

## ANSWER KEY CONTINUED

is that of rebelling against parents' expectations in an effort to be oneself.

Students may point out that the narrator in "Two Kinds" does the following:

- A. refuses to let her mother change who she is (lines 77–82)
- B. performs badly on purpose when her mother tries to test her (lines 84–90)
- C. yells at her mother about the piano lessons (lines 145–147)
- D. plays badly for her teacher because he cannot tell the difference (lines 177–190)
- E. purposely tries to do badly while playing (lines 191–192)
- F. refuses to return to her lessons after she plays at the talent show (lines 289–327)
- G. continues to disappoint her mother as time goes on (lines 332–335)

Students may say that the speaker in "Rice and Rose Bowl Blues" does the following:

- A. keeps her mind on the game instead of listening to her mother (lines 9–12 and 21–24)
- B. tries to leave before the rice is done (lines 25–28)
- C. tells Roland that she will continue to play football (lines 34–38)

## Island Morning

### Selection Test A

pp. 143–144

### Comprehension

- 1. A
- 2. C
- 3. D
- 4. B
- 5. B
- 6. A
- 7. B
- 8. D
- 9. C
- 10. C

### Short Response

- 11. Responses will vary. Students may give two of the following examples of a chore the author did as a child.
  - A. filled washtubs (lines 81–82)

- B. swept the yard (line 82)
- C. fed the chickens (line 82)
- D. polished her shoes (line 83)
- E. ironed her school uniform (lines 83–84)
- F. bought bread, butter, and cheese (line 84–87)
- G. got her hair braided (lines 87–88)

- 12. Responses will vary. Students may give one of the following examples of what the author did early in the morning in Manhattan:

- A. She looked outside to check the weather (lines 108–111).
- B. She read articles about movie and television stars in magazines (lines 113–117).
- C. She watched the morning news on television (lines 119–122).
- D. She watched Captain Kangaroo after the news (lines 127–132).

### Extended Response

- 13. Responses will vary. Answers from students who would like to live on the author's home island may include three of the following details:

- A. You can eat a variety of fresh fruits and vegetables (lines 7–12).
- B. The climate is warm and sunny, and the island has pretty flowers (lines 32–37).
- C. People seem to know and like one another (lines 50–52 and 72–73).
- D. People seem content with their lives (lines 50–52 and 61–63).

Answers from students who would not like to live on the author's home island may include three of the following details:

- A. People have to walk almost everywhere (lines 19 and 58–65).
- B. People get up too early (lines 28–31).
- C. People have to work too hard (lines 16–25 and 81–87).
- D. Children have to do many chores (lines 81–87).
- E. Some people have to take baths in cold water (lines 82–83).
- F. Children have to wear school uniforms (lines 83–84).

**Island Morning****Selection Test B/C****pp. 145–146****Comprehension**

1. B
2. A
3. B
4. C
5. A
6. C
7. B
8. A
9. B
10. C

**Short Response**

- 11.** Responses will vary. Students may describe three of the following examples of Kincaid’s childhood chores:
- A. help her mother fill the washtubs with water (lines 81–82)
  - B. sweep the yard (82)
  - C. feed chickens (82)
  - D. take a bath (82–83)
  - E. polish her shoes (83)
  - F. iron her school uniform (83)
  - G. go to the grocer to buy bread, cheese, and butter (lines 84–87)
  - H. go to Miss Roma to have her hair braided (lines 87–88)
- 12.** Kincaid describes early morning Manhattan as being silent. The first sound she heard was the rumbling of trucks (lines 101–104). This sound is not warm and friendly but repetitious and dull. She uses the absence of voices to convey a lack of variety and a sense of being alone.

**Extended Response**

- 13.** Responses will vary. Students who say that Kincaid has fond memories and warm feelings about life on her island home may describe the following examples:
- A. She describes the brightness and warmth of the sunlight and how the sunlight enhances the vivid colors of the sky, flowers, grass, and trees (lines 36–37).
  - B. She points out that colors get brighter through the day; this conveys a sense of life and movement (lines 32–37).

