



Design School Lesson Plan

# Literary Devices Unleashed

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## TITLE OF LESSON

Literary Devices Unleashed: A Gamified Introduction Activity

## ACHIEVABLES

- Students will compare and contrast similes, metaphors, alliteration, and hyperbole.
- Students will learn to create a graphic which includes a basic quote.

## SUGGESTED LEARNING OBJECTIVES

- Understand and explain literary devices such as simile, metaphor, alliteration, and hyperbole.
- Participate in the current social media trend of the use of graphic quotations. Social media statistics have shown that graphics like photographs are shared more often than text alone so the creation of graphic quotes has become increasingly important as part of sharing online.

## PREPARATION

- Students will each need access to a computer with an internet connection.
- Present the [Quick Guide to Canva](#) to onboard your class quickly.
- You may want students to already be aware of similes, metaphors, alliteration, and hyperbole before doing this lesson and use it as reinforcement. You can use [this supporting resource](#) to show examples of each of these literary devices.
- You may choose to let students do additional research on the Internet as they learn about each literary device.
- Read teacher notes.

## SUGGESTED LESSON FLOW

### Part I: Play the Game

#### Setup (5 minutes)

Divide students up into their literary device teams. Give each team a literary device. Ask students to define the literary term and give five examples.

### **The Game (25 minutes)**

The students will each have a section of the wall that is to be used to explain their literary device. A person who knows nothing about literary devices should be able to understand the literary device of each team without having to look it up - just by the wall display. The wall should include the word and a definition and as many examples as possible.

Each team receives 20 points for their word and definition and 5 points for each correct example of the literary device. You may choose to tell them about the bonus round or not.

Each example of the literary device should be on its own page and should include a quote that is an example along with a corresponding graphic. Because this is going on the wall, you may use any graphics.

Ask students to brainstorm their ideas and to come up with one example before starting their own design in Canva. Set the timer and make sure it can be seen by the whole class.

### **Part II: Design their literary devices in Canva (Use [Quick Guide to Canva](#) presentation)**

Students will be using Canva to create a graphic representation of their literary device. They will download and print the graphics and put them on their wall. One student will make the word/definition graphic in Canva.

#### **Graphic Design Notes (Use [Quick Tips for Great Design](#))**

Before students start designing, run through the Quick Tips for Great Design one-page reference guide. This includes five important tips for creating an effective design.

### **Part III: Post-Game Analysis (Bonus Round)**

Give students post-it notes. They are to go through the examples given by the other teams. If they can identify any faulty examples, they should put their post-it note on the example, their team name, and why that example is not accurate. Here's how you score bonus points:

- +10 if you accurately identify a mistake by another team
- -10 if you identify a mistake that turns out to be true
- -10 if your example is disproved by another team.
- -20 if your team misses a mistake ;-)
- -20 if you made a mistake but that mistake is not disproved by another team.

The incentives to find mistakes is put in place here. Students are often unwilling to point out their own mistakes or have others point them out. In this game, if a team sees their own mistake, they will lose less points by having another team find it rather than the teacher, so this puts the incentive on teams finding the mistakes. It would be ideal to have a fun prize for the winning team.

### **HOMEWORK/EXTENSION ACTIVITIES**

- Adaptation: Some teachers may think alliteration is easier than the other items to distinguish and may want to add another element or just use simile, metaphor, and hyperbole.
- Teach Creative Commons licensing and have students use Google Search by filtering for licenses to reuse for noncommercial purposes.