

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**REGENTS EXAMINATION**

IN

**ENGLISH LANGUAGE ARTS**

**(Common Core)**

**Tuesday, January 24, 2017 — 1:15 to 4:15 p.m., only**

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

# Part 1

**Directions** (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

## Reading Comprehension Passage A

5 ...The windows were open and the room was filled with loud, unearthly shrieks. Mrs. Munson lived on the third floor, and across the street was a public school playground. In the late afternoon the noise was almost unbearable. God, if she'd only known about this before she signed the lease! With a little grunt she closed both windows and as far as she was concerned they could stay that way for the next two years.

10 But Mrs. Munson was far too excited to be really annoyed. Vini Rondo was coming to see her, imagine, Vini Rondo....and this very afternoon! When she thought about it she felt fluttering wings in her stomach. It had been almost five years, and Vini had been in Europe all this time. Whenever Mrs. Munson found herself in a group discussing the war she invariably announced, "Well, you know I have a very dear friend in Paris this very minute, Vini Rondo, she was right there when the Germans marched in! I have positive nightmares when I think what she must be going through!" Mrs. Munson said it as if it were she whose fate lay in the balance. ...

15 "Vini, back in America," she thought, never ceasing to revel in the wonder of it. She puffed up the small green pillows on the couch and sat down. With piercing eyes she examined her room. Funny you never really see your surroundings until a visitor is expected. Well, Mrs. Munson sighed contentedly, that new girl had, for a rarity, restored pre-war standards.

20 The door-bell rang abruptly. It buzzed twice before Mrs. Munson could move, she was that excited. Finally she composed herself and went to answer.

At first Mrs. Munson didn't recognize her. The woman who confronted her had no chic up-swept coiffure ... indeed her hair hung rather limply and had an uncombed look. A print dress in January? Mrs. Munson tried to keep the disappointment out of her voice when she said, "Vini, darling, I should have known you anywhere."

25 The woman still stood in the threshold. Under her arm she carried a large pink box and her grey eyes looked out at Mrs. Munson curiously.

"Would you, Bertha?" Her voice was a queer whisper. "That's nice, very nice. I should have recognized you, too, although you've gotten rather fat. [*sic*] haven't you?" Then she accepted Mrs. Munson's extended hand and came in. ...

30 Vini smiled and Mrs. Munson noticed how irregular her teeth were and decided they could do with a good brushing.

"So," Vini continued, "when I got back in New York last week I thought of you at once. I had an awful time trying to find you because I couldn't remember your husband's first name...."

35 "Albert," Mrs. Munson put in unnecessarily.

"... but I finally did and here I am. You know, Bertha, I really started thinking about you when I decided to get rid of my mink coat."

Mrs. Munson saw a sudden blush on Vini's face.

"Your mink coat?"

40 "Yes," Vini said, lifting up the pink box. "You remember my mink coat. You always

admired it so. You always said it was the loveliest coat you'd ever seen." She started to undo the frayed silk ribbon that held the box together.

"Of course, yes of course," Mrs. Munson said, letting the "course" trill down softly.

45 "I said to myself, 'Vini Rondo, what on earth do you need that coat for? Why not let Bertha have it?' You see, Bertha, I bought the most gorgeous sable in Paris and you can understand that I really don't need two fur coats. Besides I have my silver-fox jacket."

Mrs. Munson watched her parting the tissue paper in the box, saw the chipped enamel on her nails, saw that her fingers were jewel-less, and suddenly realized a great many other things.

50 "So I thought of you and unless you want it I'll just keep it because I couldn't bear to think of anyone else having it." She held the coat and stood turning it this way and that. It was a beautiful coat; the fur shone rich and very smooth. Mrs. Munson reached out and ran her fingers across it ruffling the tiny hairs the wrong way. Without thinking she said: "How much?"

55 Mrs. Munson brought back her hand quickly, as though she had touched fire, and then she heard Vini's voice, small and tired.

"I paid almost a thousand for it. Is a thousand too much?"

60 Down in the street Mrs. Munson could hear the deafening roar of the playground and for once she was grateful. It gave her something else to concentrate on, something to lessen the intensity of her own feelings.

"I'm afraid that's too much. I really can't afford it," Mrs. Munson said distractedly, still staring at the coat, afraid to lift her eyes and see the other woman's face.

65 Vini tossed the coat on the couch. "Well, I want you to have it. It's not so much the money, but I feel I should get something back on my investment....How much could you afford?"

Mrs. Munson closed her eyes. Oh, God, this was awful! Just plain damned awful!

"Maybe four hundred," she answered weakly. ...

Vini leaned against the wall, her pale face looking hard in the magnified sunlight of the big bedroom windows.

