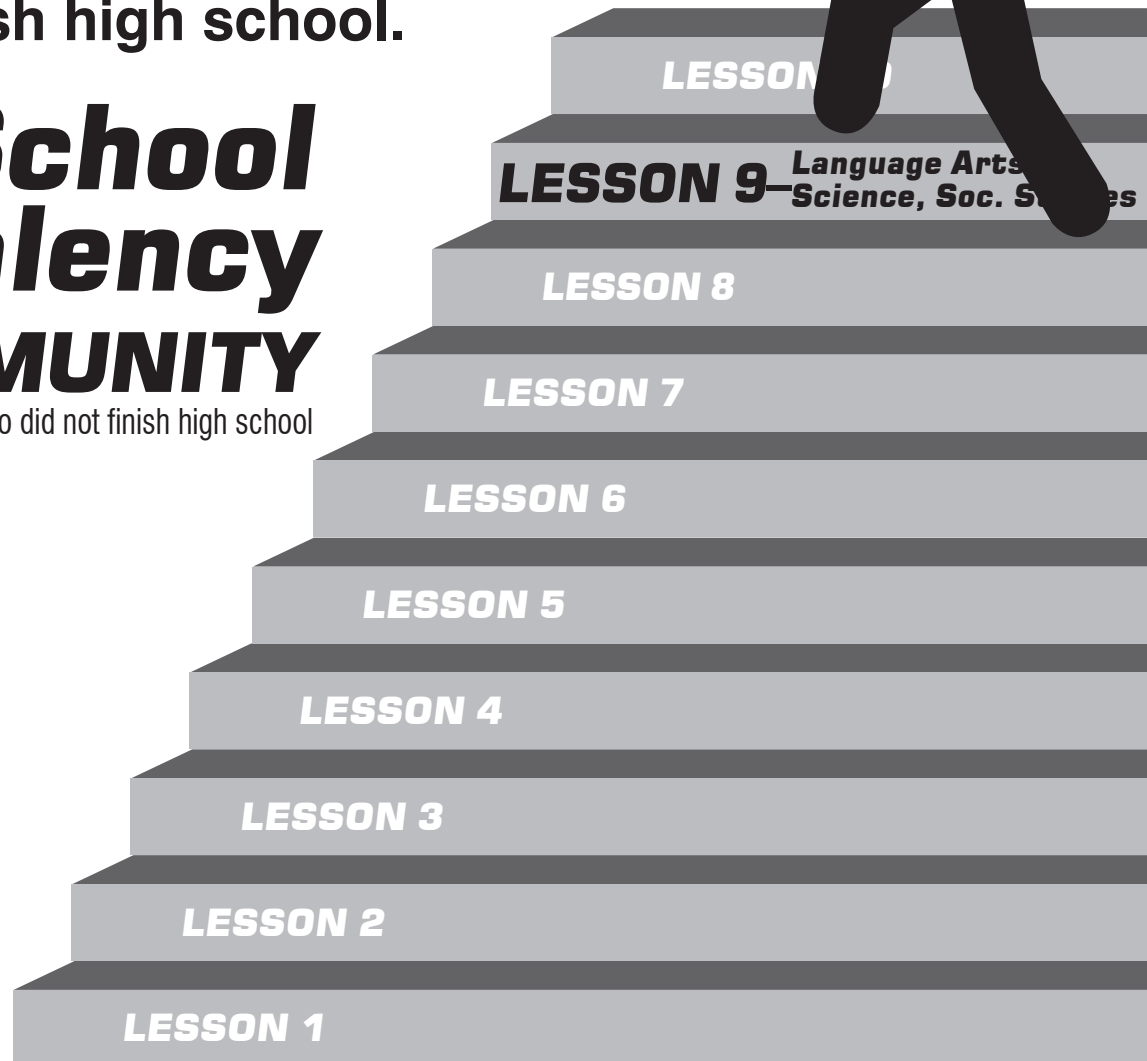


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LESSON 9

Reasoning through Language Arts



ASSIGNMENT 1

The GED Reasoning Through Language Arts test will require test takers to write an “argument based” extended response. The following information will help you when writing the extended response.

