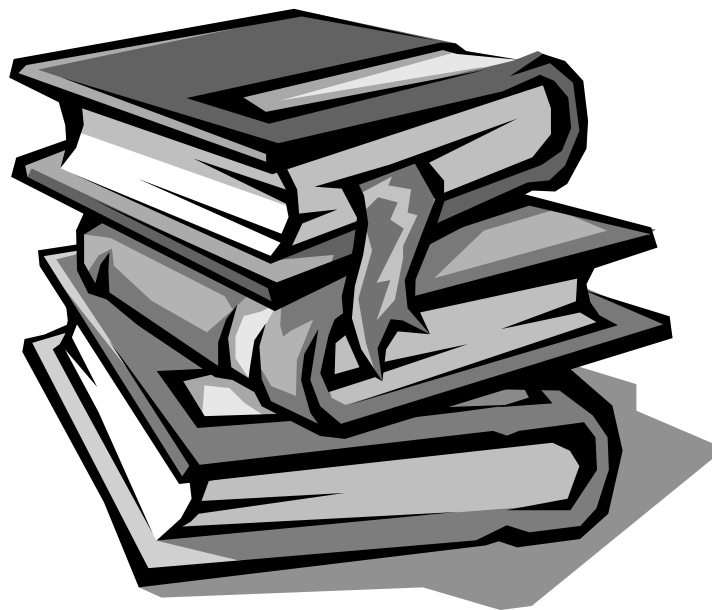


# English Language Arts Prototype



Suggested for: **8<sup>th</sup> Grade  
Equality**

Prototypes developed by  
St. Clair County Educators  
Revised January 2005



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# **PART 1**

## **WRITING FROM KNOWLEDGE AND EXPERIENCE**

### **PART 1: SESSION 1 PREWRITING**

#### **DIRECTIONS:**

#### **THINKING ABOUT THE TOPIC:**

**Equality is the belief that all human beings are born free and equal in dignity and rights.**

#### **THINK ABOUT:**

Everyone is endowed with reason and conscience and should act toward one another in a spirit of brotherhood and acceptance of one's differences.

How does society assure each individual's equal rights?

As an American citizen, what rights do you have that are guaranteed?

How are your individual rights protected and upheld?

## **PART 1: SESSION 1 DRAFTING**

### **WRITING ABOUT THE TOPIC:**

Continue to think about the topic: **Equality**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about when you or a friend were in a situation that was unjust,  
yet you did nothing to correct it

**or**

write of a time in school where a student was not treated fairly or equally

**or**

write about a time you stood up for someone who was not accepted  
for his or her differences

**or**

write about a time when you stood up for someone who was not treated fairly,  
and how others responded to your position

**or**

write about the theme in your own way.

When you are ready, you may begin your draft.

Interested adults will read your writing.





# **PART 1: SESSION 1**

## **REVIEW OF WRITING**

### **DIRECTIONS:**

Use the following checklist as you draft.

### **CHECKLIST FOR REVISION:**

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

### **CHECKLIST FOR EDITING:**

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

### **CHECKLIST FOR PROOFREADING:**

- Is everything just the way I want it?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts**  
**Part 1 Rubric**  
**Writing from Knowledge and Experience**

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

**PART 2a**  
**READING FOR UNDERSTANDING**

**Directions:**

In this part of the test, you will be reading two selections.

## **FIRST READING SELECTION**

### ***ROSA PARKS, THE WOMAN WHO CHANGED A NATION***

**Interviewed by: Kira Albin**  
**[www.grandtimes.com/rosa/html](http://www.grandtimes.com/rosa/html)**

## ***ROSA PARKS, THE WOMAN WHO CHANGED A NATION***

**By Kira Albin**

[www.grandtimes.com/rosa/html](http://www.grandtimes.com/rosa/html)

When Rosa Parks refused to give up her seat to a white man forty years ago on December 1, 1955, she was tired and weary from a long day of work. At least that's how the event has been retold countless times and recorded in our history books. But, there's a misconception here that does not do justice to the woman whose act of courage began turning the wheels of the civil rights movement on that fateful day.

