

Teacher Notes



Figures of Speech

Activity 1 Exploring 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:** 50 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-92 Plus, or TI-83 Plus
- ◆ **Figures of Speech** edc resource files: Poem Excerpt, Directions, Questions 1-10
- ◆ TI-GRAPH LINK™ Cable, TI-Navigator™, or USB Cable
- ◆ TI External Keyboard (optional)
- ◆ Student handout, **Identifying and Explaining Figures of Speech** (optional)

Activity Overview

Students will brainstorm metaphors and similes, returning to examples of metaphor in a poem. They will reflect on the comparisons offered through the figures of speech and what their effect is on the poem.

Tips

By starting with student definitions and examples, students can build upon prior knowledge as they explore the examples of figures of speech in the poem. The poem used in this activity was written by a student. This fact can encourage students to realize that writers at any level can use metaphors to enhance their writing and convey meaning.

Directions

Before the Activity Begins

At the beginning of class, deliver the **Figures of Speech** edc resource file for the entire lesson. Students will open and use the files **Poem Excerpt, Directions, Questions 1 – 10** for this first activity. Go over definitions and examples of metaphor and simile with students before you begin the activity. Have students write examples of metaphors and similes that relate to their current lives, with explanations of why the figures of speech are pertinent. For example, “My life is like a computer program because usually everything goes fine, but when things go wrong, they seem to go *really* wrong.”

Provide students with Erika Herman’s untitled poem (available in *Alice Walker in the Classroom*, by Carol Jago, an NCTE publication) or with another poem that makes good use of figures of speech. Read the poem aloud to them twice before calling on a student to read the poem a third time. Ask students to identify uses of metaphor in the poem, determining what is being compared and for what purpose the poet might have used metaphor.

Excerpt

Desire is seasonal.

We pick its apples when they are red and ripe,

And bite all the way into the crisp white juices.












Think Aloud: If one were to read only the last two lines excerpted here, the poem might seem to be about apples. By reading the first excerpted line, however, the reader is able to determine that a metaphor is being used to compare desire to seasons, and further to the way seasons affect fruit. The beginning of desire is “red and ripe,” words that easily describe apples but also have connotations of love. Desire is something we “bite all the way into,” much as one might bite into a ripe apple. The comparison is extended throughout the stanza to emphasize the power of desire and its stages. The poet could have written that desire has stages and starts off more pleasantly powerful than it ends up, but the use of metaphor creates a stronger image and a more beautiful and effective poem.

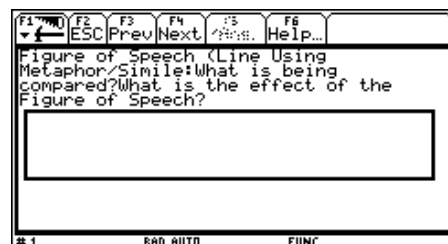
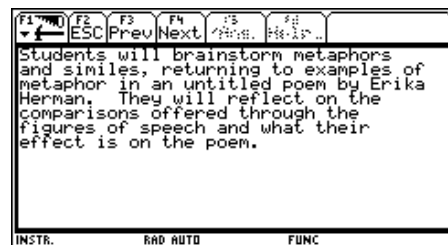
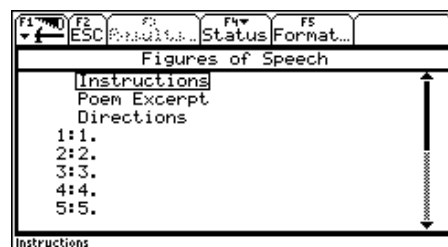
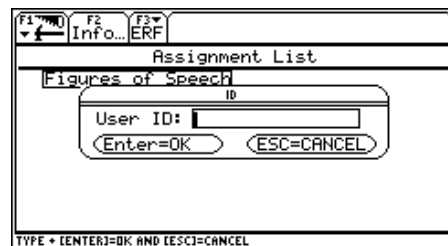
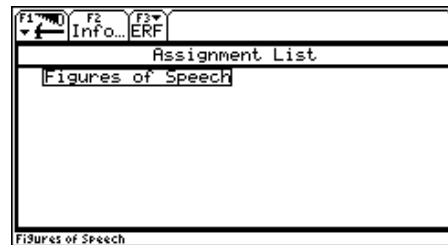
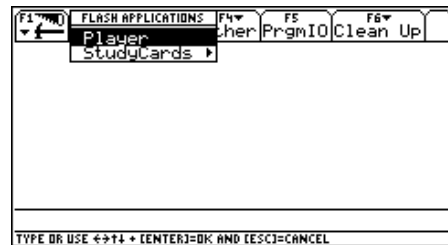
During the Activity

Have students find other examples of metaphor in the poem and write explanations of the effects of the metaphor on the poem. Students use the activity files to record their responses. Alternatively, students can use the paper-based handout at the end of this activity, **Identifying and Explaining Figures of Speech**.

