

Student Worksheets & Handouts

History + Museum + SAT Skills

Companion to *The Righteousness Museum SAT-Integrated Teacher Guide*


The Righteousness Museum | wiserighteous.org


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Student Name: _____ **Class Period:** _____


Date: _____


SAT Skills Legend

 Evidence-Based Reading

 Command of Evidence

 Writing & Language

 Analysis & Reasoning

 Data Interpretation

 Rhetoric & Argumentation

UNIT 1: Foundations of Righteousness

&

the Magna Carta

SAT FOCUS: Analyzing Founding Documents

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Vocabulary in Context

Worksheet 1.1 | Defining Righteousness + SAT Vocabulary in Context

SECTION A: MY DEFINITION OF RIGHTEOUSNESS

In your own words, define "righteousness." What does it mean to act righteously?

SECTION B: SAT VOCABULARY IN CONTEXT PRACTICE

Instructions: For each sentence below, determine the meaning of the **bolded** word based on how it is used in the sentence. Circle the best answer.

1. "The community leader demonstrated unwavering **INTEGRITY** by refusing to accept bribes, even when her family struggled financially."

(a) wholeness (b) moral uprightness (c) physical strength (d) mathematical precision

2. "Her **CONVICTION** that all people deserved equal treatment drove her to spend decades fighting for reform."

(a) criminal sentence (b) legal judgment (c) firmly held belief (d) religious conversion

3. "The **ADVOCATE** spoke before the assembly, presenting evidence that the new policy would harm the most vulnerable citizens."

(a) lawyer in court (b) person who publicly supports a cause (c) elected official (d) newspaper editor

4. "Despite facing imprisonment, the activist remained **RESOLUTE** in her commitment to nonviolent protest."

(a) angry (b) frightened (c) firmly determined (d) carefully cautious

5. "The document's authors sought to **ENSHRINE** the principle that no ruler could act without the consent of the governed."

(a) place in a shrine (b) preserve and protect in a lasting way (c) decorate elaborately (d) announce publicly

Answer Key:

1 - (b) 2 - (c) 3 - (b) 4 - (c) 5 - (b)

SECTION C: MUSEUM EXPLORATION 

Visit wiserighteous.org and explore 3 exhibits. For each exhibit, write one sentence using an SAT-level vocabulary word from this lesson.

Exhibit 1: _____

Exhibit 2: _____

Exhibit 3: _____

SECTION D: REVISED DEFINITION OF RIGHTEOUSNESS

After completing this worksheet, revise your definition of righteousness. Use at least 2 SAT vocabulary words from this lesson.

Worksheet 1.2 | Virtual Museum Scavenger Hunt + Evidence-Based Responses

Instructions

Visit The Righteousness Museum at **wiserighteous.org**. Answer each question using **COMPLETE SENTENCES** that cite evidence from the exhibits. Practice the SAT skill of supporting your answers with textual evidence.

Format each answer as: *"According to the exhibit, [your answer], which demonstrates that [your analysis]."*

1. What is the mission of The Righteousness Museum? Support your answer with a specific detail from the website.

2. Name three "Global Figures of Righteousness." For one, explain what evidence the museum provides for their righteousness.

3. Why is the Magna Carta considered a "Righteous Event" according to the museum? Cite specific language from the exhibit.

4. How did Harriet Tubman demonstrate righteousness? Use a direct reference from the exhibit.

5. What form of resistance did Mahatma Gandhi practice? How does the museum describe its significance?

6. According to the museum, what qualities did Nelson Mandela demonstrate?

7. What role did Eleanor Roosevelt play in advancing righteousness? Cite evidence.

8. What types of modern initiatives are highlighted in the "Modern Righteousness in Action" exhibit?

9. SAT Synthesis Question 💡: Based on your exploration of the entire museum, what is the central theme that connects ALL the exhibits? Write a thesis statement.

10. SAT Analysis Question 💡: Choose one exhibit. What is the museum's PURPOSE in including this exhibit? How does it advance the museum's mission?

 **Instructions**

Read the following **ORIGINAL** passage carefully, then answer the questions that follow. This exercise practices the same skills tested on the SAT Reading section.

Passage: The Magna Carta and the Principle of Bounded Authority

In the spring of 1215, a group of English barons gathered to confront a fundamental question that would echo through centuries of human history: Does any single person have the right to rule without limits? King John had imposed taxes without consultation, imprisoned subjects without trial, and seized property without compensation. The barons' grievance was not merely about wealth or power — it was about the principle that authority must be exercised within boundaries set by justice.

