

Exit Ticket: Figurative and Literal Language
(Similes and Metaphors)

Name: _____

Date: _____

Similes (use “like” or “as”)	Metaphors (use “are” or “is”)
Your eyes are like sunshine.	You are sunshine.
The noise is like music to my ears.	The noise is music to my ears.
You are as happy as a clown.	You are a clown.

Change the literal language in the sentence below into figurative language. Write a sentence describing the puppy meeting his owner that contains a simile. Then write a sentence describing the puppy meeting his owner that contains a metaphor.

Literal language: “The little puppy ran to meet his owner.”

Simile:

Metaphor:

Theme of Adversity Graphic Organizer for “Jack, the Half-Wit”

Theme of Adversity Graphic Organizer for “Jack, the Half Wit”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Figurative Language Graphic Organizer:

“Constance, the Pilgrim”

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“Winifred’s blood was crystal clear and flowed like a wave.”		
“I have known more sorrow than tears can tell.”		

Figurative Language Graphic Organizer:
“Lowdy, the Varlet’s Child”

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“Fleas leading chases running races on my thighs.”		
“Fleas leaping hurdles— they’re as strong as Hercules.”		
“I’m used to the lice raising families in my hair.”		

Figurative Language Graphic Organizer:
“Otho, the Miller’s Son”

Name:

Date:

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“I know the family business—it’s been drummed into my head.”		
“It’s hunger, want and wickedness that makes the world go ’round.”		
“The Mouth of Hell is gaping wide, and all of us are falling.”		

Figurative Language Graphic Organizer:
 “Will, the Plowboy”

.....
Name:

.....
Date:

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“The fields have a right to rest when people don’t.”		
“Our harvest wasn’t worth a rotten apple.”		
“And under his smock, he had a hare ‘most as big as a fox’—still warm.”		

Theme of Adversity Graphic Organizer for “Jacob Ben Salomon, the Moneylender’s Son and Petronella, the Merchant’s Daughter”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Text-Dependent Questions for “Constance, the Pilgrim”
(For Jigsaw, Part 2)

1. How do the words “magical spring” help you understand what “Saint Winifred’s well” is?

2. How does “Endnote 1” help the reader understand Constance’s feelings and what it means to be “crookbacked” in medieval times?

Text-Dependent Questions for “Constance, the Pilgrim”
(For Jigsaw, Part 2)

3. In Stanza 3, what happened to Caradog? Cite and explain evidence to support your answer.

4. Look closely at these two sentences: “I have known more sorrow than tears can tell. There are times I wish I had never been born.” What do these two sentences add to the theme?

Text-Dependent Questions for “Lowdy, the Varlet’s Child”
(For Jigsaw, Part 2)

1. How does the author’s use of rhyme and rhythm add to the theme of battling fleas?

2. The author has structured each stanza in two different ways. In what ways is the second part of each stanza different? Explain your answer and cite evidence from the text.

Text-Dependent Questions for “Lowdy, the Varlet’s Child”
(For Jigsaw, Part 2)

3. What words and phrases in the first and second stanzas create a whimsical or comical tone about the fleas? How do these words and phrases contribute to the theme? Cite evidence from the text to help explain your answer.

4. What evidence from the text shows that Lowdy and his father had their needs (for food and warmth) met?

Text-Dependent Questions for “Otho, the Miller’s Son”
(For Jigsaw, Part 2)

1. Why does Laura Amy Schlitz repeat, “God makes the water, and the water makes the river, and the river turns the mill wheel” five times in the monologue?

2. How does the last line, “And someday I will have a son—and God help him!” contribute to the theme of abuse and wrongdoing?

Text-Dependent Questions for “Otho, the Miller’s Son”
(For Jigsaw, Part 2)

3. Select five words or phrases that help convey a tone of dishonesty in the monologue and five words or phrases that convey a tone of abuse.

Text-Dependent Questions for “Will, the Plowboy”
(For Jigsaw, Part 2)

1. How was the “three field system” a hardship for Will and his father? Cite and explain evidence to support your answer.

2. The author writes, “It took half the day to get there, and I couldn’t keep up.” How does “I couldn’t keep up” help the reader to understand what the walk was like?

Text-Dependent Questions for “Will, the Plowboy”
(For Jigsaw, Part 2)

3. Will promises his dad when he lay dying that he would take care of his mother and sisters—he says, “even if I died of working.” Why did the author choose “died” in this phrase?

4. The author writes, “I always did everything he told me, and I always will, so long as I live.” How does this sentence help us to understand Will’s promise to his father and add to a theme of the monologue?