Argument Based Writing Overview

An “Argument Based” extended response asks test takers to “unpack a prompt,” read source material, plan their response, type it, and then edit/revise. Test takers have 45 minutes to complete the response.

Read the following information to help you complete the writing assignment that follows.

Thesis Statement

In the first paragraph of an argument essay, set the context by reviewing the topic in a general way. Next explain why the topic is important or why readers should care about the issue. Lastly, present the **thesis statement**.

A thesis statement focuses your ideas into one or two sentences. It should present the topic of your paper and also make a comment about your position in relation to the topic. Your thesis statement should tell your reader what the paper is about and also help guide your writing and keep your argument focused. **It is essential** that this thesis statement be appropriately narrowed to follow the guidelines set forth in the prompt.

Clear and Logical Transitions Between the Introduction, Body, and Conclusion

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay’s argument. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

Body Paragraphs Should Include Evidential Support

Each paragraph should be limited to the discussion of one general idea. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. Some paragraphs will directly support the thesis statement with evidence collected during research. It is also important to explain how and why the evidence supports the thesis.

Use PEEL while writing body paragraphs:

- P Point**—Make your point.
- E Evidence**—Support your point with evidence and examples.
- E Explain**—Explain how the evidence supports your points.
- L Link**—Link this point to the next point in the following paragraph.

LESSON 9

Reasoning through Language Arts



Evidence

The argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement. Some factual, logical, statistical, or anecdotal evidence should support the thesis. A successful and well-rounded argumentative essay will also discuss opinions not aligning with the thesis. It is not the student's job to point out how other positions are wrong outright, but rather to explain how other positions may not be well informed or up to date on the topic.

Conclusion

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. **Do not introduce** any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis.

Adapted from Purdue Owl and GED Testing Service

“Don't put a limit
on anything.
The more you
dream the
farther you get.”

Michael Phelps
22 medals

DIRECTIONS

- Read the prompt located at the end of the article.
- Read the article.
- Write your response on a separate sheet of paper.

Reasoning Through Language Arts Extended Response

The article presents arguments from both supporters and critics of speed limits who disagree about the practice's impact on gas consumption and safety.

Analyzing Speed Limits

The United States is a nation on the move. To make sure we do not move too fast, highway speed limits have been a fact of life for many years. Speed limits in America go back to 1757 in Boston when it was illegal for horses to move faster than a walking pace on Sundays. Interstate highways, first built in the 1950s, were designed to handle speeds of at least 70 miles per hour. When the energy crisis came in 1973, the National Maximum Speed Law established a 55 mile per hour limit for the entire country. By the late 1980s, lower oil prices meant states could choose to have higher speed limits which they did.

Let's Not Race by Speed Limits, Keep it Slow, Washington Post Editorial

I am concerned about a trend I see sweeping across our country. It seems that speed limits are moving ever higher. In most of the central and western parts of the United States, speed limits range from 70 to 85 miles per hour. These higher speeds waste precious fuel and endanger the lives of motorists across our land. We need to keep speed limits below 60 miles per hour.

Even though our country is now on pace to be the world's leading energy producer by 2015,

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Reasoning through Language Arts



we still need to be concerned about saving fuel. The US Department of Commerce did a study that showed the difference between driving under and over 60 miles per hour. They found that driving under 60 would save Americans 2 billion dollars a year in fuel costs.

In another important study done in 2007, the state of Florida examined consumer spending on gas during the 1990s. They found that consumers paid \$220 million more dollars on gas as speed limits were increased on Florida roads during 1990 to 1999. This sharp increase was directly related to driving faster which lowers fuel economy.

Much more important than saving fuel is saving lives. From 1973 to 1987 the National Maximum Speed Law lowered the speed limit to 55 for the entire country. The National Highway Traffic Safety Administration (NHTSA) did a study on how this change impacted highway deaths. What the NHTSA found was fewer people died in traffic related accidents because of the lower speed limits.

