The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, your examination will be invalidated and no score will be calculated for you, no matter how briefly. Your examination will be invalidated and no score will be calculated for you, no matter how briefly.
When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT START THIS EXAMINATION UNTIL YOU ARE TOLD TO DO SO.
DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
Miss Maggie Conway and Mr. Andy Donovan are staying at the same boarding house in New York City.

...Just coming out the door was Miss Conway. She wore a night-black dress of crêpe de — crêpe de — oh, this thin black goods. Her hat was black, and from it drooped and fluttered an ebon veil, filmy as a spider's web. She stood on the top step and drew on black silk gloves. Not a speck of white or a spot of color about her dress anywhere. Her neck thinned an ebon veil, thinly as a spider's web. She stood on the top step and drew on black crepe de — crêpe de — oh, this thin black goods. Her hat was black, and from it drooped and fluttered an ebon veil, filmy as a spider’s web. She stood on the top step and drew on black crepe de — crêpe de — oh, this thin black goods.

"It’s a fine, clear evening, Miss Conway," he [Andy Donovan] said, and if the Weather Bureau could have heard the confident emphasis of his tones it would have hoisted the square white signal — a sign of good weather.

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

Part 1
“To them that has the heart to enjoy it, it is, Mr. Donovan,” said Miss Conway, with a sigh. …

“I hope none of your relatives—I hope you have not sustained a loss?” ventured Mr. Donovan, and a sigh… of one whose heart is filled with gloom could be agreeable to you."

"He was my chance," confided Miss Conway, at the end of an hour. "We were going to have been killed in a gondola accident."

"Three days ago I got a letter from Papa, forwarded from Poughkeepsie, Papa, you know."

"Well, I thought sure Papa had a lively business—in Poughkeepsie, you know."

"When this little old town does loosen up and get friendly it goes the limit. Say you took a little stroll in the park, Miss Conway—don't you think that might chase away some of your melancholy?"

"Donovan, I'd be pleased to accept of your escort if you think the company of one whose heart is filled with gloom could be agreeable to you."

"Thanks, Mr. Donovan. I'd be pleased to accept of your escort if you think the company of one whose heart is filled with gloom could be agreeable to you."

"I'd be delighted, that is, I'd be sorry—I mean I'm sure nobody could sympathize with you better than I would."

"I will not include my grief upon you, Mr. Donovan."

"Death has claimed, said Miss Conway, hesitating—"not a relative, but one who—" Mr. Donovan."

"I hope none of your relatives—I hope you have not sustained a loss?" ventured Miss Conway, with a sigh…
"I've got his picture here in my locket," said Miss Conway, after wiping her eyes with her handkerchief. "I never showed it to anybody; but I will to you, Mr. Donovan, heartily. How would it suit you, Miss Conway, if we had a time-looking man?"

Mr. Donovan gazed long and with much interest at the photograph in the locket that Miss Conway opened for him. The face of Count Mazzini was one to command interest. It was a smooth, intelligent, bright, almost a handsome face—the face of a strong, cheerful man who might well be a leader among his fellows.

"I have a larger one, framed, in my room," said Miss Conway. "When we return I will show you that. They are all I have to remind me of Fernando. But he ever will be present, that's a sure thing."

Before they parted in the hall that evening she ran upstairs and brought down the framed photograph wrapped lovingly in a white silk scarf. Mr. Donovan surveyed it with inscrutable eyes. …

"A fine-looking man," said Mr. Donovan, heartily. "How would it suit you, Miss Conway, to give me the pleasure of your company to Coney Island next Sunday afternoon?"

"A true friend," said Miss Conway, "that of supplanting the unfortunate Count in my heart, that's a sure thing."

A month later they announced their engagement to Mrs. Scott and the other boarders.

"I have a larger one, framed, in my room," said Miss Conway. "When we return I will show you that. They are all I have to remind me of Fernando, but he ever will be present, that's a sure thing."