The document they produced, known as the Magna Carta, did not abolish the monarchy or establish democracy as later generations would understand it. Its immediate scope was narrow, addressing the specific complaints of a privileged class. Yet within its clauses lay a revolutionary premise: that even the most powerful ruler in the land was subject to the law. This idea — that law stands above any individual — became the foundation upon which later movements for human rights, constitutional governance, and civic equality would build.

The significance of the Magna Carta lies not in what it accomplished in 1215, but in what it made possible in the centuries that followed.

1. The central idea of this passage is that the Magna Carta —
- (a) immediately established democratic governance in England

- (b) was primarily concerned with the financial interests of wealthy nobles
- (c) introduced a principle that became foundational for future human rights movements
- (d) was written to overthrow the English monarchy

2. Which lines from the passage provide the BEST evidence for the answer to question 1?

- (a) "King John had imposed taxes without consultation, imprisoned subjects without trial"
- (b) "Its immediate scope was narrow, addressing the specific complaints of a privileged class"
- (c) "that even the most powerful ruler in the land was subject to the law. This idea...became the foundation"
- (d) "a group of English barons gathered to confront a fundamental question"

3. As used in the passage, "scope" most nearly means —

- (a) instrument for viewing
- (b) range or extent
- (c) ambition
- (d) accuracy

4. The author's primary purpose in writing this passage is to —

- (a) criticize King John's abuse of power
- (b) argue that the Magna Carta was overrated by historians
- (c) explain how a specific historical document influenced broader principles of justice
- (d) compare medieval and modern governance systems

5. The final sentence of the passage serves primarily to —

- (a) introduce a new argument
- (b) emphasize the document's long-term impact over its immediate effects
- (c) contradict the claims made earlier in the passage
- (d) provide a specific historical example

Answer Key:

1 - (c) 2 - (c) 3 - (b) 4 - (c) 5 - (b)

SECTION B: WRITTEN RESPONSE — SAT WRITING PRACTICE 

*Using evidence from the passage above, write a paragraph arguing whether the Magna Carta should be considered a "righteous" document. Use at least **TWO direct references** from the passage to support your claim.*

UNIT 2: Courage Against Injustice

SAT FOCUS: Narrative Nonfiction

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Word Choice

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Worksheet 2.1 | SAT-Style Reading – Narrative Nonfiction Passage

Instructions

Read this **ORIGINAL** narrative nonfiction passage, then answer the SAT-style questions.

Passage: The Journey by Moonless Night

The night was moonless, which was both a mercy and a danger. A mercy because darkness concealed the small group moving single file through the dense woodland; a danger because each step forward was an act of faith — faith in the unseen path, faith in the stranger who whispered directions from behind a farmhouse door, faith in the promise of a life beyond the reach of chains.

The woman who led them had made this journey before. She knew where the safe houses stood, which creek crossings were shallow enough to wade, which sounds in the forest meant trouble and which were merely the ordinary chorus of the night. Her knowledge was earned through experience and marked by scars, but she moved with a quiet certainty that steadied the fearful hearts behind her.

For those who followed, the decision to leave had been the most terrifying of their lives. They had abandoned everything familiar — not because they were reckless, but because they understood, with a clarity born of suffering, that no life of dignity was possible under the conditions they endured. Their flight was

not an act of desperation. It was an act of profound moral courage.

1. The tone of this passage can best be described as —
(a) detached and analytical (b) reverent and tense (c) angry and accusatory
(d) lighthearted and hopeful
2. The phrase "an act of faith" is repeated in the first paragraph primarily to —
(a) establish a religious theme
(b) emphasize the uncertainty and trust required of those seeking freedom
(c) suggest the journey was easy
(d) criticize the lack of planning
3. As used in the passage, "chorus" most nearly means —
(a) a group of singers (b) a refrain in a song (c) a collection of simultaneous sounds
(d) an organized performance
4. The final sentence of the passage serves to —
(a) redefine the travelers' journey as a moral choice rather than an impulsive escape
(b) suggest that the travelers would eventually return
(c) criticize those who did not attempt to escape
(d) introduce a new character into the narrative
5. Which of the following best describes the "woman who led them"?
(a) Impulsive but brave (b) Experienced and steady (c) Fearful but determined
(d) Educated and wealthy

Answer Key:

1 - (b) 2 - (b) 3 - (c) 4 - (a) 5 - (b)

Worksheet 2.2 | Decision Point Scenarios + Evidence-Based Reasoning

Instructions

Read each scenario. Describe your decision **AND** support it with evidence-based reasoning using this format:

"I would [decision] because [reasoning], as demonstrated by [historical parallel or principle]."

