Unit 5 Test B/C

**Directions**
Read the following poem. Then answer the questions that follow.

**The Heron**
Theodore Roethke

The heron stands in water where the swamp
Has deepened to the blackness of a pool,
Or balances with one leg on a hump
Of marsh grass heaped above a musk-rat hole.

He walks the shallow with an antic grace.
The great feet break the ridges of the sand,
The long eye notes the minnow's hiding place.
His beak is quicker than a human hand.

He jerks a frog across his bony lip,
Then points his heavy bill above the wood.
The wide wings flap but once to lift him up.
A single ripple starts from where he stood.


**Comprehension**

**Directions**
Answer the following questions about “The Heron.”

1. Which sound devices occur in line 1?
   a. alliteration and assonance
   b. repetition and assonance
   c. rhyme and repetition
   d. alliteration and rhyme

2. Choose the best paraphrase of line 7.
   a. The minnow cannot escape the heron.
   b. The heron’s keen eyes spot the minnow.
   c. The heron can see for great distances.
   d. The minnow tries to camouflage itself.

3. Which words from line 11 are examples of assonance?
   a. but, up
   b. wide, wings
   c. once, to
   d. flap, lift
4. Which statement best paraphrases line 11?
   a. Herons usually make only one attempt to fly before giving up.
   b. One of the heron’s wings has been injured and does not flap well.
   c. His large wings prevent the heron from easily taking flight.
   d. The heron needs only one flap of his wings to take flight.

5. In each stanza of the poem, the speaker describes different
   a. actions of the heron
   b. forms of swamp life
   c. types of water bird
   d. views of nature

6. What is the rhyme scheme of the poem?
   a. abcd efgi iigth
   b. abcb efge hiji
   c. abcd efei ghih
   d. abba effe ghhg

**Short Response**

**Directions**
Write two or three sentences to answer the following question on a separate sheet of paper.

7. Describe the rhythm of this poem. What effect does the meter have?

**Extended Response**

**Directions**
Write a paragraph to answer one of the following questions on a separate sheet of paper.

8. Based on details in the poem, describe the speaker’s view of nature. Give examples from the poem to support your opinion.

**Challenge**  Explain how the poem’s focus shifts in the last stanza. Why do you think the poet chooses to end the poem as he does? Use details from the poem to support your opinion.
Directions
Read the following poem. Then answer the questions that follow.

Living Tenderly
May Swenson

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, projective.
5 My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
10 I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
15 My flesh lives tenderly
inside its bone.

“Living Tenderly” by May Swenson. Used with permission of The Literary Estate of May Swenson.

Comprehension
Directions
Answer the following questions about “Living Tenderly.”

10. Which statement best paraphrases lines 5–7?
   a. I can extend my legs and chin out of their sleeves or pull them in.
   b. The sleeves cover my chin and make my legs seem shorter.
   c. My legs and chin will shrink when they come out of my sleeves.
   d. The long sleeves cover my legs and shield my chin from view.

11. The poem’s extended metaphor compares the speaker to a
   a. fish
   b. spider
   c. turtle
   d. snail

12. The idea connecting both stanzas of the poem is that the speaker’s body is
   a. as hard as a rock
   b. its protection
   c. a burden to carry
   d. beautifully patterned
13. The details in this poem reveal that the speaker
   a. gets smaller each day
   b. can breathe underwater
   c. has difficulty seeing
   d. changes location at will

14. Which statement correctly describes the poem’s stanzas?
   a. Every other line in each stanza rhymes.
   b. Only the first stanza has a regular meter.
   c. Each stanza is made up of eight lines.
   d. Only the second stanza has alliteration.

15. You can determine that the speaker most likely feels
   a. content
   b. jealous
   c. nervous
   d. excited

Short Response
Directions
Write two or three sentences to answer the following question on a separate sheet of paper.

16. Identify at least two details from the poem that help convey the identity of the speaker. Explain how these details reveal who the speaker is.

Extended Response
Directions
Write a paragraph to answer one of the following questions on a separate sheet of paper.

17. In addition to the poem’s extended metaphor, the poet includes several individual metaphors. Identify at least three individual metaphors in the poem, and explain why the poet includes them.

