You are most basically a blend of your biological parents. Your genetic material is a combination of their genetic material. A human typically has 46 chromosomes that contain his or her DNA, commonly referred to as genes. 23 chromosomes are provided by the maternal egg and 23 chromosomes are provided by the paternal sperm. Whether fertilization—the combining of an egg and a sperm cell—happens naturally or in a laboratory setting, the egg and sperm must be added together. Only once the egg is fertilized, with a complete set of genetic material, will it begin to divide and grow into an unborn fetus.

This combination of two incomplete sets of genetic materials accounts for trait variation and change (or evolution) across a sexually reproducing population. Charles Darwin, an English naturalist who lived and studied during the 19th century, was among the first scientists to observe and identify this phenomenon. For Darwin, his observations were ultimately clarified on a globe-spanning voyage aboard the HMS (Her Majesty's Ship) Beagle. It was captain Robert Fitzroy who brought Darwin on board for what was, in fact, the second voyage of the Beagle (from December 27, 1831 to October 2, 1836). The Beagle's mission was to survey the coastlines of South America, in order to render more accurate charts and maps. Darwin took advantage of these trips to explore the South American inland, and catalogue the various flora and fauna (plant and animal life) and various geological conditions. The Beagle's visit to the Galapagos Islands proved to be the most important for Darwin's studies.

It was on the various Galapagos Islands that Darwin first noted what are now classically referred to as Darwin's finches. He originally referred to these birds in scattered notes as either mockingbirds or wrens. It was only after his return to England and consultation with other scientists that Darwin came to understand these birds as different species of finches. This clarifying point led Darwin to reconsider his findings and ultimately arrive at his most compelling conclusions regarding variation and evolution.

Darwin gave special attention to the different beaks among these different species of finches. He
considered how a certain beak might be better suited for consuming a specific type of food. For example, a larger beak might be better suited for cracking seeds and nuts with harder shells that may fall to the ground. Smaller and more nimble beaks might be better suited for catching insects quickly in mid-air. He also noted that larger finches tended to be found foraging for food on the ground, while smaller finches stayed perched in trees. When Darwin turned his mind to questions of why each bird had been bestowed with these particular features and habits, he ultimately began to formulate his theory of natural selection.

Darwin understood each human to be a product of his or her parents. He recognized that a child, while resembling each parent, has a varied collection of the traits both parents managed to pass on. In that capacity for variation, Darwin saw potential for adaptation. If finch offspring were endowed with more advantageous traits, a larger beak perhaps, better at cracking seeds that have fallen to ground, then that particular bird would live a more successful life. With a greater inherent ability to consume food, that particular finch would stand a greater chance of living long enough to find a mate and produce offspring of its own. Thus, the advantageous variation would be passed on. As a population accumulates advantageous variations across generations, this piecemeal process builds into what is called speciation. The evolutionary process, called survival of the fittest, results in the formation of a new species.

Evolutionary scientists have over the years come to appreciate just how serendipitous an event Darwin's visit to the Galapagos Islands was. We might go as far as to consider the Galapagos Islands a natural laboratory, perfectly suited to observe the various results of evolutionary processes. We must first reconsider the phenomena of variations across a population being passed on through subsequent generations. If the population is very large or in close proximity to, and can interbreed with other populations of the same species, advantageous traits must trickle down over many generations before a critical number of individuals can be cast as a distinct species. However, if the population is small and isolated (only able to breed amongst itself), then an advantageous variation might only be passed down through relatively few subsequent generations before a new species distinguishes itself.

