



# Putting It All Together – “The Scarlet Ibis” Grade Nine



Read the first two paragraphs from “The Scarlet Ibis” and answer the questions that follow.

It was in the clove of seasons, summer was dead but autumn had not yet been born, that the ibis lit in the bleeding tree. The flower garden was stained with rotting brown magnolia petals and ironweeds grew rank amid the purple phlox. The five o’clocks by the chimney still marked time, but the oriole nest in the elm was untenanted and rocked back and forth like an empty cradle. The last graveyard flowers were blooming, and their smell drifted across the cotton field and through every room of our house, speaking softly the names of our dead.

It’s strange that all this is still so clear to me, now that the summer has long since fled and time has had its way. A grindstone stands where the bleeding tree stood, just outside the kitchen door, and now if an oriole sings in the elm, its song seems to die up in the leaves, a silvery dust. The flower garden is prim, the house a gleaming white, and the pale fence across the yard stands straight and spruce. But sometimes (like right now), as I sit in the cool, green-draped parlor, the grindstone begins to turn, and time with all its changes is ground away – and I remember Doodle.

### Paraphrase

Levels of Thinking: Remember and Understand

1. What is literally meant by the “clove of seasons”?

### Diction

Levels of Thinking: Remember, Understand, Apply, Analyze

2. Highlight all of the words with negative connotations in yellow.
3. Circle the highlighted words that are associated with death.
4. List two inferences that can be made by studying the diction of these two paragraphs.
5. The diction creates a sense of \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_

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### Imagery

6. Fill in the chart with the images from the first two paragraphs. Your commentary should explain how the images contribute to tone.

Sense	Evidence	Commentary
Sight		
Touch		
Smell		
Sound		

### Figurative Language

7. Annotate the two paragraphs for figurative language. Be sure to mark and label all examples of simile, metaphor, and personification.
8. Select one of the figures of speech and write two sentences explaining how the device contributes to tone.

Now, read the rest of the "The Scarlet Ibis" and answer the questions that follow.

Literary Analysis

Levels of Thinking: Remember and Understand

Answer the multiple choice questions to identify the literary elements, figures of speech, sound devices, literary techniques, or syntactical devices in the lines that follow.



9. \_\_\_\_\_ "We were down in Old Woman Swamp and it was spring and the sick-sweet smell of bay flowers hung everywhere like a mournful song" contains everything EXCEPT
- simile
  - imagery
  - metaphor
  - oxymoron
  - alliteration
10. \_\_\_\_\_ The line "She said he would live because he was born in a caul and cauls were made from Jesus' nightgown" contains an example of
- idiom
  - allusion
  - inversion
  - repetition
  - personification
11. \_\_\_\_\_ In the line "He might not, she sobbed, even be 'all there,'" "all there" is an example of a(n)
- idiom
  - allusion
  - inversion
  - repetition
  - personification
12. \_\_\_\_\_ The line "I did not know then that pride is a wonderful terrible thing, a seed that bears two vines, life and death" contains
- metaphor
  - oxymoron
  - personification
- I only
  - II only
  - III only
  - I & II
  - I, II, & III



**Structure and Style**

**Levels of Thinking: Remember, Understand, Apply, Analyze**

13. Quote the line that echoes the first sentence of the story. What is the significance of this line?

14. Most of the story is told as a \_\_\_\_\_.

15. Why does the author choose not to return to the present at the end of the story?

16. List three observations about how the language of the story is different after the first two paragraphs.

17. What is the author's purpose in including the three paragraphs that begin with the line, "That summer, the summer of 1918, was blighted."?

**Symbolism**

**Levels of Thinking: Remember, Understand, Apply, Analyze**

18. For each of the colors on the chart,

- a. identify something specific in the novel that is linked to the color, and note it in the column labeled literal meaning.
- b. explain how the color of this literal object becomes symbolic.

Colors	Literal Meaning	Symbolic Meaning
Green		
Gold		
White		
Red		
Blue		

