

CHAPTER 21

Paired Passages and Primary Source Passages

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

- Apply unique strategies to effectively read SAT Reading paired passages in preparation for their question sets
- Apply unique strategies to effectively read SAT Reading passages based on primary sources in preparation for their question sets
- Identify the variations on common SAT Reading questions as they are used in paired passages

How Much Do You Know?

Directions: In this chapter, you'll learn to apply the SAT Reading strategies you learned in earlier chapters to paired passages and passages based on primary sources. Take a few minutes to read the following paired passages and answer the five accompanying questions. When you're finished, compare your work to the explanations on the following pages. Identify ways in which the expert reads these paired passages differently than she would a standard science or social studies passage.

Questions 1–5 refer to the following passages.

Passage 1 is adapted from a speech given by Senator Robert Y. Hayne in 1830. Passage 2 is adapted from a speech given in response by Senator Daniel Webster on the following day.

Passage 1

If I could, by a mere act of my will, put at the disposal of the Federal Government any amount of treasure which I might think proper to name, I should limit the amount to the means necessary for the legitimate purpose of Government. Sir, an immense national treasuring would be a fund for corruption. It would enable Congress and the Executive to exercise a control over States, as well as over great interests in the country, nay even over corporations and individuals—utterly destructive of the purity, and fatal to the duration of our institutions. It would be equally fatal to the sovereignty and independence of the States. Sir, I am one of those who believe that the very life of our system is the independence of the States, and there is no evil more to be deprecated than the consolidation of this Government. It is only by a strict adherence to the limitations imposed by the constitution on the Federal Government, that this system works well, and can answer the great ends for which it was instituted. I am opposed, therefore, in any shape, to all unnecessary extension of the powers, or the influence of the Legislature or Executive of the Union over the States, or the people of the States; and, most of all, I am opposed to

those partial distributions of favors, whether by legislation or appropriation, which has a direct and powerful tendency to spread corruption through the land; to create an abject spirit of dependence; to sow the seeds of dissolution; to produce jealousy among the different portions of the Union, and finally to sap the very foundations of the Government itself.

Passage 2

As a reason for wishing to get rid of the public lands as soon as we could, and as we might, the honorable gentleman said, he wanted no permanent sources of income. He wished to see the time when the Government should not possess a shilling of permanent revenue. If he could speak a magical word, and by that word convert the whole capital into gold, the word should not be spoken. The administration of a fixed revenue, [he said] only consolidates the Government, and corrupts the people! Sir, I confess I heard these sentiments uttered on this floor with deep regret and pain.

I am aware that these, and similar opinions, are espoused by certain persons out of the capitol, and out of this Government; but I did not expect so soon to find them here. Consolidation!—that perpetual cry, both of terror and delusion—consolidation! Sir, when gentlemen speak of the effects of a common fund, belonging to all the States, as having a tendency to consolidation, what do they mean? Do they mean, or can they mean, anything more than that the Union of the States will be strengthened, by whatever continues or furnishes inducements to the people of the States to hold together? If they mean merely this, then, no doubt, the public lands as well as everything else in which we have a common interest, tends to consolidation; and to this idea of consolidation every true American ought to be attached; it is neither more nor less than strengthening the Union itself. This is the sense in which the framers of the constitution use

the word consolidation; and in which sense I adopt
70 and cherish it. . . .

This, sir, is General Washington's consolidation.
This is the true constitutional consolidation. I
wish to see no new powers drawn to the General
Government; but I confess I rejoice in whatever
75 tends to strengthen the bond that unites us, and
encourages the hope that our Union may be
perpetual. And, therefore, I cannot but feel regret
at the expression of such opinions as the gentleman
has avowed; because I think their obvious tendency
80 is to weaken the bond of our connection.

1. In passage 2, Webster most likely refers to General Washington in order to
 - A) make a colorful analogy.
 - B) emphasize the precedent for his position.
 - C) compare himself to Washington in order to seem more credible.
 - D) emphasize the honesty of his position.

2. Which choice best characterizes how Webster responds to Hayne?
 - A) He challenges Hayne's understanding of economics.
 - B) He cites historical examples to show that Hayne's predictions will not come true.
 - C) He finds a neutral path between his position and Hayne's.
 - D) He attempts to turn a key word that Hayne uses against him.

3. Based on the ideas expressed in Passage 1, Hayne would most likely rebut Webster's claim in lines 61–67 ("If they mean . . . strengthening the Union itself") by stating that
 - A) he (Hayne) does not wish the Union to have more money.
 - B) it was a mistake to form a Union.
 - C) the Union would weaken if the states were less independent.
 - D) the Union will be more corrupt if the Legislative and Executive branches consolidate into one.

4. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 1–6 ("If I could . . . of Government")
 - B) Lines 6–7 ("Sir . . . corruption")
 - C) Lines 23–24 ("am opposed . . . powers")
 - D) Lines 32–35 ("to sow . . . itself")

5. On which of the following points do the writers of the passages express agreement?
 - A) The Federal Government should not acquire new powers.
 - B) The Constitution alone may not adequately address the current situation.
 - C) Money can be a corrupting influence.
 - D) The Federal Government is spending more than it can afford.

Check Your Work

Suggested passage notes:

Passage 1

¶1: (lines 1–14): Limit money of gov't

¶1: (lines 15–35): Gov't control of states = bad

Passage 2

¶1: Hayne would not allow gov't perm. income

¶2: Common fund, Consolidation = Strength of Union

¶3: Consolid. goes with Constitution, Washington

1. B

Difficulty: Easy

Category: Function

Strategic Advice: Function questions ask you why the author included a given detail. Research the detail to help make a prediction, and if necessary, read any surrounding text to help put it in context.

Getting to the Answer: The reference to George Washington comes in the third paragraph. Both before and after the reference, Webster mentions the Constitution and how he wishes to abide by it. Thus, he intends for his ideas to be in the spirit of Washington and the Founders. (Keep in mind that appeals to documents and authorities are common in primary source passages.) Webster is using Washington as a precedent, or established guide, making (B) correct.

Washington is neither part of an analogy, nor is he compared to Webster, so eliminate (A) and (C). While you may have a sense of Washington as an “honest” figure, there is nothing in the passage that mentions his honesty, so eliminate (D).

2. D

Difficulty: Medium

Category: Inference

Strategic Advice: You need to draw an inference about how Webster “responds to Hayne,” so this is an Inference question. Expect the answer to relate to Webster’s main point and consult your passage map for help.