18. Consider the different sound devices that the poet uses. Identify three types of sound devices that occur in the poem, and explain the effect of each. Use details from the poem to support your response.
Directions
Read the following selection. Then answer the questions that follow.

from High Tide in Tucson
Barbara Kingsolver

A hermit crab lives in my house. Here in the desert he's hiding out from local animal ordinances, at minimum, and maybe even the international laws of native-species transport. For sure, he's an outlaw against nature. So be it.

He arrived as a stowaway two Octobers ago. I had spent a week in the Bahamas, and while I was there, wishing my daughter could see those sparkling blue bays and sandy coves, I did exactly what she would have done: I collected shells. Spikey murexes, smooth purple moon shells, ancient-looking whelks sand-blasted by the tide—I tucked them in the pockets of my shirt and shorts until my lumpy, suspect hemlines gave me away, like a refugee smuggling the family fortune. When it was time to go home, I rinsed my loot in the sink and packed it carefully into a plastic carton, then nested it deep in my suitcase for the journey to Arizona.

I got home in the middle of the night, but couldn't wait till morning to show my hand. I set the carton on the coffee table for my daughter to open. In the dark living room her face glowed, in the way of antique stories about children and treasure. With perfect delicacy she laid the shells out on the table, counting, sorting, designating scientific categories like yellow-striped pinky, Barnacle Bill's pocketbook . . . Yeek! She let loose a sudden yelp, dropped her booty, and ran to the far end of the room. The largest, knottiest whelk had begun to move around. First it extended one long red talon of a leg, tap-tap-tapping like a blind man's cane. Then came half a dozen more red legs, plus a pair of eyes on stalks, and a purple claw that snapped open and shut in a way that could not mean We Come in Friendship.

Who could blame this creature? It had fallen asleep to the sound of the Caribbean tide and awakened on a coffee table in Tucson, Arizona, where the nearest standing water source of any real account was the municipal sewage-treatment plant.

With red stiletto legs splayed in all directions, it lunged and jerked its huge shell this way and that, reminding me of the scene I make whenever I'm moved to rearrange the living-room sofa by myself. Then, while we watched in stunned reverence, the strange beast found its bearings and began to reveal a determined, crabby grace. It felt its way to the edge of the table and eased itself over, not falling bang to the floor but hanging suspended underneath within the long grasp of its ice-tong legs, lifting any two or three at a time while many others still held in place. In this remarkable fashion it scrambled around the underside of the table's rim, swift and sure and fearless like a rock climber's dream.

If you ask me, when something extraordinary shows up in your life in the
middle of the night, you give it a name and make it the best home you can.

40 The business of naming involved a grasp of hermit-crab gender that was way out of our league. But our household had a deficit of males, so my daughter and I chose Buster, for balance. We gave him a terrarium with clean gravel and a small cactus plant dug out of the yard and a big cockleshell full of tap water. All this seemed to suit him fine. To my astonishment our local pet store carried a product called Vitaminized Hermit Crab Cakes. Tempting enough (till you read the ingredients) but we passed, since our household leans more toward the recycling ethic. We give him leftovers. Buster's rapture is the day I drag the unidentifiable things in cottage cheese containers out of the back of the fridge.

50 We've also learned to give him a continually changing assortment of seashells, which he tries on and casts off like Cinderella's stepsisters preening for the ball. He'll sometimes try to squeeze into ludicrous outfits too small to contain him (who can't relate?). In other moods, he will disappear into a conch the size of my two fists and sit for a day, immobilized by the weight of upward mobility. He is in every way the perfect housemate: quiet, entertaining, and willing to eat up the trash. He went to school for first-grade show-and-tell, and was such a hit the principal called up to congratulate me (I think) for being a broad-minded mother.

It was a long time, though, before we began to understand the content of Buster's character. He required more patient observation than we were in the habit of giving to a small, cold-blooded life. As months went by, we would periodically notice with great disappointment that Buster seemed to be dead. Or not entirely dead, but ill, or maybe suffering the crab equivalent of the blues. He would burrow into a gravelly corner, shrink deep into his shell, and not move, for days and days. We'd take him out to play, dunk him in water, offer him a new frock—nothing. He wanted to be still.

