

FIGURATIVE LANGUAGE

Figurative Language is a language arts curriculum that introduces students to Literary Analysis.

The exercises are designed to introduce students to figures of speech and to teach them the impact that these literary techniques have on literature.

The text is suitable for students in grades 7 through 12th grade.

If at any time you find that your student has difficulty with any particular concept, feel free to move ahead to another topic in the text.

An answer key is included.

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Brookdale House

www.brookdalehouse.com

Writing Through History Series

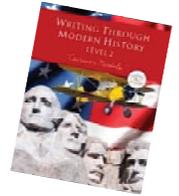
(aka Write from History)

Want to save time when teaching your elementary student to write? Our elementary writing curriculum teaches writing, supplements history, and reinforces proper penmanship. A gentle writing curriculum for young students. (Available in both manuscript and cursive)

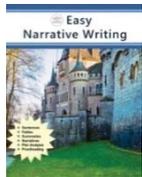


- Writing Through Ancient History Level 1
- Writing Through Ancient History Level 2
- Writing Through Medieval History Level 1
- Writing Through Medieval History Level 2
- Writing Through Early Modern History Level 1
- Writing Through Early Modern History Level 2
- Writing Through Modern History Level 1
- Writing Through Modern History Level 2

- Grades 1 to 3
- Grades 3 to 5
- Grades 1 to 3
- Grades 3 to 5
- Grades 1 to 3
- Grades 3 to 5
- Grades 1 to 3
- Grades 3 to 5



Easy Narrative Writing



Easy Narrative Writing is a middle school writing curriculum. This 1 text is appropriate as a 1 year writing curriculum for younger middle grade students or a 1 semester curriculum for upper middle grade students. (This book is currently sold as Writing from Rhetoric Book 1 which is available with a Student Book and Teacher's Edition. The student text has been redesigned into *Easy Narrative Writing*. The Teacher's Edition is available.)

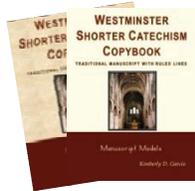
Bible Memorization Made Easy Series

The Bible is the most important textbook in Christian child's education. The Bible Memorization Made Easy series provides Christian educators with a means to help their students memorize scripture, providing a life time of benefits.

- Memorize the Sermon on the Mount**
- Memorize Philippians**



The Westminster Shorter Catechism Copybooks (Manuscript and Cursive)



The Shorter Catechism is composed of 107 questions and answers that cover topics such as who God is, man's sin, Christ and redemption, the ten commandments, Baptism and Communion, and the Lord's prayer. Using the Catechism for copywork provides a gentle yet effective way to introduce this information to children of all ages. It takes very little time but has enormous benefits.

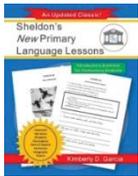
Bible Handwriting Practice Series

The Bible Handwriting Practice series is designed to teach proper penmanship to elementary students. Unlike most modern handwriting programs, the Bible Handwriting Practice series uses short Bible passages as models for handwriting. Over the course of the series, students progress from writing letters to Scripture copywork.



Handwriting Practice: From the Bible! Book 1 Handwriting Practice: From the Bible! Book 2

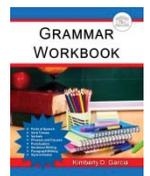
Sheldon's New Primary Language Lessons



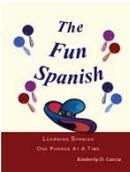
Sheldon's New Primary Language Lessons is a beginning grammar workbook for students learning the 8 parts of speech and the fundamentals of sentence and paragraph writing. It teaches grammar, writing via narration, copywork, and dictation, and reinforces proper penmanship. The value of a book of this kind is the measure of its power to train children in fluency of expression.

Grammar Workbook Set

The text, *Grammar Workbook*, is a grammar and composition workbook for students that are ready for an introduction to more advanced grammar. It is divided into four sections—sentences, the eight parts of speech, clauses and phrases, and punctuation. As students study grammar in the *Grammar Workbook*, they complete writing assignments that give them the opportunity to use the grammar they've learned.



The Fun Spanish



The Fun Spanish provides an incredibly fun method to teach young children to understand Spanish sentence structure as well as vocabulary and verb conjugation.

The Geography Drawing Series

If you've ever tried to teach children to learn geography by having them draw routes of famous explorers or find locations on a map, then you understand how difficult learning geography can be. This series helps children learn geography by drawing maps from memory. It works!



