

Figurative Language

&

Literary Devices

Repetition

Irony

Alliteration

Idiom

Hyperbole

Simile

Symbolism

Tone
&
Mood

Personification

Onomatopoeia

Imagery

Metaphor

**Lesson 14:
Literary Devices
in "The Legend of
Sleepy Hollow"**



**Today we will be
rereading chapter 8:
"The Legend of Sleepy
Hollow" and analyzing
the literary devices
that are used in that
piece of writing.**

NAME: _____

DATE: _____

14.1

ACTIVITY PAGE

The Legend of Sleepy Hollow

Answer questions 1–5 as you and your partner read the chapter.

1. A simile is a literary device that uses the word *like* or *as* to compare two things. How does the simile help describe the setting?

A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power.

What two things are compared in this simile?

What mood does this simile convey about the setting?

Write the page number where this simile is used.

Page(s) _____

Chapter 8

The Legend of Sleepy Hollow

(Adapted from the story by Washington Irving)

THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power. The valley abounds with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves. He had huge ears, large green eyes, and a long nose. To see him striding along on a windy day, with his clothes fluttering about him, one might have mistaken him for a scarecrow.

From his schoolhouse, his pupils could be heard reciting their lessons. They were occasionally interrupted by the voice of the master or by the sound of his switch.

Turn to Activity page 14.1 (workbook page 125) and page 64 in your reader. Let's get started!

Prose and Drama

From “Paul Revere’s Ride”

Henry Wadsworth Longfellow

Written in 1860

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry-arch
Of the North-Church-tower, as a signal-light,—
One if by land, and two if by sea;

And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere.
Now he patted his horse’s side,
Now gazed on the landscape far and near,
Then impetuous stamped the earth,

Chapter 8

The Legend of Sleepy Hollow (Adapted from the story by Washington Irving)

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Scene IV: A Long, Long War

Characters: Narrators (3), Audience Members (2), Timeline Tracker

Narrator 1: And so it was that fighting began between the British and the French, both wanting to control land west of the Appalachian Mountains, the Ohio River Valley.

Narrator 2: Both sides knew they could not defeat the other without the help of Native Americans who had lived on the land for thousands of years. The French and their Native American allies were already well-established trading partners.

Narrator 3: The British gave gifts and made promises to their Native American allies.

Narrator 1: So both sides received help from different Native American tribes when the fighting began.

Narrator 2: Eventually, Britain officially declared war on France in 1756. But the British and French colonists had already been fighting for two years in the wilderness of North America. The French and Indian War was well underway.

Audience Member 1: Wait! The French and Indian War? Why isn't it called the French and British War?

Narrator 3: Excellent question. The war is known as the French and Indian War because the British fought against the French and their Native American, or Indian, allies.

Narrator 1: That's right. The French and Indian War was not a war between the French and the Indians. It was between the French and the British—part of their ongoing struggle for control of land in other parts of the world.

Word Work: formidable

Text Example:

"The most formidable of all (suitors) was a local hero known as Brom Bones."

Meaning:

extremely powerful, worthy of respect

My Example:

The British army was a very formidable foe opponent for the Continental Army.

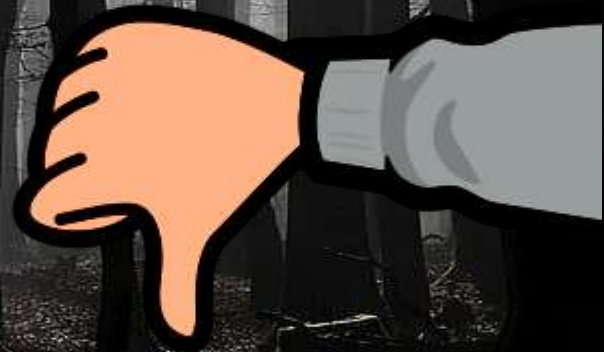
What are some other examples of things or people who could be described as formidable?

Word Work: formidable

formidable



Not formidable



Language: Modal Auxiliary Verbs

Modal Auxiliary Verbs

A modal auxiliary verb:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add –s for the third person singular subject
- is followed by a verb which also does not change in form

She **can speak** French.

It **will rain** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

PRESENT		PAST	
can	I can read long chapter books.	could	I could read three years ago.
cannot/can't	I can't speak German.	could not/couldn't	Last summer, I couldn't swim.

Modal Auxiliary Verbs Used to Express Possibility

HIGH POSSIBILITY ↑ ↓ IMPOSSIBILITY	will	It will rain tomorrow.
	may	It may rain tomorrow.
	might	It might rain tomorrow.
	will not/won't	It won't rain tomorrow.

Part II: Select the modal verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

NAME: _____

14.2

TAKE-HOME

DATE: _____

Modal Auxiliary Verbs

Part I: Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.

Example: Can you ride a bicycle?

Yes, I can ride a bicycle.

No, I can't ride a bicycle.

1. Can you use chopsticks?

2. Can you climb a fire pole?

3. Who can speak another language?

4. Who can play an instrument?

5. Name one thing you could not do when you were four years old.

6. Name one thing you could do when you were four years old.

Turn to Activity page 14.2
(workbook page 129). We will
do a few together and the rest
will be homework!



Suffixes *-able* and *-ible*

Both suffixes mean "able to"

visible

accessible

collectible

portable

comfortable

predictable

enjoyable

edible

On the next slide, there will be some sentences that have a missing word. Which of these words completes the sentence?

Suffixes *-able* and *-ible*

visible

accessible

collectible

portable

comfortable

predictable

enjoyable

1. The chair was really soft with big arms and a matching footrest so it was the most edible seat in the room.

2. My teacher has a computer that she can take home with her.

3. We had a very day visiting the science museum and the new shark exhibit.

Suffixes *-able* and *-ible*

NAME: _____ 14.3 ACTIVITY PAGE

DATE: _____

Practice Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

portable	comfortable	predictable
accessible	visible	edible

- The pizza was cold, but I thought it was still _____ because I like it that way.
- The front entrance to the grocery store was not _____ because the road was closed, so we had to go in another way.
- When I sit in the back of the classroom, I have to strain my eyes because the board is not very _____ from there.

Choose the statement that best answers the question.

- Which of the following could be described as *portable*?
 - a large, heavy suitcase
 - a harbor where ships anchor to deliver or pick up cargo
 - a small radio you can easily move to use in different places
- Which of the following could be described as *predictable*?
 - My mother takes a different route to work every day.
 - Scientists say it is difficult to know when an earthquake will hit.
 - My sister likes to eat the same thing for lunch every day.



Turn to Activity page 14.3 (workbook page 133). When you finish go ahead and turn it into the tray.

**Any time you have left
can be used to work
on your cause and
effect essay!**

**I'd like for some of you
to share your essay
tomorrow!**