Life being what it is, we'd eventually quit prodding our sick friend to cheer up, and would move on to the next stage of a difficult friendship: neglect. We'd ignore him wholesale, only to realize at some point later on that he'd lapsed into hyperactivity. We'd find him ceaselessly patrolling the four corners of his world, turning over rocks, rooting out and dragging around truly disgusting pork-chop bones, digging up his cactus and replanting it on its head.


**Comprehension**

**Directions**

Answer the following questions about the excerpt from *High Tide in Tucson.*

19. In the excerpt, which simile does Kingsolver use to describe her actions?
a. “like a refugee smuggling the family fortune” (lines 9–10)
b. “a leg, tap-tap-tapping like a blind man’s cane” (lines 20–21)
c. “sure and fearless like a rock climber’s dream” (lines 36–37)
d. “like Cinderella’s stepsisters preening for the ball” (line 51)

20. The statement that Buster tries to “squeeze into ludicrous outfits” is an example of which type of figurative language?
   a. imagery
   b. simile
   c. metaphor
   d. personification

21. Which detail from the story supports the opinion that Buster is “the perfect housemate” (line 3)?
   a. The author brought Buster from the Bahamas.
   b. Buster eats the leftovers from the refrigerator.
   c. A hermit crab is a cold-blooded animal.
   d. The author ignores Buster when he is inactive.

Short Response
Directions
Write two or three sentences to answer the following question on a separate sheet of paper.

22. Based on details from the excerpt, do you think Kingsolver’s home is a suitable place for the hermit crab? Support your opinion with two details from the text.

Extended Response
Directions
Write a paragraph to answer one of the following questions on a separate sheet of paper.

23. Consider the similes that Kingsolver uses to describe Buster. What do these similes reveal about his personality? Give examples from the text to support your response.

24. Challenge What does Kingsolver’s use of figurative language reveal about her feelings for Buster? Give examples from the text to support your response.

Directions
Use the explanations of word origins and Latin roots to answer the following questions.

25. Which word in “The Heron” comes from gratus, a Latin word that means “pleasing”?
   a. balances
   b. grace
   c. ridges
   d. grass

26. Which word in “The Heron” comes from meneu, a Middle English word that means “a small fish”?
   a. heron
   b. marsh
   c. musk-rat
   d. minnow’s
27. Which word in “Living Tenderly” comes from the Latin root *tract*, which means “pull” or “drag”?
   a. retractive  
   b. travel  
   c. walks  
   d. rounded

28. Which word in “Living Tenderly” comes from the Latin root *ject*, which means “throw”?
   a. floats  
   b. pattern  
   c. projective  
   d. legs

29. Which word in “Living Tenderly” comes from *scrincan*, an Old English word that means “to wither”?
   a. sleeves  
   b. shrink  
   c. stone  
   d. smooth

30. Which word in *High Tide in Tucson* comes from *stilo*, an Italian word that means “dagger”?
   a. stiletto  
   b. shell  
   c. stunned  
   d. sparkling

31. Which word in *High Tide in Tucson* comes from the Latin root *pend*, which means “hang”?
   a. determined  
   b. suspended  
   c. lifting  
   d. scrambled

32. Which word in *High Tide in Tucson* comes from the Latin root *mov*, which means “move”?
   a. morning  
   b. minimum  
   c. middle  
   d. mobility
Directions
Read the personal response to a poem and answer the questions that follow.

(1) A few months ago, I read an article entitled Finding Happiness in Life Cycle magazine. (2) The writer suggested, “Think of a sunset as an expensive, bejeweled gift.” (3) I never really understood what the writer meant until I read the poem We Alone. (4) In that poem, the speaker discusses what we should and should not value. (5) The speaker’s opinions helped me understand something about life.

(6) In the first section of the poem, the speaker explains that people can devalue gold if they choose not to care about it. (7) At first, I wondered why valuing gold was wrong. (8) I kept reading, and the speaker answered my question. (9) The speaker say, “Wherever there is gold / there is a chain, you know” (lines 5–6). (10) The speakers use of the word chain expressed the idea that gold ties people down. (11) Caring only about material possessions is not a good way to live one’s life.