Drawing Around the World: USA Drawing Around the World: Europe



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Alliteration

Alliteration is the repetition of a letter sound at the beginning of two or more neighboring words. The sound repeated can be either a vowel sound or a consonant sound; however, people most often find it when a consonant sound is repeated.

Exercise 1: Below is a passage containing alliteration. Read the passage and answer the questions that follow.

"I will go to the west wall," Kaa whispered.
"This is the hour of pride and power,
Talon and tusk and claw."
--Rudyard Kipling, *The Jungle Book*

Answer the questions below.

1. In line 1, what words show alliteration? _____
2. In line 2, what is the consonant being repeated? _____
3. In line 3, which word is not part of the alliteration? _____

Exercise 2: After reading through the passage below, re-read and circle the consonants being repeated for alliteration. Then answer the questions that follow.

It lay thickly drifted on the crooked crosses and headstones, on the spears of the little gate, on the barren thorns. His soul swooned slowly as he heard the snow falling faintly through the universe and faintly falling, like the descent of their last end, upon all the living and the dead.
--James Joyce, *The Dubliners*

1. Why do you think James Joyce chose to use alliteration in a portion of this passage? _____

2. Do you think the passage would be different without the alliteration? _____

Exercise 3: Read the poem below. Rewrite the last sentence of the passage without using alliteration.

"Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?"
--Mother Goose Nursery Rhyme

How does the meaning or feeling of the sentence change without the use of alliteration?

Exercise 4: In your neatest handwriting, use alliteration to write one or two silly sentences and then use alliteration to write one or two serious sentences.

Exercise 5: Read the passage below. Within the passage, can you find an example of alliteration created with two different letters?

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door-Only this,
and nothing more."
--Edgar Allen Poe, "The Raven"

List the words with the repeated sounds below.

Exercise 6: List pairs of different letters, or letter pairs, that make the same sound.

Write one or two sentences using alliteration of sounds and not just the same letters.

They maybe silly or serious.

Exercise 7: Read the passage below. Copy the passage in your neatest handwriting and then underline the sounds that Stevenson uses to create alliteration.

"He is not easy to describe. There is something wrong with his appearance; something displeasing, something downright detestable."
--Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Exercise 8: Write a poem using alliteration. Your poem should be at least five lines long, and it can be silly or serious. Think about how the alliteration will change the feeling for your reader. Include at least one instance of a repeated sound that doesn't use the same letters.

Assonance

Assonance is the repetition of vowel sounds within neighboring words. These repeated sounds can be within the words or at the beginning of the words. For example: *I went to sell the weathered shells.* If the repeated sounds are at the beginning of the words, it is called alliteration. For example, "Actor Alice appreciated the applause." Assonance is a subtle method of giving a passage a sort of interior rhyme.

Exercise 1: Read the passage below. Underline all the words in the passage that share the same vowel sounds. The first two have been done for you. If there are two types of assonance, use a different number of lines to indicate this. For example, if there is long vowel sound assonance, use one line. If short vowel sound for the same vowel, use two lines. If a second vowel, use three lines, and so on.

Then she made haste to change his smock and to wash his face and hands and brush his hair, and all the time she was doing it Lionel kept wriggling and fidgiting and saying, "Oh, don't, Nurse," and, "I'm sure my ears are quite clean," or, "Never mind my hair, it's all right," and, "That'll do."

--E. Nesbit, *The Book of Dragons*

Exercise 2: What is the effect of the assonance in this passage? How does it impact the way you read it? Write your answer on the lines that follow.

I wandered lonely as a **cloud**,
That floats on high o'er vales and hills,
When all at once I saw a **crowd**,
Beside the lake, beneath the **trees**,
Fluttering and dancing in the **breeze**.

--William Wordsworth, "I Wandered Lonely as a Cloud"

Exercise 3: In the previous passage, assonance is used to make Wordsworth's poem rhyme. Use assonance to write a rhyming poem of your own.

Exercise 4: Read the following passage from *Peter Pan*. Answer the questions that follow.

It would be an easy map if that were all, but there is also first day at school, religion, fathers, the round pond, needle-**work**, **murders**, hangings, **verbs** that take the dative, chocolate pudding day, getting into braces, say ninety-nine, three-pence for pulling out your tooth yourself, and so on, and either these are part of the island or they are another map showing through, and it is all rather confusing, especially as nothing **will** stand **still**.

--J.M. Barrie, *Peter Pan*

Answer the following questions for the passage above:

1. What is the repeated vowel sound for the first group of **bold typeface words**?

2. What is the repeated sound for the second group of **bold typeface words**?

Exercise 5: Find an example of assonance in your literature book. Copy it below.

