

Objectives of the Lesson

Students will:

- Identify figurative language in print media.
- Determine the connotative meaning of words used in print media.
- Analyze specific word choice in given print media to determine its impact on consumers.

Materials

- PowerPoint: What Is Figurative Language?
- Video Clip: “Alliteration, Personification, Onomatopoeia, Hyperbole” from DC Madrid:
https://youtu.be/5EqG5v07R24?list=PLjDn6h5FDTQtmeAdgZdDGVZdUqCXC_DE
- Student Handout: Understanding Figurative Language
- Student Handout: Creating Print Media Using Figurative Language: Activity Instructions
- Student Handout: Creating Print Media Using Figurative Language: Rubric

Instructional Plan

Overview

Figurative language is frequently associated with literature or poetry; however, it can also be found in informational text. A simple way to introduce the use of figurative language in informational text is through print media. As students analyze examples of print media, they will begin to make the connection about how the use of figurative language can influence consumers.

Process

WHOLE GROUP ACTIVITY: Understanding Figurative Language

1. Show students the PowerPoint: *What Is Figurative Language?*
 - a. This PowerPoint provides an overview of types of figurative language most commonly found in advertising print. The examples provided in the PowerPoint are examples of actual print media.
 - b. You may also wish to distribute Student Handout: Understanding Figurative Language, which correlates to the PowerPoint.
Note: This handout may also be used in lieu of the PowerPoint if unable to play the PowerPoint.
 - c. Show students the video clip “Alliteration, Personification, Onomatopoeia, Hyperbole” from DC Madrid:
https://youtu.be/5EqG5v07R24?list=PLjDn6h5FDTQtmeAdgZdDGVZdUqCXC_DE embedded in the PowerPoint.
 - d. There is a brief informal assessment in matching format at the end of the PowerPoint. You may choose to have students complete the activity informally as a whole group or more formally on an individual basis.

SMALL GROUP ACTIVITY: Creating Print Media Using Figurative Language

2. Assign students to work in small groups. You will want to ensure that you have eight groups in order to cover each of the figurative language devices covered during instruction. Advise students that

they will be assigned to create a print advertisement of a product using at least one of the eight figurative language devices introduced in this lesson. Students may use technology or print to develop their advertisement.

- a. Randomly assign a literary device to each of the eight groups.
- b. Provide students with the instructions and rubric for this activity: Creating Print Media Using Figurative Language.
- c. Once students have completed the activity, they are to present their final product to the rest of the class. Every classmate is to utilize the provided rubric to conduct peer evaluations of the presented product.
- d. Conduct an open discussion after all group presentations have been conducted so that students may reflect on the following questions:
 - Which print advertisement(s) was/were the most effective?
 - Which figurative language devices appeared to be the most effective? Why?

Sample Debriefing Questions

- How do advertisers use visuals to represent figurative language?
- How do advertisers use figurative language to promote their product or service?
- How do advertisers use figurative language to influence consumer purchases?

Modifications for Different Levels

NRS Level 1: Rather than create their own advertisements highlighting figurative language devices, students may work in groups and locate examples of existing print media that feature the use of figurative language.

NRS Levels 2 & 3: The above activity for NRS Level 1 can be expanded to include students at NRS levels 2 and 3 by having the students explain how the use of figurative language featured in the chosen print media examples could impact consumer choice when considering the purchase or use of the product/service.

Assessments/Extensions

Students will conduct a peer evaluation for every group presentation using the provided rubric.

As an extension activity, decide how you would sell your advertising idea to a panel of advertisers? How would you convince them that the use of figurative language in your promotional ad will influence consumers to purchase this product? This activity must include strong emphasis on persuasion.

Student Name: _____

Date: _____

CREATING PRINT MEDIA USING FIGURATIVE LANGUAGE: ACTIVITY INSTRUCTIONS

Overview:

Your group has been assigned to create a print advertisement incorporating at least one example of figurative language. Check the guidelines below that apply to your particular group. Be sure to develop a highly effective print advertisement that will impact consumer choice when considering the purchase or use of the product/service. You will want to refer to the corresponding rubric to ensure that you have addressed all of the required components for this activity.

