

Literary Device Project

In groups of four, you will create two lessons on two literary devices. Each lesson must consist of two parts: (1) a PowerPoint presentation and (2) a worksheet that features an analysis of the literary device in a poem.

PowerPoint Requirements

The presentation should include:

- A title slide with the names of your group members, class information, and the name of your literary device
- A minimum of six (6) slides
- At least four (4) relevant visuals with no more than two (2) visuals on one slide
- Two (2) examples of the literary device – this can include examples you found online.
- Some text in each slide
- 40-word maximum per slide
- No fonts less than 18pt

Go to www.verbmonkeys.com for a sample PowerPoint.

Worksheet Format

1. **Term:** Definition of the literary device assigned
2. **Example:** Quotation, followed by source, including title, page/line number
3. **Function:** Author's purpose in employing this language resource at this point in the work. How does this particular device enhance what the writer is conveying? You may comment on theme, character, setting, or whatever else is important in explaining how this device functions in this particular instance.

Remember that merely pointing out a literary device does not mean that you understand its effect on the passage as a whole. You have to be specific about its function. If you are certain to include the Three C's, then you will be successful.

- a. **Concept:** What is the function of the literary device? Write this in present tense.
- b. **Context:** Briefly introduce the general circumstances for your example.
- c. **Connection:** Discuss in clear and specific terms how the literary device contributes to the passage/poem/novel as a whole. How does this literary device reinforce what is occurring in the larger context?

See the next page for an example.

Note: This analysis must be original, and it must be on a poem.

Due date: Wednesday, December 14, 2016

Symbol

Example from *All the Pretty Horses* by Cormac McCarthy:

1. **Device:** Symbol: a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts, or traits than those that are visible in the literal translation alone. In other words, a symbol is using an object or action that means something more than its literal meaning.
2. **Example:** “Like him she was left-handed or she played chess with her left hand [. . .] . He leaned forward and moved his bishop and mated her in four moves.”
 - From *All the Pretty Horses* by Cormac McCarthy, pg. 133

3. **Function:**

Concept: This chess game between John Grady and Alejandra’s godmother symbolizes the competition that they are in for Alejandra herself.

Context: While trying to gain approval of his relationship with Alejandra, John Grady plays a game of chess with Alejandra’s godmother.

Connection: Although John Grady wins the first couple of games and seems to be well on his way to achieving his goal, in the end it is the godmother who triumphs. This directly mirrors John Grady’s and the godmother’s lives: although John Grady wins Alejandra’s affections initially, in the end he loses her. When he takes “her queen,” he is literally winning the chess match by taking the queen, but he is also on a symbolic level attempting to take the godmother’s true “queen,” Alejandra, whom the godmother is determined to keep from suffering the same misfortunes she endured. The lack of dialogue between the characters during the match further reinforces the quiet competition they are engaging in; one that is not violent but is indeed fierce. The intellectual nature of the chess match also enhances the choice that Alejandra ultimately makes near the end of the novel: leaving John and opting instead for the security (and wealth) of her family. This choice reflects the cool and calculating logic of a chess match rather than the passion of the heart.

ASSIGNMENTS

Below you will find one of two options for your allusion project. Remember: you have to present on only one of them. To find a poem, start with www.poemhunter.com. Also, use this Google search phrase: [literary device] in a poem.

Groups

1. Apostrophe / Asyndeton <ul style="list-style-type: none">○ Adriana○ Yesenia○ Vanessa○ Fernanda	5. Metonymy / Juxtaposition <ul style="list-style-type: none">○ Sarai○ Claudia○ Jonathan○ Damian
2. Paradox / Antithesis <ul style="list-style-type: none">○ Javier○ Sabrina M.○ Nicole○ Jessty	6. Understatement (litotes) / Zeugma <ul style="list-style-type: none">○ Daisy○ Jesus○ Melisa○ Olivia
3. Polysyndeton / Anaphora <ul style="list-style-type: none">○ Milca○ Ingrid○ Kimberly○ Anaphora	7. Synesthesia / Synecdoche <ul style="list-style-type: none">○ Sofia○ Shirley○ Ivonne○ Gregorio
4. Oxymoron / Euphemism <ul style="list-style-type: none">○ Kathelene○ Cristine○ Isabel○ Sabrina P.	

Advice

Each group should divide the assignment amongst its members. Two people work on one literary device while the other two work on the other device. There's a reason why you've been grouped as such. You should already have started this project.

When it comes to the worksheets, ensure that you peer review it and revise.