"I believe you to be a true friend, Mr. Donovan, because her handkerchief. I never showed it to anybody, but I will to you, Mr. Donovan, because her handkerchief. I've got this picture here in my locket," said Miss Conway, after wiping her eyes with inscrutable eyes.
Miss Conway continued to wear black. A week after the announcement the two sat on the same bench in the downtown park, while the fluttering leaves of the trees made a dim kinetoscopic picture of them in the moonlight. But Donovan had worn a look of abstracted gloom all day. He was so silent to-night that love's lips could not keep back any longer the questions that love's heart propounded. "What's the matter, Andy, you are so solemn and groundy to-night?"

"Nothing, Maggie, " said Andy, wisely, "I know better. Can't I tell? You never acted this way before. What is it?"

"Well, Big Mike's a friend of mine. I ain't more than deuce-high in the district as far as influence goes, but Mike's as good a friend to a little man, or a poor man, as he is to a big man. I've been keeping cases on you, you've been putting up your side of the street, and I'm proud of you. When I take to drinking, he takes a cigar and I take a highball. I told him I was going to get married in two weeks, Andy, says he, 'I'll come to the wedding.' That's what Big Mike says to me; and he always does what he says.

'Well, Big Mike's a friend of mine. I ain't more than deuce-high in the district as far as influence goes, but Mike's as good a friend to a little man, or a poor man as he is to a big man. I've been keeping cases on you, you've been putting up your side of the street, and I'm proud of you. When I take to drinking, he takes a cigar and I take a highball. I told him I was going to get married in two weeks, Andy, says he, 'I'll come to the wedding.' That's what Big Mike says to me; and he always does what he says."
The Selected Stories of O. Henry 2017
10
—O. Henry

“Big Mike Sullivan’s picture you’ve got in that locket of yours.”

Well, not to any large extent,” said Andy, reaching for his cigar case, “because it’s

of forgiveness, did you believe all that story about the Count?”

“Andy,” said Maggie, with a somewhat shy smile, after she had been thoroughly assured

... up and saw his face cleared and smiling.

... but instead of being pushed away, she found Andy’s arm folding her closer.

She looked

Wetted the crépe de Chine with tears.

his shoulder and began to cry—oh cry and shake with sobs, holding his arm tightly, and

He waited a long time, but Maggie did not reply. And then, suddenly, she leaned against

did of the Count, Madam?”

“Maggie,” said Andy, presently, “do you think as much of me as you did of your—as you

Why don’t you invite him, then, if he’s so much to the mustard,” said Maggie, lightly.

... sore to-night.”

Wedding, there’s a guy being married that’s made for life. Now, that’s why I’m making looking
In the first paragraph, Miss Conway's choice of clothing is intended to convey her (1) glamour (3) modesty (2) sorrow (4) aloofness.

In lines 18 and 19, Mr. Donovan presents himself as (1) concerned for Miss Conway (2) insincere in his intention (3) overwhelmed by the Count's death (4) apologetic about his behavior.

Miss Conway most likely relates the anecdote about Count Fernando Mazzini (lines 29 through 36) in order to seek compassion from Mr. Donovan (1) (4) obtain advice from Mr. Donovan (3) have her recent inheritance contradicted boarding house rumors (2) seek compassion from Mr. Donovan.

The quote "The sympathetic but cheerful friend was the role he essayed" (lines 49 and 50) suggests that Mr. Donovan (4) had a motive for kind behavior (3) had no need to hide his feelings (2) was once a professional actor (1) was not interested in romance.

The word "diminution" most nearly means (2) appearance (1) acceptance (3) reduction (4) explanation.

Miss Conway's response to Mr. Donovan's "look of abstracted gloom" (line 62) is one of (1) tender persistence (2) impatient disapproval (3) controlled hostility (4) superficial interest.

In lines 18 and 19, Mr. Donovan presents himself as (3) sorrow (4) slovenliness (1) shamefaced (2) modesty (3) (4). Clothing is intended to convey her choice of (1) In the first paragraph, Miss Conway's choice of (4) (3)}
7. The hyperbole in lines 80 and 81 highlights Mr. Donovan's (1) selfless intention (2) distrust of Big Mike (3) violent nature (4) respect for Big Mike

8. Which statement foreshadows a revelation at the end of the text?
   (1) "I hope you haven't sustained a loss?" (line 14)
   (2) "We were going to be married next spring." (lines 29 and 30)
   (3) "Mr. Donovan gazed long and with much interest at the photograph in the locket that Miss Conway opened for him." (lines 40 and 41)
   (4) "A subtle task confronted Mr. Donovan — that of supplanting the unfortunate Count in the heart of Miss Conway." (lines 47 and 48)

9. The text is developed primarily through the use of (1) dialogue (2) repetition (3) symbolism (4) action

10. A central idea of the text is that (1) people can benefit from the misfortune of others (2) people can find happiness by admitting the truth (3) friends can encourage each other's success (4) strangers can complicate people's lives.
A Dream of Mountaineering

The following poem was written by a revered 8th century Chinese poet (701-762 AD).

