Excerpts from the United States Constitution, Article II

Section 1:

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

[..]

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

[..]

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument [salary or profit] from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."
Section 2:

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States . . .

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

[. . .]

Section 3:

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4:

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Excerpt from the 25th Amendment

Section 1:

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.
Role of the President of the United States - Comprehension Questions

Name: _______________________________ Date: ________________

1. How long is a presidential term?
   A. five years
   B. eight years
   C. four years
   D. six years

2. What does the second paragraph describe?
   A. who is eligible to become President
   B. the responsibilities of the President
   C. what happens if the President dies in office
   D. how the President will be compensated

3. The president needs the approval of the Senate to make treaties with other countries. What evidence from the passage supports this statement?
   A. "He shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls..."
   B. "He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."
   C. "But the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments."
   D. "He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient."

4. The president is required to be at least 35 years old. Why might this be?
   A. to ensure that no children run for president
   B. to ensure that he understand the needs of the people
   C. to ensure that the president is healthy enough
   D. to ensure the president has enough experience
5. What are these excerpts from Article II of the United States Constitution mostly about?

A. the role and responsibilities of the President
B. the creation of the United States Constitution
C. why the President must be at least 35 years old
D. the oath the President must take when he is sworn in

6. Read the following sentence: "The President, Vice President and all civil Officers of the United States, shall be removed from Office on impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors."

What does the word "impeachment" mean?

A. the act of stealing money from the government
B. the act of charging a public official with a crime
C. the act of running for public office
D. the act of creating new laws and regulations

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

_________ the president may take office, he must swear an oath.

A. Although
B. Finally
C. Before
D. For example

8. What happens if the president dies, resigns, or is removed from office?
9. Name two things for which the president needs the consent of the Senate.

10. Why did the writers of the Constitution likely put rules in place that require the president to have approval of the Senate?
Water makes up nearly three-quarters of the Earth's surface, but it does more than just cover our planet - it also plays a vital role in shaping it.

Consider the Grand Canyon. Measuring 277 miles long, 18 miles wide and more than 1 mile deep, it is considered one of the Seven Natural Wonders of the World and attracts more than 5 million visitors per year. This geological marvel was created by the waters of the Colorado River through the processes of weathering and erosion. Weathering is the process by which moving water breaks down soil, rock and minerals, and erosion is the process by which the flowing water transports soil and rock from one spot and deposits it elsewhere. The two processes often occur in conjunction.

Weathering and erosion are very slow processes. Geologists believe the Colorado River has been flowing through the Grand Canyon for at least 17 million years, and it has been gradually shaping the canyon this entire time. The flowing water of the river and its tributaries has carved away at the rock of the Colorado Plateau, creating the sight we are familiar with today.

Caves and caverns are another example of weathering and erosion. Limestone caves, such as the Carlsbad Caverns in New Mexico, are formed when rainwater mixes with carbon dioxide in the ground and wears away at the limestone. Sea caves, which can be found along coastlines, are formed when powerful waves crash against the shore and break away chunks of rock. Ice caves are formed when glaciers melt, and the ice melt flows across the ground as a stream.

You don't have to travel very far to see the effects of weathering and erosion for yourself, though. If you've ever been to the beach, you've already seen evidence of how powerful of a force moving water can be - and all you had to do was look down. The sand covering the beach is actually the
result of rocks being broken down into tiny pieces and then washed ashore by the waves.

Although weather and erosion are responsible for creating beautiful sights such as sandy beaches and the Grand Canyon, there are many negative consequences as well. Landslides are some of the most dangerous side effects of erosion. When hillsides or mountainsides are gradually worn away, they can become unstable and break down, especially when triggered by extreme weather such as floods, heavy rain or snow. Every year, landslides cause massive amounts of property damage and casualties.

Erosion is a natural process, and it is often beneficial for the planet. However, excessive erosion can cause major problems, including desertification and the ecological collapse of entire areas. If erosion happens at a pace faster than the land can regenerate itself, this can render the land desert-like and incapable of supporting life. Believe it or not, soil is actually a valuable and nonrenewable resource, as it contains nutrients and minerals crucial for agricultural productivity. It takes thousands and thousands of years to build up enough soil in a region for the land to be productive, but erosion can wear it away much faster than that, especially at the rate it has been occurring in recent decades. Over the past 40 years, the world has lost 30 percent of its agriculturally productive land as a result of erosion.

