Music and Its Meaning - Literary Devices in Song

**Objective**

At the end of this lesson, students will be able to:

* Name and identify ten literary devices
* Create their own examples of these devices

**Materials needed**

* Literary Devices [Part 1](https://docs.google.com/presentation/d/19-c4vbHZqKfXCHbrGIYc54p_pOnko4IDWUwAqF25coY/edit?usp=sharing) and [Part 2](https://docs.google.com/presentation/d/1gVrg5cxpVTUzP6J-zVKmzgxDz8PF34WpXXmH8X3mvWw/edit?usp=sharing) Google Slides
* A way to project it to a class with audio.
* For the review activity, copies of the [handout](https://docs.google.com/document/d/1SgbiwcnV35yD5mbHiuVrx3Aix1iToHNM7nr7z8qiI5Q/edit?usp=sharing) and drawing utensils

**Groups**

It is recommended to break students into small groups (2-4) before the lesson starts due to interactive slides asking to think of examples.

**Devices in part 1**

1. *Alliteration* - The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.
2. *Anaphora* - When a certain word or phrase is repeated at the beginning of clauses or sentences that follow each other, emphasizing the phrase while adding rhythm to the passage.
3. *Rhyme* - A repetition of words with similar-sounding endings.
4. *Simile* - A figure of speech involving the comparison of one thing with another thing using ‘like’ or ‘as’. Similes are used to make a description more vivid and relatable.
5. *Metaphor* - A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. A metaphor is very similar to a simile but does not use ‘like’ and ‘as’ to make a comparison.

**Devices in part 2**

1. *Allusion* - When a piece of writing refers to a person, place, thing, literature, event, or art with the expectation of the reader to understand it.
2. *Personification* - When we give human qualities to something that is not human or animate.
3. *Onamonapia* - A word from a sound associated with what it is named.
4. *Assonance* - The repetition of the same or similar vowel sounds within words, phrases, or sentences.
5. *Consonance* - The repetition of consonant sounds in a sentence or phrase. A consonant sound is a non-vowel sound.

**Lesson Procedure**

1. Getting started
   1. Use the Google Slide Literary Devices Part 1 and introduce the topic of what literary devices are. Open it up to discussion – is anyone in the room familiar with literary devices? And if so, can they recall any?
      1. The fourth and fifth slides allow for any student that is familiar with literary devices to identify some in the simple examples given.
   2. In Part 2, the first few slides review the devices learned in Part 1 and the basic understanding of what a literary device is.
2. The lesson
   1. Continue through the presentation. Introduce the device and go through the example on the slide and explain how the device is used. When students have a basic understanding of the device, continue to the song slide.
   2. The lyrics of the song are displayed on the screen, but you may also play the trimmed audio clip by clicking on the audio button on the screen next to the song title. Allow students to attempt to identify the device in the song, and then display it after by clicking to the next slide.
   3. After students understand the use of the device in the song, proceed to the next slide, which is a question that accompanies the devices for the students to discuss and answer in their small groups (e.g., ‘give two examples of rhyme’ or ‘what does the artist mean by this?”)
   4. After allowing students to discuss in small groups, open the class up to discussion and allow students to share their answers with the rest of the class.
   5. It is recommended to be familiar with some examples of these literary devices in case a student needs further explanation. A list of examples may be found [here](https://docs.google.com/document/d/1mZYnKrIagpv-4NW9dt14Zl1ME46PaSaK2W6Ba_SqbOc/edit?usp=sharing).
3. Review
   1. At the end of each part, there are several slides briefly reviewing some of the concepts taught in the lesson. In Part 1, it is a ‘simile or metaphor?’ review and in Part 2, students are asked to identify the device.
4. Activity - Comic
   1. Assign one of the ten devices taught to each student. Hand out the single-panel comic template found [here](https://docs.google.com/presentation/d/1gVrg5cxpVTUzP6J-zVKmzgxDz8PF34WpXXmH8X3mvWw/edit?usp=sharing). The panel should be titled with the device on top, an illustration depicting a situation with the device, and the definition of the device on the bottom. An example can be found [here](https://drive.google.com/file/d/1N-Rab7qDFak8nGILsQ_FTVdMxpDS6Sn5/view).