The Galapagos Islands provided the perfect environment for accelerated evolution and speciation in Darwin’s finches. The populations were small and perhaps most importantly, isolated from mainland South America. This allowed sexual reproduction and individual cases of mutation to introduce advantageous traits and disadvantageous traits that would not be diffused across a very large population. Darwin noted specifically that, while of distinctly different species, the finches of the Galapagos bore some resemblance to the finches of mainland South America. Perhaps a strong wind blew ancestral finches flying along South America’s coastline off course. The disoriented ancestors ultimately found a home on the more recently formed volcanic islands of the Galapagos. The newly settled population bred. The individuals among subsequent generations that were fitter or better adapted to certain conditions of the population’s new home, continued the breeding process, and thus, new species evolved. Those individuals that inherited disadvantageous traits, given environmental stressors, stood a greater chance of dying off before they could reproduce and pass the traits on to their offspring.
1. Who was Charles Darwin?
   A. the captain of a ship whose mission was to survey the coastlines of South America
   B. a boy who grew up on the Galapagos Islands and later moved to England
   C. one of the first scientists who identified the phenomenon of evolution
   D. a scientist known for studying the planets and discovering Neptune

2. What is the sequence of events in this passage?
   A. Darwin observed finches; Darwin developed his theory of natural selection; Darwin sailed to the Galapagos Islands.
   B. Darwin observed finches; Darwin sailed to the Galapagos Islands; Darwin developed his theory of natural selection.
   C. Darwin developed his theory of natural selection; Darwin sailed to the Galapagos Islands; Darwin observed finches.
   D. Darwin sailed to the Galapagos Islands; Darwin observed finches; Darwin developed his theory of natural selection.

3. Advantageous traits are passed on from a finch to its offspring.
   What evidence from the passage supports this statement?
   A. In his notes, Darwin first referred to the finches on the Galapagos Islands as mockingbirds or wrens.
   B. Having advantageous traits increases the chance that a finch will live long enough to produce offspring.
   C. The mission of the Beagle was to survey the coastlines of South America in order to make better maps
   D. A strong wind may have blown finches flying along South America’s coastline toward the Galapagos Islands.
4. How likely to survive is a finch with disadvantageous traits compared to a finch with advantageous traits?

A. A finch with disadvantageous traits is much more likely to survive than a finch with advantageous traits.
B. A finch with disadvantageous traits is somewhat more likely to survive than a finch with advantageous traits.
C. A finch with disadvantageous traits is as likely to survive as a finch with advantageous traits.
D. A finch with disadvantageous traits is less likely to survive than a finch with advantageous traits.

5. What is this passage mostly about?

A. the evolutionary process and how Darwin discovered it
B. the finches living on the mainland of South America
C. the 46 chromosomes that contain a person's DNA
D. the charts and maps that existed before the second voyage of the Beagle

6. Read these sentences: "If finch offspring were endowed with more advantageous traits, a larger beak perhaps, better at cracking seeds that have fallen to ground, then that particular bird would live a more successful life."

What does the word "advantageous" mean above?

A. confusing
B. slow
C. helpful
D. harmful
7. Choose the answer that best completes the sentence below.

Darwin observed finches in the Galapagos Islands, _______ developing a theory based on those observations.

A. in contrast
B. previously
C. currently
D. ultimately

8. What kind of food might a small, nimble beak help a finch catch?

_______

_______

_______

9. What does the evolutionary process result in?

_______

_______

_______

10. Summarize the process of evolution.

_______

_______

_______

_______
Lincoln's Second Inaugural Address

by Abraham Lincoln

Abraham Lincoln's second inaugural address

United States Capitol, Washington, D.C., March 4, 1865

Fellow Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war-seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew
that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.
Name: ____________________________ Date: ____________

1. When did this speech take place?

   A. on the day before the Civil War began
   B. on the occasion of President Lincoln's second inauguration
   C. on the occasion of President Lincoln's first inauguration
   D. on the day after the Civil War began

2. In his speech, Abraham Lincoln explains a cause of the Civil War. What was this cause?

   A. taking the oath of the presidential office for a second time
   B. asking God's assistance in wringing bread from other men
   C. conflicting desires to strengthen, perpetuate, and extend an interest in slaves
   D. reading the same Bible and praying to the same God

3. The North and South shared some common interests.

   What evidence from Lincoln's speech supports this conclusion about the interests of the North and South?

