

## KEY—Fiction *My Antonia*

## English Grade 9

### 1. ANSWER: C

- A. The passage does not mention or imply the insignificance of man’s existence.
- B. The passage states the box-elders are located “North of the house,” and they grow “in a thick-set strip.” Neither detail indicates that the trees form a boundary around the farm.
- C. The description of the box-elders is followed by the sentence “The little trees were insignificant against the grass.” The contrast of the phrases describing the grass [ “about to run them over,” “the grass was the country,” and “seemed somehow to be running”] emphasize the grass as vast and boundless.
- D. The passage tells us that the plum-patch and chicken-house are also being overrun by the grass, but there is no indication of the spatial relationship between the two and the box-elders.
- E. The reader might infer that the “little trees” will grow and provide shade, but that idea is not significant to the development of the passage.

#### Item Metadata

Course	Domain	Strand	Skill	Subskill
9	Close Reading	Literary Elements	Diction	denotation
9	Close Reading	Reading Strategies	Determining Author's Purpose	

#### Item Attributes

**Difficulty:** Medium

**Depth:** Level 2

**Bloom's Taxonomy:** Understand

### 2. ANSWER: E

- A. The second paragraph contains the dark images of “red” and “wine-stains,” but there are no light images.
- B. The second paragraph does not contain images of danger or carelessness but images that describe the natural landscape of the prairie.
- C. Control and order are not evident in the imagery of the second paragraph for “it seemed as if the grass were about to run over them.” The grass seems to be in motion, not controlled and orderly.
- D. The second paragraph contains no imagery to suggest desolation and destruction.
- E. In the second paragraph the line, “there was so much motion in it; the whole country seemed, somehow, to be running,” creates an image of movement. The line, “The grass was the country,” creates an image of the grass expanding over the entire prairie, as far as the eye could see.

#### Item Metadata

Course	Domain	Strand	Skill
9	Close Reading	Literary Elements	Imagery

#### Item Attributes

**Difficulty:** Medium

**Depth:** Level 1

**Bloom's Taxonomy:** Understand

### 3. ANSWER: A

- A. The box-elders are growing “inside the ploughed fire break,” but the trees are not described as being a fire break themselves.
- B. The box-elders are described as “low and bushy.”
- C. The box-elders are described as “turning yellow.”

- D. The phrase “this hedge” refers to the thick-set strip of box-elders.  
E. The “little[box-elder] trees” are described as “insignificant.”

**Item Metadata**

Course	Domain	Strand	Skill
9	Close Reading	Literary Elements	Detail

**Item Attributes**

**Difficulty:** Easy  
**Depth:** Level 1  
**Bloom's Taxonomy:** Understand

**4. ANSWER: D**

- A. The chickens clucking would mimic a harsh consonant sound, not the soft sounds created by the repetition of s  
B. The lashing of the cane would be a harsh sound.  
C We are given no indication what the grandmother’s voice sounds like.  
D The consonance created by the repetition of the s sound in the words “grass,” “certain seaweed” “washed,” and “seemed, somehow” all imitate the sound of the wind blowing through the prairie grass.  
E. The narrator and the grandmother walk along the “faint wagon-tracks,” but there is no wagon in the passage.

**Item Metadata**

Course	Domain	Strand	Skill
9	Close Reading	Sound Devices	Consonance

**Item Attributes**

**Difficulty:** Easy  
**Depth:** Level 1  
**Bloom's Taxonomy:** Remember

**5. ANSWER: A**

- A. The ellipsis mark supports the idea of endless motion. The impression of motion is also supported in “the glide of long railway travel” and “herds of buffalo were galloping, galloping.”  
B. If the ellipsis mark was guiding the reader’s eye, it would go off the right hand side of the page, not to the next line.  
C. The main idea is in the final paragraph of the passage, but the ellipsis mark is not being used to alert the reader to that fact.  
D. One use of the ellipsis mark is to show the omission of quoted words in a sentence, but the narrator is not quoting anyone.  
E. The ellipsis mark has no connection to the relationship of the narrator and his grandmother.

**Item Metadata**

Course	Domain	Strand	Skill
9	Grammar Mechanics	Punctuation	

### Item Attributes

**Difficulty:** Medium  
**Depth:** Level 2  
**Bloom's Taxonomy:** Understand

### **6. ANSWER: C**

- A. The description of the narrator's accompanying his grandmother to the garden is focused on the moment and contains no reference to anything that has occurred previously in the plot, nor does the narrator refer to anything in his own past.
- B. The image of the grandmother's rattlesnake cane hanging from her belt is not contrasted with anything else in the story.
- C. The grandmother's warning about snakes—complete with the story of a child who had been bitten and “had been sick all summer”—might come full circle, as warnings often do in stories. The description carries a feeling of premonition or at least warning that foreshadows a possible encounter with a snake.
- D. The narrative contains no indication that the grandmother has experienced or is about to experience an awakening to some truth about life. The grandmother is described as practical and hard-working, with an inclination to help instruct the narrator in the ways of the prairie. But she herself is not the focus of the narrative.
- E. While the grandmother is introduced in this section, she is not a foil for the main character. She is a mentor figure, perhaps, but not a character whose purpose is to highlight the strengths and weaknesses of the main character—the narrator.