Also, other important evidence shows that lower speed limits save lives. In 2006, the Pew Trust did a study on speed limits and traffic deaths. They found that deaths increased by 1200 people each year for every mile per hour the speed limit was raised. I call on our government to once again set a national speed limit of 55 miles per hour.

Speed Demon's Blog Post

Hey, I just got back from the most awesome ride I have ever had! Of course I was out in my mean machine. You know the car I'm talking about: my 2012 Chevy Camaro. Camaros are not made to just cruise. When I want to go full throttle, I can't go as fast as I want. I always have to put up with these stupid speed limits on the freeway. Dude, I just love to boogity, boogity, boogity. For those of you living in a cave, boogity is NASCAR slang for going fast!

I just read some stupid article from somebody about why speed limits are a good thing. It's so lame, man! It says that speed limits save lives and gas. Cars back in the day were not built like they are today. I remember my first Camaro, a 1976. It could fly but it was a piece of junk. Everybody knows that cars today are so much better made. Those robots do a much better job making cars than those drunks on the assembly line did back in the 1970s. If you get hit or hit somebody, your better made car and air bags will save you!

People talk about gas prices, but I don't see that as an issue. Yeah, I remember when gas was above four bucks in 2008. That was five years ago. That's ancient history. Gas prices are coming down, man. Just last week I paid just over three bucks a gallon. Gas hasn't been that cheap in so long.

So in my amazing opinion (the only one that matters) speed limits are just some big government attempt to keep us from having fun. My next post will be coming at you soon. Keep it real, dudes and dudettes!

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

LESSON 9

Reasoning through Language Arts



ASSIGNMENT 2

DIRECTIONS

Read the passage. Then answer the questions following.

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue.

Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts.

Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With

SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as KeePass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically “remember” users’ passwords for a variety of sites.

The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft.

Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.

Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember

LESSON 9

Reasoning through Language Arts



passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement.

The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place.

1. Which of the following best describes the organization of the passage?

- A. The passage organizes ideas in order of increasing importance.
- B. The author presents an argument and then uses evidence to dismiss opposing views.
- C. The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
- D. The author explains a problem and then persuades readers to agree with his or her solution to the problem.
- E. The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.

2. The passage discusses all of the following solutions to password fatigue except

- A. writing the passwords down on a piece of paper
- B. voice-recognition software
- C. KeePass
- D. using very simple passwords
- E. intelligent encryption

3. As used in paragraph 3, which is the best synonym for mitigate?

- A. predict
- B. postpone
- C. investigate
- D. lessen
- E. complicate

4. According to the passage, SSO authentication software may be safer than password management software because

- I. stolen personal computers contain passwords memorized by a user's web browser
 - II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
 - III. hackers who access password management software can gain access to all of the applications protected by that password
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

5. Which of the following statements from the passage represents an opinion, as opposed to a fact?

- A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
- B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."
- C. "Having to remember so many different passwords is irritating, but it can also be dangerous."
- D. "Additionally, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue."
- E. "The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."

LESSON 9

Language Arts, Science



6. In paragraph 6, the author notes that “the use of biometrics raises ethical questions concerning privacy.” Which of the following situations could be used as an example to illustrate this point?

- A. A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
- B. An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops on his computer and reads personal email correspondence.
- C. A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
- D. A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
- E. Even when a person is on password-protected websites, an internet browser tracks the person’s internet use and collects information in order to tailor advertisements to his or her interests.

7. In the final paragraph, the author’s tone can best be described as

- A. angry
- B. resigned
- C. confused
- D. hopeful
- E. depressed

Science

ASSIGNMENT 3

DIRECTIONS

Read the passage and answer the questions that follow.

