Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
12th Grade	Language Arts	English Literature Skills 4B	Lesson 14: Literary Devices

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Days	Second Semester	Strand 1- K-3 C2 1,3 (phonemic awareness) & 5; Strand1 – 4-8 C4PO3,4,5 and 6(vocabulary) Strand 2 K-8 Focus on Concept 1 PO4 through PO 10 in 8th grade, Comprehending Literary Text , 9th ,10th and 11th grade LAHS-S2C1-02

Unit Description

Lesson 14: Literary Devices is delivered as an independent, self-paced, computer-based course. Students use ANYWHERE LEARNING SYSTEM *(A+LS™)* for lesson instruction and activities. Although this course and unit are intended to be taken as an independent, self-paced program, teacher involvement is built into the lesson sequence. This allows the language arts instructor to check student understanding and perform formative assessments to ensure the student is able to master the standards on the summative assessment at the end of the unit.

<u>The following topics are covered in this unit:</u>

Students are reintroduced to literary devices with a particular purpose in mind, rather than just a broad sense of the understanding terminology. The student will examine the literary devices in depth, focusing on author selection of figurative language with emphasis upon
how to use certain devices when there is a specific goal in mind. The student determines how a writer wants to convey a message or emotion then chooses a literary device to inform the writing. The student is now looking at purpose for the writing, rather than only identifying a form. The student evaluates the author's use form, framework, language and a variety of literary devices to evoke emotion and mood. The student will choose a perspective and a topic then from a variety of poetry forms, language, and literary devices to create a poem of choice deliberately using the items in AMISHAP.

After completing this unit, the student will be able to:

- Decide on a mood for the poem and emotions he/she wants to evoke within the reader
- Determine the topic to write about, focus on a theme or main idea
- Decide on a pattern, sequence and form
- Choose the emotive language that is appropriate for the topic, form, and mood or tone
- Follow the form, pattern, or framework selected then use language and words to develop a poem
- Incorporate the use of the AMISHAP literary devices appropriately within the context of the poem, identify each device, provide an inference of the Phrase, and discuss the emotions s/he was attempting to evoke and whether the attempt was successful.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Grade 12 - LAHS-S2C1-02 Strand 2: Comprehending Literary Text Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature. PO 2: Interpret figurative language, including,[*sic*] personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	The summative assessment is at the end of the unit. This assessment includes writing a poem, self evaluation, and short answer responses. It measures the mastery of Grade 12 - LAHS-S2C1-02. The student will be able to write a poem, include specific literary devices, self-evaluate the writing, then analyze and explain how emotion is evoked within the reader from the mood intended.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Writing the poem is worth 50 points, the self-evaluation is worth 10 points and the short answer responses are worth 1 – 10 points each for a total of 100 points. A passing score of 70% must be achieved on the summative assessment to be considered "successfully completed." A score of less than 70% on the unit test and/or the essay will result in the student having to make revisions or retake the assessment. Grade Breakdown: by percent 90 – 100% = A 80 – 89% = B 70 – 79% = C < 70% = no credit
Materials/Resources Needed *(Include all items for the entire unit.)*	Computer with access to ANYWHERE LEARNING SYSTEM *(A+LS™)*– – Lesson 14 Literary Devices Examples of Poetry listed in lesson Language Arts Instructor for lesson activity clarification, further explanations, discussion of content, and test proctoring Paper/Pen/Pencil for note taking

