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| Lesson Title: | Literary Devices |
| Subject Area: | English/ Language Arts |
| Grade Level: | 5th |
| Unit Title: | Genres |
| GLCEs/ HSCE: | **R.NT.05.04 explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.** |
| METS-S/METS-T | Process data and report results |
| Essential Questions: | Why are literary devices important to know?  How do authors use literary devices in their writing?  How do authors use literary devices to develop characters, themes, and plot?  How do authors use literary devices to develop functions of heroes, anti-heroes, and narrators? |
| Objectives: | By using [www.youtube.com](http://www.youtube.com) and the internet, students will be able to explain in writing how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes and narrators. Students will provide cites used in explanation that were found on the internet and verbally present results to the class. |
| Tools and Resources: | * [www.youtube.com](http://www.youtube.com) * Internet * Worksheets provided at the end |
| Rationale: | Literary devices are the tools and techniques of language that authors use to convey meaning. Skilled use of literary devices brings richness and clarity to a text. |
|  | Sequence of Activities: |
| Anticipatory Questions/Activity: | **Literary devices** are the tools and techniques of language that authors use to convey meaning. Skilled use of literary devices brings richness and clarity to text. The two literary devices that we will be focusing on are metaphors and exaggeration.  **Metaphors** are figures of speech that make a direct comparison between two unlike things. A metaphor suggests that one thing is another thing, or is equal to another thing. Metaphors are important because they create vivid descriptions with few words, as the subject of the comparison takes on the qualities of the thing with which it is compared. |
| Body of Lesson Plan:  *Segment #1*  (Artifact: link to real world, website, book, picture, etc.) | **Focus question:** Tell about a time when the actions of a friend reminded you of the behavior of an animal (Ex. He is a sly fox), or an inanimate object (Ex. Wilma is a bump on a log.).  The teacher holds up an Ugli fruit and passes it out for students to observe, smell, and feel. Students orally generate list of Ugli fruit attributes while teacher records responses, showing children how to move from an adjective to a noun, so not to use like or as.   |  |  |  | | --- | --- | --- | | **Location/Sense** | **Students generated adjectives** | **Noun representations** | | Exterior observation | Green, ugly | Lime, uncut grass | | Exterior feel | Rough, bumpy | Frog, alligator, sandpaper | | Peel feel | Squishy, spongy | Foam, sponge | | Interior observation | Yellow, bright, in sections | Sunshine, daisy | | Interior feels | Wet, cool | Popsicle, | | Separated/cut | Juicy | Juice box | | Smell | Citrus, orangy, aeromatic | Breakfast, morning | | Taste | Tangy, sweet and sour | Sweet tart |   Teacher models how to use chart to write a poem.  Ugli fruit  Ugli is grass.  On the outside, it is an alligator.  To the touch, it is sandpaper.  When I peel it, it is foam.  When I separated it, this fruit is a juice box.  On the inside, it is sunshine.  Inside it is a Popsicle.  Its smell is breakfast. Its taste is a Sweet Tart.  Teacher models how to use imagery to create a more vivid picture in the reader’s mind.  Ugli fruit  Ugli fruit is uncut grass.  On the outside, it is an alligator sleeping in the sun.  To the touch it is coarse sandpaper.  When I peel it, I touch a foam pillow.  When I tear it into sections, this fruit is a never ending juice box.  On the inside, it is a burst of sunshine and its taste is a flavorful popsicle.  Its smell is an inviting breakfast and its taste a mouthwatering Sweet Tart.  Ugli fruit   * Pass out one piece of fruit to each group of 4 or 6 students (even number) and a large sheet of butcher paper and markers. * Have students create a chart using the model above as a guide, filling in the horizontal headings and the left hand column. * Students brainstorm to fill in the adjectives and noun representations. Each student should contribute at least one idea to each section within the chart. Teacher monitors to ensure students are collaborating. * Partner students within a group and have each pair generate a poem about their fruit. * Partners need to produce a rough draft and a finished product using imagery to enhance their poem.   **Reflection questions:** How can metaphors help you to become a more creative writer? How can they help your reading comprehension? |
| *Segment #2*  (Factual information/Vocab  Includes sample feedback loop) | Teacher enters wearing an apron, holding a cooking pot and a spoon.  In the pot, there are three index cards labeled: character, plot, and setting.  Teacher: We’re going to be making story stew.  Students: Well what’s story stew?  Teacher: A good story is like stew. It has a lot of different ingredients.  (reaches into pot and pulls out character index card) Characters are who the story is about. So, who are the characters in The Three Little Pigs?  Students: Three pigs and a big bad wolf  Teacher: Fantastic! (reaches into pot and pulls out setting index card) Setting is when and where the story happens. So, if we were in a story, what would the setting be?  Students: School, 2012.  Teacher: Great! (reaches into pot and pulls out plot index card) Plot is what happens in the story. What would the plot be in The Three Little Pigs?  Students: The wolf wants to eat the pigs.  Teacher: Very good! Now, I would like you to make up your own story stew with a partner incorporating at least two metaphors. (teacher choses partners) Make sure you have all of the ingredients! (story must be at least a paragraph. |
| *Segment #3*  (Includes multiple intelligence strategy:  Hands-on, small groups, re-teaching strategy) | The **theme** in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.  Some simple examples of common themes from literature, TV, and film are:  - things are not always as they appear to be  - Love is blind  - Believe in yourself  - People are afraid of change  - Don't judge a book by its cover  In groups of two (teacher assigns groups) students will come up with 5 more common themes. If students are having trouble, go over the definition again and give them more examples. |
| *Segment #4*  (Detailed directions on how to complete activity) | Each student will find a [www.youtube.com](http://www.youtube.com) video explaining how authors use either exaggeration or metaphors to develop a story. Students will then present each video to the class. Students will then write out in paragraph form how the literary device they chose helps authors develop characters, themes, plots, and functions of heroes, anti-heroes, and narrators. Research will be cited on a separate sheet of paper. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A simile is a figure of speech in which two unlike things are explicitly compared, as in "She is like a rose."