70 "You can make out the check to me," she said disinterestedly.

"Yes, of course," Mrs. Munson said, suddenly coming back to earth. Imagine Bertha Munson with a mink of her own!

They went back into the livingroom and she wrote the check for Vini. Carefully folding it, Vini deposited it in her small beaded purse.

75 Mrs. Munson tried hard to make conversation but she came up against a cold wall at each new channel. Once she asked, "Where is your husband, Vini? You must bring him around for Albert to talk to." And Vini answered, "Oh, him! I haven't seen him for aeons. He's still in Lisbon for all I know." And so that was that.

80 Finally, after promising to phone the next day, Vini left. When she had gone Mrs. Munson thought, "Why, poor Vini, she's nothing but a refugee!" Then she took her new coat and went into the bedroom. She couldn't tell Albert how she got it, that was definite. My, but he would be mad about the money! She decided to hide it in the furthest reaches of her closet and then one day she'd bring it out and say, "Albert look at the divine mink I bought at an auction. I got it for next to nothing."

85 Groping in the darkness of her closet she caught the coat on a hook. She gave a little yank and was terrified to hear the sound of ripping. Quickly she snapped on the light and saw that the sleeve was torn. She held the tear apart and pulled slightly. It ripped more and then some more. With a sick emptiness she knew the whole thing was rotten. "Oh, my God [*sic*] she said, clutching at the linen rose in her hair, "Oh, my God, I've been taken and taken

90 good, and there's nothing in the world I can do about it, nothing in the world!" For suddenly Mrs. Munson realized Vini wouldn't phone tomorrow or ever again.

—Truman Capote  
excerpted from "A Mink of One's Own"  
*Decade of Short Stories*, 1944

- |   |  |
|---|--|
| <p>1 The opening paragraph introduces Mrs. Munson's character by establishing her</p> <p>(1) compassion                      (3) intolerance<br/>(2) deception                        (4) resourcefulness</p> <p>2 The statement "Mrs. Munson said it as if it were she whose fate lay in the balance" (lines 12 and 13) serves to illustrate Mrs. Munson's desire to</p> <p>(1) impress others                  (3) justify behavior<br/>(2) incite conflicts                 (4) avoid criticism</p> <p>3 Lines 21 through 24 signal a transition in Mrs. Munson's attitude from one of</p> <p>(1) loyalty to betrayal<br/>(2) anticipation to confusion<br/>(3) friendship to hostility<br/>(4) sympathy to indifference</p> <p>4 The description in line 38 implies that Vini has a</p> <p>(1) carefree past                    (3) fiery temper<br/>(2) hidden motive                 (4) secret identity</p> <p>5 The purpose of Vini's comments in lines 44 through 46 is to</p> <p>(1) expose Vini's stinginess<br/>(2) describe Vini's coat<br/>(3) characterize Mrs. Munson<br/>(4) entrap Mrs. Munson</p> <p>6 Based on the details in lines 47 through 49, Mrs. Munson discovers that Vini</p> <p>(1) is meticulous about her appearance<br/>(2) is comfortable in her circumstances<br/>(3) has an inflated self-image<br/>(4) has experienced difficult times</p> | <p>7 Lines 71 and 72 refine a central idea by emphasizing Mrs. Munson's</p> <p>(1) indignation regarding Vini<br/>(2) irritation with negotiators<br/>(3) concern for appearances<br/>(4) suspicion regarding Vini</p> <p>8 In the context of the text as a whole, the purpose of Mrs. Munson's imagined conversation in lines 83 and 84 is to</p> <p>(1) convince her husband to buy her a new mink<br/>(2) rehearse an excuse for a costly purchase<br/>(3) protect an acquaintance from persecution<br/>(4) share her successful negotiations with her husband</p> <p>9 What mood is created by the final paragraph?</p> <p>(1) desperation                      (3) satisfaction<br/>(2) aggression                        (4) exhilaration</p> <p>10 Which statement from the text best foreshadows Vini Rondo's true intentions for the visit?</p> <p>(1) "Funny you never really see your surroundings until a visitor is expected." (lines 16 and 17)<br/>(2) "It buzzed twice before Mrs. Munson could move, she was that excited." (lines 19 and 20)<br/>(3) "The woman who confronted her had no chic up-swept coiffure ... indeed her hair hung rather limply and had an uncombed look." (lines 21 and 22)<br/>(4) "Down in the street Mrs. Munson could hear the deafening roar of the playground and for once she was grateful." (lines 58 and 59)</p> |
|---|--|