(12) In the second and third stanzas, the speaker explains what we should value instead of gold. (13) The speaker believes that people should value items in nature, such as feathers shells and stones. (14) The mention of these ordinary items made me think of small objects that I appreciate. (15) I love crisp fall days and small speckled stones. (16) At times, however, a new computer game or some other flashy gadget makes me forget about the little things that I enjoy.

(17) Walker’s poem made me realize the importance of valuing “what is plentiful / as much as / what is scarce,” as she writes in lines 15–17. (18) I realized that I sometimes put too much value on gold and not enough value on that which is truly precious.

33. Choose the correct way to punctuate the article and magazine titles in sentence 1.
   b. “Finding Happiness” and Life Cycle
   c. Finding Happiness and “Life Cycle”
   d. Finding Happiness and Life Cycle

34. Choose the correct way to write the ending of sentence 3.
   a. the poem “We” Alone
   b. “the poem We Alone”
   c. the poem “We Alone
   d. the poem “We Alone”

35. Choose the best phrase to add to the end of sentence 3 in order to improve the introduction.
   a. several times
   b. by Alice Walker
   c. the other day
   d. a lovely poem

36. Choose the best way to rewrite sentence 5 to better express the writer’s overall response to the poem.
   a. The speaker’s opinions helped me understand what I should value in my life.
   b. Some opinions in the poem changed the way that I think about life.
   c. Ideas in the poem helped me understand more about life.
   d. The speaker’s opinions helped me realize plenty of different things about my life.
37. Which literary term would best replace the word “section” in sentence 6?
   a. paragraph
   b. stanza
   c. simile
   d. rhyme

38. Choose the best way to incorporate a transition into sentence 8.
   a. First, I kept reading, and the speaker answered my question.
   b. I kept reading, and so the speaker answered my question.
   c. Consequently, I kept reading, and the speaker answered my question.
   d. I kept reading, however, and the speaker answered my question.

39. To correct the subject-verb agreement error in sentence 9, you should change “say” to
   a. says
   b. is saying
   c. saying
   d. has said

40. Choose the correct way to punctuate the possessive in sentence 10.
   a. speakerses
   b. speakers’s
   c. speaker’s
   d. speakers’

41. Choose the correct way to punctuate the items in sentence 13, using commas correctly.
   a. feathers, shells, and stones
   b. feathers, shells and stones
   c. feathers shells, and stones
   d. feathers, shells, and, stones

42. Choose the correct way to rewrite sentence 15, using commas correctly.
   a. I love crisp fall days, and small speckled, stones.
   b. I love crisp, fall days and small speckled, stones.
   c. I love crisp, fall days and small speckled stones.
   d. I love crisp fall, days, and small speckled stones

43. Which sentence, if added after sentence 16, would further explain the writer’s point?
   a. Computer games and flashy gadgets require more attention.
   b. Flashy gadgets often make people forget to spend time with their friends.
   c. There is no comparison between stones or leaves and gold possessions.
   d. The speaker is concerned that people often lose sight of what is truly valuable.

44. The writer’s conclusion is effective because it
   a. places the poem being discussed in a larger context
   b. summarizes the writer’s overall response to the poem
   c. discusses the poet’s use of similes and metaphors
   d. provides biographical information about the writer
Directions
Read the following quotation. Then read the prompts that follow and complete the writing activities.

“A poem compresses much in a small space and adds music, thus heightening its meaning.”
- E.B. White

45. **Prompt:** Write a personal response to a poem in this unit. Consider how the musical qualities of the poem, such as rhyme and meter, heighten its meaning. Support your response with quotations from the poem.

**Challenge Prompt:** Write a personal response to a poem in this unit. Explain how the poem expresses a great deal in a “small space” as well as how its “music” adds to what it expresses. Incorporate these aspects of the poem into your description of the poem’s effect on you.

Now write your response. Use the reminders that follow to help you write.