Getting to the Answer: In the first paragraph, Webster characterizes Hayne’s position, explaining that it makes him feel “deep regret and pain.” Primary source passages are explicit about their main ideas, so after reading this, predict that Webster will soon explain *why*

it makes him feel pain. He does so in the second paragraph, focusing on the term “consolidation.” He explains that, no matter how much his opponents claim to fear it, it means “strengthening the Union itself.” This matches (D).

You could also get to the correct answer by process of elimination. Although Webster notes with humor that Hayne would not “convert the whole capital into gold” given the chance, he does not discuss Hayne’s understanding of economics, so (A) is incorrect. While he mentions George Washington, he never uses historical examples to refute any predictions, so (B) is incorrect. Webster states his position quite strongly; this is no “neutral path,” so (C) is incorrect as well.

3. C

Difficulty: Hard

Category: Inference

Strategic Advice: For Inference questions asking how one author would respond to a claim made by the other, start by reading the claim. Then, look for clues in the other passage that indicate how its author would respond. The latter step is especially useful when the next question is a Command of Evidence.

Getting to the Answer: The claim is that consolidation—in this case, indicating a “common fund” for the government—will keep the people of the states together and “[strengthen] the Union.” Go back to Hayne’s passage for evidence of how he would respond to this. When discussing consolidation, Hayne valorizes “independence of the States,” noting that “there is no evil more to be deprecated than the consolidation of this Government.” Hayne would contend that consolidation would weaken the States’ independence, and he concludes that this in turn would “sow the seeds of dissolution; produce jealousy among the different portions of the Union, and sap the very foundations of the Government itself.” This fits (C).

Choice (A) is incorrect because although Hayne wishes to limit the government’s permanent revenue, this does not specifically refute Webster’s claim about strengthening the Union. (B) is too extreme; while Hayne may wish to limit the federal government’s power, he never indicates that the Union should never have existed. (D) distorts the passage. “Consolidation” in this context has nothing to do with the Legislative and Executive branches becoming one.

4. D

Difficulty: Hard

Category: Command of Evidence

Strategic Advice: Look back at your research for the previous question and determine what portion of text you used to support your answer.

Getting to the Answer: Your previous answer was supported with the phrase “sow the seeds of dissolution; produce jealousy among the different portions of the Union, and sap the very foundations of the Government itself.” (D) is correct.

5. A

Difficulty: Hard

Category: Detail

Getting to the Answer: Hayne’s main point is that the federal government should be limited to preserve States’ independence. As much as Webster disagrees with Hayne, he actually concedes this point in his final paragraph: “I wish to see no new powers drawn to the General Government.” (A) is correct.

Both writers would seem to disagree with (B), since they both regard the Constitution as an authority. While Hayne worries about the corrupting influence of money, Webster does not, so (C) is incorrect. You might be tempted by (D), since Hayne wishes to curtail the federal government’s activities and Webster believes that it requires permanent income. However, there is not enough information in the passage to determine that the federal government is already spending more than it can afford.

How to Approach SAT Paired Passages and Primary Sources

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

- Apply unique strategies to effectively read SAT Reading paired passages in preparation for their question sets
- Apply unique strategies to effectively read SAT Reading passages based on primary sources in preparation for their question sets
- Identify the variations on common SAT Reading questions as they are used in paired passages

What are paired passages?

In every SAT Reading section, there is always exactly one pair of shorter passages that takes the place of a single longer passage. The two passages share the same topic (although they'll each have their own take on the subject matter). The combined length of the paired passages is approximately the length of most single passages, so you don't have much, if any, extra reading to do. In this chapter, you'll learn to read paired passages a little differently than you read single passages, and you'll see how the test uses variations of standard SAT Reading questions to test your comprehension of both passages.

What are primary source passages?

In every SAT Reading section, exactly one of the passages (or paired passage sets) is one in which the text is a primary source—a text written or recorded at the time of an event by people with firsthand knowledge of it (for example, laws, speeches, newspaper accounts, and essays). SAT experts expect the language in these passages to reflect an older and more formal style. In many cases, the documents express the strongly articulated position of its author or speaker.

Why learn paired passages and primary sources together?

The one set of paired passages in a Reading section often contain primary sources as their texts. While it is possible that you could see science material in a paired passage set, it's more likely that this is where the primary sources will appear, so it makes sense to practice the skills that apply to both categories of passages together.

To read passages like these and to answer their questions:

Directions: Choose the best answer choice for the following questions.

Questions 1 and 2 refer to the following passages.

Passage 1 is adapted from a speech (1852) by writer, reformer, and ex-slave Frederick Douglass. It was presented at an event commemorating the signing of the Declaration of Independence. Passage 2 is adapted from an essay (1836) by political activist Angelina Emily Grimké. Both writers were active in the abolitionist, or anti-slavery, movement.

Passage 1

O! had I the ability, and could I reach the nation's ear, I would, to-day, pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is
 5 not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of
 10 the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.

What, to the American slave, is your 4th
 15 of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license;
 20 your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns,
 25 your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not
 30 a nation on the earth guilty of practices, more

shocking and bloody, than are the people of these United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms
 35 of the old world, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless
 40 hypocrisy, America reigns without a rival.

Passage 2

The women of the South can overthrow this horrible system of oppression and cruelty, licentiousness and wrong. Such appeals to your legislatures would be irresistible, for there is
 45 something in the heart of man which will bend under moral suasion. There is a swift witness for truth in his bosom, which will respond to truth when it is uttered with calmness and dignity. If you could obtain but six signatures
 50 to such a petition in only one state, I would say, send up that petition, and be not in the least discouraged by the scoffs, and jeers of the heartless, or the resolution of the house to lay it
 55 on the table. It will be a great thing if the subject can be introduced into your legislatures in any way, even by women, and they will be the most likely to introduce it there in the best possible
 60 manner, as a matter of morals and religion, not of expediency or politics. You may petition, too, the different ecclesiastical bodies of the slave states. Slavery must be attacked with the whole power of truth and the sword of the spirit.

1. Which best describes the overall relationship between the two passages?
- A) Passage 2 provides a restatement of Passage 1's central claims.
 - B) Passage 2 describes specific steps that could address a problem described in Passage 1.
 - C) Passage 2 contests the point of view expressed in Passage 1.
 - D) Passage 2 contains additional evidence that could support the claims made in Passage 1.
2. Based on Passage 2, Grimké would most likely offer which of the following responses to Douglass's statement in lines 7–13 ("The feeling . . . denounced")?
- A) Women will be the most effective agents of Douglass's call to action.
 - B) The nation's conscience is too hardened to embrace Douglass's rhetoric.
 - C) The most effective way to communicate Douglass's message is to highlight the plight of female slaves.
 - D) Douglass's critique of the United States is too political to be delivered by women.