**A Dream of Mountaineering**

**Reading Comprehension Passage B**
Lines 5 and 13 serve to emphasize a contrast between (1) illusion and reality (2) calm and stress (3) instinct and reason (4) belief and doubt.

As used in line 10, “languish” most nearly means (1) communicate (2) deteriorate (3) survive (4) forget.

Lines 15 and 16 suggest that “day and night” (1) reflect failure (2) nourish creativity (3) cause conflict (4) ensure balance.

The tone of the poem can best be described as (1) desperate (2) forgiving (3) reflective (4) insensitive.

Between belief and doubt, instinct and reason, calm and stress, illusion and reality, times 5 and 13 serve to emphasize a contrast.
Marie Tharp spent the fall of 1952 hunched over a drafting table, surrounded by charts, graphs, and jars of India ink. Nearby, spread across several additional tables, lay her project—the largest and most detailed map ever produced of a part of the world no one had ever seen.

A Crack in the World

Reading Comprehension Passage C
For centuries, scientists had believed that the ocean floor was basically flat and featureless—it was too far beyond reach to know otherwise. But the advent of sonar had changed everything. For the first time, scientists were able to see the ocean floor directly. As Tharp charted the measurements by hand on sheets of white linen, the floor of the ocean slowly took shape before her.

45 Apart in 1926, at a gathering of the American Association of Petroleum Geologists, the scientists in attendance rejected Wegener’s theory and mocked its maker. No force on Earth was thought powerful enough to move continents. “The dream of a great poet,” opined the director of the Geological Survey of France: “One tries to embrace it, and finds that he has in his arms a little vapor or smoke.” Later, the president of the American Philosophical Society deemed it “utter, damned rot!”

In the 1950s, as Tharp looked down at that tell-tale valley, Wegener’s theory was still considered verboten in the scientific community—even discussing it was tantamount to heresy. Almost all of Tharp’s colleagues and practically every other scientist in the country, bereft of the Bureau of Geology and Soils, and as a child, she would accompany him as he collected samples. But she never expected to be a mapmaker or even a scientist. At the University of Michigan, where, with men off fighting in the war, accelerated geology degrees were offered to women, Tharp, having been denied a job at Columbia. After graduating from Ohio, she enrolled in a program at the University of Michigan, where, with men of the Geological Survey of France: “One tries to embrace it, and finds that he has in his arms a little vapor or smoke.” Later, the president of the American Philosophical Society deemed it “utter, damned rot!”

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became particularly fascinated with geomorphology, devouring textbooks on how landscapes form. A rock formation's structure, composition, and location could tell you all sorts of things if you knew how to look at it. Studying the crack in the ocean floor, Tharp noticed something strange: Most quakes occurred in a nearly continuous line that streaked through a rift valley. When Heezen and Tharp laid their two maps on top of each other, it showed the rift again. When Heezen and Tharp laid their two maps on top of each other, they found patterns within all of them, their found patterns all seemed to connect and all split by rift valleys. Within all of them, they found patterns. 

