

A **literary device** is a tool used by authors to **convey meaning**.

► Literary devices include **imagery**, **symbolism**, **dialect**, and **irony**.

Literary Devices		Example	Meaning
imagery	Descriptive language that appeals to the senses.	The icy wind stung her cheeks as snow covered the dark road.	Helps the reader feel the cold and picture the setting.
Symbolism	Use of a specific object to represent an idea.	Footfalls echo in the memory Down the passage which we did not take. Towards the door we never opened By T.S. Eliot	The author thinks about an experience that never took place.

CFU

Which sentence uses imagery? Explain.

A The beach was beautiful and peaceful.

B The warm sand pressed between her toes as the salty waves crashed against the shore.

Which is symbolism? Explain.

A Jim gave Nancy a gift.

B Jim gave Nancy a red rose.

- 1 Read the passage. Pay attention to the bolded words.
- 2 Determine the literary device used. (circle)
- 3 Interpret the literary device. (write)

Adopted from **Hiking Westward (1920)** Roger William Conant

¹Phil and Ted reached the top of the ridge and looked down at the land that might become their new home. ²**Below them stretched a wooded flat covered with tall trees, while a clear brook wound through the land.** ³The boys stood quietly, imagining what the place might look like after they had cleared the trees and planted their crops. ⁴They knew there would be difficult work ahead, but they were eager to begin.

⁵Weeks later, Margie ran toward them with exciting news. "The crops are up!" she called. ⁶Phil and Ted hurried to the fields. ⁷Tiny **green shoots** covered the dark soil, rising toward the sunlight. ⁸The boys had spent days clearing the land, planting seeds, and caring for the fields. ⁹Now they stood together, looking at the **young plants growing** across the land they hoped would become their family's home.

1. What literary device was used in sentence 2?

- A. Imagery
- B. symbolism

2. Interpret the literary device in sentence 2.

3. What literary device was used in sentence 9?

- A. Imagery
- B. symbolism

4. Interpret the literary device in sentence 9.

A **literary device** is a tool used by authors to **convey meaning**.

► Literary devices include **imagery**, **symbolism**, **dialect**, and **irony**.

Literary Devices		Example	meaning
Dialect	Language spoken in a specific geographical area.	"Yo' ole father doan' know yit what he's a-gwyne to do." -Jim, from <u>Huckleberry Finn</u> by Mark Twain Translation: <i>"Your father does not know yet what he is going to do."</i>	The author's character Jim, is from the South. He has not been formally educated.
Irony	The meaning or outcome is opposite of what it appears or what is intended.	A famous singer sings her own song at a karaoke bar but is booed.	The author illustrates how you would think the singer's version is the best but the crowd felt differently.



Which is dialect? Explain.

A Park your car in Harvard Yard.

B Pahk your cah in Hahvad Yahd.

Which is irony? Explain.

A The fire station had a broken window.

B The fire station burned down.

- 1 Read the passage. Pay attention to the bolded words.
- 2 Determine the literary device used. (circle)
- 3 Interpret the literary device. (write)

Adopted from The Adventures of Huckleberry Finn (1884) Mark Twain

¹Huck and Jim were traveling down the Mississippi River when two men came aboard their raft. ²The older man quickly announced that he was a king. ³The younger man claimed to be a duke. ⁴Huck and Jim were suspicious, but they allowed the men to stay.

⁵Jim looked at the two strangers and quietly said, **“Huck, I reckon dey ain’t no kings or dukes. ⁶Dey’s just a couple of men lookin’ fer somebody to fool.”**

⁷Huck answered, **“I reckon you’re right, Jim, but we’d better not say anything to them.”**

⁸The older man heard them and spoke proudly. ⁹**“You must understand that I am the rightful King of France,”** he said. ¹⁰**“And this gentleman is the Duke of Bridgewater. ¹¹You should treat us with the respect that our positions deserve.”** ¹²The situation seemed strange to Huck. ¹³They had no kingdom or servants, but they expected everyone to treat them like kings.