Exercise 6: Ask someone to read the passage to you. As they read it aloud, write the passage from dictation.

Soft language **issued** from their **spitless lips** as they **swished** in low circles round and round the field, winding **hither** and **thither** through the weeds.

--James Joyce, *The Portrait of the Artist as a Young Man*

Does the assonance make it easier or harder to write it as you listen? Why?

Exercise 9: Read the passage that follows. Rewrite the paragraph as a poem. Focus on the assonant pairs of words to help you do this.

The Mole had been working very **hard** in the **dark** all the morning, spring-cleaning his little home. First he started in each **room** with the **brooms**, then used **dusters** on the **cupboards**; then on ladders and steps and **chairs**, with a **brush** and a **pail** of whitewash; till he had **dust** in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms.

--Kenneth Grahame, *The Wind in the Willows*

Exercise 10: Write a paragraph about the seasons. Use assonance to make the paragraph more lyrical.

Consonance

Related to assonance, the literary device “consonance” uses repeated consonant sounds or consonant sound patterns (as opposed to vowel sounds like in assonance) to achieve a distinctive sound in poetry or prose. A good example of this can be found in the cliché, “All’s well that ends well.” The repeated “ll” sound is consonance.

It is important to note that there is more than one kind of consonance. Alliteration is repetition of the same consonant at the beginning of words that are all close to each other, like in “Peter picked a peck of pickled peppers.” The repeated “p” placed at the beginning of the words is alliteration. Alliteration is just consonance at the beginning of sentences. This is the same as alliterative assonance only with consonants instead of vowels. Non-alliterative consonance is usually found in the middle or end of nearby words (like in the first example below).

Exercise 1: The passage below contains consonance of what sound? _____

“While I nodded, nearly **napping**, suddenly there came a **tapping**,
As of some one gently **rapping-rapping** at my chamber door
--Edgar Allen Poe, “The Raven”

Exercise 2: Consonance in the passage below has been placed in bold type face. Are these examples of non-alliterative consonance, alliteration, or a mix of them together?

Just the place for a **S**nark!” the Bellman **c**ried,
As he landed his **c**rew with **c**are;
Supporting each man on the **t**op of the **t**ide,
By a finger **e**ntwined in **h**is **h**air.
--Lewis Carroll, *The Hunting of the Snark*

Exercise 3: Read the passage below. How does the use of consonance impact how you read the passage? Write your answer on the lines below.

Hamelin Town's in Brunswick,
By famous Hanover city;
The river Weser, deep and wide,
Washes its wall on the southern side;
A pleasanter spot you never spied;
But, when begins my ditty,
Almost five hundred years ago,
To see the townsfolk suffer so
From vermin, was a pity.
--Robert Browning, *The Pied Piper of Hamelin*

Exercise 4: Write your own poem by imitating the pattern of consonance in the passage above.

Exercise 6: Circle each example of consonance in the passage below. If there is more than one sound repeated, use different shapes to show the consonance of the different sounds.

The elderly lady-bee who helped the baby-bee Maya when she awoke to life and slipped from her cell was called Cassandra and commanded great respect in the hive. Those were exciting days. A rebellion had broken out in the nation of bees, which the queen was unable to suppress.

--Waldemar Bonsels, *The Adventures of Maya the Bee*

Exercise 7: From the passage above, group the words by consonance and alliteration in the spaces below. Some words may be in both categories if they repeat a sound in different places. Some words may end up in no category because, although in the context of the whole passage they provide assonance, they are not easily grouped. Think about how sounds work together within words and at the beginning of words to make the whole passage sound musical.

Alliteration:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Consonance:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 9: In the two short poems below, there are examples of consonance, alliteration, and assonance. For each poem, write one pair of each literary device. If the poem is missing a device, say "none."

Success is counted sweetest,
By those who ne'er succeed.
To comprehend a nectar
Requires sorest need.
--Emily Dickinson, "Success is Counted Sweetest"

From this short story, easy we discern
What conduct all young people ought to learn?
But above all, young, growing misses fair,
Whose orient rosy blooms begin t'appear.
--Charles Perrault, *The Fairy Tales of Charles Perrault*

Dickinson

Perrault

Consonance: _____

Consonance: _____

Alliteration: _____

Alliteration: _____

Assonance: _____

Assonance: _____

Exercise 10: Find an example of consonance in your literature book and copy it below.