Studying the crack in the ocean floor, Tharp could see it was too large, too contiguous, to be anything but a rift valley, a place where two masses of land had separated. When she showed Bruce Heezen, her research supervisor (from years her junior), "He was aghast and said, 'I cannot be. It looks too much like continental drift.' Tharp wrote, 'Bruce initially dismissed my interpretation of the profiles as 'gimlicks.' With the help of replication on the line, Heezen and I, however, convinced him that a rift valley in Africa, which he showed Tharp, had separated. When he showed Tharp a rift valley in Africa, she grew more certain. But when she showed Bruce Heezen the crack in the ocean floor, Tharp could see it was too large, too contiguous."
Regents Exam in ELA — June '22

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Mental Floss, December 2014

excerpted from "A Crack in the World"
— Brooke Jarvis

... vast part of the planet that they could never see... "Scientists and the General Public, she wrote, "got their first relatively realistic image of a "continental drift. Tharp compared the collective eye-opening to the Copernican Revolution. ... bringing with them a cascade of new theories about the way the planet and life on it had discovered helped ideas such as seafloor spreading and plate tectonics gain acceptance, vast plates that allowed the earth's crust to move. Throughout the 1960s, a slew of ... Heezen to make maps of the ocean floor and its features, helping laypeople visualize the widespread acceptance. The National Geographic Society commissioned Tharp and ... Mid-Atlantic Ridge had been caused by land masses pulling apart—and finally reached on a baseball. It's the largest single geographical feature on the planet...
The reference to “seams on a baseball” (lines 79 and 80) serves to help readers imagine the (1) speed of the continental drift (2) purpose of the mid-ocean ridge (3) importance of the continental drift and (4) serve to help readers imagine the seams on a baseball. (lines 79 and 80)

The opening paragraph serves to (1) reveal Tharp’s vivid imagination (2) explain the nature of Tharp’s work (3) establish Tharp’s controversial views (4) illustrate a flaw in Tharp’s methodology

Tharp’s initial reaction to her maps (lines 20 through 22) suggest Tharp’s theory was valued (1) absurd (2) untested (3) valued (4) intriguing

The figurative language used in lines 33 and 34 suggests Wegener’s theory was (1) absurd (2) untested (3) interesting (4) absurd

Lines 36 through 42 reveal Tharp’s (1) reluctance to share her observations (2) determination to validate her conclusion (3) reputation for supporting her colleagues (4) insecurity about risking her career

Lines 49 through 51 reveal that Tharp’s opportunity for additional education was influenced by the (1) increased demand for military service (2) increased demand for technical equipment (3) increased availability of technical equipment (4) developing concern about environmental change

The word “sparring” (line 78) suggests a (1) disagreement about the implications of their work (2) refusal of Tharp to accept Heezen’s authority (3) reflection of the criticism of their work (4) competition between Heezen and Tharp

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22 Which quotation reflects a central idea of the text? (1) "That range had been a shock when it was discovered in the 1870s" (lines 17 and 18)  
(2) "If her calculations were right, the geosciences would never be the same" (lines 26 and 27)  
(3) "A rock formation's structure, composition, and location could tell you all sorts of things." (lines 53 and 54)  
(4) "In late 1952, as Tharp was replotting the ocean floor, Heezen took on another deep-sea project." (lines 63 and 64)

23 Which statement reflects an irony in the text? (1) Tharp's career was advanced by the gender bias of her time.  
(2) Her graphing accuracy was limited by her superstitions.  
(3) Her charting experience distorted her graphing accuracy.  
(4) Her collaboration with other scientists limited her originality.

24 Which statement would the author most likely agree with? (1) Scientific insight is usually rooted in tradition.  
(2) Intellectual conflict is often avoidable.  
(3) It is difficult to change long-held beliefs.  
(4) People are discouraged by criticism.

25 Which statement would the author most likely agree with? (1) Intellectual conflict is often avoidable.  
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26 Which statement would the author most likely agree with? (1) Intellectual conflict is often avoidable.  
(2) Intellectual conflict is usually rooted in tradition.  
(3) It is difficult to change long-held beliefs.  
(4) People are discouraged by criticism.
Part 2

Argument

Directions:
Closely read each of the four texts provided on pages 13 through 20 and write a well-developed argument regarding whether or not AI (Artificial Intelligence) devices are beneficial to children. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts. Do not simply summarize each text. Write a well-developed argument beginning on page 22. Then, using evidence from at least three of the texts, clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts.
Guidelines:

Be sure to:

• Establish your claim regarding whether or not AI [Artificial Intelligence] devices can be good friends to our kids
• Distinguish your claim from alternate or opposing claims
• Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
• Identify each source that you reference by text number and line number(s) or graphic(s) (for example: Text 1, line 4 or Text 2, Graphic)

Texts:

Text 1 – How Will AI Technologies Affect Child Development?
Text 2 – 4 Ways 'Internet of Things' Toys Endanger Children
Text 3 – Let Robots Teach Our Kids? Here’s Why That Isn’t Such a Bad Idea
Text 4 – Why These Friendly Robots Can’t Be Good Friends to Our Kids

Be sure to:

Follow the conventions of standard written English

• Maintain a formal style of writing
• Organize your ideas in a cohesive and coherent manner

Text 1, line 4 or Text 2, Graphic
How Will AI Technologies Affect Child Development?

