**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Literary Term Presentation**

**Directions for Your Project**:

* Teach the class about your literary device by creating a Google Presentation that you will use as an aid during a 2-3 minute speech.
* During your presentation you should provide the class with the following information:
  + Definition of your literary device (1 slide)
  + Purpose of your literary device (i.e. why authors use this device in their writing) (1 slide)
  + Several examples of your literary device (2-3 slides). Consider using words, images, and videos to illustrate your point.
  + If your literary device is often confused with another literary device you might include a non-example by explaining what your device is not (1 slide)
  + A quick quiz where you ask the class questions about your presentation to check their understanding. (Multiple choice, Thumbs Up/Thumbs Down, Open-ended question, etc.)

**Directions for Creating a Google Presentation**:

1. Log into your school email account.
2. Click on “Documents” at the top of the screen.
3. Click on the red button that says, “Create.” It will open a drop down menu. Then select “Presentation.”
4. Choose a theme if you’d like and click “Ok” to apply it.
5. In the top, left corner, click on “Untitled Presentation.” Name your document after whichever literary device you’ve been assigned. (Ex: Indirect Characterization.) Then click “Ok.”
6. Click on the blue button in the upper right corner that says, “Share.” In the box at the bottom of the screen where it says, “Add people,” type in your partner’s name and “Kopeny.” Then click the green button that says, “Share and Save.”
7. Create a title slide that includes the name of your literary device and your name.
8. To create your next slide, click on “Slide” at the top of the page and select “New Slide.”

**Grading Rubric for Presentation (30 points):**

* **Speaking**: The student speaks slowly and clearly. S/he has \_\_\_\_\_\_\_\_/10

practiced the presentation and does not stumble over words

or ideas. His/her ideas are coherent and clearly conveyed.

* **Visual Aids**: The student’s Google presentation is easy to read \_\_\_\_\_\_\_\_/10

from the back of the room. S/he includes different types of

examples (words, images, videos) as well as clear headings.

Uses correct spelling and grammar. The presentation is appealing,

engaging, and well organized.

* **Content Knowledge**: The student has a firm understanding \_\_\_\_\_\_\_\_/10

of his/her literary device. S/he describes it in his/her own

words without reading to the class. S/he comes up with

original examples and explains them in detail. Student is able

to answer any questions the class might have. All examples

and explanations are clear and accurate.

|  |  |  |
| --- | --- | --- |
| **Literary Terms** | **Presenters** | **Due Date** |
| **1.Characterization—direct and indirect** | **Block 5 Ida & Tianna**  **Block 7 Jasmine & Ryan**  **Block 8 Ceci & Victoria** | **Due for class on Wed. 10/9** |
| **2. Point of View (1st and 3rd person omniscient, limited, and objective)** | **Block 5 Lesley & LuLu**  **Block 7 Lizzie & Molly**  **Block 8 Jennifer &Marilyn** | **Due for class on Wed. 10/9** |
| **3. Dialogue and Setting** | **Block 5 Kyra & Patty**  **Block 7 Julian & Cesar** | **Due for class on Wed. 10/9** |
| **4. Inference** | **Block 5 Nicole & Bella**  **Block 7 Ana & Sam**  **Block 8 Alex & Amaan** | **Due for class on Fri. 10/11** |
| **5. Theme and Conflict** | **Block 5 Pedro, Manousos, & David**  **Block 7 Vince & Stefani**  **Block 8 Anna & Meghan** | **Due for class on Fri. 10/11** |
| **6. Exposition, Rising Action, Falling Action, Climax, Resolution** | **Block 5 Bianca & Juan**  **Block 7 Anna & Hannah**  **Block 8 Damaris & Teal** | **Due for class on Fri. 10/11** |
| **7. Protagonist and Antagonist** | **Block 5 Kayleigh & Brandi**  **Block 7 Amanda & Jesse**  **Block 8 Chris & John** | **Due for class on Wed. 10/16** |
| **8. Diction** | **Block 5 Myriam & Elizabeth**  **Block 7 Donald & Mario** | **Due for class on Wed. 10/16** |
| **9. Tone** | **Block 5 Dania & Sammy**  **Block 7 Mark & John** | **Due for class on Wed. 10/16** |
| **10. Idiom** | **Block 5 Michelle & Luz**  **Block 7 Taylor & Carly**  **Block 8 Lilly & Aman** | **Due for class on Fri. 10/18** |
| **11. Denotation and Connotation** | **Block 5 Stephen & Marisa**  **Block 7 Steven & Kenny**  **Block 8 Zach & Jenna** | **Due for class on Fri. 10/18** |
| **12. Symbolism** | **Block 5 Bradley & John**  **Block 7 Angel & Maria**  **Block 8 Ethan & Albert** | **Due for class on Fri. 10/18** |
| **Review all Terms** | **-----------------------------** | **Tues, 10/22** |
| **Test over all Terms** | **-----------------------------** | **Thurs, 10/24** |