Instructions:

1. Decide on the type of print media that your group will be creating. Choose from one of the following examples:
 - Banner/poster Billboard
 - Magazine ad Flyer
 - Bumper sticker T-shirt
2. Decide which figurative language device or devices you will incorporate into your advertisement. You must choose at least one of the devices listed below.
 - Alliteration Idiom Onomatopoeia Simile
 - Hyperbole Metaphor Personification Symbolism
3. Decide what age group you wish to target. Consider these:
 - General population Teenager Adult
 - Child Young Adult Senior Citizen
4. Decide whether or not your advertisement will target a specific gender group.
 - Male and Female Male Only Female Only
5. Now that you know who your audience is, what is the purpose of your advertisement? Are you selling a product or a service? How clear is your purpose? _____

6. Now you need to take a deeper look into your message. Is your message stated or implied? How are you using figurative language to convey your message and to promote your product? Is the message coming across clearly? _____

7. How creative is your use of figurative language? Are you using the most appropriate type of figurative language to bring your message across, or is it too vague and difficult to interpret? How “catchy” is your slogan? _____

8. Finally, take a look at your design elements. Is your ad visually appealing? Will it be remembered and easily recognized? Is your font large enough? Are your words and sentences centered? Have you included visually appealing pictures? Are you using your visuals to support figurative language? _____

9. Give your overall product one final look and simply ask yourself: “Will my final product influence consumer interest as well as consumer purchases?” _____

Peer Evaluator: _____

Date: _____

CREATING PRINT MEDIA USING FIGURATIVE LANGUAGE RUBRIC

Group #: _____ Group Members: _____

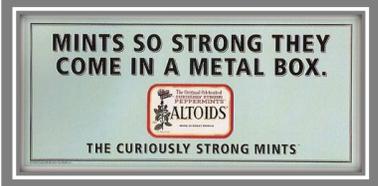
Print Media Type: <input type="checkbox"/> Banner/poster <input type="checkbox"/> Billboard <input type="checkbox"/> Magazine ad <input type="checkbox"/> Flyer <input type="checkbox"/> Bumper sticker <input type="checkbox"/> T-shirt	Figurative Language Devices Used (Check all that apply.) <input type="checkbox"/> Alliteration <input type="checkbox"/> Hyperbole <input type="checkbox"/> Idiom <input type="checkbox"/> Metaphor <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Personification <input type="checkbox"/> Simile <input type="checkbox"/> Symbolism	INTENDED AUDIENCE: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Age Group: (Check all that apply.) <input type="checkbox"/> General population <input type="checkbox"/> Child <input type="checkbox"/> Teenager <input type="checkbox"/> Young Adult <input type="checkbox"/> Adult <input type="checkbox"/> Senior Citizen </td> <td style="width: 50%; vertical-align: top;"> Gender: <input type="checkbox"/> Male and Female <input type="checkbox"/> Male Only <input type="checkbox"/> Female Only </td> </tr> </table>	Age Group: (Check all that apply.) <input type="checkbox"/> General population <input type="checkbox"/> Child <input type="checkbox"/> Teenager <input type="checkbox"/> Young Adult <input type="checkbox"/> Adult <input type="checkbox"/> Senior Citizen	Gender: <input type="checkbox"/> Male and Female <input type="checkbox"/> Male Only <input type="checkbox"/> Female Only
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	INEFFECTIVE PRINT AD (1 point)	SOMEWHAT EFFECTIVE PRINT AD (2 points)	EFFECTIVE PRINT AD (3 points)	VERY EFFECTIVE PRINT AD (4 points)	HIGHLY EFFECTIVE PRINT AD (5 points)	SCORE ___/20
Audience & Purpose	Ad does not have a target audience and does not demonstrate a purpose	Ad demonstrates a limited use of a target audience and shows limited purpose	Ad demonstrates some use of a target audience and shows some purpose	Ad demonstrates considerable use of a target audience and has a considerable purpose	Ad is geared towards an obvious audience and has a very effective purpose	___/20
Message & Persuasion	The ad does not have a clear message and is not persuasive	The message in the ad is confusing and therefore is not very persuasive for the audience to purchase the product	Ad demonstrates a message to the audience for them to buy the product, but it is only somewhat persuasive	Ad considerably demonstrates an overt and implied message in order to persuade the audience to purchase the product	Ad demonstrates an overt and implied message in order to persuade the audience to purchase the product with a high degree of effectiveness	___/20
Creative Use of Figurative Language	Ad is not appealing and almost no effort was put into creating it	Ad is plain and limited effort was put into its creation	Ad is somewhat visually appealing and creative	Ad is considerably appealing and creative	Ad is visually appealing and extremely creative.	___/20
Use of Design Elements	Does not incorporate "Design Elements" into print ad	Incorporates "Design Elements" with a limited effectiveness	Incorporates "Design Elements" with some effectiveness	Incorporates "Design Elements" with considerable effectiveness	Incorporates "Design Elements" with a high degree of effectiveness	___/20
TOTAL SCORE						___/20

