Bringing Poetic Devices to Life Lesson

**Context:** Students will be studying poetry from the Harlm Renaissance. The focus will be on how literary devices in poetry have an effect on the reader. After reading a number of poem from the Harlem Renaissance and sharing the effects of literary devices with their classmates, students will write their own poem that includes a number of poetic devices.

**Objectives:**

Students will analyze poetic devices to understand their effects.

Students will apply knowledge of Google Drawing and Roland Cut Studios to create a sticker that connects to a poetic device.

**Academic vocabulary:**

Metaphor, Imagery, hyperbole, simile, alliteration, personification

**Lesson outline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part of lesson** | **Teacher will…** | **Students will…** | **Time** | **Materials** |
| **Build** | Ask students to share poetic devices found in last nights homework by having them add the device and quote to a Padlet. Then the teacher will facilitate a conversation around the effects of the poetic devices listed.  Ask students to draw a picture of one of their poetic devices.  Ask students to share in small groups or partners and discuss how the line from the poem and the image connect. | Post and share their poetic devices from last night’s homework on aPadlet. Students will then discuss the effects of the listed poetic devices.  Draw a picture of one of their poetic devices.  Share drawings and lines from the poems in partners or small groups by discussing how poem connects to the image. | 30 minutes | Computer; Padlet |
| **Engage** | Share an example of the model poetic device and the sticker.  Show students how the sticker was created on Google Draw.  Provide students with an understanding of how to download images, draw images, include text and group it together.  Rotate and facilitate to help students. | Take notes on how to import images and create images on Google Draw.  Students will choose a line from the poem to use for the their sticker.  Students will then have time to create an image based on the line of their poem with Google Draw.  Students will then group the text and image that they created. | 30 min  (including five minute break) | Model Poetic Device  Model Sticker  Computer |
| **Apply/Explore** | Show students how the image must be download and saved as a jpeg.  Show students how to import an image to Roland Cut Studios.  Show students how to extract outline of the image and cut the sticker.  Rotate and facilitate to help students. | Students will download and save the Google Drawing as a jpeg (they should create a title for the doc and a folder).  Import the jpeg to Roland Cut Studios.  Extract the outline of the image and cut it.  Students will then download | 20  minutes | Computer with Roland Cut Studios; Vinyl Cutter |
| **Reflect** | Ask students to participate in a gallery walk of the stickers by looking at their classmates’ work and posting two sticky notes to two different stickers that critiques the sticker. | Post their stickers around the room and take part in a gallery walk where they will post two sticky notes to two different stickers critiquing them. | 10  minutes |  |