

Identity, Metaphorically Speaking

Pillar: Positive Social Environments

Division: III

Grade Level(s): 9-12

Core Curriculum Connections: English Language Arts

I. Rationale: In this Language Arts lesson, students develop a stronger insight into their own identity and develop a greater appreciation and respect for the unique character of each of their fellow classmates. By creating extended metaphors that define their personality, students have the opportunity to reflect upon what makes them individuals and extend their understanding of all other individuals in the class. First, students apply their knowledge of literary devices by reading and analyzing the poem, "*Identity*" by Julio Noboa Polanco. Then, students compose their own original extended metaphor poem incorporating the literary devices studied and analyzed in the poem, "*Identity*". The promotion of a positive social environment is the underlying intent and the unifying element of this activity, celebrating the uniqueness and the differences amongst all students in the class.

II. Activity Outcomes:

The students will:

- appreciate uniqueness in themselves and others.
- validate and celebrate their differences.
- identify and analyze the following literary devices: alliteration, onomatopoeia, simile, metaphor, personification, imagery, speaker, tone, mood, and theme.
- define, identify, understand, and write an extended metaphor.
- incorporate the following literary devices into an original extended metaphor poem: alliteration, onomatopoeia, simile, metaphor, personification, and imagery.

III. Curriculum Outcomes: ELA 9, 10-1, 10-2, 20-1, 20-2, 30-1, and 30-2

English Language Arts 9

GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view

1.2 Clarify and Extend

Consider others' ideas

- integrate own perspectives and interpretations with new understandings developed through discussing and through

experiencing a variety of oral, print and other media texts

GENERAL OUTCOME 2:

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1 Use Strategies and Cues

- use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts

2.2 Respond to Texts

Appreciate the artistry of texts

- discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts

Experience various texts

- compare and contrast own life situation with themes of oral, print and other media texts

2.3 Understand Forms

Experiment with language

- recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone

2.4 Create Original Text

Generate ideas

- generalize from own experience to create oral, print and other media texts on a theme

ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2

GENERAL OUTCOME 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1.1 Form tentative understandings, interpretations and positions

10-1 and 10-2 b. form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations

20-1 and 20-2 b. assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts

30-1 and 30-2 b. modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas, observations and opinions; and identify areas for further inquiry or research

GENERAL OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

ELA 10-1, 20-1, and 30-1

2.1 Construct meaning from text and context

10-1 f. differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts

20-1 f. interpret figurative language, symbol and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization and theme in a text

30-1 f. assess the contributions of figurative language, symbol, imagery and allusion to the meaning and significance of texts; and appreciate the text creator's craft

ELA 10-2 ELA 20-2 ELA 30-2

2.1.1 Discern and analyze context

d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text

2.1.2 Understand and interpret content

a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers, making annotations, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing], develop a daily practice of reading [for example, paired reading, reading log, nightly reading, taped reading], and develop strategies for close reading

10-2 :

- e. identify a text creator's tone
- f. differentiate between literal and figurative statements, describe images developed in texts, and recognize imagery

20-2 :

- e. describe a text creator's tone, relate tone to purpose and audience, and identify the point of view communicated by a text
- f. identify figurative language [such as metaphor], symbol and familiar allusions in texts; interpret figurative language in terms of its contribution to the meaning of a text; and explain how imagery contributes to the creation of atmosphere, theme and characterization in a text

30-2 :

- e. relate a text creator's tone to the moral and ethical stance communicated by a text, when appropriate
- f. identify figurative language, symbol, imagery and allusions in a text; interpret these devices in terms of the meaning of a text; assess the contributions made to the meaning of texts by using these devices; and appreciate the text creator's craft

ELA 10-1, 20-1, AND 30-1

2.2 Understand and appreciate textual forms, elements and techniques

2.2.2 Relate elements, devices and techniques to created effects

- 10-1** b. describe aspects of a text that contribute to atmosphere, tone and voice [for example, textual elements, such as setting, music and lighting, and stylistic techniques, such as a text creator's choice of words and expressions]
- 20-1** b. explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice [for example, qualification and interrupted movement]
- 30-1** b. assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice
- 10-1 and 20-1** d. describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts [for example, alliteration used to create emphasis, metaphor used to evoke images, and sensory details]
- 30-1** d. assess the use of musical devices, figures of speech and sensory details to create effects in a variety of print and nonprint texts