Whenever Amy Blake's four-year-old son Oliver wants to listen to songs from his Spotify playlist, he simply says aloud, "Hey Google, play Oliver's jams" and one of the family's two Google Home Mini smart speaker devices automatically plays them for him.

At night, her two-year-old daughter Isabel calls out, "Hey Google, play Oliver's jams" and one of the family's two Google Home Mini devices automatically plays them for her.

In a family of early adopters, Blake's children are among the first generation to grow up surrounded by artificially intelligent technologies. The advantages are plenty, Blake says; she and her family find the smart assistants and AI-powered toys also come with questions about how these technologies will shape this new generation.

Researchers are only beginning to learn how children think about and interact with smart technologies, never mind how these technologies influence developing minds. But as the market for virtual assistants is expected to grow to 1.8 billion users by 2021, according to a report from the market-research firm Research and Markets, some parents and experts argue now is the time to consider their role in children's future.

Sandra Chang-Kredl, associate professor of the department of education at Concordia University, says she has reservations about the creation of smart technologies that are meant to mimic or even eventually replace human interaction.

"Do we want children to think that toys or objects are just as good as actual pets or actual friends or actual humans? That concerns me," she says. "In the future, she adds, "to mimic or even eventually replace human interaction.

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"Do we want children to think that toys or objects are just as good as actual pets or actual friends or actual humans? That concerns me," she says. In the future, she adds, "to mimic or even eventually replace human interaction.
Generally, when children form emotional attachments with their stuffed animals and teddy bears, “what’s important, from a psychoanalytic or psychological perspective, is that they imagine that their toys are alive,” she explains. She notes that when children come up with their toys’ responses on their own, they learn symbolic play, or the ability to use objects to represent other objects, and they develop empathy by imagining how their toy feels. But when an AI toy is already programmed with its own personality and voice, “there’s less room for the child to make it their own,” she says. She says it will be good for the children to be able to ask them for help when they’re stuck, because one day relying on virtual assistants to do their school work for them. On the contrary, while children are still too young to have homework, Blake isn’t worried about devices to listen to music or stories. She says, “you can be really mean to these toys and you’re not going to hurt it.”

Chang-Kredl also wonders whether the ubiquity of virtual helpers, such as Siri or Google Assistant, will affect young people’s ability to simply sit alone with their feelings, since at any time, these technologies may allow them to avoid difficult feelings by connecting with someone or something online. She says, “there’s less room for the child to make it their own, personally and voice.”

Blake says in her home there may be some drawbacks to using smart technologies, but the advantages seem to outweigh the negatives. Having the Google Home Minis has meant she points out, it’s much easier for people to say hateful things online than in person since they don’t see the recipients’ facial expressions. Likewise, with AI toys and devices, she says, “you can be really mean to these toys and you’re not going to hurt it.”

So, well, what do you learn?” …

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Similarly, she sees chatbots, such as AI-powered therapists, as good resources for young people who don’t have anyone else with whom they can talk. “Kids don’t always feel comfortable talking to their parents,” she says.

For her, smart technologies such as her Google Home Mins are not a threat to real life interactions and relationships. “It’s an interesting tool, she says – and one that’s about to become more commonplace.

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It’s an interesting tool, she says – and one that’s about to become more commonplace.
Text 2

1. **Unsecured wireless connections**

... via Bluetooth to a smartphone or tablet with internet access...