C. She talks about red rooftops and red flowers (lines 36–39). This suggests that people and nature are in harmony. Red is a vibrant and alive color; its use reflects the sense of a vibrant community.

Students who say that Kincaid misses a vibrant family and community life in Manhattan may describe the following examples:

A. She describes life in Manhattan in grays and blacks and browns. The only people on the street wore all black (lines 105–107), and she did not notice daylight on the brownstone across the street (lines 108–110). These somber colors suggest that the life they color is equally somber.

B. She says that she did not “notice things like gradations of light” (lines 110–112). The lack of vibrant colors and the absence of a variety of colors reflect Kincaid’s view of Manhattan as a place of boring uniformity.

C. Kincaid uses colors that are typically thought of as cold (such as black and brown) and that convey dreariness and sadness.

- 14.** Responses will vary. Students who answer that Kincaid shows that most people on her home island had a difficult life may give the following examples:
- A. Farmers had only small plots of land and not real farms (lines 12–15 and 67–68).
  - B. Farmers’ plots of land were far from the farmers’ homes, and a farmer had to ride a donkey or walk to the land (lines 15–19).
  - C. Most people seemed to have strenuous and low-paying jobs (lines 12–13 and 19–25).
  - D. Homes were so close together that neighbors could hear one another’s radios (lines 68–72).
  - E. Some homes did not have hot water (lines 82–83).
- Students who answer that Kincaid shows that most people on her home island had a pleasant life may give the following examples:
- A. A range of healthful foods, including a great variety of fruits, freshly baked bread, butter, and imported cheese, was available (lines 7–10 and 84–87).
  - B. People felt proud about getting up early and working hard (lines 22–28 and 49–52).

## ANSWER KEY CONTINUED

C. Many kinds of jobs were available (lines 19–25, 54–56, and 67–68).

D. Children, even those whose parents did not have an excess of money, went to school (lines 89–92).

E. The island was beautiful and sunny (lines 32–37).

### Georgia O’Keeffe

#### Selection Test A

pp. 147–148

#### Comprehension

1. D
2. A
3. C
4. C
5. B

#### Vocabulary

6. B
7. A
8. C
9. D
10. A

#### Short Response

11. Responses will vary. Students may offer one of the following ways in which O’Keeffe fought against the opinions of “the men.”  
A. The men thought it was impossible to paint New York, so O’Keeffe painted New York (lines 58–59).  
B. The men did not like her bright colors, so she made them brighter (lines 59–60).  
C. The men thought highly of Europe, so she went to the American West (lines 60–61).
12. Responses will vary. Students should note that the author describes O’Keeffe’s early childhood life as “conventional” (line 76). They may offer one of the following supporting details:  
A. She played with dolls and painted watercolors (lines 76–77).  
B. She listened with her brothers and sisters to stories her mother told (lines 78–79).

#### Extended Response

13. Responses will vary. Students may say that the details show that O’Keeffe found art school to be restricting and that many art students were rude or condescending.

Students may list two of the following reasons why O’Keeffe did not like art school:

A. O’Keeffe was shocked by the use of live models at an art institute (lines 96–97).

B. A fellow student told her that her work was not important and that “she would end up teaching painting in a girls’ school.” He used this as a reason for why she should model for him instead of pursuing her own art (lines 98–102).

C. Another student once painted over her work to show her “how the Impressionists did trees” (lines 103–104).

### Georgia O’Keeffe

#### Selection Test B/C

pp. 149–150

#### Comprehension

1. C
2. B
3. D
4. A
5. B

#### Vocabulary

6. D
7. B
8. A
9. D
10. B

#### Short Response

11. Responses will vary. Students may describe any two of the following experiences:  
A. A sister corrected her drawings (lines 90–91).  
B. She spent her time at Chatham Episcopal Institute painting lilacs and sneaking out to walk alone and view the mountains (lines 92–95).  
C. She was shocked by live models and wanted to stop taking anatomy lessons (lines 95–97).  
D. Another student told her that her art was unimportant and that she should model for him (lines 98–102).  
E. Someone painted over one of her pieces to show her how Impressionists painted (lines 103–104).