The following questions must be answered by each peer evaluator:

- How did this group use visuals to represent figurative language? _____
- How did this group use figurative language to promote the product? _____
- How did this group use figurative language to influence consumer purchases? _____

UNDERSTANDING FIGURATIVE LANGUAGE

LITERAL LANGUAGE		FIGURATIVE LANGUAGE	
<p>Literally: refers to the “literal” or dictionary definition of a word or words <i>Example: Travis is an extremely strong young man.</i></p>		<p>Figuratively: refers to a figure of speech or an interpretation of the words as they are being used. You have to figure out the meaning of the words. <i>Example: Travis is as strong as an ox.</i></p>	
METAPHOR	SIMILE	PERSONIFICATION	HYPERBOLE
<p>A metaphor is when you compare things that are essentially not alike.</p>	<p>A simile is similar to a metaphor. This difference is that a simile uses the words “like” or “as”.</p>	<p>Personification is when you give human-like qualities to something that is not human.</p>	<p>A hyperbole is an exaggeration. It is usually used in a humorous way.</p>
<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> Why does this ad for Geico Insurance use the slogan “So easy a caveman can do it?” Do you think that a consumer needs special skills to apply for Geico Insurance?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> Why does this car plate for Chevy trucks use the slogan “Like a Rock!” What is the intended association between a Chevy truck and a rock?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> How are M & M candies being portrayed here? Does it look like they are acting like human beings?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> When you think about mints, do you think about them as being physically strong? Why are these mints packaged in a metal box? What is your interpretation of this?</p>
SYMBOLISM	ONOMATOPOEIA	ALLITERATION	IDIOM
<p>Symbolism occurs when you use a noun with a particular meaning to represent something different.</p>	<p>Onomatopoeia is when you name an action by imitating the sound that is associated with it.</p>	<p>Alliteration is the repetition of the same sound at the beginning of words that are adjacent or closely connected.</p>	<p>An idiom is an expression that is used by a group of people that is understood only by common use.</p>
<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> Why is champion boxer Oscar de la Hoya sporting the American flag with his milk mustache? What is the significance?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> Why does the box of Rice Krispies always feature the words “snap”, “crackle”, and “pop?” What is the effect gained by using these words repeatedly?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> Read the words “Coca-Cola Classic.” Do you hear the repetition of the /k/ sound? What is the effect gained by repeating this sound?</p>	<p><i>Print Media Example:</i></p>  <p><i>Think about this ...</i> The expression “paint the town” means have a great night out on the town. What is the effect gained by using this idiom in this American Heart Association ad?</p>

