**Week 2, Day 5**

Objectives

**CC.9-10.R.L.4 Craft and Structure**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

Procedure

1. 3 min: As soon as students are situated in seats, play Anis Mojgani’s, “This is How She Makes Me Feel” <http://www.youtube.com/watch?v=DiJ5WCv23Ow&feature=fvsr>
2. 10 min After it is done, ask students…what is a metaphor? What is a simile? (the poem is made up entirely of similes and metaphors)
   1. Get students to define metaphor and simile. Give hints if they are stumped that the entire poem is made up of them
   2. Discuss how it changes the tone of the poem from that of a court room (more poetic, emotion-based)
   3. Once students can dichotomize what metaphors and similes are, and the difference between them, have them watch the poem again and have them write down similes and metaphors as they hear them—especially the ones they liked
3. 5 min Have students volunteer the ones they caught, have two people write it on the board (one under a simile’s column, the other under one for metaphors) as you facilitate
4. 25 min Have students begin writing a slam poem
   1. Possible topics:
      1. Racism
      2. *Monster*
      3. Truths they know about life
      4. Love
      5. School
      6. Emotion
   2. Challenge them, once they pick a topic, to come up with 3 metaphors or similes, and to incorporate them into the poem
5. Walk around room, help students come up with an idea and run with it, as well as help them to come up with metaphors and similes

Assessment:

R.L.4: Assess for whole class understanding of similes and metaphors by how well they are able to come up with examples from poem, and how well they can classify them. Assess responses to differences between tone in court room jargon and this poem. Collect poems and assess their use of metaphors and similes in the poem.