... about the toy's insecure wireless internet connections — either directly over Wi-Fi or via Bluetooth... Some Internet of Things (IoT) toys can connect to smartphone apps without any form of authentication. So a user can download a free app, find an associated toy nearby, and then communicate directly with the child playing with that toy... In 2017, security researchers discovered that Hello Barbie, an Internet-enabled doll, automatically connected to communicate directly with the child playing with that toy. In an attack on Amazon's CloudPets app, a hacker could remotely control the toy through Amazon's CloudPets app, while an unsuspecting child...  

2. **Tracking kids’ movements**

Echo? In the same room, CloudPets connected stuffed animal and used it to place an order through Amazon... In 2017, security researchers hijacked the device to communicate directly with the toy and talk with an unsuspecting child...

... simple for an attacker to set up a Wi-Fi network with that name and communicate directly with an unsecured device... Some Internet of Things (IoT) toys have GPS [Global Positioning System] like those in fitness trackers and smartphones, which can also reveal users' locations, even if those users were unaware of the device's capability to track their movements. Consumer advocates have raised alarms about the insecure wireless internet connections of IoT devices, and have special legal protections raised alarms with parents and children... Online devices raise privacy concerns for all...
are children. In addition, the Bluetooth communications some toys use can be detected as far away as 30 feet. If someone within that range looks for a Bluetooth device—even if they're only seeking to pair their own headphones with a smartphone—they'll see the toy's name, and know a child is nearby.

3. Poor data protections

Internet-connected toys have cameras that watch kids and microphones that listen to them, recording what they see and hear. Sometimes they send that information to company servers that analyze the inputs.

Toy manufacturers don't always ensure the data is stored and transmitted securely, even when laws require it. In 2018, toymaker VTech was fined US $650,000 for failing to fulfill its promise to encrypt private data and for violating U.S. laws protecting children's privacy.

4. Working with third parties

Toy manufacturers have also shared the information they collect about kids with other companies—much as Facebook shared its users' data with Cambridge Analytica and other companies—surreptitiously and otherwise.

One toy company came under fire, for example, in both Norway and the U.S., for a business relationship with Disney in which the My Friend Cayla doll was programmed to discuss what relationships with Disney in which the My Friend Cayla doll was programmed to discuss what

...
What can parents do?

In my view, and according to consumer advice from the FBI, parents should carefully research internet-connected toys before buying them, and evaluate their capabilities. By parents, if not toy companies – children are at risk of exposure to personal, family, and social information.

—Marie-Hélène Mars

excerpted and adapted from “4 Ways ‘Internet of Things’ Toys Endanger Children”

http://theconversation.com

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Let Robots Teach Our Kids?

Here's Why That Isn't Such a Bad Idea

With recent advances in programming algorithms and artificial intelligence, the possibility of robots moving from the factory floor into our homes—and even looking after our children—is a fast-approaching reality. Think Rosie, the space-age robot maid and nursemaid from the TV show "The Jetsons." However, many to "The Jetsons."1

The goal is not to have the robot replace interactions with humans, "The goal is not to have the robot replace interactions with humans," she says. "But more to supplement them. The robots may also be programmed with established negotiation strategies to better resolve conflicts and further reinforce skills children are developing in preschool classes. Social robots like Pepper could use their powerful emotion-recognition engines to spot minor squabbles, which would allow teachers to focus on the larger meltdowns that occur. The robots may also be programmed with established negotiation strategies to better resolve conflicts and reinforce negotiation strategies that make them attractive to these children. …

... Overall, research shows that children can benefit from interacting with robots, but it's important to recognize that these benefits are less pronounced than those a child would get from interacting with humans. "The goal is not to have the robot replace interactions with humans," she says. "But more to supplement them. The robots may also be programmed with established negotiation strategies to better resolve conflicts and further reinforce skills children are developing in preschool classes. Social robots like Pepper could use their powerful emotion-recognition engines to spot minor squabbles, which would allow teachers to focus on the larger meltdowns that occur. The robots may also be programmed with established negotiation strategies to better resolve conflicts and reinforce negotiation strategies that make them attractive to these children. …

Robots can also help improve the emotional and social development of children with special needs, such as those with autism or Down syndrome because these machines have several characteristics that make them attractive to these children. …

For one thing, a vast body of research shows some kids with autism respond well to social robots like Pepper — a 4-foot-tall interactive robot able to recognize human emotional states by analyzing tone of voice, facial expressions, and other non-verbal cues. …

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technology in general, including computers, phones, tablets, and robotic toys. Studies also suggest that robots are appealing to special needs children because they're less complex and more predictable than people, less intimidating, patient, and consistent in the tone of voice and mood, and highly customizable and adaptable to children's specific needs. Researchers have used robots to engage with special needs children for these reasons, including initiating interactions, establishing boundaries, and eliciting…
Scientists in Japan found that children learned English vocabulary words better when robots made mistakes and the children had to correct their mechanized study partners, likely because doing so boosts self-confidence and reinforces existing knowledge.

