

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is adapted from Mary Helen Stefaniak, *The Cailiffs of Baghdad, Georgia: A Novel*. ©2010 by Mary Helen Stefaniak.

Miss Grace Spivey arrived in Threestep, Georgia, in August 1938. She stepped off the train wearing a pair of thick-soled boots suitable for hiking, a navy blue dress, and a little white tam that rode the waves
 5 of her red hair at a gravity-defying angle. August was a hellish month to step off the train in Georgia, although it was nothing, she said, compared to the 119 degrees that greeted her when she arrived one time in Timbuktu, which, she assured us, was a real
 10 place in Africa. I believe her remark irritated some of the people gathered to welcome her on the burned grass alongside the tracks. When folks are sweating through their shorts, they don't like to hear that this is *nothing* compared to someplace else. Irritated or
 15 not, the majority of those present were inclined to see the arrival of the new schoolteacher in a positive light. Hard times were still upon us in 1938, but, like my momma said, "We weren't no poorer than we'd ever been," and the citizens of Threestep were in the
 20 mood for a little excitement.

Miss Spivey looked like just the right person to give it to them. She was, by almost anyone's standards, a woman of the world. She'd gone to boarding schools since she was six years old; she'd
 25 studied French in Paris and drama in London; and during what she called a "fruitful intermission" in her formal education, she had traveled extensively in the

Near East and Africa with a friend of her grandmother's, one Janet Miller, who was a medical
 30 doctor from Nashville, Tennessee. After her travels with Dr. Miller, Miss Spivey continued her education by attending Barnard College in New York City. She told us all that at school the first day. When my little brother Ralphord asked what did she study at
 35 Barnard College, Miss Spivey explained that *Barnard*, which she wrote on the blackboard, was the sister school of Columbia University, of which, she expected, we all had heard.

It was there, she told us, in the midst of trying to
 40 find her true mission in life, that she wandered one afternoon into a lecture by the famous John Dewey, who was talking about his famous book, *Democracy and Education*. Professor Dewey was in his seventies by then, Miss Spivey said, but he still liked to chat
 45 with students after a lecture—especially female students, she added—sometimes over coffee, and see in their eyes the fire his words could kindle. It was after this lecture and subsequent coffee that Miss Spivey had marched to the Teacher's College and
 50 signed up, all aflame. Two years later, she told a cheery blue-suited woman from the WPA¹ that she wanted to bring democracy and education to the poorest, darkest, most remote and forgotten corner of America.

55 They sent her to Threestep, Georgia. Miss Spivey paused there for questions, avoiding my brother Ralphord's eye.

What we really wanted to know about—all twenty-six of us across seven grade levels in the one
 60 room—was the pearly white button hanging on a

string in front of the blackboard behind the teacher’s desk up front. That button on a string was something new. When Mavis Davis (the only bona fide seventh grader, at age thirteen) asked what it was for, Miss Spivey gave the string a tug, and to our astonishment, the whole world—or at least a wrinkled map of it—unfolded before our eyes. Her predecessor, Miss Chandler, had never once made use of that map, which was older than our fathers, and until that moment, not a one of us knew it was there.

Miss Spivey showed us on the map how she and Dr. Janet Miller had sailed across the Atlantic Ocean and past the Rock of Gibraltar into the Mediterranean Sea. Using the end of a ruler, she gently tapped such places as Morocco and Tunis and Algiers to mark their route along the top of Africa. They spent twenty hours on the train to Baghdad, she said, swathed in veils against the sand that crept in every crack and crevice.

“And can you guess what we saw from the train?” Miss Spivey asked. We could not. “Camels!” she said. “We saw a whole caravan of *camels*.” She looked around the room, waiting for us to be amazed and delighted at the thought.

We all hung there for a minute, thinking hard, until Mavis Davis spoke up.

“She means like the three kings rode to Bethlehem,” Mavis said, and she folded her hands smugly on her seventh-grade desk in the back of the room.

Miss Spivey made a mistake right then. Instead of beaming upon Mavis the kind of congratulatory smile that old Miss Chandler would have bestowed on her for having enlightened the rest of us, Miss Spivey simply said, “That’s right.”

¹ The Works Progress Administration (WPA) was a government agency that hired people for public and cultural development projects and services.

1

The narrator of the passage can best be described as

- A) one of Miss Spivey’s former students.
- B) Miss Spivey’s predecessor.
- C) an anonymous member of the community.
- D) Miss Spivey herself.

2

In the passage, Threestep is mainly presented as a

- A) summer retreat for vacationers.
- B) small rural town.
- C) town that is home to a prominent university.
- D) comfortable suburb.

3

It can reasonably be inferred from the passage that some of the people at the train station regard Miss Spivey’s comment about the Georgia heat with

- A) sympathy, because they assume that she is experiencing intense heat for the first time.
- B) disappointment, because they doubt that she will stay in Threestep for very long.
- C) embarrassment, because they imagine that she is superior to them.
- D) resentment, because they feel that she is minimizing their discomfort.

4

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

- A) Lines 2-5 (“She stepped . . . angle”)
- B) Lines 10-14 (“I believe . . . else”)
- C) Lines 14-20 (“Irritated . . . excitement”)
- D) Lines 23-25 (“She’d gone . . . London”)

5

Miss Spivey most likely uses the phrase “fruitful intermission” (line 26) to indicate that

- A) she benefited from taking time off from her studies in order to travel.
- B) her travels with Janet Miller encouraged her to start medical school.
- C) her early years at boarding school resulted in unanticipated rewards.
- D) what she thought would be a short break from school lasted several years.

6

The interaction between Miss Spivey and Ralphord serves mainly to

- A) suggest that Miss Spivey has an exaggerated view of what information should be considered common knowledge.
- B) establish a friendly dynamic between the charming schoolchildren and their indulgent and doting new instructor.
- C) introduce Ralphord as a precocious young student and Miss Spivey as a dismissive and disinterested teacher.
- D) demonstrate that the children want to amuse Miss Spivey with their questions.

7

In the third paragraph, what is the narrator most likely suggesting by describing Miss Spivey as having “wandered” (line 40) in one situation and “marched” (line 49) in another situation?

- A) Dewey, knowing Miss Spivey wasn’t very confident in her ability to teach, instilled in her a sense of determination.
- B) Talking with Dewey over coffee made Miss Spivey realize how excited she was to teach in the poorest, most remote corner of America.
- C) After two years spent studying, Miss Spivey was anxious to start teaching and be in charge of her own classroom.
- D) Miss Spivey’s initial encounter with Dewey’s ideas was somewhat accidental but ultimately motivated her to decisive action.

8

According to the passage, Miss Spivey ended up in Threestep as a direct result of

- A) her friendship with Janet Miller.
- B) attending college in New York City.
- C) talking with a woman at the WPA.
- D) Miss Chandler’s retirement from teaching.

9

In the passage, when Miss Spivey announces that she had seen camels, the students’ reaction suggests that they are

- A) delighted.
- B) fascinated.
- C) baffled.
- D) worried.

10

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

- A) Lines 82-84 (“She looked . . . thought”)
- B) Lines 85-86 (“We all . . . up”)
- C) Lines 87-90 (“She means . . . room”)
- D) Lines 91-95 (“Instead . . . right”)