Literary Devices WebQuest
“…It’s Element(ary) my dear Watson!”

**Introduction**

Someone has been eliminating all the literary devices from all the library books across Miami-Dade County. This includes not only the school libraries; this also includes the public libraries!

A few copies of books with literary devices have been found and are available to you. If we are able to find and duplicate the stolen literary devices, we will not have to declare the school-year a complete loss and make it up by going to school later in the following school years.

**The Task**

Your job is to teach three of the literary devices listed below to classmates so that:

1. Your classmates can recognize the literary devices if they encounter them in library books throughout the county; and
2. You and all of your classmates will be able to add the stolen devices back into books and/or utilize them in your own writing.

These online lessons should not only be informative, they should be attractive and engaging. PowerPoint® must be used in order to create your lessons. A sample PowerPoint lesson is available at the link below.

**The Process**

1. You may work alone or you may elect to work in a group of two or three students. No work will be accepted from groups larger than three.
2. Choose three literary devices from the list below.

<table>
<thead>
<tr>
<th>Image Symbol</th>
<th>Simile</th>
<th>Metaphor</th>
<th>Personification</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>Allusion</td>
<td>Euphemism</td>
<td>Onomatopoeia</td>
<td>Alliteration</td>
</tr>
</tbody>
</table>

3. Make sure you and/or your group thoroughly understand the literary device that your PowerPoint presentation must teach. You may want to refresh your memory or check for accuracy of understanding by looking in the glossary of your literature book or by visiting one of the websites listed below.

http://www.uncp.edu/home/canada/work/allam/general/glossary.htm


http://web.cn.edu/kwheeler/lit_terms_A.html

http://www.virtualsalt.com/rhetoric.htm
4. Create your PowerPoint presentation containing the elements listed below in the order they are listed:

- A concept attainment activity with at least 5 “yes” models and 3 “no” models
- A clear and detailed definition of your literary device
- 3 samples from books or poems that you have read with bibliographic citations included on the slide; be sure to highlight the device within the text
- A slide explaining the overall effect of the device within the poem or story

Remember to make your presentation visually appealing as well as instructional. A sample PowerPoint is available at:

http://it.dadeschools.net/get_up_read/Documents/samplepowerpoint.ppt

**Additional Resources:**

You may use poetry or stories from any book that you have read recreationally during this school year or you may search the following sites for online sources:

**Evaluation**

The following rubric will be used to evaluate your presentation. You, and each member of your team (if you choose to use a team) must also submit a completed rubric evaluation form online.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept Attainment</strong></td>
<td>May not contain required number of models; models are poorly chosen or incorrect</td>
<td>Contains required number of models; models are not all effective</td>
<td>Contains required number of models; models are correct</td>
<td>Contains required number of models; models are well chosen</td>
<td></td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>Not complete; may lack accuracy</td>
<td>Not complete; may lack clarity</td>
<td>Complete and clear</td>
<td>Complete, detailed, and exceptionally clear</td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>May lack required number; element may be incorrectly identified; highlighting may be missing or incorrect</td>
<td>Appropriate number (3) present; may contain some errors in highlighting or labeling</td>
<td>Appropriate number present; correct labeling/highlighting of elements</td>
<td>Appropriate number of well chosen models present; correct and effective labeling/highlighting of elements</td>
<td></td>
</tr>
<tr>
<td><strong>Slide Explaining Effect</strong></td>
<td>Poorly explains the effect of the device; inadequately supported; lacks insight or misses effect of the device</td>
<td>Attempts to explain the effect of the device but may lack complete development of ideas; may contain some errors</td>
<td>Adequately explains the effect of the device; offers enough support of ideas; insights are correct</td>
<td>Effectively explains the effect of the device; offers more than enough support of the ideas; insights are correct</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Appeal</strong></td>
<td>Poorly designed; text not clearly visible; misspellings present; poor grammar present</td>
<td>Adequately designed; text mostly clear and concise; few if any misspellings or grammar errors</td>
<td>Adequately designed; text clear; no errors in spelling or grammar</td>
<td>Design shows a connection between the device and the design; all text is of a size, font, and color that is clear; no errors in spelling or grammar</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

Your lesson not only demonstrates your complete understanding of the literacy devices you have taught, but it also offers an excellent tool for another to use to learn about literary devices. With your help, the literary community of Miami-Dade County will not only be able to recognize where these devices are used, you will help make all writers skilled in using these devices.