Although erosion occurs naturally at a very slow rate, human activities have sped up the process by an estimated 10 to 40 times globally. The biggest culprit is unsustainable agricultural practices and the industrialization of agriculture. The mechanized equipment used in modern agriculture allows for deep plowing of the soil. This breaks the soil into finer particles, which is desirable for agriculture because it facilitates planting and also increases the plants' access to oxygen. However, deep plowing also increases the amount of soil that is vulnerable to being washed away by erosion. Throughout much of history, plowing had to be done manually, and it was a labor-intensive process. With the mechanization of agriculture, farmers are able to plow much deeper and more often than ever before, resulting in disastrous consequences for soil quality.

The effect of erosion on soil productivity has been felt all over the world, in Africa, Asia, Australia, New Zealand, the United States and Southern and Eastern Europe. In more affluent countries, the use of artificial fertilizer has become more prevalent as a way to offset the reduction in soil quality that occurs when the nutrient-rich layers of topsoil are washed away. However, this in turn has created a new set of problems. Over-application of fertilizer is common, and much of the excess gets washed away and transported to nearby bodies of water, where the nutrients in the fertilizer can upset the local ecosystem.

Deforestation has also played a role in the rapid increase in erosion globally. Trees and plant roots naturally bind the soil and anchor it to prevent too much from being washed away. They also provide cover and reduce the speed at which rain hits the ground, absorbing much of the impact. This allows the water to trickle to the ground and absorb slowly, rather than flow over the surface and wash away the soil. Deforestation of lands for agriculture and development has rendered large regions of the world unproductive. The effect is amplified in areas that are used for urban development, where the ground is covered with a layer of asphalt or concrete. These surfaces make it difficult for water to penetrate the ground, and increase the volume of runoff to surrounding areas. In addition, the runoff from urban areas is often polluted with fuel, oil and other chemicals.

Lastly, climate change has led to more extreme climate events, including extreme rainfall and hurricanes. Scientists predict that increased rainfall intensity and quantity will lead to greater rates of
erosion. Rising sea levels have also increased the rate of coastal erosion, which has been increasingly problematic for low-lying developed areas along the coast, such as in Florida and Hawaii.

As erosion has become a bigger problem in past decades, scientists have been working to better understand the phenomenon. In 1965, American scientists came up with the Universal Soil Loss Equation, a way to estimate soil erosion by raindrop impact and surface runoff. The mathematical equation has since been applied all over the world, helping scientists predict which conservation measures will have the greatest impact on reducing soil loss.

Scientists have found that the most effective way to reduce soil loss from erosion is to increase the amount of vegetative cover (from grass, plants and trees, for example) on the ground. In recent years, there has also been a gradual shift toward more ecologically conscious agricultural practices. Societies around the world have begun to feel the devastating effects of decades of unsustainable agricultural practices and deforestation, and many have started taking preventative measures. As the consequences of modern industrial agriculture have become apparent, farmers have been encouraged to take steps to reduce erosion. It is now considered good practice to minimize plowing of the land to preserve the integrity of the soil. Crop rotation is a good alternative: planting different kinds of crops can improve soil structure and keep the soil enriched with necessary nutrients and minerals, and with better soil, frequent plowing becomes less necessary.

However, despite all measures to prevent soil loss, it's important to remember that humans will never have complete control over the processes of weathering and erosion. Water will continue to shape the world we live in, sometimes for better and sometimes for worse, and it's up to us to simply make the best of it.
1. What are the processes by which water can shape the Earth?
   A. deforestation and climate change
   B. weathering and erosion
   C. soil productivity and fertilization
   D. deep plowing and agriculture

2. What does the author list and describe in the passage?
   A. the positive effects of industrialization
   B. the tourism industry around the Grand Canyon
   C. the history of climate change
   D. the ways that moving water can shape and change the land

3. Excess erosion can be a large problem. What details from the text support this conclusion?
   A. Rapid erosion can leave the land desert-like and unable to sustain life.
   B. Beautiful and massive structures like the Grand Canyon are made by erosion.
   C. The Universal Soil Loss Equation estimates soil erosion by raindrop impact and surface runoff.
   D. Weathering and erosion turn rocks into sand.

