Standard 2A – Language Arts 9 & 10
Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

Literary Elements – Plot, Theme, Conflict, Climax, Setting, Resolution, Characters, Point of View, Mood, Tone, etc

Literary Techniques – Alliteration, Characterization, Dialogue, Irony, Figurative Language, Onomatopoeia, Foreshadowing, Imagery, Metaphor, Simile, Oxymoron, Paradox, Parallelism, Personification, Symbolism, Repetition,

Literary Devices

After analyzing the literary devices the students are responsible for creating a tutorial in Photo Story 3 about several different literary devices.

Objectives:
Explain how the author uses literary techniques to achieve the intended effect.

Activity:
- Introduction
  - Ask the students "What is a recent movie you have seen that has had a lasting effect on you?" List movies and the effect that they had on the student
  - "What about this movie created this effect?" Probe the students to go beyond simple answer ("It was scary." Ask, can you name a specific incident that was scary? What about that incident made it scary?" etc.)
  - List several literary elements and techniques on board as students are suggesting them.
  - Lead the students through questioning so that they realize what techniques the director employs to create the desired effect.
- Explain to students how the techniques used in the movie were used purposefully by the director to create that lasting impression. Similarly, an author uses literary devices to create an effect and evoke emotion within the reader.
- Let the student know that they will be watching a clip of a movie. As they watch the clip, have them identify the literary elements and map (Sample Concept Map) how these elements create the intended effect.
- Watch movie clip from TeacherTube.com – irony, dialogue, foreshadowing
  - You've Got Mail – This is the coffee shop scene where Tom Hanks' character realizes that the woman he has been emailing is Meg Ryan's character (his nemesis). Meg Ryan still does not realize that it's Tom who she's emailing – good set up for irony throughout the rest of the movie. You've Got Mail Coffee Shop Clip
- Have students share their maps and discuss what was effective about each element/technique.

- Ask the students how they would have changed the elements or what techniques they would have used to create a similar effect? How would changing some of the devices have created an entirely different effect? (What if Tom Hanks told her off the bat that he was who she was emailing with – How would that have changed the entire feel of the movie?)

Literary Devices Tutorial/Video
- Show Students the Sample Foreshadowing Tutorial/Video:
- Student will be in groups of 3.
- Each group pick a combination of 5 literary elements/techniques and use them while creating a video/tutorial on what each technique is, and how it can be effectively used in a story.
- Using Microsoft Photo Story (free download click here) For a Photo Story 3 user guide click here (print instruction or video tutorial)
- Completed videos will be posted on class blog. Click here (print instructions or video tutorial) to learn how to create a class blog.   Click here (video tutorial) to learn how to post a video to TeacherTube.com
- Project Deliverables:
  o Outline 5 literary techniques: what those techniques are and how they create the intended effect.
  o Develop story board (click here for template) to outline the flow of the video
  o Each team will need to post their plan, deliverables, and daily development/updates on the class blog – movie project. Each team member must post an idea or comment daily.
- Project Assessments:
  o Use sample rubric or create your own for free at RubiStar
- Project Timeline:
  o 1 class period to outline project, pick teams, select literary techniques, brainstorm/plan movie
  o 1 class period for filming/editing
  o 1 class period to view finished videos and post to TeacherTube. Click here (video tutorial) to learn how to post a video to TeacherTube.com

Engaging Qualities:
Personal Response
Sense of Audience
Learning with/from others
Choice