   A. Lincoln said that all dreaded civil war and all sought to avert it.
   B. Lincoln said that slavery ended before the Civil War did.
   C. Lincoln said everyone knew that an interest in slaves was the cause of the war.
   D. Lincoln said that colored slaves made up one-eighth of the whole population.

4. What is the tone of this speech?

   A. accusatory
   B. reflective
   C. defensive
   D. celebratory
5. What is a main message of this speech?
   A. Despite their differences, the North and South must work together to achieve peace.
   B. The nation has finally moved past the Civil War and is now prospering again.
   C. The South is solely to blame for the Civil War and should therefore be punished.
   D. The occasion of President Lincoln's second inauguration is a time to celebrate.

6. Read this sentence from the text.

"Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came."

What does the phrase "deprecated war" mean here?
   A. looked forward to war
   B. disliked war
   C. prepared for war
   D. did not understand war

7. Choose the answer that best completes the sentence.

__________ both parties read the same Bible and pray to the same God, the prayers of both could not be answered.

   A. Because
   B. Before
   C. Since
   D. While
8. Read the following quote from the speech.

"Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh."

To what offense does this quote refer?


9. Read this sentence from the text.

"With malice toward none, with charity for all, ... let us strive on to finish the work we are in, to bind up the nation's wounds, ... to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

What might it mean to "bind up the nation's wounds"?
10. What might Lincoln have wanted the North and South to understand after listening to his speech?

Support your answer with evidence from the text.
Sergei Bobunets, lead singer of a Russian rock band, had just stepped outside when the sky fell apart.

"I looked up, and suddenly the sky lit up with a bright light, and something that looked like the sun fell," Bobunets said, trying to make sense of one of the most powerful events on Earth: a meteor strike. Bobunets was standing 125 miles north of Chelyabinsk, a city in Russia which on February 15, 2013, witnessed perhaps the best-documented meteor fall in human history.

Eyewitnesses recorded the fireball with their phones and digital cameras. A European weather satellite took a photo of the meteor as it streaked through the atmosphere, and a Chinese satellite captured the meteor's vapor plume. Thousands of people saw the flash of light and felt the shock wave after the meteor crashed into Earth.

"I looked out the window and saw a huge line of smoke, like you get from a plane, but many times bigger," Sergei Serskov, an office worker in Chelyabinsk, told the BBC. "A few minutes later the
window suddenly came open, and there was a huge explosion, followed by lots of little explosions. It felt like a war zone."

The meteor was not very big. It was about 57 feet long, a little longer than a normal city bus. But it was super dense, weighing about 11,000 tons—more than the Eiffel Tower. And it was moving extremely fast. Scientists estimated its speed at 41,000 miles per hour, or about 50 times the speed of sound. Its tremendous speed was the main factor in its enormous destructive power. When the meteor exploded 14 miles above the Earth it released a bright flash of light, a powerful heat wave, and a shock wave with roughly 20 to 30 times more energy than the atomic bomb detonated at Hiroshima. The explosion damaged 7,200 buildings in six cities and about 1,500 people were injured, mostly from flying glass.

"My eyes are still hurting," an eyewitness wrote on an Internet forum soon after the impact. "Oh, my God, I thought the war had begun."

The widespread destruction caused by the Chelyabinsk meteor gives proof to the rule of physics that the faster an object is moving, the more energy it has. A bus on the street that loses control could slam into a building and kill a few people. A bus flying through space at 50 times the speed of sound could wipe out an entire city.

The Chelyabinsk meteor is also an example of how energy moves. First there was the meteor itself, which was moving energy simply by its movement through space. As it encountered Earth's atmosphere, the meteor ran into increased resistance from air and dust molecules, which released some of its energy in the forms of heat and light. And when it exploded, the meteor radiated its energy over the Russian sky in the forms of blinding light, piercing sound, a shock wave strong enough to collapse buildings and knock people off their feet, and continued physical motion in the form of thousands of rocks falling to the ground. The only known type of energy the meteor did not give off was electricity.