**Reminders**
- Be sure your writing does what the prompt asks.
- Clearly present your overall response to the poem.
- Support your key points with explanations and quotes.
- Use transitional words and phrases to connect ideas.
- Check for correct grammar, spelling, and punctuation.
Unit 5 Test B/C
Answer Section

1. ANS: A  PTS: 1  REF: 86404594-dc3b-11dc-8feb-0016cf7b5f9
   STA: R.03.8.2.1.PO7  TOP: Unit 5 Test B
   NOT: mllit8_2008

2. ANS: B  PTS: 1  REF: 86406ca4-dc3b-11dc-8feb-0016cf7b5f9
   STA: W.04.8.2.5.PO1 | W.04.8.3.6.PO1.a  TOP: Unit 5 Test B
   NOT: mllit8_2008

3. ANS: A  PTS: 1  REF: 864093b4-dc3b-11dc-8feb-0016cf7b5f9
   TOP: Unit 5 Test B
   NOT: mllit8_2008

4. ANS: D  PTS: 1  REF: 8642a7ee-dc3b-11dc-8feb-0016cf7b5f9
   STA: W.04.8.2.5.PO1 | W.04.8.3.6.PO1.a  TOP: Unit 5 Test B
   NOT: mllit8_2008

5. ANS: A  PTS: 1  REF: 8642cefe-dc3b-11dc-8feb-0016cf7b5f9
   TOP: Unit 5 Test B
   NOT: mllit8_2008

6. ANS: C  PTS: 1  REF: 8642f60e-dc3b-11dc-8feb-0016cf7b5f9
   TOP: Unit 5 Test B
   NOT: mllit8_2008

7. ANS:
   Responses will vary. Students should note that the rhythm follows a regular meter. Each line contains ten
   syllables in an alternating pattern of unstressed, stressed. Students may suggest that the effect of the rhythm
   is to convey the grace of the heron’s movements or the soothing rhythms of nature.
   PTS: 1  REF: 86450a48-dc3b-11dc-8feb-0016cf7b5f9
   STA: W.04.8.2.5.PO1  TOP: Unit 5 Test B
   NOT: mllit8_2008

8. ANS:
   Responses will vary. Students may suggest that the speaker appreciates nature. Students may also suggest
   that the speaker finds nature fascinating. Students may use several of the following details as support: a. The
   speaker uses detail to describe the area of the swamp where the heron is standing (lines 1–4). This attention
to detail shows that the speaker appreciates nature and finds it intriguing. b. The speaker uses terms such as
“marsh grass” and “musk-rat hole” (line 4). These words reveal the speaker’s knowledge of nature. The
speaker’s knowledge of nature shows an interest in nature. c. The speaker describes the heron’s walk, feet,
eye, and beak (lines 5–8). This attention to detail shows that the speaker appreciates nature. d. In lines 7–9,
the speaker describes the heron’s prey (minnows and frogs) in a very matter-of-fact way. This shows that the
speaker understands the life cycles that exist in nature and does not judge the heron for the hunting he must
do in order to survive. In addition, the speaker admires the skill and speed of the heron, commenting that “His
beak is quicker than a human hand” (line 8). e. In line 11, the speaker shows admiration for nature by stating
that the heron needs to flap its wings only once for takeoff. f. The speaker reveals an interest in nature by
mentioning the single ripple left by the heron (line 12). The careful observation reveals the speaker’s interest
in and appreciation of nature.
   PTS: 1  REF: 86453158-dc3b-11dc-8feb-0016cf7b5f9
   STA: W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 |
   W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
   TOP: Unit 5 Test B
   NOT: mllit8_2008
9. **ANS:**