5. What literary device was used in sentences 5-6?

- A. irony
- B. dialect

6. Interpret the literary device in sentences 5-7.

7. What literary device was used in sentences 8-11?

- A. irony
- B. dialect

8. Interpret the literary device in sentences 8-11.

Skill Closure

- 1 Read the passage. Pay attention to the bolded words.
- 2 Determine the literary device used. (circle)
- 3 Interpret the literary device. (write)

Adapted from **The Secret Garden (1911)** Frances Hodgson Burnett

¹One cold morning, Mary followed a robin through the garden and discovered an old door hidden beneath ivy. ²She pushed the door open and stepped inside.

³The garden was quiet and overgrown. ⁴**Long gray branches twisted across the walls, and thick vines hung like curtains over the doorway.** ⁵**Dead leaves covered the ground like a brown blanket.** ⁶In the corners, however, Mary noticed tiny green shoots pushing through the soil. ⁷A few pale flowers lifted their heads toward the weak sunlight.

⁸Mary stared at them in surprise. ⁹**She had expected to find a dead garden, but the garden seemed to be waking from a long sleep.** ¹⁰She walked farther inside. ¹¹The air smelled of damp earth and leaves. ¹²A small bird hopped from branch to branch, chirping as if it were welcoming her. ¹³Mary smiled. ¹⁴**The garden that everyone had treated as though it were lifeless was quietly beginning to live again.**

1. What literary device was used in sentences 4-5?

- A. Imagery
- B. irony

2. Interpret the literary device in sentences 4-5.

Concept Closure

Write an explanation.

Matthew said the author used symbolism to describe new life in sentence 14. Is he correct? Explain.

¹⁴The garden that everyone had treated as though it were lifeless was quietly beginning to live again.

Summary Closure

What did you learn today about interpreting literacy devices in literature?

Word Bank

imagery
symbolism
dialect
irony

- 1 Read the passage. Pay attention to the bolded words.
- 2 Determine the literary device used. (circle)
- 3 Interpret the literary device. (write)

Adapted from **Anne of Green Gables (1908)** Lucy Maud Montgomery

¹Anne looked toward Green Gables. **The little house sat among the trees, with its white walls shining in the afternoon sun.** ²**Apple blossoms floated through the air like tiny clouds, and the green branches stretched over the house as if they were welcoming her.** ³Anne had never seen a place that seemed so beautiful.

⁴To Anne, the **green trees** surrounding the house seemed like **open arms**, she hoped she had finally found a place where she belonged.

⁵Then Marilla came outside. ⁶**"We sent for a boy," Marilla said firmly.** ⁷**"We need someone to help Matthew with the farm."** ⁸**Anne's smile disappeared.** ⁹**"But I don't want to be a boy," Anne said.** ¹⁰**"I want to be myself."** ¹¹Matthew looked at Anne and quietly decided that perhaps she could stay.

¹²Anne had spent years imagining that no one would ever want her. ¹³**The mistake that had brought her to Green Gables might become the very mistake that gave her the home she had always wanted.**

1. What literary device was used in sentence 4?

- A. Imagery
- B. symbolism
- C. Irony
- D. dialect

2. Interpret the literary device in sentence 4.

3. What literary device was used in sentence 13?

- A. Imagery
- B. symbolism
- C. Irony
- D. dialect

4. Interpret the literary device in sentence 13.

5. When Anne sees Green Gables for the first time, the author describes "apple blossoms" that "floated through the air like tiny clouds" and "green branches" that seemed to welcome her. How does the imagery help the reader understand how Anne feels about Green Gables?

Use evidence from the passage in your response.



Listening

Listen to the passage read aloud.

Answer the questions about literary devices used in the literature.

1. How does Twain's use of dialect in Jim's speech help the reader understand his character?

- A. It provides clues about Jim's regional and social background and distinguishes his voice from Huck's.
- B. It shows that Jim cannot understand what Huck is saying.
- C. It proves that Jim has traveled to many different regions.
- D. It shows that Jim is pretending to speak differently from everyone else.

