

Plot Structure Diagram

(The main events during the protagonist and the antagonist or the moment for which the reader has been waiting.)

TURNING POINT

(5)

Name _____

Date _____

Period _____

RISING ACTION (6)
(The events that lead to the turning point.)

FALLING ACTION (7)
(The major events that lead to the resolution.)

CHARACTERS *	
Protagonist and Main Characters)	
Antagonist	
SETTING #	

1

2

CONFLICT # (3)
(What's the problem between the protagonist and the antagonist?)

RESOLUTION (4)
(How was the conflict solved?)

THEME (9)
(The lesson or message the author is trying to help us understand.)

Title _____

Author _____

Genre _____

Lesson Learned by Protagonist

8

*Characters, Setting, Conflict and Mood (How the story feels as you read) combine to create the **EXPERIENCE** which helps you "get into" the story, and/or for me to "feel" the story being written.

- How To Determine the Theme**
1. Actively read the text.
 2. Fill out the Plot Structure Diagram (follow the circled numbers).
 3. Ask yourself, "What is the lesson the protagonist is learning?"
 4. Record this lesson so that it can be a lesson for anyone who reads the story.

NAME: _____

ELA 8/Mrs. DiTuri

FIGURATIVE LANGUAGE

Hyperbole

Hyperbole is when the writer or speaker exaggerates for emphasis or effect. Etymologically, "hyper" translates roughly to "over" and "bole" translates roughly to "throw." So the word "hyperbole" means to overthrow or to go over. Other forms of hyperbole include *hyperbolic* (adjective) and *hyperbolically* (adverb). One way to help students remember *hyperbole* is to focus on their background knowledge of the word "hyper." Ask students to describe the behavior of someone who might be considered hyper. Show students that when someone is hyper, they might be doing a little too much. Draw the connection that when someone uses hyperbole, they are going too far.

Examples of hyperbole:

1. Yeah, I already beat that game 80,000 years ago.
2. Nobody listens to that song anymore.
3. Old Mr. Johnson has been teaching here since the Stone Age.
4. Forget knocking it out of the park, Frank can knock a baseball off the continent.
5. These shoes are killing me.

Hyperbole can be an effective technique for getting your point across. As you continue studying and reviewing this concept, be conscious of the fact that hyperbole is often confused with understatement (saying too little or minimizing the effect of a statement).

Metaphor

Metaphor is a comparison between two dissimilar things without using the word "like" or "as" to make the comparison. It's been said that the greater the difference between the two things being compared, the better the metaphor, and this is a notion with which I agree. For example, when asked to create a metaphor, a student of mine once wrote, "Football is baseball." Though this is arguably a metaphor, it generally would not be regarded as a very good one because the objects of comparison are too similar. "Football is chess" would be an improvement, because the objects of comparison are more dissimilar.

Here are some example metaphors:

1. The cast on Michael's broken leg was a plaster shackle.
2. She was just a trophy to Ricardo, another object to possess.
3. The path of resentment is easier to travel than the road to forgiveness.
4. Waves of spam emails inundated his inbox.
5. Her eyes were fireflies.

Personification

Personification is when the speaker or writer gives human characteristics, qualities, or traits to an object or idea. In other words, an object or idea is described by the speaker or writer in a way that could only be applied literally to a person. To put it even simpler, personification is when an object or idea does something that only people do. Though animals are often given human traits and characteristics in poems and stories (such as in fables), when this technique is applied to animals it is more appropriately called "anthropomorphism," not personification.

Here are some examples of personification:

1. Thunder grumbled and raindrops reported for duty.
2. The moon turned over to face the day.
3. One unhappy icicle wasted away in the day.
4. The traffic noises argued long into the night and finally Cal went to sleep.
5. The angry storm pounded the tin shelter.

Simile

Similes are comparisons between two unlike things using the word "like" or "as." Similes sometimes form the building blocks of analogies (extended comparisons) and they are commonly used in both speech and literature. Because of the signal words "like" and "as," students are usually able to identify similes with greater efficacy than other figurative language techniques such as metaphor or personification. However, students should be made aware that just because the speaker or writer uses the word "like" or "as," does not automatically mean that they are using a simile. This is because "like" and "as" have other roles in the English language besides making comparisons, such as when the speaker or writer expresses a preference for something. In the statement, "I like pizza," no comparison is being made; the speaker merely expresses a preference. My point is that while "like" and "as" can be helpful signal words, in a simile a comparison must be made.

Here are some examples of simile:

1. My mother's kitchen was like a holy place: you couldn't wear your shoes, you had to sit there at a certain time, and occasionally we'd pray.
2. The bottle rolled off the table like a teardrop.
3. The handshake felt like warm laundry.
4. She hung her head like a dying flower.
5. Arguing with her was like dueling with hand grenades.