## Reading Comprehension Passage B

### In the Wild

My brother and I hardly talk. I talk to my lawn mower  
more and I don't have a lawn mower. I have a lawn  
that's mostly clover and spots where dirt  
has refused clover. The clover comes over  
5 from the fields surrounding my yard,  
where cows graze and geese too, who drive the cows nuts  
in how they are not cows. These territorial battles  
are more familiar when they come with ties or guns.  
I wish everyone who used a gun wore a tie  
10 or everyone who wore a tie carried a surfboard.  
If I surfed I could call my brother from the rolling,  
sneering lip of the Pacific and ask how he's doing  
in Alaska teaching kids whatever it is kids need to know,  
how to solve for  $x$ , I guess. It would be one thing  
15 were there one  $x$  and you solved the equation  
and ever after wore the answer on your T-shirt  
and life was keeping that T-shirt relatively clean,  
but there are  $x$   $x$ s to solve for and no one to say  
*this* is the  $x$  that matters. This poem  
20 needs a better attitude: things could be worse.  
I could be an animal estranged<sup>1</sup> from its own kind  
and mind by an awareness of its own kind  
and mind and not the ocelot or giraffe  
I suspect I am when I stay away from mirrors. Lately,  
25 brother, I would so love to be the possum  
that eats the dry cat food we leave out for gray cat  
often and orange cat sometimes, the possum  
who cleans himself—or herself, I'm not going to check—  
very much like a cat. I'm not going to lie:  
30 in the wild, we'd have gone our separate ways  
long ago, and snarled if we met after that  
had we the snarling apparatus, or run if our legs  
were long and thin, or fought with tusks  
or fangs, so what's wrong here: maybe nothing,  
35 brother. And maybe every mute second is our last  
last chance.

—Bob Hicok  
from *The Georgia Review*  
Winter 2010

---

<sup>1</sup>estranged — distant

- 11 The narrator's statements in lines 1 and 2 convey a sense of
- (1) fear
  - (2) disbelief
  - (3) objectivity
  - (4) irony
- 12 The reference to the T-shirt in lines 14 through 19 contributes to a central idea by suggesting that
- (1) errors are common
  - (2) relationships are complex
  - (3) stability is important
  - (4) desires are futile
- 13 The figurative language in lines 19 and 20 serves to
- (1) illustrate an example
  - (2) foreshadow an event
  - (3) signal a transition
  - (4) predict a resolution
- 14 The language in lines 29 through 35 reveals the narrator's belief that siblings are
- (1) mutually dependent
  - (2) generally friendly
  - (3) naturally oppositional
  - (4) largely unconventional
-

## Reading Comprehension Passage C

Peter Lake lies deep in a maple forest near the Wisconsin-Michigan border. One day in July 2008 a group of scientists and graduate students led by ecologist Stephen Carpenter of the University of Wisconsin-Madison arrived at the lake with some fish. One by one, they dropped 12 largemouth bass into the water. Then they headed for home, leaving behind sensors that could measure water clarity every five minutes, 24 hours a day.

The scientists repeated the same trip two more times in 2009. Each time they dropped 15 more bass into the water. Months passed. The lake cycled through the seasons. It froze over, thawed out and bloomed again with life. Then, in the summer of 2010, Peter Lake changed dramatically. Before the scientists started their experiment, the lake abounded in fathead minnows, pumpkinseeds and other small fish. Now, however, those once dominant predators were rare, for the most part eaten by the largemouth bass. The few survivors hid in the shallows. Water fleas and other tiny animals that the small fish once devoured were now free to flourish. And because these diminutive animals graze on algae, the lake water became clearer. Two years later the ecosystem remains in its altered state.

Peter Lake's food web has flipped, shifting from a longstanding arrangement to a new one. Carpenter triggered the switchover on purpose, as part of an experiment he is running on the factors that lead to persistent changes in the mix of organisms eating and being eaten by one another. Yet in recent decades food webs across the world have also been flipping, often unexpectedly, on a far greater scale. Jellyfish now dominate the waters off the coast of Namibia. Hungry snails and fungi are overrunning coastal marshes in North Carolina, causing them to disintegrate. In the northwestern Atlantic, lobsters are proliferating while cod have crashed.

Whether by fishing, converting land into farms and cities, or warming the planet, humanity is putting tremendous stresses on the world's ecosystems. As a result, ecologists expect many more food webs to flip in the years ahead. Predicting those sudden changes is far from straightforward, however, because food webs can be staggeringly complex.

That is where Carpenter comes in. Taking advantage of 30 years of ecological research at Peter Lake, Carpenter and his colleagues developed mathematical models of ecological networks that allowed them to pick up early-warning signs of the change that was coming, 15 months before its food web flipped. "We could see it a good long ways in advance," Carpenter says.