Robots can potentially take their tutoring lessons to places human teachers may not be able to, such as isolation units in hospitals. In these cases, Shen says, robots can help ill children learn while human teachers may not be available.

Regardless, interactions with robots that aren't replacing people but are helping in new ways to improve children's learning are a tremendous time for human-robot interactions.

“Most people designing robots are really looking to fill a void that already exists,” Admoni says. “We're building robots that aren't replacing people but are helping in new ways to improve children's learning. It's a tremendous time for human-robot interactions.”

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Despite the wealth of potential benefits robot tutors present, there's much to consider. Though there's little evidence that interactions with robots will stunt children's emotional and social growth, some experts are concerned that children may develop a kind of master-servant relationship with robots.

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Why These Friendly Robots Can't Be Good Friends to Our Kids

Jibo the robot swivels around when it hears its name and tilts its touchscreen face upward, expectantly. "I am a robot, but I am not just a machine," it says. "I have feelings. Well, not human feelings. You know what I mean?"

Actually, I'm not sure we do. And that's what unsettles me about the wave of "sociable robots" that are coming online. The new releases include Jibo, Cozmo, Kuri and M.A.X. Although they bear some resemblance to assistants such as Apple's Siri, Google Home and Amazon's Alexa (Amazon chief executive Jeff Bezos also owns The Washington Post), these robots come with an added dose of personality. They are marketed as companions, not just smart tools. And they do more than engage us in conversation—they feign emotion and empathy.

So, before adding a sociable robot to the holiday gift list, parents may want to pause to consider what they would be bringing into their homes. These machines are seductive and offer the wrong payoff: the illusion of companionship without the demands of friendship. While they may win us over with their smarts, these empathy machines may get in the way of children's ability to develop a capacity for empathy themselves. The study that I did with Cynthia Breazeal and I in 2001—[Jibo's creator, Cynthia Breazeal] and I did a study together—along with the robotics pioneer Brian Scassellati and Olivia Dasté, who develops robots for the elderly—found that robots, like assistants, can affect the emotional well-being of their users. But the impact of these robots on children, who are still developing their own empathy, could be more worrisome.

In 2001, Breazeal and Scassellati built a project on robots called M.A.V., a short form for "multi-attribute virtual environment." M.A.V. was a virtual world where users could interact with robots and other objects. The researchers found that users who interacted with robots that displayed emotional responses were more likely to feel empathy for other users in the environment. This was especially true for children who were exposed to robots for a longer period of time. The researchers also found that children who interacted with robots that displayed negative emotions were more likely to feel empathy for other users who were being treated poorly.

Breazeal and Scassellati also conducted a study with children who were exposed to robots that displayed both positive and negative emotions. The researchers found that children who interacted with robots that displayed both positive and negative emotions were more likely to feel empathy for other users in the environment. This was especially true for children who were exposed to robots for a longer period of time. The researchers also found that children who interacted with robots that displayed negative emotions were more likely to feel empathy for other users who were being treated poorly.

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The children saw the robots as "sort of alive"—alive enough to have thoughts and emotions, alive enough to care about you, alive enough that their feelings for you mattered. The children tended to think of these robots as something like a toy, it's like something you love, kind of, like another person, like a baby. …

So far, the main objection to sociable robots for kids has been over privacy. The privacy policies for these robots tend to be so sketchy, allowing companies to share the information children in machines that are in turn sharing their conversations with countless others.

"Privacy, though, should not be our only concern. Recently, I opened my MIT mail and found a "call for subjects" for a study involving sociable robots that will engage children in conversation to "elicit empathy." What will these children be empathizing with, exactly?"