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction Is provided through the study portion of the unit lesson in the *A+LS™* course. A Language Arts teacher is readily available when the student needs further help.	Introduction (pg. 1-9) (20 min) • Describe mastery and course expectations. • Describe how focus on literary devices and techniques enables an author to create works of literature and produces certain responses in the reader. • Generate connections with prior knowledge of literary devices and how they provide the author with tools to control literary writing. • Review the seven types of figurative language using the mnemonic AMISHAP. Guided Practice (40 min) • Using a completed Enhanced Rose Idea Organizer (ERIO) essay and an "illustrated example", the student will identify the theme, main idea and details to include in a poem. • Demonstrate using the Read, Analyze and Paraphrase (RAP) strategy how to gather and summarize key ideas, concepts, details, words, and emotions, or inferred emotions, within written work.	Intro/Review (pgs.9-14) (10 min) • Describe the value of form, framework and organization in poetry. • Describe the process for writing poetry; organizing thoughts and expressing ideas, ideals, emotions, and stories. Guided Practice (15min) • Discuss theme as the main idea of the poem. • Review how to identify main ideas and details in a poem. Independent Practice (25 min) • Practice using the Read, Analyze and Paraphrase (RAP) strategy to gather and summarize the key ideas, concepts, details, words, and emotions, or inferred emotions within the written work.	Intro/Review (pgs. 14-16) (10 min) • Describe the pattern and sequence of form used in poetry. • Provide samples of ballad, sonnet, and other rhyming schemes. Guided Practice (20min) • Demonstrate three basic forms of poetry: the ballad, sonnet, and rhyming scheme. Independent Practice (30 min) • Using the information from the RAP strategy and one of the poetry forms; write a poem focusing on pattern and form.	Intro/Review (pgs. 17-22) (5 min) • Review the use and purpose of figurative language. • Provide a list of emotive words. Guided Practice (10min) • Practice replacing words with synonyms, homonyms, homophones, and antonyms to set mood, tone, and evoke emotions. Independent Practice (45 min) • Identify emotive words that enhance the mood and tone of the poem. • Using the mnemonic AMISHAP, revise the poem to include these literary devices; personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory.	Review (Lesson 15) (15 min) • Review concepts from A+LS, Lesson 14, Literary Devices. Check Mastery (45 min) • Rewrite the poem written yesterday using a different form. • Identify each literary element used and provide the inferred meaning. • Discuss the mood of the poem and the emotions being evoked. • Evaluate the success of evoking the targeted emotions.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Introduction (20 min) • Student takes notes on course expectations and mastery. • Student takes notes on the use of literary devices when writing poetry. • Student makes connections with prior knowledge of literary devices and their uses. • Student reviews the mnemonic AMISHAP. Guided Practice (40 min) • Student chooses a self created essay developed from an Enhanced Rose Idea Organizer (ERIO). • Student follows an "illustrated example" to identify the theme, main idea and details of the written work. • Student follows the example RAP strategy to summarize the key ideas, concepts, details, words, and emotions, or inferred emotions, within his/her written work. • Student requests teacher help as needed.	Intro/Review (10 min) • Student takes notes on poetry form, framework, and organization. • Student takes notes on the process for writing poetry; organizing thoughts and expressing ideas, ideals, emotions, and stories. Guided Practice (15min) • Student reviews identification of main ideas and details in written work. • Student identifies the main idea in poetry as theme. Independent Practice (25 min) • Student follows the example RAP strategy to summarize the key ideas, concepts, details, words, and emotions, or inferred emotions, within his/her written work to complete a paraphrased summary. • Student requests teacher help as needed.	Intro/Review (10 min) • Student takes notes on patterns and sequencing of ballads, sonnets, and various rhyming schemes. Guided Practice (20min) • Student reads three basic forms of poetry: the ballad, sonnet, and poetry using rhyming scheme. Independent Practice (30 min) • The student chooses a ballad, sonnet or a rhyming scheme as the form. • Student uses the paraphrased summary and the form to create "a new poem." • Student requests teacher help as needed.	Intro/Review (5 min) • Student reviews the use and purpose of figurative language represented by AMISHAP. Guided Practice (10min) • Student identifies key words in the poem. • Student chooses synonyms, homonyms, homophones, and antonyms to replace those key words. Independent Practice (45 min) • Student rewrites the poem to change the mood of the poem. • Student uses the literary devices; personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory to evoke emotions from the reader. • Student requests teacher help as needed.	Review (15 min) • Review concepts from A+LS, Lesson 14, Literary Devices. • Student requests teacher help for clarification of understanding. Check Mastery (45 min) • Teacher provides test and proctors testing.

Reading Poetry Summative Assessment

Strand(s), Concept(s), and PO(s) for Mastery
10th Grade - LAHS-S2C1-02
Strand 2: Comprehending Literary Text: Identifies the comprehension strategies that are specific in the study of a variety of literature.
Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature.
PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

Directions: For the Summative Assessment for this lesson, you will use the poem you wrote during this unit.