You'll need to know this:

About Paired Passages

- Paired passages always address the same topic but will likely have different purposes and may reflect different opinions. Common relationships between the passages include:
 - (Passage 1) One side in a debate over a policy, a moral or ethical issue, or the role of government and (Passage 2) the other side of that debate
 - (Passage 1) A law or a policy proposal and (Passage 2) a commentary on or evaluation of the law or proposal (especially from a person affected by the law or policy)
 - (Passage 1) A report on an event or conflict and (Passage 2) a speech or document from a person involved in the event or conflict
 - (Passage 1) Commentary on an issue as reflected through one social context and (Passage 2) commentary on the same issue reflected through a different context
- The authors of paired passages may disagree with each other but do not have to.
- When paired passages refer to the same detail, each author may have a different reason for including the detail and a different point of view toward it.

About Primary Source Passages

- The SAT always identifies the author(s)/speaker(s) and the date(s) of primary source texts in the blurb introducing the passage(s).
- The main point (thesis or conclusion) of the author/speaker is usually explicitly stated in a primary source text.
- Authors/speakers in primary source texts often support their positions with appeals to broad, abstract concepts (e.g., divine law, natural law, human rights, the common good, dignity, or progress).
- The test never asks if an author's or speaker's opinion is correct (or, in the case of paired passages with primary source texts, which author's position or argument is better).

About Paired Passage Questions

- The question set accompanying paired passages addresses the passages in order: roughly, the first third of the questions are about Passage 1, the next third are about Passage 2, and the final third are about the relationships between the two passages.
- The questions that address single passages are just like those from standard science and social science passages.
- Some questions that address the relationships between the passages are variations on standard SAT Reading question types. For example:
 - **Global**
 - “The primary purpose of each passage is to”
 - **Detail**
 - “Both passages discuss the role of the judiciary in relationship to”

- **Inference**
 - “Based on the passages, both authors would agree with which of the following claims?”
 - “Both authors would most likely agree that the expansion of enfranchisement reflects”
- **Function**
 - “In the context of each passage as a whole, the examples in lines 30–34 of Passage 1 and lines 60–63 of Passage 2 primarily function to help each speaker”
- Other questions are intentionally written to test how accurately you can compare or contrast the two passages or their authors. For example:
 - **Global**
 - “Which choice best states the relationship between the two passages?”
 - “Which choice identifies a central tension between the two passages?”
 - **Inference**
 - “How would the authors of Passage 1 most likely respond to the points made in the final paragraph of Passage 2?”
 - “Madison in Passage 1 would most likely characterize the position taken by Hancock in lines 71–79 in Passage 2 (“Manners, by which . . . memory”) as”
 - “Stanton would most likely have reacted to lines 69–72 (“Therefore . . . without fail”) of Passage 2 with”

You’ll need to do this:

To Actively Read Paired Passages

- Unpack the blurb to discover all that you can about each passage and author; anticipate the possible relationships between the passages.
- Manage your active reading and the question set strategically:
 - Actively read Passage 1 as you would a standard passage—note keywords, jot down the purpose of each paragraph, and summarize the big picture.
 - Answer the questions associated exclusively with Passage 1 (roughly, the first third of the question set).
 - Actively read Passage 2 as you would a standard passage—note keywords, jot down the purpose of each paragraph, and summarize the big picture.
 - Answer the questions associated exclusively with Passage 2 (roughly, the next third in the question set).
 - Answer the questions that ask about both passages in relationship to each other (the final third in the question set).

To Actively Read Primary Source Passages

- Unpack the opening blurb to identify the author(s) and historical time period of the passage(s).
- If you know something about the author(s), issue, or historical period, use that knowledge to anticipate what the passage(s) will say. However:
 - Be careful not to answer questions based on your outside knowledge.
 - The correct answers must be supported by the passage text.

- Actively read the passage as you would a standard social science passage, keeping the following in mind:
 - Don't be discouraged if a primary source text contains antiquated or formal language; define unfamiliar words from context.
 - Locate the author's/speaker's main point (it may be a thesis statement near the beginning of the passage or a concluding summary near the end); if you could boil down the author's position to a single sentence, which one would it be?
 - Note where and how the author/speaker supports the main point.

To Strategically Answer Paired Passages Questions

- Research, predict, and answer questions exclusively addressing one of the passages as you would any standard SAT Reading question.
- To predict and answer Global questions comparing or contrasting both passages, consider your big picture summaries.
- To research, predict, and answer Inference questions comparing or contrasting both passages:
 - Locate the piece of text at issue in the question stem.
 - Consider the other author's likely reaction to or opinion of that piece of text.
 - Especially if the Inference question is followed by a Command of Evidence question, locate the piece of text that supplies the "other author's" likely response. For example, consider this question stem: "Madison in Passage 1 would most likely characterize the position taken by Hancock in lines 71–79 in Passage 2 ("Manners, by which . . . memory") as"
 - First, research the Hancock text from Passage 2 quoted in the question stem. What does it mean? What is Hancock's point?
 - Second, consider what you know about Madison's likely response. Would he agree or disagree with Hancock's point? Why or why not?
 - Third, put your finger on the text in Passage 1 that supports Madison's likely response.

Explanation:

Question 1. This Global question asks you to determine the "overall relationship" between the passages. Consult your passage notes to determine how the passages relate. As you might expect, given the blurb, each writer expresses a strong anti-slavery sentiment. However, while the first passage deals more with the injustices of slavery in the United States, the second focuses more on specific plans to change relevant law ("If you could obtain but six signatures to such a petition . . ."). Therefore, it's accurate to say that Passage 2 "describes specific steps that could address a problem described in Passage 1," **(B)**.

Question 2. This Inference question asks you for the choice that captures Grimké's likely response to Douglass's call to arouse the nation's consciousness in paragraph 1 of Passage 1. The thesis of Grimké's passage is that women can overthrow slavery and, she says, "they will be the most likely to introduce [anti-slavery petitions] in the best possible manner" (lines 56–58). Thus, she seems to believe that women are the most effective messengers for the kinds of critiques Douglass recommends. That matches choice **(A)**. Choice **(B)** contradicts Grimké's hopeful attitude toward change. **(C)** distorts Grimké's suggestion; she thinks women should be the ones to call for an end to slavery, not that focusing on female slaves is the best way to do so. **(D)** distorts Grimké's point in lines 58–59; she says that, coming from women, the anti-slavery message will be seen as moral and religious rather than political, but her comment does not imply a critique of Douglass's clearly moral message as being political in nature.