While the Chelyabinsk meteor was the best-documented in history, it was not especially large or powerful as meteors go. The most destructive event in recorded history is believed to have been a meteorite that crashed into Earth above Russia's Tunguska River in 1908. Scientists estimate the object was about 330 feet across. It flattened 80 million trees over 830 square miles of forest, and created a destructive force 1,000 times more powerful than the atomic bomb dropped over Hiroshima. The shock wave shook buildings and knocked people off their feet hundreds of miles away. For the next few nights, night skies across Europe and Asia glowed, possibly caused by sunlight bouncing off particles left by the meteor's tail and dust raised by its impact.

Widespread casualties were avoided because the area was so thinly populated, but there were eyewitnesses to the explosion. "The sky split in two, and fire appeared high and wide over the forest," a witness named S. Semenov told a researcher. "At that moment I became so hot that I couldn't bear it, as if my shirt was on fire...I wanted to tear off my shirt and throw it down, but then the sky shut closed, and a strong thump sounded, and I was thrown a few meters."

No other object visible to humans travels as fast or carries as much energy as meteors do. As the world fills with electronic cameras and sensors, we may be able to learn more about smaller meteors such as the one at Chelyabinsk before once more facing the destructive power of a mammoth meteor like the one at Tunguska.
1. What did Sergei Bobunets witness?
   A. a meteor strike
   B. a plane crash
   C. the bombing of Hiroshima
   D. the sun falling

2. How does the author describe the meteor strike at Chelyabinsk?
   A. The meteor strike had very few witnesses and was not well documented.
   B. It was the most destructive meteor strike in documented history.
   C. The meteor strike created a bright flash of light, a heat wave, and a shock wave.
   D. The meteor strike was in a thinly populated area and did not hurt anyone.

3. The Chelyabinsk meteor was a little longer than a normal city bus and moved at 50 times the speed of sound. A bus on the street that loses control could slam into a building and kill a few people. A bus flying through space at 50 times the speed of sound could wipe out an entire city.

Which conclusion does this information best support?
   A. Objects release energy.
   B. The faster an object is moving, the more energy it has.
   C. Bus-sized objects can be dangerous.
   D. The size of an object determines how fast it can move.

4. When did the Chelyabinsk meteor most likely contain the most energy?
   A. after it exploded
   B. when it exploded
   C. as it encountered Earth's atmosphere
   D. before it encountered Earth's atmosphere
5. What is this passage mostly about?
   A. Sergei Bobunets
   B. atomic bombs
   C. meteor strikes
   D. astrophysics

6. Read the following sentence: "As the world fills with electronic cameras and sensors, we may be able to learn more about smaller meteors such as the one at Chelyabinsk before once more facing the destructive power of a mammoth meteor like the one at Tunguska."

What does "mammoth" mean in this context?
   A. very, very large
   B. a hairy animal from the Ice Age
   C. something frightening
   D. lacking in force

7. Choose the answer that best completes the sentence below.

When a meteor explodes in the sky, it radiates its energy in various forms, ________ light, sound, and heat.
   A. consequently
   B. above all
   C. currently
   D. including

8. What object visible to humans travels the fastest and carries the most energy?
9. What were the differences between the meteor strikes at Chelyabinsk and Tunguska?


10. Explain why it is important to study meteors. Support your answer with details from the passage.


New Orleans and the History of Jazz [Abridged]

by Loren Schoenberg

This essay is provided courtesy of the Glider Lehrman Institute of American History. It has been abridged by ReadWorks.