With the help of such models, he and other scientists are beginning to decipher some of the rules that determine whether a food web will remain stable or cross a threshold and change substantially. They hope to use their knowledge of those rules to monitor the state of ecosystems so that they can identify ones at risk of collapse. Ideally, an early-warning system would tell us when to alter human activities that are pushing an ecosystem toward a breakdown or would even allow us to pull ecosystems back from the brink. Prevention is key, they say, because once ecosystems pass their tipping point, it is remarkably difficult for them to return.

### Mathematical Predators

Carpenter's work builds on a century of basic research by ecologists who have sought to answer a simple question: Why are the populations of different species the way they are? Why, for example, are there so many flies and so few wolves? And why do the sizes of fly populations vary greatly from one year to the next? To find an answer, ecologists began to diagram food webs, noting who ate whom and how much each one ate. Yet food webs can encompass dozens, hundreds or thousands of species; their complexity often turned attempted diagrams into hopeless snarls.

To make sense of the snarls, ecologists have turned food webs into mathematical models. They write an equation for the growth of one species by linking its reproduction rate to how much food it can obtain and how often it gets eaten by other species. Because  
50 all those variables can change, solving the equations for even simple food webs has proved overwhelming. Fortunately, the rise of fast, cheap computers has recently allowed ecologists to run simulations of many different kinds of ecosystems.

Out of this work, ecologists discovered some key principles operating in real food webs. Most food webs, for instance, consist of many weak links rather than a few strong ones.  
55 Two species are strongly linked if they interact a lot, such as a predator that consistently devours huge numbers of a single prey. Species that are weakly linked interact occasionally: a predator snacks every now and then on various species. Food webs may be dominated by numerous weak links because that arrangement is more stable over the long term. If a predator can eat several species, it can survive the extinction of one of them. And if a predator  
60 can move on to another species that is easier to find when a prey species becomes rare, the switch allows the original prey to recover. The weak links may thus keep species from driving one another to extinction. “You see it over and over again,” says Kevin McCann, an ecologist at the University of Guelph in Ontario.

Mathematical models have also revealed vulnerable points in food webs, where small  
65 changes can lead to big effects throughout entire ecosystems. In the 1960s, for example, theoreticians proposed that predators at the top of a food web exerted a surprising amount of control over the size of populations of other species—including species they did not directly attack. The idea of this top-down control by a small fraction of animals in an ecosystem was greeted with skepticism. It was hard to see how a few top predators could  
70 have such a great effect on the rest of their food web.

But then we humans began running unplanned experiments that put this so-called trophic cascade<sup>1</sup> hypothesis to the test. In the ocean, we fished for top predators such as cod on an industrial scale, while on land, we killed off large predators such as wolves. We introduced invasive species such as rats to islands and gave a variety of other shocks to the  
75 world’s ecosystems. The results of these actions vindicated the key role of predators and the cascading effects they can have from the top of a food web on down. . . .

Carpenter is optimistic that the early-warning system he is developing will work not just in isolated lakes but in any ecosystem, thanks to the way ecological networks are organized. Yet success would not mean that predicting a flip would be certain. The equations that he  
80 and his colleagues have developed suggest that some disturbances will be so dramatic and fast that they will not leave time for ecologists to notice that trouble is coming. “Surprises will continue,” Carpenter says, “although the early-warning system does provide the opportunity to anticipate some surprises before they happen.”

—Carl Zimmer  
excerpted from “Ecosystems on the Brink”  
*Scientific American*, October 2012

---

<sup>1</sup>trophic cascade — changes in the food chain caused by removal of the top predator