Scenario 1: "You are helping people reach safety. A stranger claims to need shelter, but informants are active in the area."

My decision and evidence-based reasoning:

Scenario 2: "You've been offered a reward for information about escape routes. Your family is struggling."

My decision and evidence-based reasoning:

Scenario 3: "A new law increases penalties for helping freedom seekers. Do you continue?"

My decision and evidence-based reasoning:

SAT REFLECTION

Which scenario required you to weigh the most competing values? Identify the specific values in conflict and explain how you resolved them. Use the SAT skill of evaluating claims and counterclaims.

Worksheet 2.3 | Harriet Tubman – Exhibit Analysis with SAT Writing Practice

SECTION A: MUSEUM EXHIBIT ANALYSIS

Visit the museum's Tubman exhibit at wiserighteous.org. List 4 qualities of righteousness Tubman demonstrated, with evidence from the exhibit for each.

Quality of Righteousness	Evidence from the Exhibit	SAT Vocabulary Word That Describes This Quality

SECTION B: SAT GRAMMAR & STYLE PRACTICE

Instructions: Revise each sentence below for clarity and concision, as tested on the SAT Writing & Language section. Choose the best revision.

1. "Harriet Tubman, who was a conductor on the Underground Railroad, she led many people to freedom during her lifetime."

(a) No change

(b) Harriet Tubman, a conductor on the Underground Railroad, led many people to freedom.

(c) Harriet Tubman was a conductor and she led people to freedom on the Underground Railroad.

(d) Being a conductor, Harriet Tubman, she led many to freedom.

2. "The reason that Tubman risked her life repeatedly was because of the fact that she believed all people deserved freedom."

(a) No change

(b) Tubman risked her life repeatedly because she believed all people deserved freedom.

(c) The reason Tubman risked her life was because of her belief of freedom for all.

(d) Tubman risking her life was because of believing in freedom.

3. "Despite the danger that was present, Tubman returned to the South again and again, each time, she guided more people north."

(a) No change

(b) Despite the present danger, Tubman returned to the South again and again; each time, she guided more people north.

(c) Despite danger Tubman returned again and again each time guiding people north.

(d) The danger was present but Tubman returned again and again, guiding people.

4. "Tubman's legacy is important and significant because she showed that one person can make a really big difference."

(a) No change

(b) Tubman's legacy endures because she demonstrated that one person's courage can transform countless lives.

(c) Tubman's legacy is very important and really significant because one person made a big difference.

(d) The legacy of Tubman is important, she made a difference.

Answer Key:

1 - (b) 2 - (b) 3 - (b) 4 - (b)

SECTION C: CREATIVE WRITING WITH SAT VOCABULARY 

*Write a letter from the perspective of a **fictional person** whose life was changed by a righteous act. Use at least **3 SAT vocabulary words** from this course.*

Underline each SAT word you use.

SAT FOCUS: Paired Passage Analysis

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Rhetorical Strategies

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Comparing Claims

Worksheet 3.1 | SAT-Style Paired Passage Analysis — Two Views on Justice

Instructions

Read **both** passages carefully, then answer the questions. This practices the SAT skill of comparing two authors' perspectives.

Passage 1: The Case for Nonviolent Resistance

True justice can only be achieved through methods that reflect the very principles one seeks to establish. If the goal is a society founded on dignity and mutual respect, then the path toward that society must itself be dignified and respectful. Violence, even in pursuit of a just cause, plants seeds of resentment and division that inevitably undermine the peace it claims to seek. The leader who chooses nonviolent resistance does not choose passivity — far from it. Nonviolence demands extraordinary discipline, courage, and moral clarity. It

requires facing hostility without retaliation, enduring suffering without hatred, and believing that the conscience of even the oppressor can be awakened. History has shown repeatedly that movements built on these principles create more durable and just societies than those built on force.