Hubble

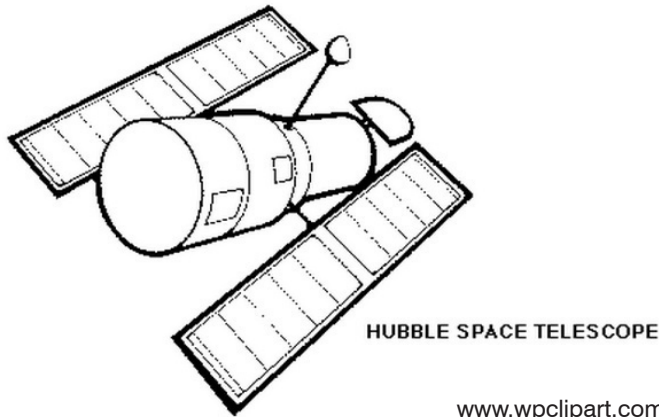
The 32,000-word novella *The Time Machine* by H.G. Wells, published in 1895, is generally credited with popularizing the idea of time travel by means of a time machine, a vehicle which takes the occupant backward or forward in time. Dozens of sequels and adaptations over the years have further promoted the notion. Indeed, Albert Einstein’s Theory of Special Relativity lays the foundation for the possibility of time travel. So far, no one has demonstrated the ability to travel in time. However, time machines have been constructed, and they do allow glimpses into the past.

The most efficacious time machine currently in existence is the Hubble Telescope, named after the American astronomer Edwin P. Hubble. Its capability to locate distant astronomical targets and lock in on them, permitting their faint light to aggregate on its detectors, allows it to peer far into the past. Light travels 186,000 miles per second. The Hubble Telescope has looked back in time at 10,000 galaxies whose light left them billions of years ago. Therefore, utilizing the telescope as time machine, astronomers are able to contemplate galaxies as they were eons ago.

Although the telescope was launched into space in 1990, its inception was almost a half-century earlier as astronomer Lyman Spitzer, Jr. mulled over the possibility of a large space telescope in a 1946 report, “Astronomical Advantages of an Extra-Terrestrial Observatory.” Because the earth is bathed in its constantly churning atmosphere, earth-based telescopes cannot penetrate deep space; the atmosphere

LESSON 9

Science



distorts the view. Telescopes were constructed on mountains, but there was still no way to wholly escape the effects of the layers of gases enveloping the earth.

During the 1960s, the Space Race between the then-Soviet Union and the United States was accelerating. The National Aeronautics and Space Administration (NASA) was established. Funds for space endeavors were abundant, and plans for a large space telescope, by then designated the LST, were underway. The designs called for a 2.4-meter primary telescope mirror which could be transported into space by one of NASA's rockets. According to National Geographic's *Imaging Space and Time*, the resolving power of the deep space telescope would be "equivalent to being able to distinguish the left and right headlights of a car in California seen from New York, or features less than 1/30,000th the size of the full moon. This was at least a tenfold increase over the atmospheric limit."

One of the primary challenges involved in successfully transporting the telescope into space was protecting the mirror from the jarring vibrations that occur during launch. It was crucial that the mirror be able to withstand the shuttle's vicissitudes as well as the volatile atmospheric conditions found in space. If not, the precise shape of the mirror could be compromised, and its imaging capability significantly weakened.

After the telescope had been launched, astronomers subsequently realized that the primary mirror had not been ground correctly. A lens in the test instrument was about one millimeter askew, which is large by optical standards. In 1993, space-walking astronauts installed corrective lenses which improved the eyesight of the Hubble. In 2009, the corrective lenses themselves were replaced with a supersensitive spectrograph with built-in corrective lenses. The new spectrograph is expected to provide insight into the origins of stars and galaxies.

The successor to Hubble, the James Webb Space Telescope, is expected to be launched in 2014. It will observe only in infrared, so it will complement the Hubble Telescope, which observes in the visible and ultraviolet light ranges.

Hubble currently has the capability to view galaxies that were formed 45 13.7 billion years ago, long before humans existed, in an area called the Hubble Ultra Deep Field. Astronomers aspire to see beyond the Hubble Ultra Deep Field to a time that is devoid of galaxies, a time before galaxies had formed. If H.G. Wells was onto something in his novella, that time may be close at hand. As one of the characters in the popular work asked, "If Time is really only a fourth dimension of Space, why is it, and why has it always been, regarded as something different? And why cannot we move in Time as we move about in the other dimensions of Space?"