**Challenge** Responses will vary. Students should recognize that in the last stanza, the poem shifts from a description of the heron’s actions in the swamp to the heron’s leaving the swamp. Students may note that the heron’s taking off represents a natural conclusion to a poem about the actions of the bird. Students may also suggest that the poet wishes to emphasize the heron’s part in the cycle of nature or the bird’s benign impact on its environment. Students may use the following details to support their opinions: a. In the first stanza, the poet begins by introducing the heron and describing its location: “The heron stands in water where the swamp / Has deepened to the blackness of a pool” (lines 1–2). In the second stanza, the poet describes the heron’s walking and hunting in the swamp (lines 5–8). b. Unlike the first two stanzas, the last stanza focuses on the heron’s successful hunting and its flight from the swamp. After jerking “a frog across his bony lip,” the heron takes off with one flap of his “wide wings” (lines 9–11). c. The heron’s taking off represents a natural concluding point for the poem because it ends a series of actions. In the first stanza, the poet introduces the heron. In the second stanza, the poet describes the heron’s hunt: “The long eye notes the minnow’s hiding place. / His beak is quicker than a human hand” (lines 7–8). In the last stanza, after a successful hunt—“He jerks a frog across his bony lip” (line 9)—the heron takes off. By concluding the poem in this way, the poet creates a clear beginning, middle, and end. d. When the heron is in the swamp, he hunts minnows—“The long eye notes the minnow’s hiding place” (line 7)—and frogs—“He jerks a frog across his bony lip” (line 9). When he is done hunting, the heron flies away (line 11). The poem captures the heron’s participation in the cycle of nature whereby animals eat other animals for survival’s sake and move on. By concluding with the heron’s taking off, the poet describes a moment in this cycle. e. When the heron takes off, he leaves behind only “A single ripple” (line 12). By ending with this observation, the poet emphasizes that although the heron interacts with its environment, he ultimately does so in a harmless, neutral way.

PTS: 1  REF: 86455868-dc3b-11dc-8feb-0016cfd7b5f9
STA: W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
TOP: Unit 5 Test B  NOT: mllit8_2008

10. **ANS:** A  PTS: 1  REF: 86476ca2-dc3b-11dc-8feb-0016cfd7b5f9
STA: W.04.8.2.5.PO1 | W.04.8.3.6.PO1,a
TOP: Unit 5 Test B  NOT: mllit8_2008

11. **ANS:** C  PTS: 1  REF: 864793b2-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.1.4.PO4
TOP: Unit 5 Test B  NOT: mllit8_2008

12. **ANS:** B  PTS: 1  REF: 8647bac2-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.2.1.PO7
TOP: Unit 5 Test B  NOT: mllit8_2008

13. **ANS:** D  PTS: 1  REF: 8649ecfc-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.2.1.PO7
TOP: Unit 5 Test B  NOT: mllit8_2008

14. **ANS:** C  PTS: 1  REF: 8649f60c-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.2.1.PO7
TOP: Unit 5 Test B  NOT: mllit8_2008

15. **ANS:** A  PTS: 1  REF: 864a1d1c-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.2.1.PO7
TOP: Unit 5 Test B  NOT: mllit8_2008
16. ANS:
Responses will vary. Students should recognize that the poem’s speaker is a turtle. Students may use two of the following details: a. In lines 1 and 12, the repetition of the comparison of the speaker’s body to a stone suggests that the speaker has a body similar to a turtle’s. b. In lines 3–4, the poet suggests the speaker’s identity by describing the turtle’s unique ability to retract and project its head. c. In lines 5–6, the poet suggests the speaker’s identity by describing the turtle’s ability to hide or reveal its legs. d. The poet suggests the identity of the speaker by having the speaker state that it is “always at home” (line 10) and travels “where my house walks” (line 11). A turtle carries its shell on its back and therefore takes its house wherever it goes.

PTS: 1
REF: 864c3156-dc3b-11dc-8feb-0016cf7b5f9
STA: W.04.8.2.5.PO1
TOP: Unit 5 Test B
NOT: mllit8_2008

17. ANS:
Responses will vary. Students may suggest that the poet most likely includes the metaphors to help readers visualize the speaker. Students may also suggest that the metaphors provide clues to the speaker’s identity. Students may use the following details as support: a. The metaphor in lines 1–2 helps readers visualize the speaker’s appearance. The metaphor also helps provide a clue to the speaker’s identity: A turtle’s shell is like a rounded, smooth stone. b. In lines 3–4, the poet uses a metaphor to compare the speaker’s head to a snake. A turtle’s head can project and retract, moving in a way similar to a snake. A turtle’s head is also similar in shape to a snake’s head. This metaphor helps readers visualize the speaker and provides a clue to the speaker’s identity. c. The metaphor in line 8 helps readers visualize the speaker’s appearance by describing the quick movements of the speaker’s eyelids. d. The metaphor in line 12 equates the speaker’s house to a “smooth stone.” Because readers know that the speaker’s back is its “roof” (line 9), the metaphor serves as a clue that the speaker’s house is like that of a turtle. A similar metaphor is used in line 1, and the repetition of the metaphor further reveals the speaker’s identity.

