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*****Please note any page numbers mentioned refer to the trade paperback size of Dust. You may need to check the accuracy of the page numbers depending on the size of novel you purchase*****

ACTIVITIES: Chapter One

1. Write a summary for this chapter.
2. Begin character sketches (analysis) for Matthew Steelgate and The Stranger.

The following links illustrates examples of other character sketches:

For *Anthony & Cleopatra*:

<http://www.sparknotes.com/shakespeare/antony/canalysis.html>

For Willy Loman (from *Death of a Salesman*)

<http://www.geocities.com/Athens/Olympus/2814/>

[Willy_Sketch.htm](#)

For Ponyboy (in *The Outsiders*)

<http://www.ced.appstate.edu/whs/outsider.htm#Analysis>

3. Define the following words in relation to the story:

cache

dawdle

pursuit

gesture

momentarily

ponder

writhed

burlap

drought

despite

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

4. List three figures of speech from the chapter and explain them. (For figures of speech definitions refer to [figures of speech](#) link).
5. "Very few people around Horshoe drove their vehicles; most saved the gas for tractors". Assess reasons why few people drove vehicles in this time period (the 30's)
6. Discuss the setting. (For review of what is a setting see the [Short Story Elements](#) Page)
7. Why was Matthew Steelgate walking alone?
8. Describe the clay pots. Continue to add clay pots references as you continue reading the novel. Leave enough space on this page to allow room to add more references later

ACTIVITIES: Chapter Two

1. Write a summary for this chapter.
2. Begin a character sketch (analysis) for Robert Steelgate. Add to this and other character sketches throughout the novel.

The following links illustrates examples of other character sketches:

For *Anthony & Cleopatra*:

<http://www.sparknotes.com/shakespeare/antony/canalysis.html>

For Willy Loman (from *Death of a Salesman*)

http://www.geocities.com/Athens/Olympus/2814/Willy_Sketch.htm

3. Define the following words in relation to the story:

citadels

cowered

diligent

dramatic

drone

exasperated

ferocity

gaze

hymnal

"on the sly"

prowess

retrieve

scepter

scholars

vacant

valor

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

4. Find two figures of speech from the chapter and explain them. (For figures of speech definitions refer to [figures of speech](#) link).
5. Write examples of foreshadowing from the chapter.

Use the following link to find a definition of foreshadowing:

[literaryelements.htm](#)

The following link gives examples of foreshadowing:

<http://teenwriting.about.com/library/weekly/aa041900a.htm?terms=foreshadowing>

6. Analyze three other movies that use the concept of foreshadowing. Give examples of the foreshadowing in the movie. Use the following link to find movies:

<http://www.imdb.com>

7. Write examples of imagery from the chapter.

Use the following link to find a definition of imagery:

literaryelements.htm

The following links give examples of imagery:

<http://65.107.211.206/dickens/imageov.html>

8. Draw a picture of a scene from Chapter One or Two either in paint or on paper and scanned into your file.

ACTIVITIES: Chapter Three

1. Write a summary for this chapter.

2. Define each of the following

Stetson

majestic

Dust bowl

detachment

jiu-jitsu

gawked

eclipsed

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Find three figures of speech from the chapter and explain them. (For figures of speech definitions refer to the [Figures of](#)

Speech page).

4. Learn more about the history of Fort Walsh by visiting the link below. Evaluate the site by answering the questions provided at the bottom of the site.

http://www.virtualsk.com/current_issue/fort_walsh.html

5. List all the examples of foreshadowing from the chapter (Refer to this link for definition of [foreshadowing](#)).

ACTIVITIES: Chapter Four

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Hysterics

Dispersed

Intoning

Receptacle

Intuition

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Find three figures of speech from the chapter and explain them. (For figures of speech definitions refer to the [figures of speech](#) page).
4. Using paint, draw the scene depicted in the first paragraph of Chapter Four. Save the image as Chapter Four Scene in your own folder.
5. Who was Henry Ford? Use the following sites to write a brief biography of Ford and the type of vehicles which were produced by Ford in the 1930's. A similar vehicle may have resembled Uncle Alden's Old Ford Truck.

http://education.yahoo.com/search/be?lb=t&p=url%3Af/ford__henry

ACTIVITIES: Chapter Five

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Sinister

Inexplicable

Stature

Essentially

Mesmerized

Obscured

Craned

Churned

Bristly

Gully

Leaped

Residue

Hieroglyphs

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Find three figures of speech from the chapter and explain them. (For figures of speech definitions refer to the **figures of speech** page).
4. Who is Dr. Fu Manchu?
5. Add the following to your map and key (remember to use words in the key that explain the relationship of the city/town/area, etc. to the story. (see **example**).