Less than a decade after Wells' novella, Einstein's Special Theory Relativity seemed to concur with Wells' character by proposing that traveling through space at the speed of light would alter time by causing it to dilate, raising the possibility of not merely glimpsing the past, but perhaps traveling to it.

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Science



1. According to the passage, which of the following statements is/are true of the Hubble Telescope?
 - I. It is unable to observe light on the infrared part of the spectrum.
 - II. It will be replaced by the James Webb Space Telescope in 2014.
 - III. It was initially constructed in 1946, but not launched until 1990.
 - A. I only
 - B. II only
 - C. III only
 - D. I and II only
 - E. II and III only
2. According to the passage, who had the idea for the Hubble Telescope?
 - A. H.G. Wells
 - B. Albert Einstein
 - C. Lyman Spitzer, Jr.
 - D. Edwin P. Hubble
 - E. James Webb
3. In line 33, *vicissitudes* most closely means
 - A. long delays which may compromise the shuttle launch
 - B. toxic emissions which may cause corrosion around the mirror
 - C. sound waves which may penetrate the mirror
 - D. atmospheric conditions which may compromise the mirror
 - E. shaking and quivering which may cause changes in the mirror
4. In the context of the passage, which of the following best articulates the author's opinion of the inception of the Hubble?
 - A. It was a pipedream with little imminent chance of success.
 - B. It was a literary vehicle with little basis in reality.
 - C. It was an emergency response to the quickening Space Race.
 - D. It was based on a scientific proposition which was not proven.
 - E. It was a waste of time and money which were needed elsewhere.
5. The primary purpose of the passage is to
 - A. draw a comparison between H.G. Wells' notion of time travel with Albert Einstein's Special Theory of Relativity.
 - B. discuss the construction of the Hubble Space Telescope as a tool for exploring deep space.
 - C. examine difficulties which precipitated construction of corrective lenses for the Hubble's primary mirror.
 - D. describe the circumstances which underlay the mid-century national drive toward a large space-based observatory.
 - E. dispute the argument that the Hubble Telescope functions as a modern-day time machine.

LESSON 9

Science, Social Studies



6. It can be inferred that the author regards time travel as

- A. an effective hook for a work of fiction, but an improbability in the reality of astronomy.
- B. an interesting literary notion, but proven to be impossible by Einstein's Special Theory.
- C. a persuasive topic in fiction, as well as a hypothetical possibility in light of Einstein's Special Theory.
- D. a ridiculous idea whose time has come and gone, as well as an astronomical improbability.
- E. the incoherent literary construction of a fictional author, with little relevance to today's scientific community.

7. It can be inferred from the passage that scientists believe that time is

- A. a constant.
- B. unidirectional.
- C. a spatial dimension.
- D. an impenetrable mystery.
- E. an imaginary construction

Social Studies

ASSIGNMENT 4

What is Manifest Destiny?



Manifest Destiny by John Gast, 1872

“(It is) ... our manifest destiny to over spread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty.”

—John O’Sullivan, 1845
“*The Morning Post*”

Background Information

Native Americans occupied what is now North and South America long before Europeans came to the Western Hemisphere. In the 16th century, Spanish explorers and conquistadors concentrated on the western coasts of North and South America. While the Spanish also explored Florida and the Mississippi River area, most of the East Coast was explored and settled by a variety of other European countries, primarily England. The 13 colonies became the United States of America.

Americans steadily moved westward, first through land occupied by Native Americans

LESSON 9

Social Studies



and then through land owned and occupied by Mexicans. In 1845, as more Americans moved westward, people developed beliefs about how far the United States should be extended, why it should be extended, and ideas of the best ways to use the land. These beliefs were labeled **Manifest Destiny**.

Introduction

As early as 1751 Benjamin Franklin described a destiny for Americans to fill up new lands to the west. Prominent leaders of that time, such as, Jefferson, Monroe, and Adams also expressed expansionist dreams.