PTS: 1
REF: 864c5866-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.4.PO4 | R.03.8.2.1.PO6 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
TOP: Unit 5 Test B
NOT: mllit8_2008
18. ANS:
Responses will vary. Students should note that the poet uses any three of the following: rhyme, repetition, assonance, and alliteration. Students may use the following details to support their responses: a. The word within at the end of line 6 rhymes with chin at the end of line 7. This rhyme stresses that the speaker pulls in its chin in a similar way to his or her legs. This rhyme draws attention to the image of the speaker retracting itself like a turtle. b. In the second stanza, stone in line 12 rhymes with bone in 16. This rhyme emphasizes that the speaker’s body is hard, like stone or bone. c. The words My and I repeat at the beginnings of lines throughout the poem. This repetition places emphasis on the idea that the speaker is referring to itself. d. The word stone repeats in lines 1 and 12. The repetition of this word emphasizes the idea that speaker’s body and house (which travels with the speaker) are hard like stone—a characteristic of a turtle’s house. e. The repetition of the word ending -ive in line 4 emphasizes the action indicated by the words (“reactive, projective”). f. There are many examples of assonance throughout the poem. In line 8, the words My and eyelid share the long i vowel. In addition, the words eyelid and quick share the short i vowel. In lines 9 and 12, the words roof and smooth share the sound. In lines 14 and 15, the words rests, flesh, and tenderly share the short e vowel. In line 16, the words inside and its share the short i vowel. In addition to these discrete examples of assonance, the long o vowel recurs throughout the poem. In the first stanza, the words stone (line 1), projective (line 4), and so (line 7) all contain the long o. In the second stanza, the words home (line 10), stone (line 12), floats (line 13), and bone (line 16) contain the long o. The heavy use of assonance in the poem, especially in the recurring long o vowel, gives the poem a feeling of unity and structure in the absence of a regular rhyme scheme or meter. g. There are several examples of alliteration in the poem. The following lines contain alliteration: line 2 (“smooth seams”), line 8 (“quick clamps”), line 10 (“am,” “at”), line 11 (“where,” “walks”), and line 12 (“smooth stone”). The alliteration helps give the poem coherence and unity.

PTS: 1 REF: 864c7f76-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.2.1.PO7 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
TOP: Unit 5 Test B NOT: mllit8_2008
19. ANS: A PTS: 1 REF: 864e93b0-dc3b-11dc-8feb-0016cfd7b5f9
TOP: Unit 5 Test B NOT: mllit8_2008
20. ANS: D PTS: 1 REF: 864ebac0-dc3b-11dc-8feb-0016cfd7b5f9
TOP: Unit 5 Test B NOT: mllit8_2008
21. ANS: B PTS: 1 REF: 864ee1d0-dc3b-11dc-8feb-0016cfd7b5f9
STA: R.03.8.3.1.PO1
TOP: Unit 5 Test B NOT: mllit8_2008
22. **ANS:**
Responses will vary. Students may agree or disagree that Kingsolver’s home is suitable for the hermit crab. Those who agree may supply two of the following details: a. Kingsolver notes that Buster arrived “two Octobers ago,” which means that he has already been with her and her daughter for two years (line 4). Buster’s survival indicates that he is doing well in his new home. b. Kingsolver clearly appreciates the hermit crab and intends to do her best to give it a good home. In lines 38–39, she argues that “when something extraordinary shows up in your life,” you are obligated to “give it the best home you can.” c. Kingsolver and her daughter give Buster a “terrarium with clean gravel,” a cactus plant, and a big shell full of water, all of which “seemed to suit him fine” (lines 42–44). They give Buster shelter and a clean, safe environment that seems to be what he needs. d. Kingsolver feeds Buster leftovers, which he seems to like (lines 47–49). e. Kingsolver and her daughter give Buster plenty of shells (lines 50–51). f. When Buster seems to have “the crab equivalent of the blues,” Kingsolver and her daughter play with him and offer him new shells (lines 65–66). Students who have the opinion that the home is not suitable may supply two of the following details: a. Buster is from the Bahamas, so transplanting him to Arizona represents a shocking change of environment for him. When he first emerges from his shell, Kingsolver suggests that he has every right to be agitated (lines 24–27). b. Rather than giving Buster hermit-crab food, Kingsolver feeds Buster the old, “unidentifiable” leftovers from the refrigerator (lines 44–49). c. Kingsolver and her daughter neglect Buster when he slows down and does not respond to their “prodding” (lines 67–70).

