

Anna Palmer, Mady Chase, Nicole Bell, Hanne Deener, Finlay Jessop

Overview

As identified in the article, “Why Literary Devices Matter” by Lorraine K.C. Yeung, the impact of literary devices in fiction and poetry plays a crucial role in evoking emotions among readers and writers. According to Yeung, the purpose of literary devices is to contribute to the emotional depth of a piece and grasp readers’ attention “in a way that prompts their emotional engagement even before any meaningful content for cognitive judgments is available to them” (p. 35).

Similar to Yeung’s analysis of literary devices and looking into how literary devices are important in poetry, Joan Peskin from the University of Toronto talks in her article, “The Development of Poetic Literacy During the School Years,” about the impact these devices have on poetry. For example, she states how “... poetic interpretation is driven by the intrinsic textual features of a poem. There is now evidence that poetic processing is both reader-driven and text-driven (p. 77).” Therefore, to fully grasp the importance of literary devices in poetry and other writing, we need to be learning and teaching this topic in a variety of ways, such as auditory or visually.

One of the most common misconceptions about poetry is that it is boring. One of the biggest reasons for this is that, specifically with young students, it is thought that all poetry must rhyme, which they may find uninteresting or juvenile. Another misconception in relation to poetic devices is that they don’t actually hold a purpose within the poem. Students think that devices are unnecessary and just for show; however, they don’t realize that the devices are often what gives the poem a deeper meaning and a more impactful effect.

We created this lesson with the goal of it being flexible and engaging in order for students to be able to explore poetry in ways that are both meaningful and accessible. As a result, this lesson primarily uses the constructivist learning theory, as students are actively building their understanding through activities like identifying poetic devices and using them in their own writing. We chose this teaching-style theory because it promotes independent learning of this topic while engaging with predetermined materials. There is also an opportunity to explore other poems and choose a different option if desired. When this lesson is taught as a whole class, it incorporates direct instruction through guided slides which include a teacher-led explanation of poetic devices. If students are working through the module independently, the lesson is more inquiry-based, as it shifts to self-directed learning. To ensure inclusion and accessibility, we included multiple Universal Design for Learning principles, offering multiple means of engagement (class discussions, individual discovery, partner sharing), representation (visual

slides, auditory explanation, written examples and instructions), and expression (writing poems, highlighting devices, participating in discussions). This allows us to support a wide range of needs and abilities so that we can ensure that every student is able to access and connect with the content of our lesson.

The rationale for our technology choice is to have multiple means of engagement with multimedia representation, featuring text, visuals, handouts, peer and class discussions, and videos with audio and closed captioning for an encompassing learning experience that involves all learners with accessible features.

This topic is of particular interest to us because all of us are hoping to be elementary or middle school educators. This is a resource that would be useful to elementary school teachers who are introducing poetry to their students, and show them that poetry can be interesting and fun.

Lesson Design Planning Template

Big Idea	Learning Outcome(s)	Evidence of Learning	Assessments	Learning Activities
What is the big idea that the learner will walk away with at the end of the lesson that is critical for learners at this stage of their learning path?	What specific things will the learner know or be able to do by the end of the lesson?	What does learning look like for this objective? (e.g., accurate performance of a task, correct use of terminology)	What will learners do to provide evidence of their learning? (e.g., a presentation, a test, a project)	What learning activities will allow learners to acquire and practice the skills necessary to demonstrate their learning and complete the assessment successfully?
Language and text can be a source of creativity and joy What is the purpose of literary devices? How do poetic devices enhance the	By the end of this lesson... -I can recognize different types of poetic devices such as similes, metaphors, imagery, and personification -I can identify examples of poetic	Learners are able to read through poems and highlight the poetic devices that are present. Learners are able to define the poetic devices that they have learned.	Formative Assessment: Learners will be able to identify and explain the poetic devices that they used in their poems to the teacher or a peer. Formative Assessment: Learners will	PowerPoint presentation with an introduction and body on literary devices. Example poems that we will work through as a class and identify poetic devices.