New Orleans is a city built in a location that was by any measure a mistake. North American settlers needed a way to import and export goods via the Mississippi River, so a city was created atop swamps. By virtue of its location and its role in the international economy, New Orleans became home to a population that was as heterogeneous as any. Besides the French and, for a time, Spanish colonial powers, other groups included African Americans (both free and slave), people from the Caribbean and Latin America, and Scandinavians and other Europeans. The United States purchased Louisiana from France in 1803 (for $15M), and this more than doubled the size of the young country. The Louisiana Territory included parts of Alberta and Saskatchewan, as well as almost a quarter of the modern-day United States. Naturally, New Orleans became one of the country’s major cities. Its variegated racial realities played a major role in the spiritual and moral lives of Abraham Lincoln and Walt Whitman, both of whom first witnessed the true cruelties of slavery there. In his series of essays that eventually comprised the classic The Cotton Kingdom, Frederick Law Olmsted stated the following about New Orleans in the mid-1850s:

“I doubt if there is a city in the world, where the resident population has been so divided in its origin, or where there is such a variety in the tastes, habits, manners, and moral codes of the citizens. Although this injures civic enterprise—which the peculiar situation of the city greatly demands to be directed to means of cleanliness, convenience, comfort, and health—it also gives a greater scope to the working of individual enterprise, taste, genius, and conscience; so that nowhere are the higher qualities of man—as displayed in generosity, hospitality, benevolence, and courage—better developed, or the lower qualities, likening him to a beast, less interfered with, by law or the action of public opinion.”

In the eighteenth and nineteenth centuries, the Crescent City, as it was known (due to the curvature of the Mississippi River as it surrounds the city), was alive with music. Music served as a psychological shield against the floods, fires, epidemics, and riots that marked New Orleans history, for it provided an excuse to forget, or a spur to overcome, the problems brought on by both nature
and society. The most original form of that music, jazz, has come to be synonymous with New Orleans.

In the nineteenth century, balls or public dances were held in many American cities, and those in New Orleans were legendary—both for their popularity and their interracial audiences. To attract the maximum number of people to the dance floor, the bands of nineteenth-century New Orleans gradually mixed and matched musical styles, sowing the seeds of jazz. No musical genre was more popular than opera, and the arias that could be heard throughout the city day in and day out had a profound impact on the melodic styles of the musicians who created the jazz idiom, most notably the pianist/composer Jelly Roll Morton, reedman Sidney Bechet, and trumpeter/vocalist Louis Armstrong. Their precursors included the Creole composer Louis Moreau Gottschalk who, as far back as the mid-nineteenth century, wrote such works as "The Banjo" and "Bamboula," which combined African and European idioms in a fresh and daring manner.

But if there is one specific place where the roots of jazz can be traced, it would be in Congo Square, where slaves were allowed to dance and generally express themselves. This is where the cultural mix that remains at the root of American (and subsequently, much of the world's) popular music began. The slaves' various forms of expression, rooted in Africa, intermingled with the New World. This outlet for the myriad emotions engendered by racism and slavery (as well as the hard-to-find and hard-won joys of life in such situations) started a stream of music that led to Buddy Bolden.

By all accounts, this barber/cornetist was the first musician whose music could be called jazz. It was the early twentieth century, and Bolden took ragtime, the music of day, and played it in a rough-and-ready style with the vocal and improvisatory feeling of the blues. Ragtime was conceived as a delicate, non-improvisatory style of piano music. Bolden's transmogrification of it into a harder-edged improvisatory, horn-based form laid the groundwork for jazz bands of the future. His pioneering efforts inspired the next generation of musicians, including cornetist Joe "King" Oliver, who refined the approach into something far more sophisticated. At the root of the mature New Orleans style that Oliver and his band championed was a polyphonic approach to ensemble playing. This means that the horn players (two trumpets, clarinet, and trombone) all played concurrently. To do this without sounding jumbled called for each musician to listen intently to the others while simultaneously creating their own responses. One way to listen to classic New Orleans jazz at its best is to imagine the complexity of the melodies as a representation of its polyglot communities. It's worth noting that at the very time that Bolden's band was at its peak, the injustices of Plessy v. Ferguson were making themselves manifest in the Crescent City and across the country.

[...]