Try on Your Own

Directions: Actively read these paired primary source passages and answer their accompanying questions. Try to employ the unique reading strategies experts use for paired passages and primary source texts. Take note of any question stems that are specifically tailored to fit paired passages so that you can research, predict, and answer them strategically.

Questions 1–10 refer to the following passages.

Passage 1 is adapted from Federalist Paper No. 64 (1788), by John Jay, in which he discusses the powers of the president and the Senate to form treaties under Article II of the Constitution. Passage 2 is adapted from Federalist Paper No. 75 (1788), by Alexander Hamilton, on the same subject.

Passage 1

The second section gives power to the President, “*by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur . . .*”

5 Some are displeased with it, not on account of any errors or defects in it, but because they say the treaties will have the force of laws, and thus should be made only by the legislature. These gentlemen seem not
10 to consider that the judgement of our courts, and the commissions constitutionally given by our governor, are as valid and as binding on all persons whom they concern as the laws passed by our legislature. All constitutional
15 acts of power, whether in the executive or in the judicial department, have as much legal validity and obligation as if they proceeded from the legislature. It surely does not follow that because the people have given the power
20 of making laws to the legislature, they should therefore likewise give the legislature the power to do every other act of government by which the citizens are to be bound and affected.

Passage 2

The President is to have power, “by and
25 with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur.” . . .

Though several writers on the subject of government place the power of making
30 treaties in the class of executive authorities, this is evidently an arbitrary classification; for if we attend carefully to its operation, it will be found to partake more of the legislative than of the executive character, though it does
35 not seem strictly to fall within the definition of either of them. The essence of the legislative branch is to enact laws, or, in other words, to prescribe rules for the regulation of the society; while the execution of the laws, and
40 the employment of the common strength, either for this purpose or for the common defense, seem to comprise all the functions of the executive branch. The power of making treaties is, plainly, neither the one nor the
45 other. It relates neither to the execution of the existing laws, nor to the creation of new ones; and still less to an exertion of the common strength. Its objects are CONTRACTS with foreign nations, which have the force of law,
50 but derive it from the obligations of good faith. They are not rules prescribed by the government of the citizen, but agreements between two governments. The power in question seems therefore to form a distinct
55 department, and to belong, properly, neither to the legislative nor to the executive branch. The qualities elsewhere detailed as indispensable in the management of foreign negotiations point to the Executive as the best agent in
60 those transactions; while the vast importance of the trust, and the operation of treaties as laws, plead strongly for the participation of the whole or a portion of the legislative body in the office of making them.

1. Jay includes the reasoning of those who are displeased with the president's treaty-making power (lines 5–9) in order to
 - A) provide an opposing conclusion that gives context for his own argument.
 - B) acknowledge flaws and defects in Article II of the Constitution.
 - C) explain the importance of the legislature in creating laws that impact citizens.
 - D) support his own opinions about judicial and executive authority.

2. What does Passage 1 suggest about Jay's opponents' opinion of the second section of Article II of the Constitution?
 - A) Jay's opponents' criticisms of the second section would be legitimate if the second section contained errors and defects.
 - B) Jay's opponents think anything having the same force as a law is, in effect, a law.
 - C) Jay's opponents perceive the legislature as the only branch that should act in ways that legally bind citizens.
 - D) Jay's opponents agree with Jay that the legislature should be empowered to enact all duties of government.

3. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 5–9 ("Some are . . . legislature")
 - B) Lines 9–14 ("These gentlemen . . . legislature")
 - C) Lines 14–18 ("All constitutional . . . legislature")
 - D) Lines 18–23 ("It surely . . . affected")

4. Based on Passage 2, it can be inferred that Hamilton would agree with which of the following statements?
 - A) Most writers on the subject of government fail to provide evidence sufficient to support their conclusions.
 - B) Citizens should not be bound by agreements between one government and another.
 - C) Any power that is not properly described as judicial or legislative must be an executive power.
 - D) At least some writers on the subject of government reach unsubstantiated conclusions about the scope of executive authority.

5. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 28–31 ("Though several . . . classification")
 - B) Lines 36–39 ("The essence . . . society")
 - C) Lines 48–51 ("Its objects . . . faith")
 - D) Lines 60–64 ("while the . . . them")

6. As used in line 33, "partake" most nearly means
 - A) consume.
 - B) share.
 - C) receive.
 - D) savor.

7. As used in line 64, "office" most nearly means
 - A) bureaucracy.
 - B) workplace.
 - C) commission.
 - D) situation.

8. Which choice best states the relationship between the two passages?
- A) Both passages refute different points using different evidence but reach the same conclusion.
 - B) Passage 2 and Passage 1 examine different but related propositions.
 - C) Passage 2 questions assumptions made by the author of Passage 1.
 - D) Passages 1 and 2 use different examples to illustrate the same reasoning.
9. Based on Passage 2, how would Hamilton most likely respond to Jay’s statement that the decisions of the judicial and executive branches “are as valid and as binding on all persons whom they concern as the laws passed by our legislature” (lines 12–14)?
- A) Hamilton would agree that all non-legislative rules are legitimately binding, and he would agree about the source of that power.
 - B) Hamilton would disagree that treaties are as valid as laws passed by the legislature because treaties are contracts.
 - C) Hamilton would agree that at least some rules prescribed by the executive branch are just as valid as those issued from the legislature.
 - D) Hamilton would disagree with Jay’s contention that judicial decisions are as valid as laws passed by the legislature.
10. In Passage 1, Jay’s statement at lines 7–9 (“they say . . . legislature”) and in Passage 2, Hamilton’s statement at lines 36–39 (“The essence . . . society”) both serve to help the authors
- A) argue that the power to make treaties should reside exclusively with the legislature.
 - B) critique those who place the power to make treaties in the class of executive authorities.
 - C) define the widely accepted role of the legislative branch to make laws.
 - D) support the contention that treaties carry the same legal authority as laws.

How Much Have You Learned?

Directions: Now, complete a similar assessment under timed conditions. Take 12 minutes to read the passage and answer the accompanying questions

Questions 11–21 refer to the following passages.

Passage 1 is adapted from an 1823 speech by President James Monroe, in which he discusses European colonialism in the Americas. The position expressed in this speech would eventually become known as the Monroe Doctrine. Passage 2 is adapted from a 1905 speech by President Theodore Roosevelt. His position would become known as the Roosevelt Corollary to the Monroe Doctrine.