Moose Jaw

Maple Creek

(Refer to the following maps to determine locations: **map one, map two, map three**). You may also have to do your own searches to find any answers not

provided in the maps. Save
your map in your folder as Saskatchewan Map.

6. What happened in Moose Jaw?

7. The "unexpected" is discussed in Chapter Five of the novel. What were the examples of the "unexpected" given and give one of your own "unexpected" experiences from your life.

8. Find the names of three Western novels and their synopsis (the discussion or explanation about them: usually on the back cover of the novel). Use the following sites to help you:

<http://www.mcnallyrobinson.com/>

<http://chapters.indigo.ca/>

<http://www.amazon.com/exec/obidos/subst/home/home.html/002-3919004-6676820>

<http://www.barnesandnoble.com/>

9. What is "No Man's Land"? Find a site that explains it on the internet and write a sentence about it.

10. What did Robert mean when he said he had seen Matthew's

past?

11. Add to your clay pot summary.

ACTIVITIES: Chapter Six

1. Write a summary for this chapter.

2. Define the following words in relation to the story:

Archaeologists

Plodded

Ruffians

Brandishing

Intricate

Omen

Conspicuous

Relent

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Find three figures of speech from the chapter and explain them. (For figures of speech definitions refer to the **figures of speech** page).

4. Make the following scene in paint:

Mr. Parson's Billiards and Barbershop (with pole)

A truck in front of the grocers (the grocers should have a wooden sidewalk)

Train tracks by the pioneer elevator

A wooden sidewalk in front of the Billiards hall (pg. 38)

A wagon by the hotel

5. Robert stated: "People didn't look at him or his mom or dad. It was like they didn't exist any more. Or maybe no one wanted to see what was in their eyes." What did he mean by this statement?
6. What is a fortnight?
7. Where is Never Never Land that Robert's Uncle Alden refers to? (pg. 39)
8. Add the following to your map and key (remember to use words in the key that explain the relationship of the city/town/area, etc. to the story. (see **example**).

Regina

(Refer to the following maps to determine locations: **map one, map two, map three**). You may also have to do your own searches to find any answers not provided in the maps. Save your map in your folder as Saskatchewan Map.

ACTIVITIES: Chapter Seven

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Shimmering

Strewn

Dapper

Distinctly

Pirouette

Dignitary

Emblazon

Cacophony

Kaleidoscope

If you cannot figure out the definition from reading the story
use the following on-line dictionary:

<http://www.dictionary.com>

3. Find three figures of speech from the chapter and explain them. (For figures of speech definitions refer to the **figures of speech** page).
4. Use the following information regarding **pluralizing words ending in -us**. Find three words that end in -us and pluralize them. For example:

alumnus---->alumni

5. Robert is able to foresee the future. This talent is described in Chapter Seven when he discusses a family incident. What is that incident?
6. A stereotype is defined as "A conventional, formulaic, and oversimplified conception, opinion, or image". In other words, it is saying that all people of a group or organization act, talk, are the same". Often people are wrongly characterized or stereotyping becomes racism or prejudice. In this chapter, teachers are stereotyped. What is the stereotype regarding teachers?
7. Add to your character sketch about the stranger. Refer to page 49 for help.
8. How did Robert describe his parents new mood/behaviour?

ACTIVITIES: Chapter Eight

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Scarab

Cadence

Agog

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What is "the big stock market crash"?
4. Compare stalactites and stalagmites. You'll need to search the internet or an encyclopedia to find this information.
5. Add to your clay pot summary.
6. Describe the "Mirror of All Things" (Pages 58-61). Describe the different things the mirror showed to the audience.
7. How did Robert's image in the mirror differ from the others' visions.

8. Add the following to your map and key (remember to use words in the key that explain the relationship of the city/town/area, etc. to the story. (see **example**).

Eastend

(Refer to the following maps to determine locations: **map one, map two, map three**). You may also have to do your own searches to find any answers not provided in the maps. Save your map in your folder as Saskatchewan Map.