- 15 The first paragraph engages the reader by
- (1) describing an experiment without revealing its purpose
  - (2) challenging a theory and sharing the results
  - (3) citing data to disprove a theory
  - (4) introducing an issue to explain its implications
- 16 As used in line 13, the word “diminutive” most nearly means
- (1) unknown
  - (2) little
  - (3) sickly
  - (4) solitary
- 17 According to the author, the results of the Peter Lake experiment (lines 15 through 18) were
- (1) intentional
  - (2) unethical
  - (3) exaggerated
  - (4) inconclusive
- 18 The flipped food webs in Namibia, North Carolina, and the Northwest Atlantic (lines 18 through 22) can best be characterized as
- (1) artificial
  - (2) necessary
  - (3) planned
  - (4) problematic
- 19 In lines 23 and 24, the author emphasizes that the main cause for the flipping of food webs is
- (1) emerging diseases
  - (2) human activity
  - (3) natural disasters
  - (4) accelerated evolution
- 20 According to lines 32 through 39, why is it important to predict a possible change in an ecosystem?
- (1) to expand human involvement
  - (2) to stop scientific experimentation
  - (3) to forestall irreversible damage
  - (4) to identify potential benefits
- 21 The author’s use of questions in lines 41 through 43 establishes a
- (1) connection between population changes and scientific findings
  - (2) relationship between existing predators and prey populations
  - (3) dispute between prior research and experimental outcomes
  - (4) conflict between established theories and new ideas
- 22 The author’s use of the phrase “hopeless snarls” in line 46 connotes a
- (1) savage nature
  - (2) depressing situation
  - (3) distressed sound
  - (4) tangled mass
- 23 The details presented in lines 53 through 61 help the reader to understand the
- (1) negative effects of weak links
  - (2) predators’ need for one food source
  - (3) importance of having multiple prey
  - (4) danger in natural flipping
- 24 Which statement best summarizes a central idea of the text?
- (1) “Predicting those sudden changes is far from straightforward, however, because food webs can be staggeringly complex.” (lines 25 and 26)
  - (2) “Fortunately, the rise of fast, cheap computers has recently allowed ecologists to run simulations of many different kinds of ecosystems.” (lines 51 and 52)
  - (3) “Most food webs, for instance, consist of many weak links rather than a few strong ones.” (line 54)
  - (4) “But then we humans began running unplanned experiments that put this so-called trophic cascade hypothesis to the test.” (lines 71 and 72)

## Part 2

### Argument

**Directions:** Closely read each of the *four* texts provided on pages 11 through 17 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Should the United States eliminate Daylight Saving Time?

**Your Task:** Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not the United States government should eliminate Daylight Saving Time. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

#### Guidelines:

##### Be sure to:

- Establish your claim regarding the elimination of Daylight Saving Time in the United States
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

#### Texts:

Text 1 – History of Daylight Saving Time – DST

Text 2 – Pros & Cons: Daylight Savings Time

Text 3 – Seize the Daylight: The Curious and Contentious Story of Daylight Saving Time

Text 4 – The Cost of Daylight Saving Time

## Text 1

### History of Daylight Saving Time – DST

DST is a change in the standard time with the purpose of making better use of daylight and conserving energy.

Clocks are set ahead one hour when DST starts. This means that the sunrise and sunset will be one hour later, on the clock, than the day before.

5 Although DST has only been used for about 100 years, the idea was conceived many years before. Ancient civilizations are known to have engaged in a practice similar to modern DST where they would adjust their daily schedules to the Sun’s schedule. For example, the Roman water clocks used different scales for different months of the Year. ...

10 Germany was the first country to implement DST. Clocks there were first turned forward at 11:00 p.m. (23:00<sup>1</sup>) on April 30, 1916.

The rationale was to minimize the use of artificial lighting in order to save fuel for the war effort during World War I. The idea was quickly followed by Britain and many other countries, including the United States. Many countries reverted back to standard time post-World War I. It wasn’t until the next World War that DST made its return in many countries in order to save vital energy resources for the war. ...

15 In the United States, DST caused widespread confusion from 1945 to 1966 for trains, buses and the broadcasting industry because states and localities were free to choose when and if they would observe DST. Congress decided to end the confusion and establish the Uniform Time Act of 1966 that stated DST would begin on the last Sunday of April and end on the last Sunday of October. However, states still had the ability to be exempt from DST by passing a local ordinance.

20 The U.S. Congress extended DST to a period of ten months in 1974 and eight months in 1975, in hopes to save energy following the 1973 oil embargo. The trial period showed that DST saved the energy equivalent of 10,000 barrels of oil each day, but DST still proved to be controversial. Many complained that the dark winter mornings endangered the lives of children going to school. After the energy crisis was over in 1976, the U.S. changed their DST schedule again to begin on the last Sunday in April. DST was amended again to begin on the first Sunday in April 1987. Further changes were made after the introduction of the *Energy Policy Act of 2005*. ...

30 The DST schedule in the U.S. was revised several times throughout the years. From 1987 to 2006, the country observed DST for about seven months each year. The current schedule was introduced in 2007 and follows the Energy Policy Act of 2005, which extended the period by about one month. Today, DST starts on the second Sunday in March and ends on the first Sunday in November. Currently, most of the United States observes DST except for Hawaii and most of Arizona, as well as the U.S. insular areas of Puerto Rico, the U.S. Virgin Islands, American Samoa, and Guam.