Passage 1

The American continents, by the free and independent condition which they have assumed and maintain, are hence forth not to be considered as subjects for future
5 colonization by any European powers.

The citizens of the United States cherish friendly sentiments in favor of the liberty and happiness of their fellow men on the European side of the Atlantic. In the wars of
10 the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so.

It is only when our rights are invaded or seriously menaced that we resent injuries
15 or make preparation for our defense. With the movements in our own hemisphere we are more immediately connected, by causes which must be obvious to all enlightened and impartial observers.

We owe it, therefore, to candor and to the amicable relations existing between the United States and European nations to declare that we should consider any attempt on their part to extend their system of government to
25 any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. However, we could not view

30 any meddling with those former European colonies who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, in any other light
35 than as the manifestation of an unfriendly disposition toward the United States.

Passage 2

It is not true that the United States feels any land hunger or entertains any projects regarding the other nations of the Western
40 Hemisphere except for their welfare. All that this country desires is to see our neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship.

If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need not fear
45 interference from the United States. However, chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention. . . .

In the Western Hemisphere, the adherence of
55 the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. If every country washed by
60 the Caribbean Sea would show the progress in stable and just civilization which Cuba has shown since our troops left the island, and which so many of the republics in both Americas are constantly and brilliantly
65 showing, all question of interference by this Nation with their affairs would be at an end. Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their
70 borders the reign of law and justice obtains, prosperity is sure to come to them. While

they thus obey the primary laws of civilized society, they may rest assured that they will be treated by us in a spirit of cordial and helpful sympathy. We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations. Every nation, whether in America or anywhere else, which desires to maintain its freedom and independence must ultimately realize that the right of such independence can not be separated from the responsibility of making good use of it.

11. The primary purpose of the statement in lines 6–9 (“The citizens . . . of the Atlantic”) is to
 - A) respond to critics of the United States.
 - B) mislead the audience regarding Monroe’s intent.
 - C) recommend that people adopt a certain attitude.
 - D) balance the overall tone of the message.
12. When discussing his views on foreign policy in Passage 1, Monroe indicates that the United States does not intend to
 - A) prevent further European colonization in the Americas.
 - B) intervene in conflicts that exist solely between European powers.
 - C) maintain a friendly relationship with European powers.
 - D) allow European powers to keep their existing colonies in the Americas.
13. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 9–12 (“In the . . . do so”)
 - B) Lines 15–19 (“With the . . . observers”)
 - C) Lines 20–26 (“We owe . . . safety”)
 - D) Lines 29–36 (“However . . . States”)
14. According to Roosevelt in Passage 2, what circumstance must exist before the United States may justifiably interfere with the affairs of another nation in the Western Hemisphere?
 - A) The other nation must have been invaded by a foreign power.
 - B) The other nation must have invaded a foreign power.
 - C) The other nation must have harmed the United States.
 - D) The other nation must have committed human rights abuses.

15. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 42–44 (“Any country . . . friendship”)
 - B) Lines 59–67 (“If every . . . end”)
 - C) Lines 68–71 (“They have . . . them”)
 - D) Lines 75–81 (“We would . . . nations”)
16. As used in line 59, “washed” most nearly means
- A) cleaned.
 - B) overwhelmed.
 - C) touched.
 - D) bathed.
17. As used in line 70, “obtains” most nearly means
- A) gathers.
 - B) seizes.
 - C) collects.
 - D) prevails.
18. Which of the following best describes the relationship between the passages?
- A) Passage 2 expands an idea that was mentioned briefly in Passage 1.
 - B) Passage 2 disputes the primary argument advanced in Passage 1.
 - C) Passage 2 provides examples to support a central claim made in Passage 1.
 - D) Passage 2 offers a justification for the main opinion asserted in Passage 1.
19. Based on the information contained in the passages, it is likely that Monroe and Roosevelt were each motivated at least in part by
- A) a lack of political stability in the Western Hemisphere.
 - B) threatened or potential aggression by foreign powers.
 - C) ongoing criticism from their political opponents.
 - D) a strong commitment to pacifism.
20. Based on the ideas expressed in Passage 1, Monroe would most likely characterize Roosevelt’s claim in lines 67–68 (“Our interests . . . identical”) as
- A) an appropriate understanding of the relationship between countries in the Americas.
 - B) an unfair characterization of an opinion expressed in the Monroe Doctrine.
 - C) an unwarranted exaggeration of the actual state of affairs in the Western Hemisphere.
 - D) an example of a phenomenon mentioned in the Monroe Doctrine.
21. Which of the following statements can be supported by Passage 2 but not by Passage 1?
- A) The United States intends to maintain friendly relationships with other nations.
 - B) European powers should refrain from intervening in matters affecting only North and South America.
 - C) At least one nation in the Americas other than the United States has achieved political stability.
 - D) The United States should adopt a position of neutrality regarding all conflicts between foreign powers.

Reflect

Directions: Take a few minutes to recall what you've learned and what you've been practicing in this chapter. Consider the following questions, jot down your best answer for each one, and then compare your reflections to the expert responses on the following page. Use your level of confidence to determine what to do next.

What are SAT Reading paired passages? How do expert test takers adjust their active reading to tackle paired passages most effectively?

How are the question sets that accompany paired passages different from those accompanying standard single passages?

What are SAT Reading primary source passages? How do expert test takers adjust their active reading to tackle primary source passages most effectively?

How confident do you feel with paired passages and primary source texts? What can you do in practice to improve your performance and gain even more confidence with these types of passages?

Expert Responses

What are SAT Reading paired passages? How do expert test takers adjust their active reading to tackle paired passages most effectively?

On each SAT test, one Reading stimulus is a pair of shorter passages instead of a single, long passage. Expert test takers actively read each passage and answer the questions exclusively associated with each. Then, experts compare and contrast the passages' big pictures and details and answer questions associated with both.

How are the question sets that accompany paired passages different from those accompanying standard single passages?

Roughly, the first third of the question set exclusively addresses Passage 1, the next third exclusively addresses Passage 2, and the final third addresses comparisons and contrasts between the passages. The compare/contrast-both-passage question stems are uniquely worded to reward students who accurately summarize the big picture of each passage and who can determine how one author would likely respond to something argued or proposed by the other author.

What are SAT Reading primary source passages? How do expert test takers adjust their active reading to tackle primary source passages most effectively?

On each SAT, one passage (or often, the paired passage set) comes from primary sources, firsthand accounts of historical events or issues. Expert readers use what they know about the authors and events to help anticipate the passages. They actively read for the author's main point and note where and how the author supports that point.

