

Worksheet 3.1. Suggested Answers Figurative Language

Name: _____

Date: _____

Teacher: _____

Grade: _____

Chapter 2: Words that relate to the senses; imagery

Word or phrase	Type of imagery
Like a great tree in leaf	visual
Blossoming pear tree	visual
Barren brown stems to glistening leaf buds	visual
Snowy virginity of bloom	visual
Singing	auditory
Rose of the world was breathing out smell	visual
It caressed her in her sleep	tactile
[matters] buried themselves in her flesh	tactile
She stretched on her back beneath the pear tree	visual, tactile
Alto chant of the visiting bees	auditory
Dust-bearing bee sink into the sanctum [holy place] of a bloom	visual, tactile
Thousand sister-calyxes arch to meet the love embrace	visual, tactile
Ecstatic shiver of the tree	visual, tactile
Creaming in every blossom and frothing with delight	visual
Pain remorseless sweet	tactile

What kind of imagery predominates? *Visual and tactile*

2. Sample sensory images and figures of speech in the description of the hurricane:

- ... *a might sound of grinding rock and timber and a wall.*
- ... *the muttering wall advanced braced-up waters like a road crusher on a cosmic scale.*
- *Two-hundred miles an hour wind had loosed his [the lake's] chains.*
- *The sea was walking the earth with a heavy heel.*

How effective are these images in giving the reader a sense of what is happening?

They reinforce the power of the storm and the helplessness of those caught in it. The lake seems alive and malevolent.

Hurston uses the word “monstropolous” to describe the lake. What is the impact of this word choice?

She is suggesting its monstrous nature, and is also perhaps using an example of dialect.

How is this section an example of *personification*?

It is a distorted type of personification. She is not giving the lake purely human characteristics; she is making it seem huge, alive, destructive—in short, a remorseless monster who is “walking the earth with a heavy heel.”

3. A. Chapter 1, paragraphs 4–5. (Description of Eatonville townfolk) Answers for “Impact on the passage” will vary. Students should use quotations from the passage in explaining their answers.

Word or phrase	Figure of speech/literary technique	Impact
The sun was gone but he had left his footprints in the sky.	personification	
It was the time for sitting on porches. ... It was the time to hear things and talk.	repetition	
These sitters had been tongueless, earless, eyeless ...	parallel structure	
They became lords of sounds and lesser things. They passed nations through their mouths.	hyperbole	
... they chewed up the back parts of their minds and swallowed with relish.	metaphor	

- B. Chapter 9, the long paragraph beginning “Most of the day she was at the store...” (Janie’s analysis of her feelings about Nanny and her own status)

Word or phrase	Figure of speech/literary technique	Impact
[the house] creaked and cried	personification, alliteration	
She had been whipped like a cur dog	simile	
[Nanny] pinched [the horizon] in to such a little bit of a thing that she could tie it about her granddaughter’s neck tight enough to choke her.	metaphor	
She had found a jewel down inside herself.	symbol	
Like all the other tumbling mudballs, Janie had tried to show her shine.	simile, alliteration	

C. Chapter 16: The paragraph beginning “Mrs. Turner, like all other believers...” (The description of Mrs. Turner’s “worship” of whiteness)

This is an extended metaphor. What words and phrases contribute to this extended metaphor?

- *Mrs. Turner is a “believer” who has built an “altar” to whiteness.*
- *Her “god would smite her, would hurl her from pinnacles and lose her in deserts” (an allusion to the Old Testament story of God “smiting,” for example, the Egyptians, and to the New Testament story of Satan tempting Jesus in the desert).*
- *Paradise: “a heaven of straight-haired, thin-lipped, high-nose boned white seraphs (the highest order of angel in the Christian hierarchy)”*
- *There are “mysteries” which belong to the gods.*
- *Mrs. Turner’s “inner temple” (a sacred place in the Old Testament) was threatened by “black desecrators,” people who did not worship whiteness.*
- *She longed for an army with “banners and swords!”*

What is the impact of this passage on the reader? (*Answers will vary.*)