Rosa Parks was physically tired, but no more than you or I after a long day's work. In fact, under other circumstances, she would have probably given up her seat willingly to a child or elderly person. But this time Parks was tired of the treatment she and other African Americans received every day of their lives, what with the racism, segregation, and Jim Crow laws of the time.

"Our mistreatment was just not right, and I was tired of it," writes Parks in her recent book, *Quiet Strength*, (Zondervan Publishing House, 1994). "I kept thinking about my mother and my grandparents, and how strong they were. I knew there was a possibility of being mistreated, but an opportunity was being given to me to do what I had asked of others."

The rest of Parks' story is American history...her arrest and trial, a 381-day Montgomery bus boycott, and, finally, the Supreme Court's ruling in November 1956 that segregation on transportation is unconstitutional. But Parks' personal history has been lost in the retelling. Prior to her arrest, Mrs. Parks had a firm and quiet strength to change things that were unjust. She served as secretary of the NAACP and later Advisor to the NAACP Youth Council, and tried to register to vote on several occasions when it was still nearly impossible to do so. She had run-ins with bus drivers and was evicted from buses. Parks recalls the humiliation: "I didn't want to pay my fare and then go around the back door, because many times, even if you did that, you might not get on the bus at all. They'd probably shut the door, drive off, and leave you standing there."

Forty years later, despite some tremendous gains, Parks feels, "we still have a long way to go in improving the race relations in this country."

Rosa Parks, who celebrates her 83<sup>rd</sup> birthday this month-spends most of her year in Detroit but winters in Los Angeles. Her day is filled with reading mail, - "from students, politicians, and just regular people" - preparing meals, going to church, and visiting people in hospitals. She is still active in fighting racial injustices, now *standing up* for what she believes in and sharing her message with others. She and other members of the Rosa and Raymond Parks Institute for Self-Development have a special program called Pathways to Freedom, for young people age 11-18. Children in the program travel across the country tracing the Underground Railroad, visiting the scenes of critical events in the civil rights movement and learning aspects of America's history.

Says Elaine Steele, Parks' close friend and cofounder of the Rosa and Raymond Parks Institute for Self-Development, "Mrs. Parks is a role model that these students look up to, and they feel very honored and privileged to be in her company. And she's very gracious to accompany the students to these activities."

February, Black History Month, seemed a relevant time to evaluate youth and their sense of history. But Parks thinks bigger and broader. "We don't have enough young people who are concerned and who are exposed to the civil rights movement, and I would like to see more exposure and get their interest," she says, pausing to reflect, "but I think it should just be history, period, and not thinking in terms of only Black History Month."

Parks is quiet, soft-spoken, and diplomatic. But she is firm in her belief that enough people will have the courage and dedication to make this country better than it is. "And this young man that's taking over the NAACP, Kweisi Mfume, I admire him a great deal," she adds. About Louis Farrakhan, the leader of the Black Muslims, she says, "Well I don't know him personally, but I think it was great that he spearheaded the million man march."

Parks has met many renowned leaders and has traveled throughout the world receiving honors and awards for her efforts toward racial harmony. She is appreciative and honored by them but exhibits little emotion over whom she has met or what she has done. Her response to being called "the Mother of the Civil Rights Movement" is modest. "If people think of me in that way, I just accept the honor and appreciate it," she says. In *Quite Strength*, however, Parks is careful to explain that she did not change things alone. "Four decades later I am still uncomfortable with the credit given to me for starting the bus boycott. I would like [people] to know I was not the only person involved. I was just one of many who fought for freedom."