ACTIVITIES: Chapter Nine

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Eulogy

Meteorology

Salivating

Pompous

Recede

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Abram was a meteorologist. Choose one of the areas meteorologists would study and write a paragraph on it. You need to research on the internet and it is not to be a cut-and-paste explanation. Use the internet to guide your research but write the paragraph on your own. You may choose: snow (why it snows), rain, sleet, hail, clouds, etc.
4. Add to your clay pot summary.
5. Name three movies that refer to the science of meteorology in their title. For example, Twister (you can't use that one now!). For help with this question refer to <http://www.imdb.com>

ACTIVITIES: Chapter Ten

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Jostled

Wafted

Futile

Hoarsely

Proffered

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What does the expression "all smoke and mirrors" mean?
4. What did Abram smell like? Why do you think that he did?
5. Why did Robert lie to Abram? What was the lie?

ACTIVITIES: Chapter Eleven

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Brassy

Access Road

Striding

Jauntily

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. The novel says Robert lives far away from the nearest ocean. How close are you to the nearest ocean? What ocean is it?
4. Having a creek leech on him gave Robert nightmares for a week. Describe a brief story about when you had a leech, tick, bee or other insect on you that frightened you.
5. Include a family recipe about Apple Pie.

ACTIVITIES: Chapter Twelve

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Asunder

Addled

Gnashing

Mussed

Judgmental

Stodgy

Differentiated

Armageddon

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What happened to Reverend Gibbs?
4. Who is Don Quixote?
5. Uncle Alden told Robert, "You've got an imagination the size of Texas" in response to Robert saying he saw Edmund in his dreams--alive. How big is Texas? Why is the comparison made?

ACTIVITIES: Chapter Thirteen

1. Write a summary for this chapter.
2. Define the following word in relation to the story:

Rummaging

If you can not figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What happened at Uncle Alden's place? Why do you think it happened?

ACTIVITIES: Chapter Fourteen

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Traipse

Scaly

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Uncle Alden mentions dinosaurs in Alberta. Where is there a famous museum in Alberta about dinosaurs? What is the museum called?
4. What term is given to meat-eating animals?
5. Include a family recipe for bread and cabbage rolls.
6. What is Robert's definition of being grown-up? What is your own definition of being grown-up?

ACTIVITIES: Chapter Fifteen

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Slough

Infractions

Impertinent

Reprimand

Entomologist

Shaman

Vacant

If you cannot figure out the definition from reading the story

use the following on-line dictionary:

<http://www.dictionary.com>

3. "Lepidoptera is the name for a family of butterflies and moths", Abram Harsich said. The following is a list of links that give more information about Lepidoptera. Write a paragraph about the Lepidoptera family.

<http://www.geocities.com/billhark.geo/menu.html>

<http://www.lepidoptera.com/>

<http://www.chebucto.ns.ca/Environment/NHR/lepidoptera.html>

<http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/Queenalcoloring.shtml>

<http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/lifecycle.html>

Choose one of the following activities about butterflies or create your own butterfly activity and share it with the class.

<http://www.enchantedlearning.com/crafts/butterfly/origami/>

<http://www.enchantedlearning.com/subjects/butterflies/activities/radiobuttonquiz/Bflyquiz1.shtml>

<http://www.yesnet.yk.ca/schools/jackhulland/projects/butterflies/>

<http://www.yesnet.yk.ca/schools/jackhulland/projects/butterflies/>

4. What was strange about Harsich's butterfly show?
5. How did the children act at recess?
6. How did Blood Bricks get their name?
7. Mr. Steelgate said, "The pies aren't as delicious as the ones you cook, dear". Include your favourite pie recipe.

ACTIVITIES: Chapter Sixteen

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Brandishing

Eon

Brooding

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Where/What is Vimy Ridge?

ACTIVITIES: Chapter Seventeen

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

Dreadnought

Sheepish

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Include either a recipe for chicken or dumplings.

ACTIVITIES: Chapter Eighteen

1. Write a summary for this chapter.

2. Define the following words in relation to the story:

Podium

Justify

Guffaw

Gallivant

Fecund

Ebony

Intrigue

Cowered

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Where was Kachina?