1. Choose a different form from the examples below of poetry .
2. Rewrite the poem using this new format.
3. Include at least five of the literary devices from the mnemonic AMISHAP in the poem.
4. Identify each literary element used and provide the inferred meaning.
5. Discuss the mood of the poem and the emotions being evoked.
6. Evaluate the success of the poem, using the Poetry Rubric

Example of Ballad	Example of Sonnet	Rhyme Scheme aa, bb, cc, dd etc.	Rhyme Scheme A^1bA^2 abA^1 abA^2 abA^1 abA^2 abA^1A^2	Ab = rhyme A^1A^2 = refrain
"Ballad of the Green Berets" by SSgt. Barry Sadler Fighting soldiers from the sky Fearless men who jump and die Men who mean just what they say The brave men of the Green Beret <u>Chorus</u> Silver wings upon their chest These are men, America's best One hundred men we'll test today But only three win the Green Beret Trained to live, off nature's land Trained in combat, hand to hand Men who fight by night and day Courage deep, from the Green Beret <u>Chorus</u> Back at home a young wife waits Her Green Beret has met his fate He has died for those oppressed Leaving her this last request Put silver wings on my son's chest Make him one of America's best He'll be a man they'll test one day Have him win the Green Beret	"Can this our Love, as the old sage dared to deem" By John Barlas (pseud. Evelyn Douglas)1889 Can this our Love, as the old sage dared to deem, Be but soft prelude to some grand choral strain, A first link in the interminable chain That penetrates the world's eternal scheme? Ah could I credit the transcendent dream, Then clothed in glory, hand in hand, we twain Should be exalted on from reign to reign Till throned on truth above the things that seem. But love so pure would be a solitude. To love the good alone, no more love thee; Rather would I be bound than so made free, And rather have, by human doubt pursued, A human heart to which my soul might flee And fold her wings and dream, though dreams delude.	"Alone" Edgar Allen Poe From childhood's hour I have not been a As others were; I have not seen a As others saw; I could not bring b My passions from a common spring. b From the same source I have not taken c My sorrow; I could not awaken c My heart to joy at the same tone; d And all I loved, I loved alone. d Then—in my childhood, in the dawn e Of a most stormy life—was drawn e From every depth of good and ill f The mystery which binds me still: f From the torrent, or the fountain, g From the red cliff of the mountain, g From the sun that round me rolled h In its autumn tint of gold, h From the lightning in the sky i As it passed me flying by, i From the thunder and the storm, j And the cloud that took the form j (When the rest of Heaven was blue) k Of a demon in my view. k	Edwin Arlington Robinson's villanelle "The House on the Hill" They are all gone away, Refrain 1 (A^1) The House is shut and still, Line 2 (b) There is nothing more to say. Refrain 2 (A^2) Through broken walls and gray Line 4 (a) The winds blow bleak and shrill. Line 5 (b) They are all gone away. Refrain 1 (A^1) Nor is there one to-day Line 7 (a) To speak them good or ill: Line 8 (b) There is nothing more to say. Refrain 2 (A^2) Why is it then we stray Line 10 (a) Around the sunken sill? Line 11 (b) They are all gone away, Refrain 1 (A^1) And our poor fancy-play Line 13 (a) For them is wasted skill: Line 14 (b) There is nothing more to say. Refrain 2 (A^2) There is ruin and decay Line 16 (a) In the House on the Hill: Line 17 (b) They are all gone away, Refrain 1 (A^1) There is nothing more to say. Refrain 2 (A^2	

1. Format Chosen	2. Rewrite Poem (See rubric for scoring) (50 Points)		
3. AMISHAP Total of 20 pts	4. Identify Five Literary Devices you used in your poem (2 pts ea)	Write the Phrase that demonstrates the Literary Device (1 pt ea)	4. Intended meaning (1 pt ea)
5.Mood/Tone (10 pts)	Describe the mood/tone of the poem; include the language used, form, rhyme, theme		
5. Emotions (10 pts)	Describe the emotions you were trying to evoke in the reader; reference specific words or phrases		
6. Personal Evaluation (10 pts)	Using the rubric below, what score would you give yourself. Provide feedback for each section below, include specific comments.		
	100 points possible	*70% is required for mastery. If student earns 69% or below, items will need to be revised to meet the criteria for mastery.*	