A metaphor is a figure of speech in which a term or phrase is applied to something to which it is not really applicable in order to suggest a resemblance, as, "A mighty fortress is our god."

A hyperbole is an intentional exaggeration not intended to be taken literally as in, "The soldiers jumped the castle walls."

**Indicate if the sentence is an example of a simile, metaphor, or hyperbole.**

1. The paper is as light as a feather. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The ocean was a raging bull. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. An apple a day keeps the doctor away. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The streetlight was my security guard. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. A gentle summer wind feels like a soft cotton sheet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. The ship plows the sea. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Her eyes shone like stars in the night sky. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. All the world's a stage. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. My little brother eats like a pig. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. The tears flowed like a river. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Mr. Smith drank his tea in oceans. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Mom tore through my messy room looking for it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. The mayor's voice was a strong weapon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. The horse moved with lightning speed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. Jim is as stubborn as a mule. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**SETTING** -- The time and location in which a story takes place is called the setting. For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be present in a story):

a) place - geographical location. Where is the action of the story taking place?

b) time - When is the story taking place? (historical period, time of day, year, etc)

c) weather conditions - Is it rainy, sunny, stormy, etc?

d) social conditions - What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?

e) mood or atmosphere - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

**PLOT** -- The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. There are five essential parts of plot:

a) Introduction - The beginning of the story where the characters and the setting is revealed.

b) Rising Action - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).

c) Climax - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

d) Falling action - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement).

e) Denouement - This is the final outcome or untangling of events in the story.

It is helpful to consider climax as a three-fold phenomenon: 1) the main character receives new information 2) accepts this information (realizes it but does not necessarily agree with it) 3) acts on this information (makes a choice that will determine whether or not he/she gains his objective).

**CONFLICT**-- Conflict is essential to plot. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments, rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones.

There are two types of conflict:

1) External - A struggle with a force outside one's self.

2) Internal - A struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc.

There are four kinds of conflict:

1) Man vs. Man (physical) - The leading character struggles with his physical strength against other men, forces of nature, or animals.

2) Man vs. Circumstances (classical) - The leading character struggles against fate, or the circumstances of life facing him/her.

3) Man vs. Society (social) - The leading character struggles against ideas, practices, or customs of other people.

4) Man vs. Himself/Herself (psychological) - The leading character struggles with himself/herself; with his/her own soul, ideas of right or wrong, physical limitations, choices, etc.

**CHARACTER** -- There are two meanings for the word character:

1) The person in a work of fiction.

2) The characteristics of a person.

Persons in a work of fiction - Antagonist and Protagonist

Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character - he/she is the PROTAGONIST. The opposer of the main character is called the ANTAGONIST.

The Characteristics of a Person -

In order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. The author may reveal a character in several ways:

a) his/her physical appearance

b) what he/she says, thinks, feels and dreams

c) what he/she does or does not do

d) what others say about him/her and how others react to him/her

Characters are convincing if they are: consistent, motivated, and life-like (resemble real people)

Characters are...

1. Individual - round, many sided and complex personalities.

2. Developing - dynamic, many sided personalities that change, for better or worse, by the end of the story.

3. Static - Stereotype, have one or two characteristics that never change and are emphasized e.g. brilliant detective, drunk, scrooge, cruel stepmother, etc.

**POINT OF VIEW**

Point of view, or p.o.v., is defined as the angle from which the story is told.

1. Innocent Eye - The story is told through the eyes of a child (his/her judgment being different from that of an adult) .

2. Stream of Consciousness - The story is told so that the reader feels as if they are inside the head of one character and knows all their thoughts and reactions.

3. First Person - The story is told by the protagonist or one of the characters who interacts closely with the protagonist or other characters (using pronouns I, me, we, etc). The reader sees the story through this person's eyes as he/she experiences it and only knows what he/she knows or feels.

4. Omniscient- The author can narrate the story using the omniscient point of view. He can move from character to character, event to event, having free access to the thoughts, feelings and motivations of his characters and he introduces information where and when he chooses. There are two main types of omniscient point of view:

a) Omniscient Limited - The author tells the story in third person (using pronouns they, she, he, it, etc). We know only what the character knows and what the author allows him/her to tell us. We can see the thoughts and feelings of characters if the author chooses to reveal them to us.

b) Omniscient Objective – The author tells the story in the third person. It appears as though a camera is following the characters, going anywhere, and recording only what is seen and heard. There is no comment on the characters or their thoughts. No interpretations are offered. The reader is placed in the position of spectator without the author there to explain. The reader has to interpret events on his own.

**THEME** -- The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

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