**Author:**

Melia Jacquot

**Lesson Title:**

How Literary Devices Can Be Effectively Used in Flash Fiction, Day One

**Suggested Grade Level:**

12th Grade

**Estimated Lesson Time:**

50 minutes

**Student Prior Knowledge:**

Students are able to define and identify a variety of literary aspects/devices (figurative language, emotions, gestures, rhythm, dialogue, characterization, and plot) and understand how they work together to create a story. Students are able to use a SmartBoard.

**Standards:**

LA.1112.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

**Goals:**

Student will apply the literary devices into their creative writing. Student will recognize the author's purpose and use of literary devices in the author's writing. Comprehension of the author's purpose and use allows the student to utilize literary aspects effectively within their writing and to properly analyze others' writing.

**“I Can” Statements:**

I can highlight different literary devices that are used within the flash fiction. This means I can appropriately define and distinguish the differences between literary devices that are used within the flash fiction.

**Resources:**

http://users.ipfw.edu/ruflethe/endings.htm

**Procedures:**

1. When students arrive in the classroom, they have to write a response to the day’s bell-ringer (“In a short piece of fiction, what do you personally find to be the most important aspect of the story? It can be about what the author puts in the story or what they purposefully hide.”) in their journal. Once the students have had a few minutes to write, they will share with the class their responses and begin a short discussion on what entails a short piece of fiction. (7 minutes)
2. I pass out a copy of the day’s selected story, *Happy Endings* by Margaret Atwood, to every student and we discuss questions students may have from the previous day’s material and have a brief overview of the previous day’s material, encompassing the discussion on what makes a short piece of fiction. (5 minutes)
3. I put the day’s story on the SmartBoard, asking a student who is willing to read aloud to read the story to the class and have the other students read along with their copy. (7 minutes)
4. Using polleverywhere.com, I ask the students which literary device they believe to be the most important to the specific story and we have a class discussion about how the literary devices are used in *Happy Endings*. (7 minutes)
5. Students are randomly divided into six groups to discuss and analysis an assigned section of the story among their group members and answer how those literary devices effectively work within their group’s section and why Atwood used that specific literary device. (22 minutes)
6. I will begin to have the students wrap up their discussions and have them finish marking up their copies of the story to hand back to me. (2 minutes)

**Assessment:**

Presentations (5 minutes per group, 30 minutes total) on Day Two. Each group will go up to the SmartBoard and mark the different literary devices used and explain to the rest of the class how it effectively works in flash fiction.

**Extensions and Adaptations:**

N/A

**Reflections:**

N/A