

Name:

Date:

"St. Lucy's Home for Girls Raised by Wolves" - Literary Devices Review

Literary Device Word Bank:

**Note – each device will be used only once.*

alliteration	allusion	analogy	aphorism	characterization
epithet	foreshadowing	imagery	irony	metaphor
onomatopoeia	personification	simile	symbol	understatement

1. In Copacabana, the girls are fat and languid and eat pink slivers of guava right out of your hand. Even at Stage 1, their pelts are silky, sun-bleached to near invisibility. Our pack was hirsute and sinewy and mostly brunette. We had terrible posture. We went knuckling along the wooden floor on the callused pads of our fists, baring row after row of tiny, wood-rotted teeth. (1)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____
_____.

2. Our littlest sister had the quickest reflexes. She used her hands to flatten her ears to the side of her head. She backed toward the far corner of the garden, snarling in the most menacing register that an eight-year-old wolf-girl can muster. Then she ran. It took them two hours to pin her down and tag her: HELLO, MY NAME IS MIRABELLA! (3)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____
_____.

3. "Stage 1," Sister Maria sighed, taking careful aim with her tranquilizer dart. **"It can be a little overstimulating."** (3)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____
_____.

4. They unslatted the windows at night, so that **long fingers of moonlight beckoned us** from the woods. (3)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
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5. She'd go bounding around, gleefully spraying on their gilded statue of St. Lucy, mad-scratching at the virulent fleas that survived all their powders and baths. At Sister Maria's tearful insistence, she'd stand upright for roll call, her knobbly, oddly muscled legs quivering from the effort. Then she'd collapse right back to the ground with an ecstatic *oomph!* (4)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____ because _____.

6. I was one of the good girls. Not great and not terrible, solidly middle-of-the-pack. But I had an ear for languages, and I could read before I could adequately wash myself. I probably could have vied with Jeanette for the number one spot; but I'd seen what happened if you gave in to your natural aptitudes. This wasn't like the woods, where you had to be your fastest and your strongest and your bravest self. Different sorts of calculations were required to survive at the Home. (5)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____ because _____.

7. We liked her better then, startled back into being foamy old Jeanette. (5)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____ because _____.

8. The nuns were worried about Mirabella too. To correct a failing, you must first be aware of it as a failing. (6)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____ because _____.

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9. "Something must be done," Sister Ignatius said firmly. The other nuns nodded, a sea of thin, colorless lips and kettle-black brows. (7)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____.

10. We'd ride the bicycles uphill, a sanctioned pumping, a grim-faced nun pedaling behind each one of us. "Congratulations!" the nuns would huff. "Being human is like riding this bike. Once you've learned how, you'll never forget." (8)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____.

11. Before I could answer, Mirabella sprang out of the hall closet and snapped through Jeanette's homework binder. Pages and pages of words swirled around the stone corridor, like dead leaves off trees. (9)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____.

12. We sang at the chapel annexed to the Halfway House every morning. We understood that this was the humans' moon, the place for howling beyond purpose. Not for mating, not for hunting, not for fighting, not for anything but the sound itself. And we'd howl along with the choir, hurling every pitted thing within us at the stained glass.

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
because _____.

13. We were greeted by blasts of a saxophone, and fizzy pink drinks, and the brothers. (10)

In "SLHFGRBW," the author uses _____ to help the reader better understand _____
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14. “My stars!” I growled. “What lovely weather we’ve been having!”
“Yeees,” Kyle growled back. “It is beginning to look a lot like Christmas.” All around the room, boys and girls raised by wolves were having the same conversation. Actually, it had been an unseasonably warm and brown winter, and just that morning a freak hailstorm had sent Sister Josephine to an early grave. But we had only gotten up to Unit 7: Party Dialogue; we hadn’t yet learned the vocabulary for Unit 12: How to Tactfully Acknowledge Disaster. (10)

In “SLHFGRBW,” the author uses _____ to help the reader better understand _____
because _____
_____.

15. One Sunday near the end of my time at St. Lucy’s, the sisters gave me a special pass to go visit the parents. The woodsman had to accompany me; I couldn’t remember how to find the way back on my own. I wore my best dress and brought along some prosciutto and dill pickles in the picnic basket. We crunched through the fall leaves in silence, and every step made me sadder. “I’ll wait out here,” the woodsman said, leaning on a blue elm and lighting a cigarette. (12)

In “SLHFGRBW,” the author uses _____ to help the reader better understand _____
because _____
_____.

Name:

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Key:

1. imagery
2. characterization
3. understatement
4. personification
5. alliteration
6. foreshadowing
7. epithet
8. aphorism
9. metaphor
10. analogy
11. simile
12. symbol
13. onomatopoeia
14. irony
15. allusion (to the Little Red Riding Hood story)

Sample responses:

1. In “SLHFGRBW,” the author uses imagery to help the reader better understand how wild this pack of girls is, especially compared to other packs because later on, the nuns will struggle to “civilize” the girls.
2. In “SLHFGRBW,” the author uses characterization to help the reader better understand that Mirabella is unlike all of the other girls in the pack in that she is particularly resistant to the nuns and their teachings because Mirabella serves as the moral heart of the story – she is the only student with the courage to stay true to her wolf identity, even though she suffers for it.