In August 1994, Parks was attacked in her home by a young man who wanted money from her. Of the event, she writes, "I pray for this young man and the conditions in our country that have made him this way. Despite the violence and crime in our society, we should not let fear overwhelm us. We must remain strong."

Parks' belief in God and her religious convictions are at the core of everything she does. It is the overriding theme in her book and the message she hopes to impart: "I'd like for [readers] to know that I had a very spiritual background and that I believe in church and my faith and that has helped to give me the strength and courage to live as I did."

## FIRST READING SELECTION

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Rosa Parks, the Woman Who Changed a Nation* at any time.

1. What would be another good title for this selection?
  - A. *No Seat on the Bus*
  - B. *Rosa Parks: A Woman who Made a Difference*
  - C. *Sitting Down for Segregation*
  - D. *The Trial of Rosa Parks*
  
2. The Civil Rights Movement in the 1960's describes a time of
  - A. equality.
  - B. political.
  - C. peace and prosperity.
  - D. racial unrest.
  
3. Rosa Parks will **MOST** want to be remembered as
  - A. the co-founder of the Rosa and Raymond Parks Institute for Self-Development.
  - B. a woman who stood up for Equal Rights.
  - C. the Secretary of the NAACP.
  - D. the creator of the Pathways to Freedom Program.
  
4. This selection supports all of the following generalizations **EXCEPT**
  - A. equality is a way of life.
  - B. sometimes you have to take a stand to bring about positive change.
  - C. individual efforts can make a difference.
  - D. change is good.
  
5. The quote, "Our mistreatment was just not right, and I was tired of it," refers to Rosa Parks' feelings about
  - A. racial harmony.
  - B. individual rights.
  - C. segregation.
  - D. not having a seat on the bus.

6. Rosa Parks can be described as all of the following **EXCEPT**
- A. stubborn.
  - B. strong-willed.
  - C. religious.
  - D. indifferent.
7. Why does Rosa Parks want to get young people exposed and interested in the Civil Rights Movement?
- A. She wants them to be physically active.
  - B. She wants them to continue to improve race relations in the country.
  - C. She wants everyone to remember her as the Mother of the Civil Rights Movements.
  - D. She wants people to attend her Institute for Self-Development.
8. What was Rosa's reason for not giving up her seat on the bus?
- A. She was tired from a long day of labor.
  - B. She did not like the man who asked for the seat.
  - C. She had paid for the seat.
  - D. She was tired of the mistreatment of her race.
9. The author's purpose in writing this selection was to
- A. describe the life of Rosa Parks.
  - B. express the author's opinion.
  - C. suggest how the reader should respond to racial segregation.
  - D. to recall the bus incident.
10. We can learn all of the following from the interview with Rosa Parks **EXCEPT**
- A. all people are created equal.
  - B. controversy can bring about positive change.
  - C. equality is assured for everyone.
  - D. hard work is its own reward.

**SECOND READING SELECTION**

***THE SOFTBALL TEAM***

**from *Tough Issues, Good Decisions*  
By Lillian R. Putnam and Eileen M. Burke**

***THE SOFTBALL TEAM***  
***from Tough Issues, Good Decisions***

Cori was happy. Spring was here, and her school had two softball teams, the Gold and the Blue. Softball was her favorite sport, and each year they had wonderful games. Best of all, she had been elected captain of the Gold team, and that made her special. Everyone knew who she was, and it made her feel like she was really somebody important.

All the girls on the team worked hard at the three practice sessions each week. They worked on hitting, catching, pitching, and running around the school grounds to build stamina. Best of all, there was a good feeling among the teammates. They all got along well together. Cori thought it was because whenever there was an issue or problem she had them vote, and then they did what the majority wanted. It was like a democracy, she thought. So everything was going just fine.

Then it happened. At practice one afternoon, Cori looked up to see the coach coming onto the mound. Walking beside her was the smallest person Cori had ever seen. Her head only came up to the coach's belt.