—excerpted from “History of Daylight Saving Time – DST”  
[timeanddate.com](http://timeanddate.com), 1995-2014

---

<sup>1</sup>23:00 — military time

## Text 2

### Pros & Cons: Daylight Savings Time

#### What are the Pros of “Daylight Savings Time”?...

##### Reduces Exposure to Artificial Lighting

An advantage of daylight savings time is the ability to reduce exposure to artificial lighting, which is the use of lamps and light fixtures. It is valuable to provide the correct light intensity and color spectrum for each task or environment. Otherwise, energy not only could be wasted but over-illumination can lead to adverse health and psychological effects. Beyond  
5 the energy factors being considered, it is important not to over-design illumination, lest adverse health effects such as headache frequency, stress, and increased blood pressure be induced by the higher lighting levels. In addition, glare or excess light can decrease worker efficiency. ...

##### Prevents Vitamin D Deficiency

An advantage of observing daylight savings time is having the ability to prevent  
10 vitamin D deficiency that is produced by the body from sunlight. Excessive seclusion from the sun may lead to vitamin D deficiency unless adequate amounts are obtained through diet. A lack of sunlight, on the other hand, is considered one of the primary causes of Seasonal Affective Disorder (SAD), a serious form of the “winter blues”. SAD occurrence is more  
15 prevalent in locations farther from the tropics, and most of the treatments (other than prescription drugs) involve light therapy, replicating sunlight through lamps tuned to specific wavelengths of visible light, or full-spectrum bulbs. According to a study conducted by the American Academy of Neurology, results indicate that more exposure to sunshine early in a person’s life relates to less risk from Multiple Sclerosis (MS) later in life.

##### Increases Sunlight Effect on Cardiovascular Illnesses

An advantage of observing daylight savings time is the effect on cardiovascular illnesses  
20 through having additional sunlight exposure from the shift in time. In January 2014, British researchers found that sunlight may lower blood pressure, a dangerous factor for heart attacks and stroke. It was reported that 20 minutes of Ultraviolet A (UVA) sunlight lowered blood pressure by a small but significant amount by dilating<sup>1</sup> blood vessels and easing hypertension.<sup>2</sup>  
25 The Journal of Investigative Dermatology<sup>3</sup> tested 24 volunteers and found that the sun increases nitric oxide levels, a chemical linked to blood flow, and results in lowered blood pressure. This research supports the claim of Richard Weller of the University of Edinburgh and Martin Feelisch of the University of Southampton, who found that people who live in the darker north have higher rates of heart disease. They concluded, “We are concerned that  
30 well-meaning advice to reduce the comparatively low numbers of deaths from skin cancer may inadvertently increase the risk of death from far higher prevalent cardiovascular disease and stroke, and goes against epidemiological<sup>4</sup> data showing that sunlight exposure reduces all cause and cardiovascular mortality.” ...

---

<sup>1</sup>dilating — enlarging

<sup>2</sup>hypertension — high blood pressure

<sup>3</sup>dermatology — branch of medical science dealing with the skin and its diseases

<sup>4</sup>epidemiological — factors controlling the presence or absence of disease

## What are the Cons of “Daylight Savings Time”?...

### Effects Health & Healthcare Devices

35 A disadvantage of observing daylight savings time is the effects on health and healthcare devices, especially when adequately not prepared in advance for the time change. Some experience sleep deprivation and poor health due to the shift in time during the implementation of daylight savings time. Medical devices may generate adverse events that could harm patients, without being obvious to clinicians responsible for care. These problems are compounded when the daylight savings time rules themselves change; software developers must test and perhaps modify many programs, and users must install updates and restart applications. Consumers must update devices such as programmable thermostats or manually adjust the devices’ clocks. Medical devices, such as pacemakers, defibrillators, and glucose monitors, have to be adjusted as serious consequences may result if ignored since these devices operate on a standard schedule. Some studies have also found that more heart attacks tend to occur after the shift in time as well as the increase in suicide rates. ...

### Disturbs Sleep Pattern

45 A disadvantage of observing daylight savings time is the disturbance in sleep pattern, especially for those that are critical of time punctuality. Light plays an integral role in sleep, in which light suppresses the secretion of the sleep-inducing substance melatonin. Light exposure tends to advance the circadian rhythm that is crucial during waking stage while darkness impedes the circadian rhythm which is crucial for sleeping. Those exposed to significant amounts of light directly before sleep are claimed by several surveys to have [sic] harder time waking up. Thus, the shift in time is likely to disturb sleep patterns to various extents that differs between individuals in accordance of each individuals [sic] personal sleep behaviors. ...

### Effects Farmers’ Morning Productivity

55 A disadvantage of observing daylight savings time is the effects experienced on farmers’ morning productivity. Farmers oppose daylight savings time on the basis that grain is best harvested after dew evaporates, so when field hands arrive and leave earlier in summer their labor is less valuable. For such farmers, daylight earlier in the day is more beneficial rather than in the evening. Dairy farmers are another group that complains of time change as their cows are sensitive to the timing of milking, so when their deliveries need to be made earlier their systems are disrupted. Conclusively, observing daylight savings time is a disadvantage for farmers that are highly dependent on a consistent time schedule which can deter their production. ...