4. How does the author present the Grand Canyon and the Carlsbad Caverns?
   A. as effects of landslides
   B. as geological mysteries
   C. as negative effects of erosion
   D. as positive effects of erosion

5. What is the main idea of this passage?
   A. Erosion is a natural process, and it is often beneficial for the planet.
   B. Agricultural practices and industrialization are changing to address the issues of erosion.
   C. Erosion and weathering are powerful effects of water that can have harmful effects.
   D. Deforestation has played a role in the rapid increase in erosion globally.
6. Read the following sentences: "In recent years, there has also been a gradual shift toward more ecologically conscious agricultural practices. Societies around the world have begun to feel the devastating effects of decades of unsustainable agricultural practices and deforestation, and many have started taking preventative measures."

As used in the passage, what does the word "unsustainable" mean?

A. dangerous to farmers
B. not able to be maintained
C. very important
D. unhealthy to animals

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

Human activities have sped up the process of erosion by an estimated 10 to 40 times globally. __________, farmers have been encouraged to take steps to reduce erosion.

A. Before
B. Since
C. Consequently
D. Because

8. Describe how the Grand Canyon formed.
9. What are some of the main reasons for the large global increase in the rate of erosion?


10. Has the rapid rise of erosion rates been adequately recognized by farmers and scientists as a problem? Use specific evidence from the passage to support your answer.


It was a light, spring Sunday in Brooklyn, New York. Doug and his wife, Eve, were enjoying it with their copy of the Sunday New York Times newspaper, which they would pleasingly read section by section over a hearty breakfast of eggs, bacon, and, of course, some warm and soft New York City bagels.

Both Doug and Eve were hardworking people, having to commute by subway throughout the week into different parts of their neighboring borough of Manhattan where both of their offices were located. Therefore, they usually took full advantage of their days off by lounging around their apartment, reading and watching television. This was especially true throughout the winter, when temperatures were too cold and the skies too cloudy in New York to make Doug and Eve leave their place if they did not absolutely have to. They could rest and recover from their long workweek indoors, away from the snow and chilly temperatures, just as well as they could outside, and probably even better so!

However, this was the first clear and relatively warm day of the year that Doug and Eve could go outside and enjoy wholeheartedly, without having to bundle up and pile on layers of clothing. Eve became anxious as the morning neared a close and the afternoon came upon them. She desperately wanted to go outside exploring and snap photos with her brand-new digital camera, which she had bought just the day before. She was worried that Doug would not be up for such a trip and he would give the excuse that he was too tired. Eve was also hoping she could coax Doug into becoming a little more enthusiastic about photography himself, so they could plan fun photo excursions together. After all, they lived in one of the five boroughs of the city of New York, which ranks among one of the
biggest cities in the world, and is overflowing with countless images worth capturing on a camera. Eve really loved photographing the city (though she would not take as many photos in the frigid winter time) and thought getting Doug into it too would give them an excuse to have some extra fun time together.

"Doug," Eve began a little tenderly, and nervously. "How about we head into the city today?" (New Yorkers tend to refer to Manhattan as "the city," even if they already are residents of the five boroughs because the island is really its epicenter.)

"What for?" asked Doug, sipping his juice with a puzzled look on his face.

Eve sighed. She was wishing for the conversation to go more smoothly.

"Well, I'd like to take some photos today. It's beautiful outside! And I thought you'd like to come along," she said.

Doug replied with a simple "Oh." He folded his paper and put it down without much of an expression.

Eve didn't know how to react to that. Then, Doug got up and left the room, making Eve wonder what in the world that meant. Did he want to go? Was he angry at the request?

"What are you doing?" she asked him, projecting her voice down the hall.

"I'll be right there," he said.

After a moment, Eve heard Doug's footsteps reentering their little dining room. She looked up and saw him smiling, holding two cameras: her brand new one and the other one he had secretly bought for himself as well.