**PTS:** 1  **REF:** 8650f60a-dc3b-11dc-8feb-0016cfd7b5f9
**STA:** W.04.8.2.5.PO1  **TOP:** Unit 5 Test B
**NOT:** mllit8_2008

23. **ANS:**
Responses will vary. Students may suggest that the similes reveal that Buster is cautious, confident, and fickle. Students may use the following details as support: a. In lines 20–21, Kingsolver says that Buster’s talon was “tap-tap-tapping like a blind man’s cane.” This simile reveals that Buster is cautious. Buster reaches out of his shell to test his environment before he starts moving. b. The simile in lines 36–37 shows that Buster is confident. Kingsolver describes how Buster climbs under the table. She says he is “swift and sure and fearless like a rock climber’s dream.” The comparison of Buster to a rock climber shows that Buster is confident. c. In lines 50–52, Kingsolver uses a simile to compare Buster to Cinderella’s stepsisters. This simile reveals that Buster is fickle. Like the stepsisters, Buster continually tries on different “outfits.”

**PTS:** 1  **REF:** 86511d1a-dc3b-11dc-8feb-0016cfd7b5f9
**STA:** R.03.8.1.4.PO4 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.2.PO1 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
**TOP:** Unit 5 Test B  **NOT:** mllit8_2008
24. **ANS:**

**Challenge** Responses will vary. Students may suggest that the figurative language reveals that Kingsolver thinks Buster is entertaining, interesting, and likeable. Students may use the following details as support: a. In line 3, Kingsolver calls Buster “an outlaw against nature.” This humorous metaphor suggests that Kingsolver is pleased that Buster has managed to thrive in an environment very different from that of his native Bahamas. b. The simile in lines 20–21 also reveals that Kingsolver finds Buster entertaining. The comparison of Buster’s talon to a blind man’s cane shows that Kingsolver observes his movements closely, revealing a keen interest in what the crab does. c. The simile in lines 35–37 shows that Kingsolver thinks Buster is likeable. The simile says that Buster is “fearless like a rock climber’s dream.” This positive comparison shows Kingsolver’s appreciation of Buster’s skill. d. In lines 50–52, Kingsolver uses a simile to compare Buster to Cinderella’s stepsisters. This simile shows that Kingsolver finds Buster entertaining. She enjoys watching him try on different shells. e. In lines 52–53, Kingsolver personifies Buster, noting that “He’ll sometimes try to squeeze into ludicrous outfits.” This use of personification shows that Kingsolver finds Buster’s behavior entertaining. It also shows that she relates to him in funny, surprising ways.

PTS: 1

STA: R.03.8.1.4.PO1 | R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4

TOP: Unit 5 Test B

NOT: mllit8_2008
45. ANS:
Rubric: Personal Response to a Poem

1. Clearly presents an overall response to the poem
2. Supports key points with explanations and quotations
3. Identifies the poem in the introduction
4. Provides enough information about the work so readers can understand the response
5. Uses transitional words and phrases to connect ideas
6. Summarizes the response in a conclusion
7. Maintains a tone that shows the writer’s honest response
8. Uses precise literary terms when describing the poem
9. Varies sentence lengths
10. Uses correct grammar, spelling, and punctuation

PTS: 1  REF: 8661f4a0-dc3b-11dc-8feb-0016cfd7b5f9
STA: W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11 | W.04.8.3.5.PO1.b | W.04.8.3.5.PO1.d TOP: Unit 5 Test B NOT: mllit8_2008