### Item Metadata

Course	Domain	Strand	Skill	Subskill
9	Close Reading	Literary Elements	Plot	foreshadowing

### Item Attributes

**Difficulty:** Easy  
**Depth:** Level 1  
**Bloom's Taxonomy:** Understand

### **7. ANSWER: B**

- A. The grandmother is not presented as forgetful in any way.
- B. The grandmother is presented as matter-of-fact and practical. She carries the rattlesnake cane along with her because people have been bitten before and she needs to be prepared. She appears to mention the rattlesnakes she has killed and the little girl bitten by a snake as statements of fact, rather than a way to frighten the narrator.
- C. While the reader may develop a respect for the grandmother based on her words and actions, and while the narrator seems to possess respect for her grandmother since she reports carefully on her approach to tending the garden, there is no evidence to suggest anyone else regards the grandmother with high respect.
- D. The grandmother's practicality and her straightforward story about the girl who had been bitten by the snake do not suggest that she is high-strung.
- E. The grandmother's rattlesnake cane that she carries with her when she works in the garden reveals careful planning and preparation—the opposite of being “ill-prepared.”

### Item Metadata

Course	Domain	Strand	Skill	Subskill
9	Close Reading	Literary Techniques	Characterization	indirect

**Item Attributes**

**Difficulty:** Medium  
**Depth:** Level 2  
**Bloom's Taxonomy:** Understand

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**8. ANSWER: B**

- A. The words “North of the house, inside the ploughed fire-breaks. . .” serve to establish the setting at the beginning of the passage but do not serve to link one part of the passage to the next.
- B. The words “I had almost forgotten that I had a grandmother. . .” actually link the imaginative description of the setting occurring at the beginning of the passage to the plot elements of the narrator’s walking to the garden with his grandmother. They serve as a transition between the beginning to the middle of the passage.
- C. The words “A little girl who lived on the Black Hawk road was bitten. . .” are for the purpose of providing real life evidence for the grandmother’s admonition to the narrator about watching out for rattlesnakes. The words do not link two parts of the passage together.
- D. The words “Perhaps the glide of long railway travel was still with me. . .” are a possible explanation for the way the narrator feels as he walks across the prairie. They do not serve as a transition between two parts of the passage.
- E. The words “I felt very little interest in it when I got there. . .” add to the reader’s understanding of the narrator as a character. They do not serve as a transition between two parts of the passage.

**Item Metadata**

Course	Domain	Strand	Skill
9	Composition	Organization	Transitions

**Item Attributes**

**Difficulty:** Medium  
**Depth:** Level 2  
**Bloom's Taxonomy:** Understand

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**9. ANSWER: E**

- A. There are no gerund phrases. The only word ending in *-ing* (morning) is used as a noun.
- B. There are no infinitive phrases containing “to” plus a verb.
- C. There are no appositive phrases which rename a noun or pronoun preceding them in this sentence.
- D. There are no participial phrases describing any nouns or pronouns in the sentence.
- E. There are at least four prepositional phrases in the sentence, built around the prepositions of “to,” “beside,” “along,” and “on.” All serve to set the time and place of the action.

**Item Metadata**

Course	Domain	Strand	Skill
9	Grammar	Phrases	Infinitive
9	Grammar	Phrases	Appositive
9	Grammar	Phrases	Gerund
9	Grammar	Phrases	Participial
9	Grammar	Phrases	Prepositional

**Item Attributes**

**Difficulty:** Easy  
**Depth:** Level 1  
**Bloom's Taxonomy:** Remember  
**Usage:** quiz

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**10. ANSWER: B**

- A. The narrator makes several references to the sky, but he gives no evidence that he wants to lie down and gaze and the sky.
- B. The last paragraph contains the expression of the narrator's desire to "walk straight on through the red grass and over the edge of the world. . ."
- C. While the narrator is willing to help pick up potatoes, he does not indicate a desire to live on the farm. His desire is to fly away like the hawks.
- D. The narrator imagines himself flying like the hawks, but it is because his desire is to leave the prairie and travel "very far away."
- E. There is no evidence that the narrator has a longing or nostalgic feelings about the time when buffalo roamed.

**Item Metadata**

Course	Domain	Strand	Skill
9	Close Reading	Reading Strategies	Inference

**Item Attributes**

**Difficulty:** Medium  
**Depth:** Level 2  
**Bloom's Taxonomy:** Understand

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