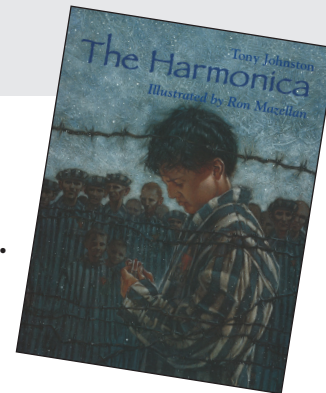


# ANALYZE THE IMPACT OF AUTHOR CHOICES



My lips loved the harmonica, cool as water. At first my breath panted in and out of its niched sides like a bellows, I was so eager.

## WHAT he did

### STEP 1

Identify words/phrases within the passage and name the literary technique used.

#### LITERARY DEVICE

Simile

#### AUTHOR LANGUAGE

“cool as water”  
“like a bellows”

## What it means

### STEP 2

Discern what the detail means—what was implied by the author.

The comparison to water makes it obvious that the silver metal was cool to the touch.

If he was blowing into it like a bellows, he was blowing with a lot of strength and power.

The use of the two similes helps readers who might not be that familiar with a harmonica to better understand it. It made the message more clear for the reader.

## What's the impact?

### STEP 3

Infer the impact that this technique has on the overall message and tone.

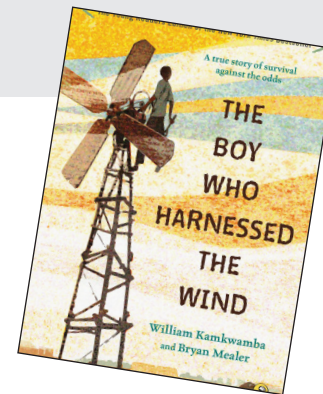
The newness and significance of this first encounter with the harmonica is unique and very sensory. Without the use of the similes, the reader would not be able to imagine the feeling of the first touch of the instrument to the boy's lips.

Through comparison and contrast, the author brought together the coolness of water and the heat of an increased fire. The boy felt comforted by the coolness of the metal, but he brought an intensity that had to be tempered in order to master the instrument.

If a different comparison were made for how the harmonica felt against the boy's lips, it might not have been pleasant. Saying it was “hard as rock” would have made it seem uncomfortable.

Saying that the boy blew into it like a whistle would not have conveyed the passion and desire that the boy felt when trying to play it for the first time.

# ANALYZE THE IMPACT OF AUTHOR CHOICES



Standing atop, William shouted, “Bring it up!” while the boys tugged and heaved.

A crowd gathered below and gazed at this strange machine that now leaned and wobbled like a clumsy giraffe.

Some giggled, others teased, but William waited for the wind.

## WHAT he did

### STEP 1

Identify words/phrases within the passage and name the literary technique used.

## What it means

### STEP 2

Discern what the detail means—what was implied by the author.

## What's the impact?

### STEP 3

Infer the impact that this technique has on the overall message and tone.

#### LITERARY DEVICE

Simile

#### AUTHOR LANGUAGE

“leaned and wobbled like a clumsy giraffe”

It means that the structure of the windmill wasn't very steady.

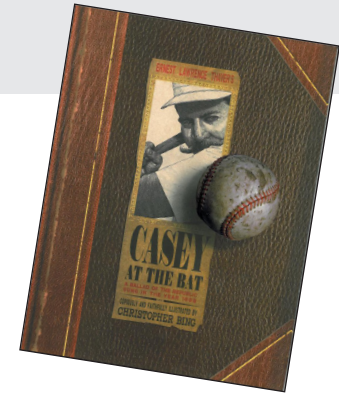
The windmill looked awkward and moved around a lot when it was first put up.

The use of the comparison to a giraffe is significant for the people who would have witnessed the windmill being built. They would be familiar with giraffes. The verbs preceding the simile (leaned and wobbled) add to the description of what a clumsy giraffe might look like. It wouldn't stand straight, and it might move about a little.

It's a humorous comparison, making it obvious that the bystanders were not very impressed with the boy's attempts at building a windmill. The intended humor just makes the significance of the boy's discovery and invention even stronger. Even though many of the villagers made fun of him, he never gave up.

If the comparison were not given, the reader might assume that the structure was sturdy and easy to build. With the simile, comes a mind picture that helps the reader understand that the windmill wasn't a strong structure to begin with. But it worked.

# ANALYZE THE IMPACT OF AUTHOR CHOICES



## STANZA 2

A straggling few got up to go in deep despair. The rest  
Clung to the hope which springs eternal in the human breast;  
They thought, “If only Casey could but get a whack at that—  
We’d put up even money now, with Casey at the bat.”

### WHAT he did

#### STEP 1

Identify words/phrases within the passage and name the literary technique used.

### What it means

#### STEP 2

Discern what the detail means—what was implied by the author.

### What’s the impact?

#### STEP 3

Infer the impact that this technique has on the overall message and tone.

#### LITERARY DEVICE

Allusion

#### AUTHOR LANGUAGE

“hope which springs eternal”

It means that even when circumstances are not good, people can hold on to hope.

The fact that it “springs eternal” means that it goes on forever no matter what. There is always reason to hope.

The hopeful tone is set in the early stanzas of the poem and impacts the rising action of the poem. There *is* hope for the Mudville team to win— if only Casey could get up to bat. The audience was anticipating something good to come from Casey being at bat. They had hope in him perhaps from past experience, so the quote matched their expectations.

That eternal hope was then met with reality when Casey *did* get up to bat. Then there was new reason to hope— that he would get a hit. With each pitch, the hope was renewed.

However, from reading the rest of the poem, it seems that the poet might have included the quote to make it clear that there *isn't* always hope. That sometimes things *don't* work out the way we hoped they would. The allusion may have actually been placed to set up for the twist ending.