

## Teacher Notes



# Figures of Speech

## Activity 3 Assessing 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: Analysis of Figures of Speech
- ◆ TI-GRAPH LINK™ Cable, TI-Navigator™, or USB Cable
- ◆ TI External Keyboard (optional)
- ◆ Student handout, **Analysis of Figures of Speech** (optional)

### *Activity Overview*

In this individual assessment activity, students will read “Did This Happen to Your Mother? Did Your Sister Throw Up a Lot?” by Alice Walker and write an analysis of the effects of figures of speech on the overall poem. This selection can be replaced with a different poem or song that richly uses figures of speech.

### *Tips*

By reading the poem aloud, the teacher ensures that students hear the poem read correctly before they try to analyze it. This form of assessment allows students to demonstrate their skills at identifying the figures of speech used in poetry and to postulate as to their effects. Alternate assessment options are provided in the activity as well.

### *Directions*

#### *Before the Activity Begins*

Make sure students have been taught about figures of speech and have had chances to identify figures of speech and their effects on writing, either by using

the activities provided in this lesson or by alternate methods. Share with students the rubric for evaluating their analyses and answer any questions. Provide students with Alice Walker’s poem “Did This Happen to Your Mother? Did Your Sister Throw Up a Lot?” (available in *Alice Walker in the Classroom* by Carol Jago, © NCTE and *Good Night, Willie Lee, I’ll See You in the Morning* by Alice Walker, Harvest Books.) Read the poem aloud twice before asking students to begin their analysis of the poem.

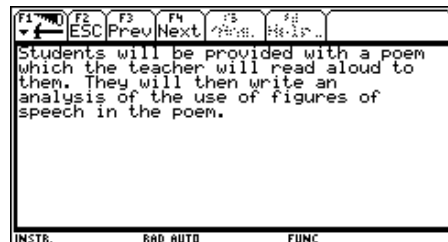
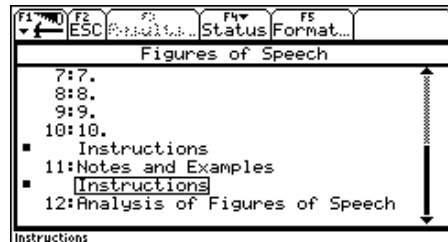
### ***During the Activity***

Students write an analysis of Walker’s use of figures of speech in the poem. They should identify the figures of speech used and explain the effect(s) each has on the overall poem in a clearly organized analysis. The analysis may take the form of a full essay, or it may be shorter, depending on the class time available for this assessment. Students use the **Figures of Speech** edc file, **Analysis of Figures of Speech**, to record their analyses. Alternatively, they can write their analyses with pen on paper. Instructions for this method of assessment is available at the end of this activity.

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.

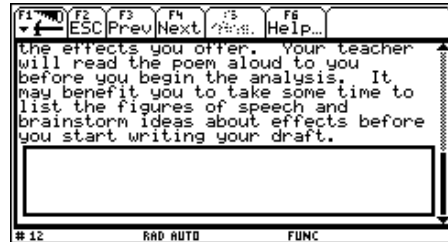
#### Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, exit the previous file by pressing **F2: ESC**. Use **↔** **↕** to highlight the third **Instructions** file.
2. Press **ENTER**. The directions for completing the assessment are presented. Use **↑** **↕** to scroll through the text.



3. Press F4 Next to access the **Analysis of Figures of Speech** file.

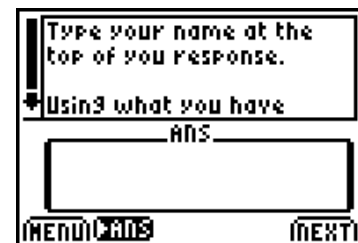
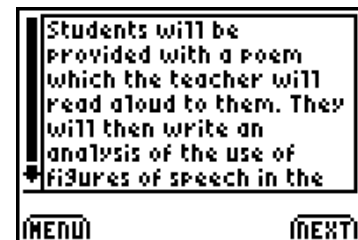
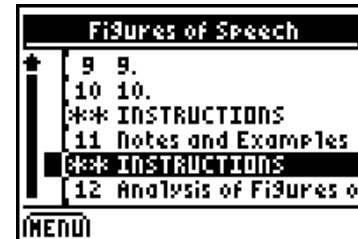
When the students are ready to write their responses, they should press **ENTER** to place the cursor in the response box.



### TI-83 Plus

1. If necessary, exit the previous file by pressing **Menu** (using the **Y=** key) and then select **3:► Item List** to redisplay the section listing. Use **▲ ▼** to highlight the third **Instructions** file.
2. Press **ENTER**. The directions for completing the assessment are presented. Use **▼** to scroll through the text.
3. Press **NEXT** (the **GRAPH** key) to access the **Analysis of Figures of Speech** file.

When the students are ready to write their responses, they should press **>ANS** (the **WINDOW** key) to place the cursor in the response box.



### ***After the Activity***

Evaluate the analyses according to the following rubric, or modify the rubric used by your school district to include analysis of figures of speech:

**5** – The analysis clearly identifies examples of figures of speech, using correct terms such as metaphor, simile, and extended metaphor to describe each. The discussion of effects of the use of figures of speech is specifically linked to the lines containing them, is explained effectively, and is supportable. The analysis is clearly organized and contains minimal surface errors.

**4** – The analysis identifies various figures of speech, generally using correct terminology. The discussion of effects connects to specific lines and is explained somewhat effectively. The analysis is organized and contains few surface errors.

**3** – The analysis identifies figures of speech, but may not always use correct terminology. Effects are mentioned but may not be linked to specific lines, or may not be effectively explained. Attempts at organization have been made. Surface errors may be present but do not interfere with understanding.

**2** – The analysis mentions figures of speech or specific lines but does not correctly identify them, or does not explain their use or effect. Organization is unclear and surface errors may interfere with understanding.

**1** – The analysis does not mention of figures of speech or their effects, or is so unclearly organized or impeded by surface errors that such mention demonstrates little or no understanding.

### ***Variations on this Assessment Activity***

- ◆ Students might benefit from evaluating one another's essays according to the rubric provided and then revising their essays according to peer suggestions before submitting them for an evaluation from the teacher.
- ◆ The writing component could also be changed and students could fill out the "Identifying and Explaining Figures of Speech" Handout (from Activity 1) alone as an assessment, either in addition to doing so for another poem as a class activity, or in lieu of that activity.
- ◆ Another possibility would be to have students work together in small groups or as a class to determine what the figures of speech are and what their effects might be prior to writing the analyses themselves.

***Student Assessment Sheet***  
***Analysis of Figures of Speech***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Using what you have learned in class about the types of figures of speech and the effects they have on writing, analyze the poem provided by your teacher. Your task is to demonstrate your understanding of the figures of speech by correctly identifying them, explaining them, and offering well-grounded explanations of possible effects they have on the overall poem. The analysis you write should be clearly organized according to your own ideas, and should be relatively free of surface errors. Be sure to use quotations to identify specific lines containing figures of speech, and to clearly connect the lines you use to the effects you offer. Your teacher will read the poem aloud to you before you begin the analysis. It may benefit you to take some time to list the figures of speech and brainstorm ideas about effects before you start writing your draft.

Use this sheet for organizing your thoughts and ideas, then write your analysis on notebook paper.