How confident do you feel with paired passages and primary source texts? What can you do in practice to improve your performance and gain even more confidence with these types of passages?

There is no one-size-fits-all answer for this question. Give yourself honest self-assessment. If you feel that paired passages or primary sources are a strength, congratulations! Continue to practice them so that you'll be able to rack up the points associated with these passages on test day. If you feel less confident about either the paired passage format or primary source content, review the strategies in this chapter and try to consistently apply the expert approaches outlined here whenever you practice passages in this format.

Next Steps

If you answered most questions correctly in the “How Much Have You Learned?” section, and if your responses to the Reflect questions were similar to those of the SAT expert, then consider paired and primary source passages an area of strength and move on to the next chapter. Come back to this topic periodically to prevent yourself from getting rusty.

If you don't yet feel confident, review the material in How to Deal with Paired Passages, then try the questions you missed again. As always, be sure to review the explanations closely.

Answers and Explanations

Suggested Passage 1 notes:

- Lines 1–4: president + 2/3 senate can make treaties
- Lines 5–9: objection
- Lines 9–18: Jay’s response
- Lines 18–23: Jay’s conclusion

Suggested Passage 2 notes:

- Lines 24–36: treaties not purely legislative or executive, but legis. better
- Lines 36–39: responsibilities of legislative
- Lines 39–43: responsibilities of executive
- Lines 43–56: treaties = contracts w/foreign nations, don’t fit either branch
- Lines 56–60: reasons to assign to executive
- Lines 61–64: reasons to assign to legislative

1. A

Difficulty: Medium

Category: Function

Strategic Advice: When a question asks about the purpose of some part of the passage, consider the author’s intentions. What is the author trying *to do* with this paragraph, sentence, phrase, word, or in this case, punctuation? Imagine taking away the selected part of the passage and think about how the meaning of the remaining text changes.

Getting to the Answer: Here, if you take away the quotations about what Jay’s opponents think (lines 5–9), the beginning of paragraph 2 becomes less clear because there would be no point against which Jay is arguing, so his conclusions would lack context. Thus, your prediction should be that Jay brings up an opposing opinion so he can knock it down to bolster his own conclusion. That matches (A).

Eliminate (B) because it contradicts Jay, who explicitly says that there are no errors or defects in the treaties clause of the Constitution. (C) misuses a detail; the ability of the legislature to create laws that impact citizens’ lives is important, but that is not why Jay included the critique of the president’s treaty-making authority in the passage. (D) distorts Jay’s purpose in mentioning these critics; he goes on to point out what they have overlooked, not to use their criticism to support his own views.

2. C

Difficulty: Medium

Category: Inference

Strategic Advice: Use the main idea of the passage to make a general prediction. Review what was explicitly said in the passage based on your passage map. Then, evaluate each answer choice.

Getting to the Answer: The first paragraph of Passage 1 addresses Jay’s opponents’ opinions. These opponents are displeased because they believe that only the legislature should make laws, so this should be the basis of your prediction. (C) provides the best match and is correct.

(A) is incorrect because Jay acknowledges that his opponents’ arguments are not based on any errors in the Constitution, and there’s no way to know whether Jay would agree with them if there were flaws. (B) is incorrect because it misuses a detail; Jay’s opponents are not upset about the loose definition of a law, but rather who has the authority to create rules and bind citizens to those rules. (D) contradicts the passage; Jay disagrees with his opponents.

3. A

Difficulty: Easy

Category: Command of Evidence

Strategic Advice: Look for an answer that cites text supporting the previous answer. Consider keywords in the quotations to spot those that refer to the topic in question.

Getting to the Answer: Look back to your answer for question 2; how did you arrive there? The second and third sentences of Passage 1 provide the only direct references to Jay’s opponents’ opinions. (A) is correct because it suggests the viewpoint of Jay’s opponents: that laws should be made exclusively by the legislature.

Eliminate (B) because it explains Jay’s response to his opponents, not his opponents’ opinion. Eliminate (C) because it is part of the evidence Jay uses in his response to the argument of his opponents. (D) is Jay’s clarification of his own point, not the opinion of his opponents.

4. D

Difficulty: Hard**Category:** Inference

Strategic Advice: It may be difficult to make a specific prediction for open-ended Inference questions like this one, but the correct answer must follow from the passage. Review your passage map as needed to evaluate each answer choice.

Getting to the Answer: To test the choices for an open-ended Inference question, keep in mind that the correct answer will follow from the passage text. Evaluate each choice by asking: “Is this true based on the passage?” (A) fails this test because it is too broad; Hamilton passes no judgment on “most” writers. (B) falls outside the scope; Hamilton opines on the power to make treaties, but not on their authority over citizens. (C) is extreme; Hamilton does not claim that *any* power that is neither legislative nor judicial is executive. This leaves (D), the correct answer, which is supported in the text by lines 28–31 (“Though several . . . classification”). If Hamilton thinks this classification is arbitrary, then it must not be adequately substantiated.

5. A

Difficulty: Medium**Category:** Command of Evidence

Strategic Advice: For a Command of Evidence question, use the line number references in each answer choice to research the passage. If you spotted specific text to support the answer to the preceding question, you can check the answer choices to see if it is cited in one of the Command of Evidence question’s choices.

Getting to the Answer: The opening lines of Passage 2 address those who incorrectly think treaty power is strictly executive, so predict that your answer can be found here. The correct answer, (A), directly supports the correct answer to question 6; you may have remembered it from your research on that question.

(B) defines legislative power, (C) defines the object of treaty making, and (D) states an argument for legislative involvement in treaty making. None of these choices is related to the correct answer to the preceding question.

6. B

Difficulty: Medium**Category:** Vocab-in-Context

Strategic Advice: On Vocab-in-Context questions, the correct answer can replace the word cited in the question stem without changing the meaning of the sentence. Predict what the correct answer means as well as you can before evaluating the choices.

Getting to the Answer: Historical passages can contain archaic language, so use context clues. The relevant text says that the treaty power “partakes more of the legislative than of the executive character.” Hamilton is suggesting that the treaty power *has more in common* with the responsibilities of the legislature than of the executive. (B) is correct; *sharing* more characteristics equates to having more in common.

(A) is incorrect; *consume*, or *eat*, doesn’t fit into this sentence. (C) would distort the meaning of the sentence. (D) is simply a more evocative form of “consume.”

7. C

Difficulty: Hard**Category:** Vocab-in-Context

Strategic Advice: On Vocab-in-Context questions, the correct answer can replace the word cited in the question stem without changing the meaning of the sentence. Predict what the correct answer means as well as you can before evaluating the choices.