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)

- Turn on the device and press the  **Apps** key. Highlight the **Player** Application using  .
- Press . The Assignment List is displayed. Use   to highlight the **Figures of Speech** file if more than one assignment is in the list.
- Press . Enter your ID to sign in.
- Press . The files that comprise this assignment are listed. Use   to scroll the list.
Highlight the first **Instructions** file.
- Press  to open the file.
The **Poem Excerpt** file is for the students to use when you read the excerpt aloud in class. The **Directions** file provides instructions for completing #1 - #10 files.
- To close this file (or any other file), press **F2: ESC**. This redisplay the Item List for the assessment. To access the next file in the Item Menu list from an open file, press **F4: Next**.

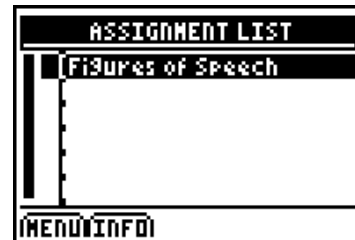


TI-83 Plus

1. Turn on the device and press the **Apps** key to display this screen. Select the **LearnChk** Application by highlighting the number next to it using \uparrow \downarrow .



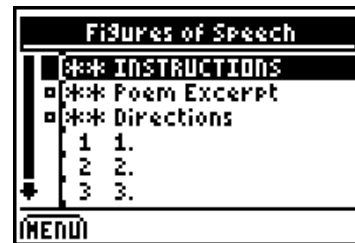
2. Press ENTER . Press ENTER again to move past the title screen. The **Assignment List** is displayed. Use \uparrow \downarrow to highlight the **Figures of Speech** assignment, and then press ENTER .



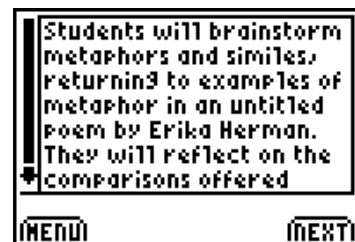
3. Enter your ID to sign in.



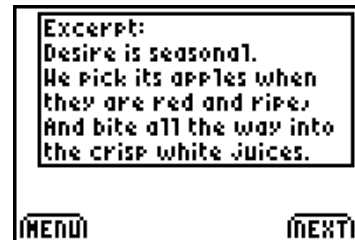
4. Press ENTER . The first item in the list is the **Instructions** file. Highlight this option.



5. Press ENTER to open the file. Use \uparrow \downarrow to scroll the text.



6. To access the **Poem Excerpt**, **Directions**, and **#1 - #10** files, students can either close the current file and return to the Item List by pressing **MENU**, redisplaying the Item List and selecting the desired file, or they can press **NEXT** from the opened file to move through the files in listed order.



The **Poem Excerpt** file is for the students to use when you read the excerpt aloud in class. The **Directions** file (shown to the right) provides instructions for completing #1 - #10 files.

- To move the cursor into the text box in files #1 - #10, press >ANS.

Use the space provided below to find examples of figures of speech (metaphor and simile). Write down the line where the figure of speech occurs; explain

(MENU) (NEXT)

Figure of Speech (Line Using Metaphor/Simile:
What is being compared?
ANS

(MENU) (ANS) (NEXT)

After the Activity

Discuss students' perceptions of the effects of metaphor. Make sure all metaphors were identified.

Student Data Sheet

Name: _____

Identifying and Explaining Figures of Speech

Date: _____

Use the space provided below to find examples of figures of speech (metaphor and simile). Write down the line where the figure of speech occurs, explain the comparison, and briefly address how the metaphor affects the overall poem or the power of this particular line.

Figure of Speech (Line Using Metaphor/Simile)	What Is Being Compared?	What Is the Effect of the Figure of Speech?