Passage 2: The Limits of Peaceful Persuasion

While the ideal of nonviolent resistance holds undeniable moral appeal, history also teaches us that justice has sometimes required more than peaceful persuasion. When institutions of power are designed to ignore the voices of the oppressed, when legal channels are deliberately closed, and when peaceful protest is met with systematic brutality, communities must consider the full range of responses available to them. This is not an endorsement of aggression for its own sake, but a recognition that the urgency of injustice sometimes demands actions that disrupt the comfort of those in power. The question is not simply "Is nonviolence morally superior?" but rather "Is nonviolence always sufficient?" A complete commitment to justice requires the honesty to examine whether principled resistance alone can dismantle systems specifically engineered to withstand it.

1. The author of Passage 1 argues that nonviolent resistance is effective primarily because it —

- (a) avoids all conflict
- (b) creates lasting change by modeling the values it seeks to establish
- (c) is easier than violent resistance
- (d) always achieves immediate results

2. The author of Passage 2 would most likely respond to Passage 1 by arguing that —

- (a) nonviolence is always wrong

(b) violence is morally superior to nonviolence
(c) nonviolence may not be sufficient against systems designed to resist peaceful change

(d) historical evidence does not support nonviolent methods

3. On what point do the two authors MOST clearly disagree?

(a) Whether justice is important

(b) Whether nonviolent resistance requires courage

(c) Whether nonviolent methods alone are always sufficient to achieve justice

(d) Whether violent resistance is ever morally acceptable

4. Which phrase from Passage 1 would the author of Passage 2 most likely challenge?

(a) "demands extraordinary discipline"

(b) "movements built on these principles create more durable and just societies"

(c) "facing hostility without retaliation"

(d) "True justice can only be achieved"

5. As used in Passage 2, "disrupt" most nearly means —

(a) destroy completely (b) disturb or interrupt the normal course of (c) organize

(d) publicize

Answer Key:

1 - (b) 2 - (c) 3 - (c) 4 - (b) 5 - (b)

WRITTEN RESPONSE 

*Which passage presents a more compelling argument? Write a paragraph stating your position, citing evidence from **BOTH** passages.*

Worksheet 3.2 | Righteous Leadership Profile + SAT Vocabulary

Instructions

Choose **Gandhi** or **Mandela**. Complete the leadership profile below using information from the museum exhibits at wiserighteous.org.

Leader's Name: _____ **Country:** _____
_____ **Time Period:** _____

Core Values (*use SAT-level vocabulary*):

Greatest Challenge:

How They Demonstrated Righteousness:

3 Key Actions:

1.

2.

3.

Legacy Statement *(use at least 2 SAT vocabulary words):*

Worksheet 3.3 | Identifying Rhetorical Strategies

 **Instructions**

Read this **ORIGINAL** speech-style passage and identify the rhetorical strategies used.

Passage: A Call to Conscience

We stand today at a crossroads that every generation before us has also faced: the choice between the comfort of silence and the discomfort of truth. Our grandparents faced it. Our parents faced it. And now it falls to us. Will we choose to look away when injustice unfolds before our eyes? Will we choose convenience over conscience? Will we choose the temporary peace of indifference over the enduring peace of justice? I say we will not. I say we cannot. For to remain silent in the face of wrongdoing is not neutrality — it is complicity. And complicity is a burden no righteous heart can bear. Let us then choose the harder path. Let us choose to speak when it is easier to stay quiet, to act when it is safer to stand still, to hope when it is simpler to despair.

a. Identify one example of **REPETITION** in this passage. What effect does it create?

b. Identify one example of **PARALLEL STRUCTURE**. Why is it effective?

c. Does this passage primarily appeal to **ETHOS** (credibility), **PATHOS** (emotion), or **LOGOS** (logic)? Explain.

d. SAT Question: The phrase "complicity is a burden no righteous heart can bear" serves primarily to —

- (a) introduce a new topic
- (b) appeal to the audience's sense of moral identity
- (c) provide statistical evidence
- (d) criticize a specific political leader

Answer:

(b)

UNIT 4: Expanding Rights

SAT FOCUS: Rhetoric

&

Persuasion

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Data Interpretation

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Point of View

Worksheet 4.1 | SAT-Style Data Interpretation + Rights Analysis

Instructions

Study the data table below, then answer the questions. This practices the SAT skill of interpreting quantitative information alongside a passage.

Expansion of Voting Rights in the United States

Year	Milestone	Approx. % of Adult Population with Voting Rights
1789	U.S. Constitution ratified	~6% (white male property owners)
1870	15th Amendment	~20% (Black men technically enfranchised)
1920	19th Amendment	~50% (women gain suffrage)
1965	Voting Rights Act	~95% (barriers to minority voting removed)
2024	Current era	~100% (citizens 18+)

1. Based on the data, which period saw the largest single increase in the percentage of eligible voters?

- (a) 1789–1870 (b) 1870–1920 (c) 1920–1965 (d) 1965–2024

2. A historian argues that "the expansion of voting rights in America was a gradual, steady process." Does the data support this claim?