ACTIVITIES: Chapter Nineteen

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

excavate

shoddily

prattle

allegation

ally

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Why didn't Matthew have a stocking?
4. What did Robert tell his family about Abram? What was his theory about this event?
5. What did Uncle Alden tell Robert about Abram and his plan?

ACTIVITIES: Chapter Twenty

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

impromptu

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. How was Horshoe different than Maple Creek and Swift

Current after the winter?

4. Why do you think Uncle Alden didn't get any rain?

ACTIVITIES: Chapter Twenty-One

1. Write a summary for this chapter.

2. Define the following words in relation to the story:

reverberate

tentative

mantra

loomed

furtive

unkempt

stupor

swarthy

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Why did Robert plan to go for a walk on that Saturday in late May?
4. What are some of the "unnatural" things discussed in this chapter?
5. Why hadn't Robert been to church in months?
6. Draw any scene from chapter nineteen, twenty, or twenty-one on paper. Colour it carefully. Make a border around the picture of about one inch. Include the quote on the bottom of the picture.

ACTIVITIES: Chapter Twenty-Two

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

brambles

cusp

poised

mystical

aloft

mausoleum

malevolence

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. How did the word we use "marathon" get its name? (Research on the internet and include the site link in your answer so it can be added to this page later).
4. Describe the butterfly room.
5. Irony is when the opposite occurs to what you would expect. For example, if a driving instructor was in a car accident that would be ironic. Robert describes Kachina in a way we would call

ironic. What is the irony?

6. Add to your clay pot summary.

ACTIVITIES: Chapter Twenty-Three

1. Write a summary for this chapter.

2. Define the following words in relation to the story:

increment

lapel

vortex

alcove

shards

implode

realm

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What place was hinted at in the crystal ball?
4. Who are the traders?
5. Add to your clay pot summary.
6. How did Robert save the butterflies?
7. What happened to Avram?

ACTIVITIES: Chapter Twenty-Four

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

alighted

agitated

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. What did Matthew do with the butterflies?
4. What objects were in the Mountie's pouch?

ACTIVITIES: Chapter Twenty-Five

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

grate (verb)

encasement

sheathed

galleon

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

3. Describe the underground room?
4. What happened when Robert broke the crystal ball?
5. How many children were saved? How many were lost?

ACTIVITIES: Chapter Twenty-Six

1. Write a summary for this chapter.
2. Define the following words in relation to the story:

consolation

bestow

If you cannot figure out the definition from reading the story use the following on-line dictionary:

<http://www.dictionary.com>

STORY SYNOPSIS

(taken from the back book jacket of *Dust*)

Strange things are happening in Horshoe. Matthew, Robert's seven-year-old brother, has vanished on a walk into town to buy some gum. Robert's mother had asked him to accompany Matthew to Horshoe, but Robert was away -- his mind deep in a swashbuckling adventure story set on Mars, not home on his dust-bowl farm in Depression-era Saskatchewan.

But Matthew never made it to town. He vanished and Robert knows that it's his fault. That he has to find Matthew. That he has to figure out why the hens are frightened and their eggs full of blood. Why a broken jar he finds out in the grass echoes with the sad sound of a little girl's voice. Why, most frighteningly of all, his parents seem lost in a comforting dream, Matthew forgotten, his memory abandoned. I have a responsibility, Robert thinks, a duty.

If only that duty didn't lead him inexorably to Abram Harsich, the ivory-skinned man who dazzles the townspeople with magic mirrors and bewitches children with his beautiful butterfly. If only Robert could stay safely away from the ominous stranger who promises the parched town a rainmaking machine.

With plotting reminiscent of the best of Stephen King and pacing that recalls Alfred Hitchcock thrillers, Arthur Slade's *Dust* brings a new sophistication to young-adult fiction, and offers a terrifying take on the psychology of fear.

"Read the riveting first chapter of *Dust*, and you're already past the point of no return. Arthur Slade writes with the art and grace of a hypnotist, and you won't be able to put this book down. It's sensational!" --Kenneth Opper, author of *Silverwing* and *Sunwing*.