Empathy is a capacity that allows us to put ourselves in the place of others, to know what they are feeling. Robots, however, have no emotions to share. And they cannot put themselves in our place…

"For instance, Cozmo the robot needs to be fed, repaired and played with. Boris Sofman, the chief executive of Anki, the company behind Cozmo, says that the idea is to create a deeper and deeper emotional connection… And if you neglect him, you feel the pain of that."

Mc-Regent's Exam in ELA — June '22

Mattel — a toy manufacturer

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You feel the pain of that. What is the point of this exercise, exactly? What does it mean to feel the pain of neglecting something that feels no pain at being neglected? Or to feel anguish at being neglected? Or to feel the pain of neglecting something that feels no pain at being neglected? Or to feel you feel the pain of that. What is the point of this exercise, exactly? What does it mean?
The Vertical Ladder

As he felt the first watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily, this young man Flegg regretted in sudden desperation but still in vain, the irresponsible events that had thrust him up into his present precarious climb. Here he was, isolated on a vertical iron ladder flat to the side of a gasometer and bound to climb higher and higher until he should reach the vertiginous skyward summit. How could he ever have wished this on himself? How easy it had been to laugh away his cautionary fears on the firm ground … now he would give the very hands that clung to the ladder for a safe conduct to solid earth.

It had been a strong spring day, abruptly as warm as midsummer. The sun flooded the parks and streets with sudden heat—Flegg and his friends had felt shielded in their thick winter clothes. The green glare of the new leaves everywhere struck the eye too fiercely, the air seemed almost sticky from the exhalations of buds and swelling resins. Cold winter senses were overcome—the girls had complained of headaches and their thoughts had grown confused and uncomfortable as the wood underfoot agitated their skins. They had wandered out from the park by a back gate, into an area of back streets. …

They walked out into the wasteland, the two girls and Flegg and the other two boys, and stood presently before the old gasometer itself. Among the ruined sheds this was the only precessious — risky sanctuary. How could he ever have wished this on himself? Now he would give the very hands that clung to his cautionary fears on the firm ground … how easy it had been to laugh away...
vicariously — by association

my aunt Fanny — an expression of disbelief

He looked up, following the dazzling rise of the rings to the skyline. From this angle

Flegg, who wished to excel in the eyes of the dark-haired girl, began throwing his bricks higher than the others, at the same time lobbing them, to suggest that he knew something of grenade-throwing, claiming for himself vicariously the glamour of a uniform. He felt the girl's eyes follow his shoulders, his shoulders broadened. She had black eyes, unshadowed beneath short wide-awake lids, as bright as a boy's eyes; her lips pouted with ... to appreciate an active sort of a man. Now she frowned and shouted: 'Bet you can't climb as high as you can throw!' …

Flegg turned round scoffing, so that the girl had quickly shouted again, laughing shrilly and pointing upwards. Already all five of them felt uneasy. Then in quick succession, Flegg turned round scoffing, so that the girl had quickly shouted again, laughing shrilly and pointing upwards. Already all five of them felt uneasy. Then in quick succession, Flegg had said: 'Climb to the top of my aunt Fanny. Climb to the top of my aunt Fanny.' The girl had said: 'Climb to the top of the gasworks then.' …

He looked up, following the dazzling rise of the rings to the skyline. From this angle
the support of its invisible complement behind, the support that was now unseen and therefore unfelt, and Flegg imagined despite himself that the entire erection had become unsteady, that quite possibly the entire gasometer might suddenly bow over like a gigantic top-heavy sail. He lowered his eyes quickly and concentrated on the hands before him, that marked the end of the northern world. It was immeasurably old, outside the comprehension of time; it was in awful perpendicular to this isolation, solitary as the grey granite cliffs that mark the end of the earth.

It was like the eyeless iron visor of an ancient god, it towered against the sky having risen warm and of flesh, not the softness of green thighs. His blind eyes were raised above the world.

It echoed its elemental roar, the sweep of a wind blow round it that had never known the appearance of the drop beneath. There lay about it a sense of material danger, not of the risk of falling, but of something removed and uncanny—a sense of appalling isolation.

He began to climb...
nothing human, only washed by the high weather, echoing with wind, visited never and...