<p>overall meaning of a poem?</p> <p>How do different poetic devices change the tone or evoke different emotions within a poem?</p> <p>How can one's understanding of poetry change after learning about poetic devices?</p> <p>How can a student's writing be enhanced through the understanding of poetic devices?</p>	<p>devices in various poems.</p> <p>-I can share my findings and explain how poetic devices enhance the meaning of a poem.</p> <p>-I can participate and answer questions in a learning environment.</p>	<p>Learners are able to create their own poem using two of the poetic devices that we have learned.</p>	<p>participate in the class discussion and offer answers or ask questions in a short discussion format. Observing their willingness and engagement in discussions will be noted with a confidential checkmark if they participated.</p> <p>Summative Assessment: Learners will write a poem using at least two different literary devices in their poem.</p> <p>Considering this is an initial lesson on this topic, the assessments will be in the form of complete or incomplete, as letter grades and percentages would not provide accurate understanding or promote mastery of the learning at this stage.</p>	<p>Video explanations of each poetic literary device used and the examples.</p>
--	--	---	---	---

Resources

- PowerPoint presentation
- Example poems
- Writing materials or personal computers
- Paper or journals

Roles and Responsibilities

Mady: One misconception (Poetry is boring) in the Overview, Learning Outcomes portion of the Lesson Design Planning Template

Anna: Connection to common practice in our field in the Overview, Big Ideas portion of the Lesson Design Planning Template

Nicole: One misconception (that poetic devices in literacy don't hold a purpose) in the Overview, Evidence of Learning of the Lesson Design Planning Template

Hanne: One academic resource (Why Literary Devices Matter) in the Overview, Assessment portion of the Lesson Design Planning Template

Finlay: One academic resource (The Development of Poetic Literacy During the School Years) in the Overview, the learning activities portion of the Lesson Design Planning Template.

How to Work Through this Lesson

We have constructed a lesson around Poetic Devices for English Language Arts that will be an introductory lesson in a larger unit. The resources required to work through this lesson are the Powerpoint and this document containing the instructions on each Powerpoint slide. This is meant to be a comprehensive guide, but creativity is not meant to be bound by the expectations laid out: if a learner is desiring more activity or further exploration of the lesson, they are more than welcome to extend their examples and even find their own poems after the explored options provided in this lesson plan.

Intended Audience

This resource is intended for grade 4 students working through a Language Arts lesson in a Poetry Unit. This would be the second lesson in a unit and their introduction to poetic devices.

After reviewing the feedback from our instructor, Jess, we provided an intended audience, updated our assessment portion to be more equitable to evaluate the learner's *mastery* over performance and removed the necessity for proper punctuation, structure, and grammar for this lesson. While punctuation, structure, and grammar are important components for the overall understanding of English writing, that is an expectation that can be reviewed in a specific lesson for the writing structure of English, rather than in a poetry lesson.

To encourage mastery over performance of this lesson, we have updated the assessment portions along the way to promote understanding and originality of poetic device exploration rather than a conformity of answers.

Feedback and Outcomes

To ensure students are able to receive feedback with enough time to understand and improve their skills on this topic, a teacher should take the students' work, either overnight or over the weekend, and add one or two small sticky notes about what the student did well and what they could improve on. This will allow the students to review the feedback privately so they can improve and can ask the teacher questions if needed for more clarification.

To determine whether the outcomes have been met, we, or the teacher, can be confident in this area through the observation of the learning outcomes being met or unmet and bridge the areas where needed with deeper explanations or more time to review. This necessity would be determined after reviewing the students' work at the end of the class or day to check for highlighted portions and properly identified poetic devices being used in their own poems and within the examples to check if the lesson needs to be extended to another day or for more time for digestion of the topic.

Slides	Actions
Slide 1:	Read the title
Slide 2:	<p>Open up a whole class discussion with the three prompts, leaving enough time to answer the questions:</p> <ol style="list-style-type: none"> 1. What do you think a poetic device is? 2. Can you name any? 3. Why do you think a writer would use poetic devices instead of saying things plainly/straightforward? <p>*If working through this resource solo, please take a moment to think about the questions to yourself and write down your answers on a piece of paper</p> <p>Teacher's Formative Assessment: Mark with a checkmark which students are able to engage in the group discussion, and check in at this point with any students that may be resistant, hesitant, or withdrawn. This is okay, but it may take longer for these students to engage with the materials and the lesson.</p>

	Independent's Formative Assessment: Self-assess your comfort level of answering these questions and observing what your answers are. Take a look over your written or recorded answers to do so.
Slide 3:	<p>Read the slide, highlighting the importance of 'like' and 'as' in the simile statements.</p> <p>(Teacher) Explain to the class that we are identifying similes in this poem together as a group, but for the rest of the poetic devices, they will be working and identifying them on their own.*Ignore if working solo.</p>
Slide 4:	Read the slide, highlighting how similes and metaphors are similar, except metaphors are a direct comparison.
Slide 5:	Read the slide, highlighting the importance of using descriptive language and trying to appeal to your audience's senses.
Slide 6:	Read the slide that outlines how personification compares human qualities or actions to non-human objects or things.
Slide 7:	Follow the instructions on the slide.
Slide 8:	<p>Sharing: As a class, if available, pair up with someone next to you (or in small table groups if applicable) and use this time to share what poetic devices you have highlighted from the Elements of Poetry document on the Powerpoint.</p> <p>*If working solo, please share your highlighted findings with another person either virtually or in person or explain it to your furry friend if available!</p>
Slide 9:	<p>Conclude the lesson with these three reflection questions:</p> <ol style="list-style-type: none"> 1. Did any of these devices make the poem you read more engaging or powerful? 2. Did learning these devices change the way you now read poetry?