RESOURCES

Links

Literary Terms

General:

http://www.southlakems.org/literaryanalysis_terms.htm

Foreshadowing:

<http://teenwriting.about.com/library/weekly/aa041900a.htm?terms=foreshadowing>

Character Analysis

<http://www.furman.edu/~kgossman/tha42/tutor4.html>

<http://www.ced.appstate.edu/whs/outsider.htm#Analysis>

http://www.geocities.com/Athens/Olympus/2814/Willy_Sketch.htm

<http://www.sparknotes.com/shakespeare/antony/canalysis.html>

Dirty Thirties: The Depression Era

History / Facts:

<http://www.detroitnews.com/history/notableevents.htm>

<http://www.nhmccd.edu/contracts/lrc/kc/decade30.html>

<http://http://www.bumpertobumperinc.com/images/1930s/1930.htm>

Poetry/Stories:

<http://teenwriting.about.com/library/collections/blcoll231.htm>

Various Saskatchewan Sites

Maps

<http://www.sasktourism.com/regions/map.htm>

<http://www.gov.sk.ca/images/aboutsask/map/map-large.jpg>

ABOUT THE AUTHOR

Arthur Slade's Website

CHARACTERS

Write a character sketch about each of the following characters in the novel.

Matthew Steelgate

Robert Steelgate

Mr. & Mrs. Steelgate

Sergeant Ramsden

Officer Davies

Uncle Alden Bailey

Abram Harsich

Mr. Samuelson

QUOTES

1. "I think I believe you." (page 7)
2. "Seven is too young to walk by yourself." (page 21)

3. "They looked to be in a trance" (page 22)
4. "It was as if they hadn't woken up yet today. Sleepwalking, that's what was happening." (page 50)
5. "The Mirror of All Things...It will show you whatever you want to see". (page 58)
6. "He pointed at Abram...Robert heard him more clearly: Evil" (pages 60-61)
7. "But I saw the clouds. Others saw flowers and green crops. I saw clouds." (page 86)

THEMATIC CONNECTIONS: Story Elements

Short stories are read for interest and most of them have a point to make. It is a brief narrative with a series of related incidents carefully arranged. This is called a **PLOT**. There is a form of **CONFLICT** and then an **OUTCOME** in the Plot. A short story is to entertain, it broadens and builds upon one's experience, and it promotes a better understanding of human behaviour.

There are five main elements of a short story:

Setting
Atmosphere
Characters
Plot
Theme

A. SETTING (background)

Every short story has a background or setting such as:

- (1) Place: where did the events take place.
- (2) Time: when did the events happen.
- (3) Introduction: introduces the mood and the characters
- (4) Introduces the first stage of plot development

B. ATMOSPHERE

This discusses the **MOOD** or spirit of the story. It can be seen at the beginning of the story and then later throughout the story.

C. CHARACTERS

The incidents and characters of a short story fit the background or setting. A short story has very few characters. It usually has one main character that is always in the spotlight. S/he is called the **PROTAGONIST**. The main character is always engaged in a struggle or conflict. This struggle or conflict takes place against the **ANTAGONIST**. An antagonist could be another person or persons, it could be nature, environment, etc.

The characters can be:

- (1) **Dynamic** (one who grows or develops during the action)

(2) **Static** (one who remains the same throughout the action)

(3) **Flat** (have only one or two traits: can be summed up in one sentence)

(4) **Round** (complex and many-sided)

There are four methods of characterization. The author, to let the reader know what the character is going to appear like, uses these methods.:

(1) what the **character says**

(2) what the **character does**

(3) what **another character says** about that character, and

(4) what the **character looks like**, a physical description

D. PLOT

It tells what happens in a story. Like a builder of a house--the story builder follows a plan when he builds a story. The authors plan or pattern is called a **PLOT**.

There are five parts to a plot:

(1) **Introduction**: Introduces the main characters and gives the purpose or problem of the story.

(2) **Rising Action**: The complication and conflicts in the story.

(3) **Climax**: the highest point of interest--suspense mounts--turning point--outcome of the story is determined.

(4) **Falling Action**: This is a very brief occurrence. Suspense subsides.

(5) **Conclusion / Final Outcome**: It is a brief clarification of major conflicts and minor complications.

The plot is a series of closely related events that happen to the main character. The main character is called the Protagonist. A situation develops where the protagonist finds himself in a series of **CONFLICTS**. These conflicts are with his Antagonist who could be another person, nature, or various sources.

E. THEME

It is the focus of the story. It explains what happens and why it happens--it expresses the author's belief about life. It is the general truth on life and people that underlie the story. It is left for you to figure out. It does not have to teach a moral, or a lesson, but should give one something to think about.