2. How does the symbolism of the raft help develop the meaning of the passage?

- A. The raft represents wealth because it gives Huck and Jim a valuable possession.
- B. The raft represents danger because the characters are afraid of the river.
- C. The raft represents loneliness because Huck and Jim never speak to each other.
- D. The raft represents freedom because it allows Huck and Jim to move away from people and places that try to control them.

3. Which revision uses imagery to help the reader picture the scene?

“At night, the river was quiet, and the stars shone brightly above them.”

- A. At night, Huck and Jim continued traveling down the river.
- B. At night, the dark river reflected thousands of bright stars that glittered across the water.
- C. At night, the river was an important part of their journey.
- D. At night, Huck and Jim thought about where they were going.

4. Rewrite the sentence to create imagery. Use descriptive words that help the reader picture what the river and raft look or sound like.

“The raft moved down the river.”



Reading

Read the story. Complete the story with literary devices.

You look a little
lost, honey

lantern

We're supposed
to be enemies

The sky glowed orange
and red, and smoke from
distant fires hung in the air.

The Lantern at the Crossing

The sun was sinking behind the hills when Daniel, a Union soldier from Ohio, reached a small wooden bridge.

imagery. Beside the bridge stood a young Southern woman holding a lantern and a basket of bread.

"_____
dialect," she said. Daniel noticed the **soft Southern twang** in her voice. Her words sounded warm and gentle, unlike the voices he was used to hearing back home.

"I'm trying to find the road north," Daniel said. "Well, you've come a long way from Ohio," she replied with a smile. "You must be hungry. Here, dear. Take some bread."

Daniel looked at the basket. "Why would you help a Union soldier?" "Because, honey, hungry is hungry, no matter which side you're on." Daniel looked at the _____
symbolism glowing beside her. The small light seemed to guide him through the darkness.

"_____
irony," he said.

The woman smiled. "Seems mighty strange, doesn't it? You're just a young man trying to find his way home." Daniel smiled. It was strange that a Southern woman, someone he expected to treat him as an enemy, was helping him find his way home.

He thanked her and crossed the bridge. Behind him, the lantern continued to glow against the darkening sky.



Writing

Read the story. Answer the questions about the literary devices used in the literature.

The Train Station

The hot afternoon sun beat down on the dusty train station. Daniel, a man from New York, waited impatiently for the train. Nearby, Cole, a Texas cowboy, leaned against the wooden fence, his dusty boots planted in the dry ground.

Daniel kept his distance. He had always heard that Texas cowboys were rough and unfriendly. Suddenly, Daniel dropped his suitcase, and his father's old pocket watch fell into the dirt. Cole quickly picked it up and handed it back. Daniel smiled. The little watch reminded him of his father and the home he had left behind. Daniel had expected the cowboy to ignore him, but Cole had been the first person to help.

1. What literary device is used in the bolded sentence?

The hot afternoon sun beat down on the dusty train station.

- A. Imagery
- B. Symbolism
- C. Irony
- D. Dialect

2. What does the pocket watch symbolize in the passage?

- A. Daniel's impatience with the train
- B. Daniel's connection to his father and memories of home
- C. Cole's life as a Texas cowboy
- D. The long journey to New York

3. What is ironic about Cole helping Daniel?

- A. Daniel expects Cole to help him, but Cole walks away.
- B. Daniel expects the cowboy to be unfriendly, but Cole is the first person to help him.
- C. Cole expects Daniel to help him, but Daniel refuses.
- D. Daniel expects the train to arrive, but it leaves without him.

Write a **short conversation** between two people from different parts of the United States. Use dialect to help show where each character is from. Do not overuse slang or make the characters sound like stereotypes.

Situation:

A person from **New York** meets a **Texas cowboy** at a train station.

Word Bank

Texas/Western:

partner • reckon • y'all
• ain't • howdy
• out my way
• sure enough • ma'am

New York:

hey • you there •
come on • what are you
talking about? • no way
• I've been waiting