10-2, 20-2, AND 30-2

2.2.2 Relate elements, devices and techniques to created effects

- 10-2** d. recognize the use of simile and metaphor in print and nonprint texts, and describe their effects [for example, in making comparisons and evoking images]
- 20-2** d. describe the effects of musical devices and figures of speech in print and nonprint texts [for example, personification, hyperbole, alliteration, onomatopoeia and imitative harmony]
- 30-2** d. explain how figures of speech, sensory details and musical devices are used to create effects in a variety of print and nonprint texts

2.3 Respond to a variety of print and nonprint texts

2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

10-2 and 20-2

- b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response

GENERAL OUTCOME 4

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

4.1 Develop and present a variety of print and nonprint texts

- 10-1** e. develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, figurative language and musical devices to purpose when developing a poem]

ELA 10-2, 20-2, AND 30-2

4.2 Improve thoughtfulness, effectiveness and correctness of Communication

4.2.3 Consider and address matters of choice

- a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices
- 10-2** b. use words and expressions appropriately [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]

20-2 and 30-2

b. assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects

4.1 Develop and present a variety of print and nonprint texts**4.1.3 Develop content**

a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging

10-1 e. develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, use of metaphor and use of musical devices to purpose when developing a poem]

4.2 Improve thoughtfulness, effectiveness and correctness of communication**4.2.3 Consider and address matters of choice**

10-2 and 20-2 d. describe the effects of own use of stylistic techniques and rhetorical devices [for example, underline effective words and phrases in written text, and describe the effects created, such as clarity and emphasis; and describe the use of sound in multimedia text in terms of the effects created, such as humour and realism]

30-2 d. apply understanding of stylistic techniques and rhetorical devices when creating and revising print and nonprint texts [for example, use imagery to create pathos, empathy and humour]

e. develop a repertoire of stylistic choices that contribute to personal voice

5.1 Respect others and strengthen community

ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2

IV. Materials:

- handout of literary term definitions
- copies of the poem [“Identity”](#) by Julio Noboa Polanco
- copies of the [literary analysis/device questions](#) for the small groups
- highlighters for students who need modifications

V. Procedure:**Pre-Reading:**

Students should have prior knowledge and understanding of the following poetry and literary devices: alliteration, onomatopoeia, simile, metaphor, personification, imagery, speaker, tone, mood, and theme.

Review the above mentioned terms with the students’ and supply students with a literary term glossary handout they have created. This handout should contain both definitions and examples of each literary device. For help in creating this handout, view the following link: [Glossary of Poetic Terms](#).

Activities:

1. Provide students with a copy of the poem: [“Identity”](#) by Julio Noboa Polanco. Read this poem aloud to the students and then have them read it again silently to themselves.
2. Explain that this poem is an extended metaphor and refer to the definition and example written on the board. The term should also be located on a literary term glossary handout created and provided by the teacher.
3. Students will form small groups of three or four. Ask each group to discuss and respond to some [analysis questions](#) pertaining to the poem. They will also be asked to identify and provide specific examples from the poem of the following literary devices: alliteration, onomatopoeia, simile, metaphor, personification, and imagery.

4. Students who need modification could use highlighters to identify literary devices in the poem. They could highlight and label each literary device on their copy of the poem. This could be done instead of answering the analysis questions.
5. The class will then discuss their findings. Each group will be responsible for answering and sharing at least one analysis question or providing at least one literary device example from the poem. Have students hand in their responses after the discussion.
6. Each individual student will be responsible for creating an original extended metaphor poem. Each student must choose one object, concept, idea, emotion, etc. that is representative of his/her personality or character. He or she must describe him/herself as this concept throughout the entire poem, thus creating the extended metaphor. Students must also include various literary devices, which are listed in the rubric.
7. Students who require modifications may work with a partner on this assignment or the teacher may work one on one with the student to create a modified poem.
8. Have students share their completed extended metaphor poems with the class and then display them in the classroom.

VI. Assessment Ideas:

- Monitor as students complete the small group literary analysis/device questions about the poem to check for comprehension of the basic literary devices.
- Assess students' understanding of these concepts during the oral discussion of these questions.
- Assess each student's understanding of these concepts when the responses are collected after the discussion.
- The original extended metaphor poem will prove to be a valid assessment of each student's understanding of the literary devices/concepts presented in this lesson.
- This [Rubric](#) may help guide your assessment.

VIII. Online Sources:

- Lesson idea adapted from LEARN NC.org.