[In 1917, the Storyville district of New Orleans was closed, and its population of entertainment-related workers had to look to other cities for employment.] This coincided with the general migration northward of southern blacks, and within a few years many of the major players were relocating in Chicago (and more than few in California). This left the gap that the young Louis Armstrong filled (he was born in 1901, just a year too early to be drafted) and within a few years he rose to the top, eventually joining his mentor Oliver in Chicago in late 1922.

Armstrong's travels took him to Chicago and then to New York. Jazz continued to survive in varying degrees in New Orleans as the music spread around the world, and by the 1940s the Crescent City became a Mecca for jazz lovers. There also continued to be a steady stream of first-rate jazz
musicians who came from New Orleans and participated in all the current streams of music that were developing in Kansas City, Los Angeles, and New York. A short list would include tenor saxophonist Lester Young, who came to fame with Count Basie's band, Ornette Coleman's drummer Ed Blackwell, and in more recent years, the trumpeter/composer Wynton Marsalis. Of course, in terms of R&B and its offshoots, we only have to mention the names Fats Domino, Harry Connick, Dr. John, Professor Longhair, and Aaron Neville to be reminded of how New Orleans has stayed close to the core of popular music to this day.

It was a tragedy that brought New Orleans back to the world's attention in the summer of 2005 when Hurricane Katrina not only ripped the city and its environs apart, but also exposed the racial and cultural dysfunctions that still exist in the United States. The city that never should have been there gave the world a tremendous cultural gift, jazz, whose progeny, popular music, was ultimately employed in fundraisers around the world to try to save New Orleans. Students and teachers alike will gain a new understanding of our nation's past by looking into the untold strands of world history that are inextricably bound to the Crescent City.


The full text can be found on the Gilder Lehrman Institute of American History website. The website requires registration for a free subscription. www.gilderlehrman.org
1. What form of music has come to be synonymous with New Orleans?
   A. ragtime  
   B. opera  
   C. jazz  
   D. blues

2. The article contrasts ragtime with jazz. What is one difference between these forms of music?
   A. Improvisation is more important to ragtime than to jazz.  
   B. Improvisation is more important to jazz than to ragtime.  
   C. Jazz is played mainly on the piano, while ragtime is played mainly on the trumpet.  
   D. Ragtime is usually played by many instruments, while jazz is usually played by one instrument.

3. Jazz was influenced by other music.

What evidence from the text supports this statement?

A. "Music served as a psychological shield against the floods, fires, epidemics, and riots that marked New Orleans history, for it provided an excuse to forget, or a spur to overcome, the problems brought on by both nature and society."

B. "No musical genre was more popular than opera, and the arias that could be heard throughout the city day in and day out had a profound impact on the melodic styles of the musicians who created the jazz idiom..."

C. "One way to listen to classic New Orleans jazz at its best is to imagine the complexity of the melodies as a representation of its polyglot communities."

D. "Jazz continued to survive in varying degrees in New Orleans as the music spread around the world, and by the 1940s the Crescent City became a Mecca for jazz lovers."
4. Reread Frederick Law Olmstead's statement about New Orleans.

"I doubt if there is a city in the world, where the resident population has been so divided in its origin, or where there is such a variety in the tastes, habits, manners, and moral codes of the citizens. Although this injures civic enterprise-which the peculiar situation of the city greatly demands to be directed to means of cleanliness, convenience, comfort, and health-it also gives a greater scope to the working of individual enterprise, taste, genius, and conscience; so that nowhere are the higher qualities of man-as displayed in generosity, hospitality, benevolence, and courage-better developed, or the lower qualities, likening him to a beast, less interfered with, by law or the action of public opinion."

Based on this statement, how can Olmstead's opinion of New Orleans be summarized?

A. New Orleans is a city whose residents are more generous, noble, hospitable, and benevolent than people anywhere else.

B. New Orleans is a city whose lack of legal regulation has harmful effects on its residents.

C. New Orleans is a city where cleanliness, comfort, and health are more difficult to maintain than in most other cities.