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Doug and Eve left their apartment and began walking the pavement toward the subway stop they were very familiar with, looking forward to their day of photographing the wonderful sites of New York City. What they, like most New Yorkers and city dwellers around the world, probably did not even realize, is they were going to observe all the highlights while being part of a tremendous ecosystem.

People usually think of an ecosystem as something much more natural than a city with incredibly tall, manmade buildings on top of concrete that run parallel to streets with zipping vehicles spewing toxic carbon monoxide into the atmosphere. Typically, the ocean comes to mind as an example of an ecosystem, or the rain forests of South America, while the African deserts could be another. However, an ecosystem is simply defined as a community filled with living and nonliving organisms that interact with each other within a particular environment. And an urban ecosystem is actually the one ecosystem that human beings are in fact most familiar with, while it is also arguably the only ecosystem in the world that is growing.

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Like they usually do on Mondays through Fridays when travelling to and from their jobs, Doug and Eve decided to take a local subway line from their home in Brooklyn to the island of Manhattan to enjoy their Sunday.
New York City has a massive subway system that helps people get around. The trains travel above and below ground, over bridges and through tunnels. These electrical behemoths are vital parts of the city's ecosystem for they, in effect, help people survive a bit easier than if the trains did not exist. Human beings are incredibly social creatures. In other words, they naturally desire communication and companionship with other people. The city's subways allow that to happen with much more freedom and ease, not to mention the quicker pace that is possible compared to the alternatives of a horseandbuggy or walking. Furthermore, the subways help individuals get to their jobs, allowing them and other people to be productive. Necessary goods, such as food and supplies, become more easily available to people with better transportation. Plus, important services like medical treatment and education can be more easily taken advantage of.

Both Doug and Eve took some last-minute photos of the incredible Manhattan skyline through the windows of the subway car before it headed underground, into a tunnel, and through the East River into the subterranean depths of Manhattan.

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When Eve and Doug walked upstairs from the subway station onto a Manhattan sidewalk, the first thing they saw were tremendous skyscrapers standing thousands of feet high. The island of Manhattan is littered with hundreds of huge buildings that have become world famous for, not just their height, but also for their recognizable architecture and symbolism of mankind's never-ending desire to create. Doug and Eve immediately reached for their cameras and started taking some photos of buildings like the Empire State Building, the Freedom Tower and the Chrysler Building.

Many of these skyscrapers are essentially incredibly large office spaces. Therefore, the buildings serve a vital function in the ecosystem in that they house many people throughout the day, while they are working on any number of projects that could help others. A large percentage of these buildings are also homes to restaurants and eateries where people not only enjoy plenty of available nourishing food, but commiserate with each other as well.

One of the drawbacks of so many skyscrapers is that it creates shade. This might sound like a positive, and it partially is because it gives people relief from the hot rays of the sun. However, too little exposure to the sun is not a good thing either. The sun is blocked so often from New York residents by those buildings, that people are not getting enough Vitamin D into their bodies, because the sun's rays help build the levels of Vitamin D.

Still, it is important to recognize that these buildings of Manhattan are, in some ways, as "natural" a thing as an anthill or a bird's nest. First of all, human beings, who are undoubtedly a part of nature, have built them, and they have been built by raw materials taken up from the planet's resources. Certainly, soil has been covered by concrete and iron, but there are plenty of places in nature where there is no rich soil, like Antarctica, for instance. The previously hilly island that had thousands of trees on it has simply been exchanged for an urban ecosystem containing different things that serve the same function as many others that are called more "natural." In addition, skyscrapers still must be built with respect to many laws of nature. An elite architect along with a construction crew cannot simply erect a building that stretches to an infinite height. The effects of gravity, wind, and, yes, the density of soil still within the earth of Manhattan, must be considered in the planning and construction of a building.
Eve knew that if she was going to have a successful day of photography, she and her husband would have to take a trip to Central Park. Central Park is located in the middle of Manhattan and takes up quite a chunk of land. It includes a couple of ponds, hundreds of trees, large grassy areas, rocky parts, and trails for urban "hiking." Many species of animals call Central Park home, too. For some of them, it may be the only place within New York City where they can actually survive.