In the 1840s, under Presidents Tyler and Polk, the territory of the United States increased by nearly eight hundred million acres through the annexation of Texas, the acquisition of Oregon, the military conquest of California and New Mexico, and the assumption of Native American lands in the Great Lakes region.

Not only was the expansion of the 1840s dramatic in its extent, it was also quite aggressive and nationalistic in tone. Americans justified the expansion with the ideology of “Manifest Destiny,” invoking divine providence, national superiority, and exceptionalism. **(Look back at your timeline in Lesson 5. The timeline will help you see the events in history during the time period 1801-1861).**

“Manifest Destiny” and the Writing of John O’Sullivan

Newspaper editor John O’Sullivan coined the term “**Manifest Destiny**” in 1845 to describe the essence, the basic nature, of this mindset. John O’Sullivan was born in November, 1813.

He became a journalist and was the founder and editor of the *United States Magazine and Democratic Review* (1837-1846). He was also the editor of the *New York Morning News* (1844-46). In an editorial in the *United States Magazine*

and *Democratic Review* in July 1845, O’Sullivan became the first person to use the term “manifest destiny” to encourage the spirit of expansionism.

Over the following years the Manifest Destiny doctrine claimed that it should be the objective of the United States to absorb all of North America. This expansionism eventually ended in the acquisition of Texas, Oregon and California.

DIRECTIONS

Read the following articles. Answer the questions that follow. Please use complete sentences.

Vocabulary to Know

Enfranchisement—the right to vote

Tyranny—cruel and oppressive government

Endure—suffer

Thwarting—opposing

Hampering—slowing down

Allotted—given

Providence—God

Expansionism—the belief that a country should grow larger

John O’Sullivan, “The Great Nation of Futurity,” 1839 (Modified)

Our national birth (and the Declaration of Independence) was the beginning of a new history, which separates us from the past and connects us only with the future. We are the nation of progress, of individual freedom, of universal **enfranchisement**. Our future history will be to establish on earth the moral dignity and salvation of man—the undeniable truth and goodness of God. America has been chosen for this mission among all the nations of the world, which are shut out from the life-giving light of truth. Her high

LESSON 9

Social Studies



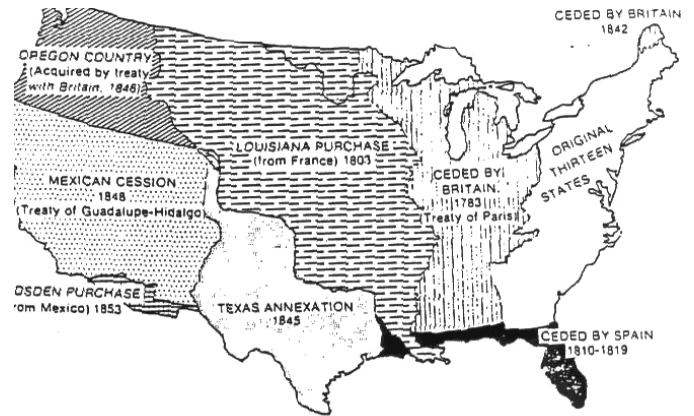
example shall put an end to the **tyranny** of kings, and carry the happy news of peace and good will to millions who now **endure** an existence hardly better than that of beasts of the field. Who, then, can doubt that our country is destined to be the great nation of the future?

1. What does John O’Sullivan think America stands for?

2. What, according to John O’Sullivan, is America’s mission?

John O’Sullivan, “Annexation,” 1845

It is time now for all opposition to annexation of Texas to stop. . . Texas is now ours. She is no longer to us a mere geographical space. She is no longer to us a mere country on the map. . . The time has come for everyone to stop treating Texas as an alien, and to stop **thwarting** our policy and **hampering** our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent **allotted** by **Providence** for the free development of our yearly multiplying millions.



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3. What do you think John O’Sullivan means by “our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions”?

4. Based on these two documents, how did Americans feel about expanding westward?

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www.ged.com
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www.ushistory.org