To find the theme of a story we have to ask ourselves, what was the purpose underlying the story, what view of life it supports, or what insight into life it reveals. Not all stories have a theme. For example, the purpose of a horror story may be simply to scare the reader.

F. NARRATION

A writer tells his story from a different point of view. There are 3 points of view when telling a story:

(1) **First person:** (personal) The author becomes the character who tells the story. The narrator "I".

(2) **Omniscient:** (impersonal) When a story is told from the viewpoint of someone who can be in several places at the same time and can see into the hearts and minds of the characters.

(3) **Limited Omniscient:** (third person) Here the author limits what he tells the reader to what a single character could observe or know. Other characters' thoughts and feelings are strictly in relation to him.

THEMATIC CONNECTIONS: Figures of Speech

There are many different types of **FIGURATIVE** language. A figurative statement will use various figures of speech to enhance its meaning. A **LITERAL** statement is a sentence in which every word has its usual and exact meaning.

Alliteration

Hyperbole

Metaphor

Onomatopoeia

Personification

Simile

Alliteration

Alliteration is the repetition of sounds, consonants, or vowels usually at the beginning of words in a sentence.

For example:

Bob broke Brad's bat

Walter washed Winnie's window.

Stan the man ran away.

Charles challenged Chassidy to a cha cha contest.

Joseph Jackson jumps over jars of jelly.

Hyperboles

A hyperbole is an exaggeration not intended to deceive the reader but as an expression of humour.

For example:

I was so hungry I could eat a horse.

I told you a million times to...

I have such a bad headache I think my head is going to explode.

His arms dangled a mile out of his shirt.

Metaphors

A metaphor is a comparison between two unlike things without using "like", "as" or "as if". Generally, it uses words such as: is, seems, was.

For example:

The woman was a tigress in defense of her children.

The snow was a blanket.

His laughter was thunder to the child.

The factory smoke was a dirty puff of cotton.

The wind was a hurt animal when it howled.

Personification

Personification is giving human characteristics to non-human (inanimate) objects.

For example:

The trees whispered my names. (the trees are compared to things a person does -- whisper)

The ocean invited me closer. (people invite)

The sun smiled down on the fields. (people smile)

The angry ocean attacked the ships.

The sleeping willows bowed down their heads.

The campfires smoke danced around us.

A wind in the forest snag as we walked.

Similes

A simile is a comparison between two unlike things using the words "like", "as if", or "as"

For example:

When angry, Lucy is like a cyclone.

The snow was like a blanket.

His laughter was as loud as thunder.

The wind howled as if it were a hurt animal.

the factory smoke was like a dirty puff of cotton.

[Click here to listen to an example.](#)

THEMATIC CONNECTIONS: Literary Elements

There are many different types of **LITERARY ELEMENTS**. Literary elements are different ways we can examine the text of a story, novel, poem, movie, etc. This section acts as a glossary for terms/ skills learned throughout the English Language Arts

curriculum.

Foreshadowing

Imagery

Foreshadowing

Foreshadowing is dropping important hints to prepare the readers for what is to come and to help them anticipate the outcome. The following sentence that appears in the first paragraph of a short story helps to prepare the readers for the tragic outcome:

"Way off in the distance, as ominous as mounting clouds, a line of mountains stood darkly along the horizon."

In the above sentence, note especially the use of the words **ominous** and **darkly**. These words have connotations of fear, uncertainty and foreboding.

Imagery

Imagery is the use of picture-making words to create vivid mental images. Imagery is used a great deal in poetry.

REFERENCES TO DUST

1. "Matthew peered at the dusty seat." (page 5)
2. "His father was a thin, wiry man with his sleeves rolled up, his face prematurely wrinkled by the sun and from squinting to keep out the dust." (page 22)
3. "He closed his eyes and saw the image of a truck going west, dust trailing behind it." (page 28)
4. "Or washing dishes and setting the plates upside down in the cupboard, so they wouldn't catch the dust." (page 76)
5. "Robert poured the lemonade onto the dusty road and dropped the cookie behind the Roadster's back wheel." (page 78)
6. "Hard time they'll have getting some other sucker with a collar out here. Who'd leave the east for all this dust?" (page 84)