D. New Orleans is a city whose extreme diversity has both positive and negative effects.

5. What is the main idea of this article?

A. Jazz emerged from the cultural diversity and uniqueness of New Orleans.

B. New Orleans was founded because North American settlers needed a way to transport goods along the Mississippi River.

C. Congo Square is a place in New Orleans where slaves were allowed to dance and express themselves.

D. Lester Young, Ed Blackwell, and Wynton Marsalis are all first-rate jazz musicians who came from New Orleans.
6. Read these sentences from the text.

"By virtue of its location and its role in the international economy, New Orleans became home to a population that was as heterogeneous as any. Besides the French and, for a time, Spanish colonial powers, other groups included African Americans (both free and slave), people from the Caribbean and Latin America, and Scandinavians and other Europeans."

Based on these sentences, what does the word "heterogeneous" mean?

A. varied or diverse  
B. complicated or difficult to understand  
C. prosperous or wealthy  
D. violent or combative

7. Read this sentence from the text.

"The city that never should have been there gave the world a tremendous cultural gift, jazz, whose progeny, popular music, was ultimately employed in fundraisers around the world to try to save New Orleans."

Which word does the pronoun "whose" refer to?

A. "city"  
B. "gift"  
C. "jazz"  
D. "music"

8. How does the author suggest listening to classic New Orleans jazz?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

9. Name five different groups of people who made up the population of New Orleans.
10. How does jazz reflect the city of New Orleans? Support your answer with evidence from the article.
Loveliest of Trees
by A.E. Houseman

Loveliest of trees, the cherry now
Is hung with bloom along the bough,
And stands about the woodland ride
Wearing white for Eastertide.

Now, of my threescore years and ten,
Twenty will not come again,
And take from seventy springs a score,
It only leaves me fifty more.

And since to look at things in bloom
Fifty springs are little room,
About the woodlands I will go
To see the cherry hung with snow.
1. What does the speaker call the "loveliest of trees"?
   A. the white tree
   B. the maple tree
   C. the cherry tree
   D. the oak tree

2. What does the poet describe in the first verse of the poem?
   A. the wood's decorations for Easter
   B. a tree in the woods hung with bloom
   C. a bright red tree in the woods
   D. the path he or she takes through the woods

3. Read these lines from the poem:

   Loveliest of trees, the cherry now
   Is hung with bloom along the bough,
   And stands about the woodland ride
   Wearing white for Eastertide.

   Based on this evidence, which season does this verse reflect?
   A. summer
   B. winter
   C. fall
   D. spring
4. The speaker of the poem is twenty years old and expects to live till he or she is seventy.

What lines from the poem best support this conclusion?

A. And stands about the woodland ride / Wearing white for Eastertide.
B. And since to look at things in bloom / Fifty springs are little room,
C. Now, of my threescore years and ten, / Twenty will not come again,
D. Fifty springs are little room, / About the woodlands I will go

5. What is a main theme of this poem?

A. Nature is most lovely in the springtime, when everything is in bloom.
B. Life is relatively short, so you should enjoy the world’s beauty while you are able.
C. It is important to view cherry trees as often as possible because of their short lifespans.
D. There is plenty of time in life to do both the things you must do and the things you want to do.

6. Read the final verse from the poem:

And since to look at things in bloom
Fifty springs are little room,
About the woodlands I will go
To see the cherry hung with snow.

What does the poet mean by the phrase "little room" in this verse?

A. a small space
B. too much time
C. a short season
D. not much time
7. Read these lines from the poem:

Now, of my threescore years and ten,

Twenty will not come again,

And take from seventy springs a score,

It only leaves me fifty more.

What does the phrase "fifty more" in the last line of this verse refer to?

A. winters
B. scores
C. trees
D. springs

8. During which part of the year does the speaker view the cherry tree?

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9. Why does the speaker decide to go to the woodlands and see the cherry tree "hung with snow?" Use evidence from the text to support your answer.

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10. Based on the poem, how might the speaker be described? Be sure to address the kinds of things the speaker appreciates, enjoys, or values. Use evidence from the text to support your answer.