Getting to the Answer: “[O]ffice” appears in the sentence at the very end of Passage 2, where it is used in a somewhat dated fashion. A good paraphrase of the sentence in which “office” appears would be: “The fact that treaties are in some ways like laws is a reason the legislative branch should have a role in the job/task of making them.” The correct answer will be the one that could mean *job* or *task*, making (C) the correct answer. “Commission,” in this case, means an official assignment or a task for which one is committed or responsible.

(A) distorts the sentence by implying that the legislature should be part of an administrative system. (B) uses a common definition of office (the physical place where people work) that doesn’t fit this sentence at all. (D) offers too vague a word to maintain the meaning of the sentence.

8. A

Difficulty: Hard

Category: Global

Strategic Advice: This question is a variation on the Global question type adapted to fit paired passages. To answer a question like this one efficiently, identify the central goal of each passage, and describe them in relation to one another.

Getting to the Answer: Begin by comparing the two passages' main points. Passage 1 supports the way the second section of Article II of the Constitution divides the treaty power between the executive and legislative branches by refuting those who think it should reside solely with the legislature. Passage 2's author also endorses a treaty power shared by the executive and legislative branches, in this case, by refuting those who think treaty powers are an exclusively executive power. (A) correctly states that the passages reach the same conclusion through different lines of reasoning.

(B) is incorrect because both passages deal with the same proposition: how treaty power should be allocated between the branches of government. (C) distorts the relationship between passages because Passage 2 does not question any assumptions in Passage 1; the authors generally agree. (D) may sound plausible, but neither passage uses examples to illustrate reasoning.

9. C

Difficulty: Medium

Category: Inference

Strategic Advice: This Inference question asks you to deduce what one author would likely say about the other; the answer will be firmly rooted in the main ideas of both passages.

Getting to the Answer: Make sure you're clear on what the question is asking. While the two authors disagree on some points, such as whether treaty power is primarily an executive or legislative power, they agree that the power to legally bind citizens is not exclusively held by the legislative branch. Jay states that all three branches can issue legally binding rules, and Hamilton argues that treaties created by the executive branch are binding. (C) states that at least some executive rules are binding under the powers granted in the Constitution, which makes it the correct answer.

(A) is too broad; the only type of non-legislative rules discussed by Hamilton are treaties, so there's no way to know what he would think of other non-legislative rules. (B) contradicts Hamilton's view that treaties are legally binding. (D) falls outside the scope of Passage 2, as Hamilton does not express any opinion regarding the judiciary.

10. C

Difficulty: Medium

Category: Function

Strategic Advice: The phrase "both serve to" signals a Function question that applies to both passages. Check the quoted text in each passage to identify why each author included the phrase.

Getting to the Answer: In this case, each of the excerpts noted in the question stem offers a definition of typical legislative powers, the authority to make laws. That function is accurately described in choice (C).

(A) does not match either author's conclusion, which is that the power to make treaties is appropriately shared between the executive and legislative branches. (B) applies only to Passage 2. (D) is something both authors do, but not by way of the text quoted in the question stem.

Suggested passage notes:

Passage 1

- ¶1: No more European colonization in Americas
- ¶2: US friends w/Eur; US neutral in Eur conflicts
- ¶3: US will act only if threatened; Eur activities in own hemisphere = threat
- ¶4: US conditions: 1) no new colonies, 2) old colonies OK, 3) no interference w/former colonies

Passage 2

- Lines 37–49: US wants order in W hemisphere
- Lines 49–59: If disorder, US will intervene
- Lines 59–86: R's explanation

11. D

Difficulty: Medium**Category:** Function

Strategic Advice: Function questions ask you to determine the purpose of a specific detail or paragraph in the passage. This question wants you to determine the purpose of a statement in the second paragraph, so you should go back to the lines indicated and look for clues that will help you make a prediction. Sometimes, you will need to read before or after the lines indicated to have enough information to answer the question.

Getting to the Answer: In lines 6–9, Monroe states that the people of the United States “cherish” their friendship with Europeans. But why does he mention this, when the primary purpose of the passage is to put European powers on notice that the United States will no longer tolerate their interference in the Americas? Monroe reminds Europeans of their friendship with the United States in order to soften his message. Without this reminder, the overall tone of the passage would be more aggressive and would be less likely to be well-received by a European audience. This prediction matches (D) perfectly.

There is no indication that Monroe is responding to critics, so you can eliminate (A). (B) can be eliminated because Monroe’s tone is very direct; there is nothing in the passage to indicate that he is trying to trick the European powers into thinking his position is something other than what he says. Finally, (C) is incorrect because Monroe is commenting on an existing attitude, not recommending that people adopt one.

12. B

Difficulty: Easy**Category:** Detail

Strategic Advice: The keyword “indicates” signals that this is a Detail question, which means you are looking for a specific fact mentioned in the passage. Refer back to the passage to find what Monroe says the United States does not intend to do. Keep your finger on those lines, since your next task will be a Command of Evidence question that asks you where you found the answer to this question.

Getting to the Answer: In the second paragraph, Monroe states that it is not, and never has been, the policy of the United States to get involved in European matters if they are “relating to themselves” (lines 9–12). In doing so, Monroe indicates that the United States will not intervene in wars that affect only European powers. This prediction matches (B), which is correct.

(A) is the opposite of Monroe’s primary message, which is that the United States will not tolerate further European colonization of the Americas (lines 20–26). (C) is also inconsistent with the passage, which states that Americans “cherish” their friendship with Europeans and that the United States enjoys “amicable” relationships with European powers. Finally, (D) contradicts a statement Monroe makes in the final paragraph, where he indicates that the United States will not interfere with existing European colonies.

13. A

Difficulty: Easy**Category:** Command of Evidence

Strategic Advice: Command of Evidence questions ask you to identify the support for the previous answer. If you see one of these coming, you can keep your finger on the relevant text when you do your research for the previous question, giving you a quick prediction.

Getting to the Answer: The previous question drew its correct answer from the second paragraph, specifically the second sentence in lines 9–12. Thus, (A) is correct.

14. C

Difficulty: Hard

Category: Detail

Strategic Advice: As with other Detail questions, go back to the passage and look up the required information. Keep your finger on the appropriate lines of text so that you can answer the upcoming Command of Evidence question more quickly.

