

Teacher Notes



Figures of Speech

Activity 2 Collaborating on Figures of Speech

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** American Literature Through 2003
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Figures of Speech
- ◆ **Grade Level:** 10 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-92 Plus, or TI-83 Plus
- ◆ **Figures of Speech** edc resource file: Notes and Examples
- ◆ TI-GRAPH LINK™ Cable, TI-Navigator™, or USB Cable
- ◆ Unit-to-unit Cables
- ◆ TI External Keyboard (optional)
- ◆ PC with Internet access

Activity Overview

Exploring the use of metaphor, simile, and extended metaphor in both songs and poetry gives students the opportunity to understand how the figures of speech convey meaning. Students will work together to find examples of metaphorical language in songs and/or poems online, identifying such elements and their effects and sharing their findings with the class.

Tips

In this activity, groups of four students will explore various websites, examining either poems or song lyrics for figures of speech, including metaphors, similes, and extended metaphors.

Allowing students to find their own documents, whether songs or poetry, will increase their levels of engagement with the activity. By working in groups, students can share the process of identifying figures of speech and brainstorm possible effects together.

Directions

Before the Activity Begins

You may want to assign specific roles to each student in the group. For example, one student could be the typist, maneuvering the mouse and typing in web addresses; one could be the resource coordinator, determining which websites to visit and keeping track of the address and other relevant identification information; one could be the recorder, using the exercise file on the device to record the group's findings; and one could be the facilitator, ensuring that the group stays on task and is following directions.

During the Activity

Students will visit various websites to find a minimum of three songs and/or poems that include metaphors and/or similes. It might be easier for the group if they download or print the song lyrics/poems that they use for this activity. Possible websites for them to visit include:

For Poetry

- ◆ <http://www.poets.org/poems/search.cfm>
- ◆ <http://www.americanpoems.com>
- ◆ <http://etext.lib.virginia.edu/aapd.html>

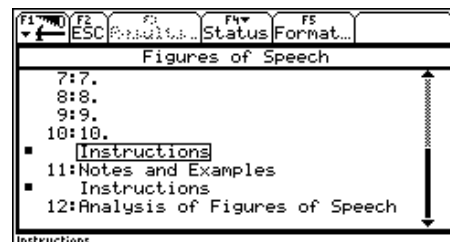
For Songs

- ◆ <http://www.lib.duke.edu/music/asl.html>
- ◆ <http://www.fortunecity.com/tinpan/parton/2/history.html>
- ◆ <http://www.getlyrics.com>
- ◆ <http://www.lyrics.com>

Use the following instructions to access and use the **Figures of Speech** files on devices. The action steps are the actions students need to perform to obtain the files and use the exercises on their devices. Additional information for the teacher appears in shaded boxes.

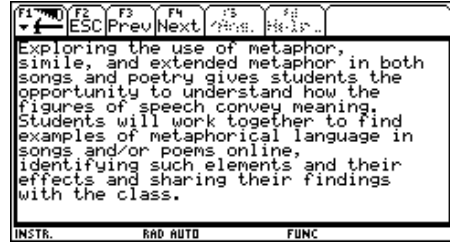
Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, exit the previous file by pressing **F2: ESC**. Use **⏪** to highlight the second **Instructions** file in the list.



2. Press **ENTER**.

All students should read the instructions before starting the **Notes and Examples** exercise.

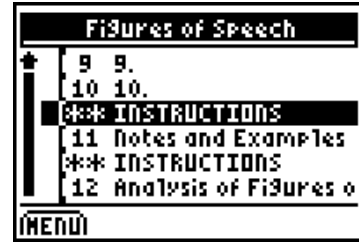


3. To access the **Notes and Examples** file, students should press **F4: NEXT**. To move the cursor into the box, press **ENTER**.



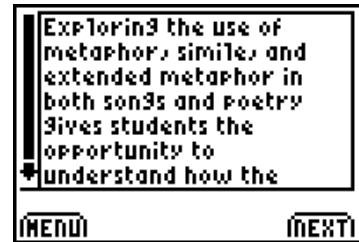
TI-83 Plus

1. To exit the previous section, press **MENU** (using the **Y=** key) and then select 3:► Item List to redisplay the item listing. Use the **▲** to highlight the second **Instructions** file.

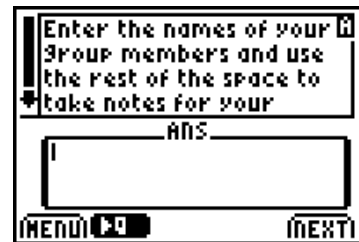
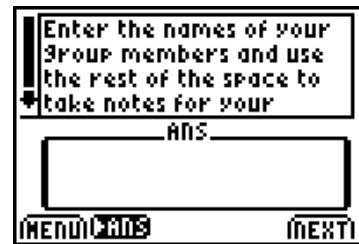


2. Press **ENTER**.

All students should read the instructions before starting the **Notes and Examples** exercise.



3. To access the **Notes and Examples** file, students should press **NEXT** (the **GRAPH** key.) The students should use **▼** to scroll down the text to the text entry box. To move the cursor into the box, press **>ANS** (the **WINDOW** key).



After the Activity

Have students present their findings to the class. They should share with the class the lyrics of the poem or song, sending them to the other students using the unit-to-unit cables. They should identify a few of its uses of figures of speech, and explain how those figures of speech affect the song or poem. If time allows, encourage students to question one another and extend their understanding of the figures of speech through discussion.