Coach acted very casually as if there was nothing unusual, but Cori knew very well that this was something different. Cori knew that every girl on the team was watching what was happening.

"Girls," said the coach, "this is Maggie. She's new. I know that you will make her feel welcome."

As captain of the team, Cori knew she had to act for the group, so she shook hands with the new girl and tried hard to smile. She made small talk with her asking about where she used to live and what it was like there. She knew every eye was watching them. The other girls were as surprised as she was. After a few minutes, Cori suggested that they start a practice game. As the girls prepared to begin, lots of strange thoughts ran through Cori's head.

They had never had a situation like this before. The school rules were that the softball teams were open to everyone; there could be no rejections. They always had welcomed new girls, but this was different. Could she hit? Could she pitch? Could she catch? How would she get along with all the others? Would this spoil all the fun they now had?

About this time, it was Maggie's turn at bat. She walked slowly up to the plate and stood ready. Every eye in the group was on her. The pitcher threw a nice steady low ball. Maggie swung her bat and smacked the ball—a really good hit. It sailed over the field into the outfield. Everyone started to yell, "Yay, yay." It was almost a chant. For a moment, Cori felt a sigh of relief. Maybe this wasn't going to be so bad after all. Maybe there wouldn't be a problem. Maybe things would work out.

The tension in Cori's stomach started to break, and her hands stopped sweating—but only for a moment. After Maggie hit the ball, she dropped the bat and started to run to first

base. Then Cori saw the problem. The second base player ran for the ball, caught it, and threw it like lightning to the first base. Although Maggie ran as fast as she could, she was no match for the swift ball, and she was quickly tagged out.

The other teammates saw this, too, and know exactly what it meant. There was a dead silence. No one said anything. Soon the practice was over, but Cori knew she would be hearing from the girls. She did. That night after supper, they came over to her house to discuss the problem. Everyone had something to say.

“We just can’t have her on our team,” said Kim.

“You know what’ll happen,” agreed Liz. “She may be able to hit, but she can’t run. It isn’t her fault. She just can’t do it.”

“Every time she gets up to bat she’ll make an out for sure”, added Latifah. “No matter how good she hits, it won’t matter.”

“We have to think of the good of the whole team,” continued Liz. “We’ll never win with her on the team. It just isn’t fair to the rest of us.”

Cori argued with them. “Why not give her a chance and see what happens? You know the rule. There are no rejections.” The rest of the team was adamant.

Cori knew that the team expected her to put this to a vote, just as they always had done. She argued for a while longer, trying to persuade them to wait and try it first, but finally she agreed to vote. It was unanimous—they all wanted to get Maggie off the team. The team members left. Cori went to bed, but she couldn’t sleep. So many troubled thoughts kept whirling around in her mind.

Was it always like this for Maggie? How did she get on and off chairs? How did she reach things on high shelves or get up very steep steps? Did everyone reject her like this? Did everyone act as if she were strange and different?

How would I feel if I were a dwarf like Maggie, wondered Cori. What should I do tomorrow? If I report the team vote to the coach, what will happen? Would the coach break the rule? Is there anything else I can do? Maybe I shouldn’t have let the team vote on this.

## SECOND READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *The Softball Team*.

11. Cori can be described as all of the following **EXCEPT**
- A. well-liked.
  - B. unreasonable.
  - C. popular.
  - D. fair-minded.
12. The coach's lack of involvement shows
- A. he was afraid to say anything.
  - B. he secretly wanted Maggie off the team.
  - C. he thought the girls might learn more if they made the decision.
  - D. that it wasn't part of his job.
13. Why does the school rule cause a problem when Maggie joins the team?
- A. Maggie has an obvious disability that affects her performance.
  - B. Maggie cannot hit the ball.
  - C. The other girls dislike Maggie.
  - D. Maggie does not play to win.
14. The phrase, "The tension in Cori's stomach started to break, and her hands stopped sweating – but only for a moment," implies
- A. Cori could not breathe.
  - B. Cori was beginning to relax and think that things might be okay.
  - C. Maggie could not hit the ball.
  - D. Cori's teammates had made the wrong decision.
15. What is the source of the conflict in this selection?
- A. The team did not want to lose.
  - B. Maggie was new and no one knew her.
  - C. Maggie felt she was not wanted.
  - D. Maggie knew she was not the best player.