- (a) Yes, the increases are evenly distributed across all periods
(b) No, the data shows uneven progress with some periods of dramatic expansion and others of slow change
(c) Yes, each period shows approximately the same percentage increase
(d) The data is insufficient to evaluate this claim

3. Based on the data, which of the following conclusions is best supported?

- (a) Voting rights expanded without any resistance

- (b) The majority of the expansion occurred in the 20th century
- (c) Men gained voting rights more quickly than women
- (d) The 15th Amendment immediately resulted in equal voter participation

Answer Key:

1 - (b) 2 - (b) 3 - (b)

WRITTEN ANALYSIS  

Using the data table AND your knowledge from the museum's exhibits on Civil Rights and Women's Suffrage, write a paragraph explaining what the data reveals about the relationship between social movements and the expansion of rights.

Worksheet 4.2 | Op-Ed Planning Sheet with SAT Rhetorical Analysis

 **Instructions**

Plan an op-ed arguing for the protection or expansion of a specific right. Use this planner to organize your argument with SAT-level rhetorical structure.

The right I am advocating for:

My thesis statement (*practice writing a clear, debatable claim*):

Rhetorical strategy I will use primarily:

Ethos (credibility) Pathos (emotion) Logos (logic)

Evidence Point 1 + Source:

Evidence Point 2 + Source:

Evidence Point 3 + Source:

Counterclaim I will address:

My rebuttal to the counterclaim:

Conclusion / Call to Action:

SAT Self-Check

- Clear thesis?
- Evidence cited?
- Counterclaim addressed?
- Concise language?
- SAT vocabulary used?

Worksheet 4.3 | Eleanor Roosevelt — Point of View Analysis

Instructions

Read this **ORIGINAL** passage written in the style of a 1940s editorial about human rights, then analyze the author's point of view.

Passage: The Obligation of Universal Rights

It is no longer sufficient for nations to concern themselves only with the welfare of their own citizens while ignoring the systematic denial of dignity beyond their borders. The events of the past decade have demonstrated, with terrible clarity, that injustice anywhere is a threat to stability everywhere. A framework of universal rights — not as aspirations but as obligations — is not merely an idealistic proposition. It is a practical necessity. Those who dismiss such a framework as naive fail to account for the cost of the alternative: a world in which the powerful are free to define whose suffering matters and whose does not. We must reject this premise entirely. The rights we seek to

establish are not gifts to be granted by the generous. They are entitlements inherent to every human being, and our task is not to create them but to recognize and protect them.

a. What is the author's central argument?

b. What point of view does the author hold toward critics of universal rights? How do you know? Cite specific language.

c. **SAT Question:** The phrase "not gifts to be granted by the generous" serves to

—

- (a) thank world leaders for their contributions
- (b) reframe rights as inherent rather than conditional
- (c) criticize charitable organizations
- (d) suggest rights should be earned

Answer:

(b)

d. How does this passage connect to Eleanor Roosevelt's work as described in the museum's exhibit?

UNIT 5: Modern Righteousness in Action

SAT FOCUS: Synthesizing Multiple Sources

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Argumentative Writing

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Thesis Development

Worksheet 5.1 | Synthesizing Three Sources – Modern Righteousness

Instructions

Read **all three** ORIGINAL passages below, then complete the synthesis exercise.

Source 1: Individual Action

The most meaningful changes in society have always begun with a single person's refusal to accept injustice. Before any movement takes shape, before any law is passed, one individual must decide that the way things are is not the way things should be. This decision — quiet, personal, often lonely — is the seed from which all collective action grows. History remembers the movements, but every movement began with a moment of individual moral clarity.

Source 2: Collective Power

Individual courage is necessary but insufficient. Without organization, without solidarity, without the amplifying power of collective action, even the most righteous individual voice can be silenced. The abolition of slavery required not one hero but thousands of unnamed allies. The civil rights movement succeeded not because of a single leader but because millions chose to march, boycott, and vote. Systemic change requires systemic pressure, and systemic pressure requires communities acting in concert toward shared goals.