—excerpted from “Pros & Cons: Daylight Savings Time”  
[theprocons.com](http://theprocons.com), October 22, 2014

### Text 3

#### Seize the Daylight: The Curious and Contentious<sup>1</sup> Story of Daylight Saving Time

... A primary impact of daylight saving time is the reduction of energy consumption, and this has been the major impetus<sup>2</sup> for numerous countries to adopt DST. Because factories, businesses, and government offices, among others, often open at a time when the sun has already risen but do not close until after sunset, a clock advance of one hour allows them to save significant energy for lighting. The extra hour of evening daylight saves most households one hour of electricity for evening lighting, and also draws people outdoors, cutting additional indoor energy use. This savings may be wholly or partially offset by additional lighting needed in the morning, but many people sleep through the hour of sunrise, whereas almost everyone is awake during the hour of sunset. DST also often reduces the daily peak needed for electricity production (when the least efficient power sources are used) by spreading out usage to later in the evening. The DOT [Department of Transportation] concluded that the total electricity savings associated with DST amounted to about 1 percent in spring and fall, corresponding to national savings of forty to fifty megawatt hours per day.

DST also might affect home heating, air conditioning, and other forms of energy consumption. For example, the extra hour of light in the evening could cause an increase in recreational and shopping travel by automobile (and therefore an increase in gasoline consumption) that might not be offset by a corresponding decrease in the morning. On the other hand, more outdoor activities might save energy by decreasing the use of TV sets and appliances. The DOT did not detect any significant DST impact on these areas.

Another major impact of DST is the reduction of motor-vehicle accidents and fatalities. Driving after dark is much more dangerous than driving in daylight, and while there are other factors, this difference results primarily from decreased visibility. Since DST makes evenings lighter and mornings darker, the evening accident rate should decrease, while the morning rate should increase, for drivers and passengers as well as pedestrians. Since evenings see significantly more traffic than mornings — often twice as much — the overall daily accidents might be expected to decrease under DST. And better visibility is all the more important when another element is considered: early-evening drivers are more likely than morning drivers to be tired or inebriated.<sup>3</sup> Certainly, traffic-pattern changes, weather, and other factors also may play a role in the incidence of accidents, but a shift to DST would be expected to reduce total accidents. In fact, the DOT study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time. The decline was small but important, corresponding to approximately fifty lives saved and two thousand injuries avoided for the two-month period.

On the heated topic of safety for schoolchildren, dark DST mornings increase the risk of accidents for children on their way to school. However, the extra light from DST in the late afternoon decreases the risk of accidents for children in activities such as riding bicycles, engaging in unsupervised outdoor play, or traveling as passengers in cars. The DOT study found that under DST in March and April, the increase in morning accidents seemed to be more than offset by the decrease in evening accidents. Despite these findings, one political fact was crystal clear: The news stories of the tragic deaths of young victims in morning accidents carried far more emotional weight than statistics showing that fatalities were avoided in the evening.

Another area of DST impact is crime reduction. People generally feel safer in the daylight, and many types of crime are believed to be influenced by lighting conditions. For example, more light in the evening decreases the opportunity for street crime against

<sup>1</sup>contentious — controversial

<sup>2</sup>impetus — cause

<sup>3</sup>inebriated — intoxicated

people returning home from work. The DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time. ...

50 Daylight saving time benefits many enterprises related to outdoor pursuits, and it also impacts a number of other economic areas, such as manufacturing, domestic trade, construction and public transportation. Groups surveyed in these areas mildly favored DST or felt it had no effect. A shift of clock time under DST lengthens the overlap of U.S. business hours with Europe and shortens the overlap with Japan. A DOT analysis showed no DST effect on communications with Japan, but an increase in communications with Europe. ...

—David Prerau  
excerpted and adapted from *Seize the Daylight: The Curious and  
Contentious Story of Daylight Saving Time*, 2005  
Thunder's Mouth Press

## Text 4

### The Cost of Daylight Saving Time

... It turns out that more daylight gives us more time to shop, drive, grill and perfect our golf game. What it doesn't do is cut our energy use, as is the intent, says Michael Downing, a lecturer in English and author of *Spring Forward: The Annual Madness of Daylight Saving Time*.

5 In fact, when we lose an hour's sleep at 2 a.m. on March 9 [2014]—beginning the eight-month DST season—it will not reduce our electricity use even by one half of 1 percent, says Downing, contrary to the most recent study by the Department of Energy.