Central Park was constructed because city planners knew that New Yorkers would need a getaway location, a place where they could reconnect with nature, or at least the parts of it that are more traditionally considered "natural." It is still certainly the case that New Yorkers need this outlet, which explains why Central Park still exists today as the price of local real estate has only increased over the years. Parks like this one "soften" the urban experience, giving locals a place to relax and engage in important recreational activities. Many scientists note that, though cities are ecosystems and a growing part of nature, the loss of greenery is a severe problem that needs to change. The urban planners of today are becoming more sensitive to this by making sure to include parks, taking a page out of the books of those who helped create Central Park as they continue to build new cities and expand upon those that have already been founded.

Doug and Eve strolled around the park for quite a while. They took tons of photos, ate lunch together, and even rode the famous merrygoround. They were truly taking advantage of the pleasures allowed by the existence of such an incredible and unique location.

When Doug and Eve left Central Park, they began to chat about all of the noise in the city and the overflowing garbage cans that were seemingly on every block. These are common complaints made by many about the urban ecosystem, and might be more noticeable just after leaving such a beautiful place. Though they are considered to be large negatives of urban life, it is nearly impossible for noise pollution and garbage to be avoided.

Noise pollution is a byproduct of the large population and all of the transportation needed to get them around. Without such transportation, humans would not be able to live, prosper, and interact as effectively. Many people would rather not think about the existence of bugs, rats and other organisms that can live off of garbage, but they too, are part of the ecosystem and would not be able to survive as easily in many other parts of the world.

Doug and Eve took the same subway back to their home in Brooklyn. Tired from a long day of walking around the city, they kicked off their shoes and sat on the couch in preparation for a nice movie viewing. The film was a documentary about living in the backwoods of Montana, enjoying life in a forest's ecosystem. Doug and Eve thought about vacationing there, inspired by their afternoon in Central Park, wanting to be closer to some more nature. They didn't even stop to think that they had both been active participants in an urban ecosystem, a particularly unique part of nature, over the course of the entire day.
Name: _______________________________ Date: ____________

1. What does Eve want to do with Doug?
   A. watch television
   B. lounge around the apartment
   C. take photos in Manhattan
   D. go shopping in Manhattan

2. What does the author mainly describe in the passage?
   A. the makeup of an urban ecosystem
   B. the makeup of a rural ecosystem
   C. a tour of Central Park
   D. the importance of city planning

3. Eve is uncertain that Doug will want to go on a photo walk with her.

What sentence from the passage best supports this statement?
   A. "Eve sighed. She was wishing for the conversation to go more smoothly."
   B. "'Doug,' Eve began a little tenderly, and nervously. 'How about we head into the city today?'"
   C. "Well, I'd like to take some photos today. It's beautiful outside! And I thought you'd like to come along,' she said."
   D. "It was a light, spring Sunday in Brooklyn, New York."

4. Based on the passage, why might someone be less likely to recognize New York City as an ecosystem?
   A. New York City has buildings that are built by humans.
   B. New York City has a massive subway system that helps people get around.
   C. New York City does not seem to have a lot of natural features.
   D. New York City does not have a rain forest.
5. What is this passage mainly about?
   A. the urban ecosystem of New York City
   B. the best tourist spots in New York City
   C. how to take good photographs
   D. a disagreement between Doug and Eve

6. How does the narrative of Eve and Doug's photo walk fit within the overall structure of the passage?
   A. It is a factual introduction to life in New York City.
   B. It is the focus point of the passage which the author enhances with details about New York City.
   C. It is an anecdote that is unrelated to the rest of the passage.
   D. It is a frame within which the author presents facts about New York City's ecosystem.

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

   The abundance of skyscrapers in Manhattan creates a lot of shade; __________, resident New Yorkers do not receive enough Vitamin D from the sun's rays.
   A. moreover
   B. as a result
   C. ultimately
   D. such as

8. What is an "ecosystem" as defined by the passage?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
9. A negative element of New York City's ecosystem is noise pollution. What is an example of a positive element of New York City's ecosystem that is identified in the passage, and why is it positive?