Source 3: Institutional Change

Neither individual courage nor collective movements can sustain progress without institutional change. Laws must be written. Policies must be enacted. Structures must be reformed. The Magna Carta mattered because it became a legal document, not merely a statement of principle. The Universal Declaration of Human Rights mattered because nations committed to its framework. Righteousness must ultimately be embedded in the systems that govern daily life, or it remains vulnerable to the next shift in political will.

a. What is the central claim of each source? Write one sentence for each.

Source 1:

Source 2:

Source 3:

b. On what point do Sources 1 and 2 differ?

c. How does Source 3 build on the ideas in Sources 1 and 2?

d. SAT Synthesis Thesis: Write a thesis statement that accounts for all three perspectives. Your thesis should not simply agree with one source — it should synthesize the ideas into a unified argument.

e. Using your thesis, write a full paragraph (6–8 sentences) that draws evidence from all three sources. Cite each source parenthetically, e.g., (Source 1).

Worksheet 5.2 | Personal Righteousness Action Plan with SAT Self-Assessment

MY RIGHTEOUSNESS ACTION PLAN

Area of Focus: _____

Why This Matters (*use evidence-based reasoning*):

What I Will Do:

Principles Applied:

Moral Courage Integrity Compassion Justice Perseverance Responsibility

Timeline:

Start Date: _____

First Week Goals:

First Month Goals:

Historical Figure Who Inspires This Plan:

SAT SKILLS SELF-ASSESSMENT CHECKLIST 

*Check the SAT skills you feel **CONFIDENT** in after completing this course:*

- Identifying the central idea of a passage
- Citing textual evidence to support answers
- Determining word meaning from context
- Analyzing an author's purpose and point of view
- Comparing two passages on the same topic
- Identifying rhetorical strategies (ethos, pathos, logos)
- Interpreting data in tables and charts

- Writing a clear thesis statement
- Supporting arguments with evidence
- Revising sentences for clarity and concision

Skills I want to keep practicing:

Worksheet 5.3 | "Curate Your Own Exhibit" + SAT Argumentative Writing

Instructions

Design your own exhibit for The Righteousness Museum. Then write an argumentative justification for its inclusion using SAT essay structure.

Exhibit Title: _____

Subject: _____

Exhibit Description (*1 paragraph, using SAT-level vocabulary – underline SAT words*):

Write a 2-paragraph argument for why this exhibit belongs in The Righteousness Museum.

Paragraph 1: *State your claim and provide evidence.*

Paragraph 2: *Address a potential counterclaim and explain why your subject still qualifies.*

3 Key Items for the Exhibit:

1.

2.

3.

Visitor Takeaway:

Worksheet 5.4 | Final Reflection Essay Planner + SAT Essay Structure

 **Instructions**

Plan your final essay using the SAT argumentative essay structure. This planner will guide you through building a well-organized, evidence-based essay.

Figure or event that most influenced you:

Your THESIS STATEMENT (*clear, debatable, specific*):

Museum Exhibit Connection 1

Exhibit: _____

Evidence:

How it supports your thesis:

Museum Exhibit Connection 2

Exhibit: _____

Evidence:

How it supports your thesis:

Museum Exhibit Connection 3

Exhibit: _____

Evidence:

How it supports your thesis:

Counterclaim: Someone might argue that...

Your Rebuttal:

Conclusion — What Righteousness Means to You Now:

SAT Vocabulary Words I Will Use in My Essay (*list at least 5*):

SAT Quick Reference Card

 Cut along the border and keep in your binder or notebook.

SAT Reading Strategies for History Passages

- Read the passage **FIRST**, questions second.
- Identify the central idea in the first and last paragraphs.
- For evidence questions, find the specific lines that support your previous answer.
- For vocabulary questions, substitute each answer choice into the sentence.
- For paired passages, fully understand Passage 1 before reading Passage 2.

SAT Writing Strategies

- Shorter is usually better — choose the most concise option.

- Check subject-verb agreement.
- Ensure pronouns clearly refer to a specific noun.
- Look for logical transitions (*however, therefore, moreover*).
- Eliminate redundancy (e.g., "important and significant" → choose one).

25 SAT Words from This Course

Advocate	Assertion	Benevolent	Complicity	Concession
Constitutional	Conviction	Emancipation	Enfranchise	Enshrine
Implicit	Inalienable	Integrity	Juxtapose	Nuanced
Perseverance	Premise	Reconciliation	Reform	Refute
Resolute	Rhetoric	Solidarity	Sovereignty	Substantiate

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