10 While the government continues to claim that the country reduces electricity use for each day during DST, Downing says we come nowhere near that. Some studies do report small reductions in electricity use, but the most comprehensive study of household energy demand and many others report an increase in overall energy consumption ranging from 1 to 4 percent during DST.

15 “The barbecue grill and charcoal industries say they gain \$200 million in sales with an extra month of daylight saving—and they were among the biggest lobbies in favor of extending DST from six to seven months in 1986,” he says. Lobbying alongside them that year was the golf industry, which says that additional month of daylight has meant more time on the links and an additional \$400 million in revenue.

20 But what's good for retail is bad for overall energy use, says Downing. “If it's light when we leave work and we decide to go to the mall or a restaurant or head for a summer night at the beach, we don't walk there; we get in our cars,” he says.

Gas consumption goes up during daylight saving time—“something the gas industry has known since the 1930s,” Downing says. That's why it lobbied hard to reintroduce DST after two short-term experiments with it to conserve electricity and other energy resources during World Wars I and II.

25 But more driving also means more carbon dioxide in the atmosphere, which exacerbates<sup>1</sup> climate change, says Downing. Moreover, the reduced cost of indoor lighting on sunny spring and summer afternoons is offset by higher air-conditioning costs at offices, factories and shopping malls.

30 “Every time the government studies [DST], it turns out that we are really saving nothing when all is said and done,” Downing says.

35 And yet, at the urging of many industry lobbies, the government has extended the duration of DST several times. In 1966, President Lyndon B. Johnson signed the Uniform Time Act, which instituted daylight saving time, beginning on the last Sunday of April and ending the last Sunday of October—six months in all. This act standardized customs that varied from state to state between 1945 and 1966.

40 Then in 1986, the federal law was amended to add a full month to DST, making it begin the first, not the last, Sunday in April. “This change was spurred by a large number of lobbies: golf and golf equipment, home improvement, the Hearth, Patio and Barbecue Association and the gas and fuel industries, which saw a potential boon to their sales,” Downing says. “There was little concern for those living in western parts of each time zone, where sunrise could be as late as 8:30 a.m. some months. ...

In 2005, seven months of DST became eight with the passage of the Energy Policy Act, which moved the start date to the second Sunday of March and ended it a week later, on the

---

<sup>1</sup>exacerbates — aggravates

45 first Sunday in November. The change from the end of October to early November was not driven by energy savings, but by the National Association of Convenience Stores (NACS), who wanted Halloween to occur during DST. ...

“So today we have eight months of daylight saving and only four months of standard time,” he says. “Can you tell me which time is the standard?” ...

—Gail Bambrick  
excerpted and adapted from “The Cost of Daylight Saving Time”  
[now.tufts.edu](http://now.tufts.edu), March 4, 2014

---

## Part 3

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 19 through 21 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

## Text

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

“What’s the matter, Schatz?”

5 “I’ve got a headache.”

“You better go back to bed.”

“No. I’m all right.”

“You go to bed. I’ll see you when I’m dressed.”

10 But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

“You go up to bed,” I said, “you’re sick.”

“I’m all right,” he said.

When the doctor came he took the boy’s temperature.

“What is it?” I asked him.

15 “One hundred and two.”

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative,<sup>1</sup> the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing  
20 to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy’s temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

25 “All right. If you want to,” said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle’s *Book of Pirates*; but I could see he was not following what I was reading.

30 “How do you feel, Schatz?” I asked him.

“Just the same, so far,” he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

35 “Why don’t you try to go to sleep? I’ll wake you up for the medicine.”

“I’d rather stay awake.”

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn’t bother me.”

40 “No, I mean you don’t have to stay if it’s going to bother you.”

---

<sup>1</sup>purgative — laxative

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the  
45 young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey<sup>2</sup> of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but  
50 most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

55 At the house they said the boy had refused to let any one come into the room.  
"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

60 I took his temperature.  
"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

65 "The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

70 "I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

75 I sat down and opened the *Pirate* book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

80 "Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

---

<sup>2</sup>covey — flock

He had been waiting to die all day, ever since nine o'clock in the morning.

85 “You poor Schatz,” I said. “Poor old Schatz. It’s like miles and kilometers. You aren’t going to die. That’s a different thermometer. On that thermometer thirty-seven is normal. On this kind it’s ninety-eight.”

“Are you sure?”

90 “Absolutely,” I said. “It’s like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?”

“Oh,” he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

—Ernest Hemingway  
“A Day’s Wait”  
*Winner Take Nothing*, 1933  
Charles Scribner’s Sons

---





# REGENTS IN ELA (Common Core)

Printed on Recycled Paper

REGENTS IN ELA (Common Core)