10. Explain how different parts of an ecosystem can have an impact on one another by using an example from the passage.
If you think planting false memories only happens in the movies, think again. False memories happen all the time in humans—we frequently misremember how, when, and why certain things happened. We misremember small details, but also major events. Often we misremember things that happened only recently. Now scientists are on the path to finding a better means of understanding why false memories happen to people, by learning how to plant them in the first place.

According to James Gorman in an article in the New York Times in 2013, researchers are already able in experiments to convince humans to remember certain words and images inaccurately. A recent study by scientists at the Massachusetts Institute of Technology (MIT) took this process a step further by planting entirely false memories in mice.

Though mice and humans are very different creatures, their memory formation processes are similar. Studying the memories of mice has helped researchers understand exactly what goes on in the brain during the formation of fake memories.

A team of scientists at MIT, who published their findings in the journal Science, found that mice could be convinced of having been shocked in a certain location when they had not in fact been shocked there.

The scientists first allowed a group of mice to become comfortable in a certain area without being shocked. They then introduced the mice to a second area where they received shocks, while stimulating the parts of their brains that had become activated while exploring the first area in peace. Next they put the mice back in the original area. The mice froze in fear of being shocked, though they had no actual memory of being shocked there. The activation of the brain cells while shocks were
being delivered was enough to convince the mice that they had been shocked there before even though they had not.

According to Joel N. Shurkin with the news service "Inside Science," these false memories are as powerful and seemingly real as actual memories. At the same time, it is worth considering whether a human, with greater awareness and context than a mouse, would somehow be less easily convinced by the implantation of false memories. Still, this process reveals how easy it is to toy with the idea of "reality."

This experiment and its conclusions further the understanding of specifically how and where memory formation occurs in the brain. Norwegian scientist Dr. Edvard I. Moser, who was not involved in the experiment but commented on it later for the Times, said this is the closest we have ever come to being able to point to a specific part of the brain and say it is responsible for memory.

Additionally, the ability to plant and further understand memory formation and how easy it is to create false memories helps us understand that memory is actually a very unreliable tool. This is useful for humans to know as memory is used in many different ways, including witness testimony in court cases. In fact, witness testimony relies entirely on a person's ability to remember events.

Shurkin quotes a statistic from an organization called the Innocence Project to highlight how serious this matter is when it comes to court testimony:

...eyewitness testimony played a role in 75 percent of guilty verdicts eventually overturned by DNA testing after people spent years in prison. Some prisoners may have even been executed due to false eyewitness testimony. It was not because the witnesses were lying.

In fact, the witnesses were just wrong without even realizing it. Someone who is convinced of a false memory believes it entirely to be true. This new information has the potential to forever change how we understand eyewitness testimony and general court proceedings.

While it may be scary to consider how unreliable our memories can be, researchers agree there is certainly a plus side to this new research. According to the authors of the study, "This type of research could one day help treat some emotional problems, such as post-traumatic stress disorder (PTSD), which involves the intrusion of unwanted memories." The ability to play with humans' memories gives us much more power over the way we think and cope with painful memories, and could be key in helping people who suffer from a range of emotional problems.

Scientists have also long wondered why false memory creation is so easy in humans in the first place. Why are humans' memories so prone to failure? Gorman noted in the Times the ability for the brain to be flexible and imagine different scenarios could be responsible for a great deal of human creativity.

However, this creativity—or the "imagination"—is unique to humans and is a big part of what makes us human. Unless animals are subjected to false memory experiments like the mice at MIT, they do not create false memories the way humans do.
1. What did scientists at MIT accomplish in a recent study?
   A. They convinced humans to remember images inaccurately.
   B. They planted false memories in humans.
   C. They planted false memories in mice.
   D. They proved that planting false memories only happens in movies.

2. What does the author describe in the passage?
   A. a scientific study of false memory formation and its effects
   B. a guide to planting false memories in mice
   C. technological advances that have furthered our understanding of memory
   D. the role of imagination in false memory formation

3. Scientists successfully gave mice false memories of being shocked in a certain location. Which evidence from the text supports this conclusion?
   A. Scientists stimulated the area of the mice's brains that were activated in the first location.
   B. The mice were allowed to explore the first location in peace.
   C. The mice received shocks in the second location.
   D. The mice were afraid of the location where they had not been shocked.