Poetry Rubric- Self Assessment/Teacher Assessment

10 Points	Met (10 points each) Each section will assess the entire poem	Not Met (0 points)
	Overall Theme, Tone, Mood The theme wove throughout the entire poem and set the tone. The tone or mood was set immediately. The reader felt, sad, happy, mad, thoughtful, inspired, etc. If the mood changed, it was purposeful: it enhanced the meaning or theme. The poem kept the reader engaged.	The poem does not have a central theme or main idea to set tone. The poem does not set a mood, or tone. It is just words or phrases. The poem as a complete piece does not stir any feeling in the reader. The mood or tone is inconsistent throughout the poem. The poem is boring.
	Form, Pattern, Rhyme Scheme The form was the best way to share the mood or tone and story or topic. The format of the poem followed the pattern of the example. The poem had a flow with the words, rhyming pattern and form. The poem told a story and had a beginning, middle and end. The poem read like a song or rhyme.	The format chosen does not go well with the topic or pattern of theme. The format is inconsistent with the sample. The words do not follow the rhyming pattern or scheme. The poem does not flow well or follow a logical sequence. The poem is does not sound like poetry.
	Language, Word Choice The words chosen were original and new. The language used fit the form chosen. The words chosen were emotive words and carefully placed. The words where appropriate for the topic and mood. The words work well with each other, provided rhyme or rhythm.	The language is overused and cliché. The words used are ordinary and used in daily conversational language. The words used are generic, could be used by anyone for anything. The language used does not fit the form or topic chosen. The language sounds like just talking.
	Use of Literary Devices A minimum of five literary devices are used. The literary devices create a tone or mood so that the reader experiences the intended emotions contained in the poem The emotion, tone, mood is intensified by the correct use and/or placement of the literary devices. The literary devices create interesting images.	Less than five literary devices are used. The literary devices do not set an intended mood or tone of the poem for the reader to experience an emotion. The literary devises are forced and/or placed awkwardly in the poem. The literary devices use vague description and do not create vivid images for the reader.
	Ending, The End The ending makes the reader think and want to reread the poem. The ending was a surprise or provided closure. The ending was sad, happy, mournful, thoughtful, inspiring, and full of emotion. The ending was original. The ending made a point, a point to end or a point to begin.	There was no point made at the end of the poem. The ending did not surprise or satisfy the reader. The ending did not draw out any feeling or emotion. The ending was just another piece of the poem. There was no end to the poem; it could have kept going on and on.
	50 Total Points *If any item is not met, that section will need to be revised to meet the criteria for mastery.*	

Answer Key – expected content for short answers

3. AMISHAP Total of 20 pts	4. Identify five literary devices you used in your poem (2 pts ea) Student identifies literary devices correctly. Student used the correct term for the device. The term comes from AMISHAP.	Write the phrase that demonstrates the Literary Device (1 pt ea) The phrase follows the form of the literary device. The phrase is identified with the correct term. The type of literary device used in the phrase is one of those identified in AMISHAP.	4. Intended meaning (1 pts ea) The phrase expresses the intended meaning. The words used are appropriate for the intended meaning. The literacy device used is appropriate for the intended meaning.
5.Mood/Tone (10 pts)	Describe the mood/tone of the poem; include the language used, form, rhyme, and theme. The student is able to identify his/her use of theme and rhyme to set the mood or tone. The student is able to identify the mood of the poem by referring to the words and language used to evoke feelings. The student is able to summarize that using these components together evokes emotions and meaning for the reader.		
5. Emotions (10 pts)	Describe the emotions you were trying to evoke in the reader; reference specific words or phrases. Using the information provided in mood/tone, the student should be able to discuss what emotions he/she was trying to evoke in the reader. The student should be able to identify specific language, words or phrases he/she used to affect the reader in a specific manner.		
6. Personal Evaluation (10 pts)	Using the rubric below, what score would you give yourself. Provide feedback for each section below, include specific comments. The student should attach a copy of a filled-in rubric illustrating self-assessment. The student then should be able to discuss *why*, *how* and *what* he/she did to earn the score assigned, using specific examples from the poem and rubric. The student should review each section on the rubric and state *what*, *how* and *why* the poem was well written and *what*, *how* and *why* it could be revised for improvement.		