Getting to the Answer: Because the question asks for what circumstance “must” exist, look for forceful language in the passage that indicates a necessary requirement that must be met before the United States may act. You’ll find such language in lines 75–81, where Roosevelt says that the United States would intervene “only in the last resort.” In this sentence, Roosevelt says that only two circumstances would justify intervention: if a nation were to violate the rights of the United States or if a nation were to put every other country in the Americas at risk by inciting European aggression. Either circumstance would require causing harm to the United States as a prerequisite for intervention, either individually or as part of the collective group of nations in the Americas. Thus, (C) is correct.

Regarding the other choices, (A) and (B) are incorrect because Roosevelt does not say that invasion is required to justify intervention. Although invasion may be sufficient to warrant involvement by the United States, there are likely other ways that a country might violate the rights of the United States or invite European aggression. (D) is incorrect because Roosevelt never mentions human rights abuses.

15. D

Difficulty: Medium

Category: Command of Evidence

Strategic Advice: Look back at your research for the previous question and determine what portion of text you used to support your answer.

Getting to the Answer: The answer to the previous question was found in lines 75–81, so (D) is correct.

16. C

Difficulty: Easy

Category: Vocab-in-Context

Strategic Advice: For Vocab-in-Context questions, return to the passage, and look for context clues that will reveal something about the meaning of the word in question. To make a prediction, pretend the word is a blank in the sentence and propose a different word to take its place that maintains the original meaning.

Getting to the Answer: In lines 59–60, Roosevelt uses the phrase “washed by the Caribbean Sea” to refer to Cuba and other countries located in and around the Caribbean. The word “washed” in this context means flowed over the shores of. This is a way of saying that these countries are adjacent to, or “touched,” by the Caribbean, making (C) correct.

Beware the more common and literal meanings of “washed,” such as “cleaned” and “bathed.” They don’t make sense in the context of this passage, so (A) and (D) are incorrect. (B) is incorrect because to be overwhelmed is to be “awash” in something, rather than “washed.”

17. D

Difficulty: Hard

Category: Vocab-in-Context

Strategic Advice: For Vocab-in-Context questions, go back to the passage and look for context clues. Make a prediction by pretending that the indicated word is a blank and finding a different word to take its place without changing the meaning of the sentence.

Getting to the Answer: In line 70, Roosevelt says that countries rich in natural resources will prosper if “the reign of law and justice obtains” in them. In other words, countries that achieve political and legal stability will succeed. In this sense, “obtains” is similar to “becomes a reality,” or “prevails,” making (D) correct. Generally, you want to avoid the more common meanings of a word in a Vocab-in-Context question, which means the more familiar uses of “obtains,” such as *gathers*, *seizes*, and *collects*, are likely incorrect. None of them fits the context of this sentence, ruling out (A), (B), and (C).

18. A

Difficulty: Hard**Category:** Global

Strategic Advice: This is a Global question asking you to describe the relationship between the passages. Refer back to your passage maps. You should also review the pre-passage blurb for any useful information about the relationship between the passages.

Getting to the Answer: The passages are generally compatible with one another, and the characterization of Passage 2 as a “corollary” to Passage 1 confirms this impression. (A corollary is a claim that follows from another, preexisting claim.) Passage 1 is primarily concerned with informing European powers about a policy decision made by the United States: moving forward, the United States will view European intervention or colonization in the Americas as a form of aggression against the United States. As part of the justification for his stance, Monroe asserts that the United States is “more immediately connected” (line 17) with events in the Americas than are European powers. However, Monroe never expressly indicates what role the United States should play in policing the affairs of other countries within the Americas. In Passage 2, however, Roosevelt fills in the gap by offering a set of criteria to determine when the United States may intervene in the affairs of other nations. Thus, (A) is correct because Roosevelt is expanding on the idea mentioned briefly by Monroe in lines 16–17.

(B) can be eliminated because Passage 2 does not “dispute” Passage 1; their relationship is compatible, not contradictory. (C) is incorrect because Passage 2 provides only one example (a reference to Cuba in lines 59–67), and that example does not support any of the claims made by Monroe in Passage 1. (D) is incorrect because the main opinion in Passage 1 is that European powers should not get involved in disputes between countries in the Americas, but Roosevelt is offering a justification for the different (but related) opinion of when the United States should get involved.

19. B

Difficulty: Medium**Category:** Inference

Strategic Advice: This question asks you to identify a motivation shared by both authors, so the correct choice must be supported by each passage separately. Because this is an Inference question, the supporting information in one or both of the passages may be implicit rather than explicit.

Getting to the Answer: In Passage 1, Monroe is primarily motivated by concerns about European powers intervening in the Americas, via colonization or some other form of aggression. In Passage 2, Roosevelt’s references to the Monroe Doctrine (line 55) and “foreign aggression” (lines 79–80) indicate that he also shares this concern. Thus, (B) is correct.

(A) describes a circumstance that motivated Roosevelt’s argument in Passage 2, but Passage 1 does not indicate any concerns about political instability in the Americas. (C) is incorrect because there is no indication in either passage that the authors are responding to their political opponents. Finally, (D) is incorrect because neither passage refers to nonviolence or pacifism; additionally, Passage 2 advocates for “policing” other nations and implies that military intervention is appropriate in at least some cases.

20. A

Difficulty: Medium**Category:** Inference

Strategic Advice: For Inference questions that ask you how one author would respond to a claim made by the other, start by reading the claim. Then, look for clues in the other passage that indicate how its author would respond.

Getting to the Answer: Roosevelt’s claim in lines 67–68 is that the United States and its neighbors in the Americas have the same interests. Looking back at Passage 1, Monroe says in lines 15–17 that the United States is “more connected” with other nations in the Americas. Thus, Monroe would agree with Roosevelt’s statement, making (A) correct.

(B) and (C) are incorrect because they mischaracterize the relationship between Roosevelt’s statement in lines 67–68 and Monroe’s opinion; Monroe would generally agree with Roosevelt’s statement, so he would not call it an “unfair characterization” or an “unwarranted exaggeration.” Lastly, (D) is incorrect because Roosevelt’s statement is not an “example” of anything.

21. C

Difficulty: Medium

Category: Inference

Strategic Advice: Because this is a “which of the following” Inference question, it is most efficient to work through the answer choices by process of elimination.

Getting to the Answer: (A) is incorrect because both Monroe (lines 6–9) and Roosevelt (lines 42–44) mention their intent to maintain friendly relationships with other countries. Likewise, (B) is incorrect because it is a statement that is supported by both passages; the correct choice will be supported only by Passage 2. (C) is correct because Passage 2 mentions Cuba (lines 59–67) as an example of another stable country in the Americas, but Passage 1 offers no such examples. (D) is incorrect because it contradicts Passage 2, which advocates for intervention by the United States in at least some circumstances.