4. Why is an understanding of memory formation in mice important for humans?
   A. It allows scientists to develop cures for mice suffering from memory problems.
   B. It allows scientists to create technologies that can create false memories in animals.
   C. It allows scientists to better understand memory formation in humans since it is similar to memory formation in mice.
   D. It allows scientists to conduct more experiments where they can convince mice of false memories.

5. What is this passage mainly about?
   A. how scientists can plant false memories in mice
   B. how scientists are learning about false memory formation and why this is important
   C. the reasons why false memory formation occurs in humans
   D. the failure of scientists to understand false memory formation
6. Read the following sentence from the passage: "According to the authors of the study, 'this type of research could one day help treat some emotional problems, such as post-traumatic stress disorder (PTSD), which involves the intrusion of unwanted memories.'"

As used in the passage, what does "intrusion" mean?

A. invasion  
B. surprise  
C. retreat  
D. introduction

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

Animals are not capable of imagination; _________, they do not create false memories independently.

A. meanwhile  
B. consequently  
C. however  
D. obviously

8. What did the MIT study on mice teach scientists about memory formation?
9. The unreliability of memory is a serious problem when it comes to witness testimony.

What evidence from the text supports this conclusion?

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10. Explain the potential effects the study of memory formation could have, using at least one example from the text.

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Ozymandias
by Percy Bysshe Shelley

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert...Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed:
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away
Name: ___________________________ Date: ______________

1. Based on the information in the poem, who was Ozymandias?
   
   A. a writer
   B. a king
   C. a sculptor
   D. a traveler

2. Which words and phrases from the poem best contribute to a sense of setting?
   
   A. boundless, bare, and lone and level sands
   B. shattered, decay, and wreck
   C. half sunk, lifeless things, and colossal
   D. legs of stone, cold command, and despair

3. The person who created the sculpture did not think highly of Ozymandias.
   
   What evidence from the text supports this conclusion?
   
   A. "Two vast and trunkless legs of stone / Stand in the desert...Near them, on the sand, /
   Half sunk, a shattered visage lies"
   B. "Round the decay / Of that colossal wreck, boundless and bare / The lone and level
   sands stretch far away."
   C. "And on the pedestal these words appear: / "My name is Ozymandias, king of kings"
   D. "its sculptor well those passions read / Which yet survive, stamped on these lifeless
   things, / The hand that mocked them"

4. Based on the information in the poem, what was Ozymandias's kingdom probably
   like at the time the sculpture was created?
   
   A. powerful
   B. happy
   C. small
   D. bare
5. What is this poem mostly about?
   A. A powerful king poses for a sculptor to create a statue of him out of stone.
   B. A traveler journeys through antique lands and faraway deserts.
   C. A traveler finds a vast sculpture of a king lying shattered in a bare desert.
   D. A king is found dead in the bare desert by a traveler passing through.

6. Read these lines from the poem:
   Half sunk, a shattered visage lies, whose frown,
   And wrinkled lip, and sneer of cold command,
   Tell that its sculptor well those passions read
   Which yet survive, stamped on these lifeless things,
   The hand that mocked them, and the heart that fed

   In these lines, what does the word "survive" most nearly mean?
   A. outlast
   B. coexist
   C. live
   D. display
7. Read these lines from the poem:

Half sunk, a shattered visage lies, whose frown,

And wrinkled lip, and sneer of cold command,

Tell that its sculptor well those passions read

Which yet survive, stamped on these lifeless things,

The hand that mocked them, and the heart that fed:

Based on the poem as a whole, whom does "the heart that fed" refer to?

A. the traveler
B. the sculptor
C. the speaker
D. Ozymandias

8. What words appear on the pedestal of the sculpture?

9. Based on the poem, how might Ozymandias be described? Use evidence from the text to support your answer.

10. What message might the poet be trying to express with this poem? Be sure to consider where the sculpture of Ozymandias was found, and what kind of condition the
sculpture was in when the traveler found it. Use evidence from the text to support your answer.