3. Which device are you most likely to try using in your future writing? Why?
*if working solo, please take this moment to try journaling, recording, or mentioning to a furry friend (animal or stuffy) what your thoughts are for these final reflection questions.

Summative Assessment: Ask yourself on a scale of 1-5 with 1 being the lowest and 5 being the highest, how comfortable are you with these poetic devices learned through this lesson? Could you try to use them in everyday language? Try seeing if you can find them in TV shows or a movie the next time you watch something.

The Sunflower - Simile

In fields of green, a sunflower stands,
Its face follows the sun, like waving hands.
Petals bright as the morning sun's glow,
Its crown of gold is a king's halo.

Its stem is as strong as a sturdy tower,
Holding up the bloom, hour by hour.
The seeds inside are treasures in a chest,
Awaiting the time for nature's harvest.

The seeds drop down in the ground below,
Roots take hold, in the soil they grow.
Sprouts rise through the earth like a beacon's glow,
Pointing to the sun's warm flow.

Can you think of an example of a simile sentence using 'like' and another separate one using 'as' in a comparison?

Life Is - Metaphor

Life is a bumpy ride,
With ups and downs, it takes us on a slide.
It's a journey, like a curvy road we roam,
Full of surprises, making it our own.

Dreams are shining stars at night,
Guiding us, like a sparkly light.
They twinkle, giving hope and guiding our way,
Helping us reach for the sky every day.

Friendship is a treasure, precious and rare,
A blooming flower, so beautiful and fair.
It is a warm hug, always there for you,
Supporting and caring, through and through.

Laughter is music, joyful and bright,
Like a melody that brings us delight.
It's a bubbling river, flowing with glee,
Spreading happiness for all to see.

Can you think of an example of a metaphorical statement that directly compares two different things?

Autumn is Here - Imagery

Autumn leaves
Red, gold and brown
Falling, swirling,
Drifting down.

Prickly conkers
Cracking, popping.
Branches snap,
Acorns dropping.

Picking pumpkins,
Juicy apples too.
Gathering blackberries
In bushes for you

Foggy mornings
Damp, cold and grey.
Natures blanket,
Clouding the day.

Shorter days,
Frosty and wet.
Winter's round the corner,
But not quite yet!

Can you use lots of imagery to describe something that you see right now?

The Earth - Personification

In the field, the flowers sway and sing,
Their colorful petals dancing in a ring.
Each one has a face, a unique personality,
With bright smiles, they're full of positivity.

The sun peeks out, spreading its warm embrace,
Kissing the flowers, a loving and gentle chase.
They raise their heads, reaching for the light,
Whispering thanks, shining oh so bright.

The clouds above, fluffy and big,
They float across the sky, like a playful jig.
Playing hide-and-seek, they laugh and tease,
Making shapes and stories with ease.

The wind joins in, with a mischievous grin,
Tickling the flowers, making them spin.
It sings a song, a soft and gentle tune,
Bringing life to nature under the shining moon.

Can you share an example of personification, comparing a quality you have to a non human thing?

References

- Chungdahm Learning. (2015, April 29). *What is imagery?* [Video].
YouTube. <https://www.youtube.com/watch?v=eoNl1Ue5ZtQ%E2%80%8B>
- GrammarSongsbyMelissa. (2019, October 27). *Personification - award winning personification video - what is personification?* [Video]. Youtube.
<https://www.youtube.com/watch?v=YhleJRpyb-Y&t=1s>
- Hirshfield, J. [TED-Ed]. (2012, September 24). *The art of the metaphor* [Video].
YouTube. <https://www.youtube.com/watch?v=A0edKgL9EgM&t=145s>
- Peskin, J. (2010). The development of poetic literacy during the school years. *Discourse Processes*, 47(2), 77–103.
<https://doi-org.ezproxy.library.uvic.ca/10.1080/01638530902959653>
- Twinkl Teachers KS2. (2020, August 17). *What is a simile - similes for kids ks2* [Video].
Youtube. <https://www.youtube.com/watch?v=uRgkCqkTHik>
- Yeung, L. K.C. (2021). Why literary devices matter. *Polish Journal of Aesthetics*, 60(1), 19-37.
<https://doi.org/10.19205/60.21.1>