16. What can you predict from the following situation? When Maggie first got up to bat she got a great hit, but couldn't get to the base fast enough and was quickly tagged out. There was dead silence.
- A. Maggie will quit the team.
  - B. The girls don't want Maggie on the team.
  - C. Cori was going to yell at Maggie.
  - D. The coach will work with Maggie.
17. Which of the following **BEST** describes how Maggie feels?
- A. Rejected and left out.
  - B. Indifferent, but accepting.
  - C. Depressed and forlorn.
  - D. Frustrated and angry.
18. In the phrase, "The rest of the team was adamant." Adamant means
- A. superior.
  - B. depressed.
  - C. sorry.
  - D. certain.
19. The fairest possible solution Cori could make, that would keep Maggie and her teammates happy is to
- A. help Maggie try out for another sport.
  - B. select someone to be a base runner for Maggie.
  - C. position her in the lineup where it would least hinder the team's chance of winning.
  - D. only let her play the first two innings.
20. At the end of the story why does Cori hesitate to call for a team vote?
- A. Maggie was there, and Cori didn't want to hurt her feelings.
  - B. Cori dreaded the outcome of the vote.
  - C. Cori knew the team would be divided.
  - D. The coach would be happy the team voted.

## CROSS-TEXT QUESTIONS

### DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the text at any time.

21. What advice would the main characters from both selections offer us?
- A. Don't take risks.
  - B. Let famous people speak up for your rights.
  - C. Take a stand against inequality.
  - D. Never "rock the boat".
22. What is the common theme of both selections?
- A. Discrimination is an unfair practice.
  - B. Laws and rules are always right.
  - C. Voting makes everything fair.
  - D. Life is always full of opportunity.
23. What is the lesson learned by the characters in both selections?
- A. To stay calm.
  - B. To work hard.
  - C. To avoid anger.
  - D. To stand up for what is right.
24. What characteristic **BEST** describes Rosa Parks and Cori?
- A. Responsible and talented.
  - B. Determined and sympathetic.
  - C. Aggressive and dominant.
  - D. Indecisive and hopeful.
25. Based on the selections, inequality is a problem because people
- A. are not always tolerant of others.
  - B. agree on what is right.
  - C. think voting assures fairness.
  - D. understand differences.

## PART 2b

### READING AND WRITING

#### APPLYING IDEAS TO A TASK

**DIRECTIONS:**

During Part 2a of this test you read *Rosa Parks, A Woman Who Changed a Nation* and *The Softball Team*. You may look back at the reading selections to help you answer the following question:

**SCENARIO:**

You, along with many students at your school, play AYSO soccer. Your school does not have a soccer team.

**SCENARIO QUESTION:**

Do you feel there is a need for a school soccer team? Write a letter to the Athletic Director explaining and supporting your position.

When finished writing fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts Assessment**  
**Grade 8**  
**Part 2b Rubric**  
**Writing in Response to Reading**

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.





# **PART 3**

## **LISTENING FOR UNDERSTANDING**

### **DIRECTIONS:**

In this part of the test, you will be listening to one selection.

### **LISTENING DIRECTIONS:**

Concentrate on listening to the article, *The Detroit Riot*. As you listen think about the actions of the people and what you could learn from them. Do the actions of the people remind you of something you or someone you know has done?

After listening to the article, you will have a few minutes to make some notes on the next page. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *The Detroit Riot*.

## **PART 3**

### **LISTENING SELECTION**

*The Detroit Riot*

**By Kevin Hollaway**

## PART 3

### LISTENING SELECTION

#### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *The Detroit Riot* at any time.

26. With which statement would the author **MOST LIKELY** agree?
- A. The riot was an enjoyable experience.
  - B. The riot was justified.
  - C. The riot was a senseless act of violence.
  - D. The riot was the only way out.
27. What do the actions of the rioters imply?
- A. Violence is sometimes necessary.
  - B. Anger should be expressed in any way possible.
  - C. Frustration is motivating.
  - D. Physical fitness is important.
28. When referring to the riot, the author says, “It was kind of exciting” for all of the following reasons **EXCEPT**
- A. he never had the opportunity to collect M-16 shell casings from the street.
  - B. the author was ten years old.
  - C. the author did not understand the long lasting impact of the riot.
  - D. he was happy and enjoyed the atmosphere of the riot.
29. In this selection the phrase, “ripe for the pickings” means
- A. it is time to pick the ripe fruit.
  - B. people were easily sent to jail.
  - C. the stores were easily looted.
  - D. the guards at the stores picked who could enter.
30. The author of the selection felt everything **EXCEPT**
- A. excitement.
  - B. confusion.
  - C. fear.
  - D. understanding.

31. All black businesses in the community were destroyed because
- A. the majority of the rioters were white.
  - B. the rioters didn't want other blacks to be successful
  - C. a riot often leads to senseless acts of violence.
  - D. the rioters wanted new businesses in the community.
32. What is the source of conflict in this selection?
- A. A specific act of injustice and inequality.
  - B. An act of kindness that was not recognized.
  - C. A speech that enraged the audience.
  - D. There were too many people downtown.
33. After the Detroit Riot of 1967 white and black families moved to the suburbs for all of the following reasons **EXCEPT**
- A. the suburbs offered a sense of safety.
  - B. the suburbs offered religious freedom not available in Detroit.
  - C. much of the city of Detroit was destroyed.
  - D. to rebuild their lives after the riots.
34. The author tells the story mainly by
- A. relating the events in chronological order.
  - B. comparing different topics.
  - C. using his imagination and creativity.
  - D. using direct quotes from people involved in the riots.
35. What is the author's purpose in writing this selection?
- A. To document a childhood memory.
  - B. To persuade others not to riot.
  - C. To recall the Detroit Riot of 1967.
  - D. To express his opinion about rioting.

## Middle School - 8<sup>th</sup> Grade - Equality

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B *Rosa Parks: A Woman who Made a Difference*
2. D racial unrest.
3. B A woman who stood up for Equal Rights.
4. A equality is a way of life.
5. C segregation.
6. D indifferent.
7. B She wants them to continue to improve race relations in the country.
8. D She was tired of the mistreatment of her race.
9. A describe the life of Rosa Parks.
10. C equality is assured for everyone.
  
11. B unreasonable.
12. C he thought the girls might learn more if they made the decision.
13. A Maggie has an obvious disability that affects her performance.
14. B Cori was beginning to relax and think that things might be okay.
15. A The team did not want to lose.
16. B The girls don't want Maggie on the team.
17. A Rejected and left out.
18. D certain.
19. C position her in the lineup where it would least hinder the team's chance of winning.
20. B Cori dreaded the outcome of the vote.
  
21. C Take a stand against inequality.
22. A Discrimination is an unfair practice.
23. D To stand up for what is right.
24. B Determined and sympathetic.
25. A are not always tolerant of others.
  
26. C The riot was a senseless act of violence.
27. C Frustration is motivating?
28. D he was happy and enjoyed the atmosphere of the riot.
29. C the stores were easily looted.
30. D understanding.
31. C a riot often leads to senseless acts of violence.
32. A A specific act of injustice and inequality.
33. B the suburbs offered religious freedom not available in Detroit.
34. A relating the events in chronological order.
35. C To recall the Detroit Riot of 1967.