



# Teacher-to-Teacher

Video Series  
for Secondary Educators

**TITLE:** Looking at Life through the Creation of Personal Metaphors

**PRIMARY SUBJECT AREA:** Reading and Responding, Writing, Critical Thinking, and Speaking and Listening (English Language Arts Content Standards 1, 2, 3, 7, and 4)

**GRADE LEVELS:** 11-12 (adaptable to higher and lower grades)

**OVERVIEW:** “Looking at Life through the Creation of Personal Metaphors,” which originates in a quote from Shakespeare’s *Macbeth* [“Life’s but a walking shadow. . .” (V, v, 23)], focuses on the creation of personal metaphors, which are first illustrated in pictures and caricatures and then extended to descriptive/analytical paragraphs. Students then redeliver the lesson to upper elementary and middle school students, using their own personal metaphors as models.

**APPROXIMATE DURATION:** 5 days

## **LOUISIANA CONTENT STANDARDS:**

<http://www/DOE/assessment/standards/ENGLISH.pdf>

The lesson focuses on Standards 1, 2, 3, 7, and 4 although this particular lesson addresses benchmarks under all seven English Language Arts Content Standards.

**Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

ELA-1-H2: analyzing the effects of complex literary devices and complex elements (e.g., setting, theme . . .) on a selection

**Standard Two: Students write competently for a variety of purposes and audiences.**

ELA-2-H3: applying the steps of the writing process, emphasizing revising

ELA-2-H4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs)

ELA-2-H5: recognizing and applying literary devices (e.g., figurative

**Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

- ELA-3-H1: writing legibly  
ELA-3-H2: using the grammatical and mechanical conventions of standard English  
ELA-3-H3: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary

**Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.**

- ELA-4-H1: speaking intelligibly, using standard English pronunciation and diction  
ELA-4-H2: giving and following directions/procedures  
ELA-4-H3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations  
ELA-4-H4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)  
ELA-4-H6: participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator)

**Standard Seven: Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

- ELA-7-H1: using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts  
ELA-7-H2: problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information

**GLEs Addressed:  
Grade 11-12**

2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:
  - apostrophes
  - rhetorical questions
  - metaphysical conceits
  - implicit metaphors (metonymy and synecdoche) (ELA-1-H2)
9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:
  - interpreting and evaluating presentation of events and information
  - evaluating the credibility of arguments in nonfiction works
  - making inferences and drawing conclusions
  - evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)

- comparing and contrasting major periods, themes, styles, and trends within and across texts
  - making predictions and generalizations about ideas and information
  - critiquing the strengths and weaknesses of ideas and information
  - synthesizing (ELA-7-H1)
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:
    - school library catalogs
    - online databases
    - electronic resources
    - Internet-based resources (ELA-7-H2)
  11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
  16. Develop complex compositions using writing processes such as the following:
    - selecting topic and form (e.g., determining a purpose and audience)
    - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
    - drafting
    - conferencing with peers and teachers
    - revising for content and structure based on feedback
    - proofreading/editing to improve conventions of language
    - publishing using available technology (ELA-2-H3)
  17. Use the various modes to write complex compositions, including:
    - definition essay
    - problem/solution essay
    - a research project
    - literary analyses that incorporate research
    - cause-effect essay
    - process analyses
    - persuasive essays (ELA-2-H4)
  18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
  19. Extend development of individual style to include the following:
    - avoidance of overused words, clichés, and jargon
    - a variety of sentence structures and patterns
    - diction that sets tone and mood
    - vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
  21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
  22. Apply standard rules of usage, for example:
    - avoid splitting infinitives
    - use the subjunctive mood appropriately (ELA-3-H2)
  23. Apply standard rules of mechanics and punctuation, including:
    - parentheses
    - brackets
    - dashes

- commas after introductory adverb clauses and long introductory phrases
  - quotation marks for secondary quotations
  - internal capitalization
  - manuscript form (ELA-3-H2)
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
  25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
  26. Select language appropriate to specific purposes and audiences for speaking, including:
    - delivering informational/book reports in class
    - conducting interviews/surveys of classmates or the general public
    - participating in class discussions (ELA-4-H1)
  27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
    - reading and questioning
    - writing responses
    - forming groups
    - taking accurate, detailed notes (ELA-4-H2)
  28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)
  29. Deliver presentations that include the following:
    - language, diction, and syntax selected to suit a purpose and impact an audience
    - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience
    - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
  30. Use active listening strategies, including:
    - monitoring messages for clarity
    - selecting and organizing information
    - noting cues such as changes in pace (ELA-4-H4)
  31. Deliver oral presentations, including:
    - speeches that use appropriate rhetorical strategies
    - responses that analyze information in texts and media
    - persuasive arguments that clarify or defend positions (ELA-4-H4)
  33. Participate in group and panel discussions, including:
    - identifying the strengths and talents of other participants
    - acting as facilitator, recorder, leader, listener, or mediator
    - evaluating the effectiveness of participants' performance (ELA-4-H6)

## **TECHNOLOGY STRATEGIES:**

<http://www.louisianaschools.net/DOE/LCET/curric/k12stand.pdf>

**Technology Communication Tools (*Communication Foundation Skill*)**

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

**Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

**Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)**

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

**Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)**

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**INTERDISCIPLINARY CONNECTIONS:**

Art

**OBJECTIVES:**

1. The learner will create personal metaphors, comparing his/her life to an inanimate object, a creature, an activity, or any other appropriate person, place, or thing.
2. The learner will draw and color a caricature or a picture that illustrates the life metaphor, including a statement that explains the comparison.
3. The learner will compose a well-developed paragraph that explains the similarities between self and the metaphor.
4. The learner will redeliver the metaphor lesson with students in Grades 4 through 8, using personal metaphors as models.

**MATERIALS:**

Unlined paper

pencils

markers student journals

copies of Macbeth's famous soliloquy that includes the "Life's but a walking shadow" metaphor.

**TECHNOLOGY CONNECTION:**

**Hardware:** Computer laboratory

**Software:** Microsoft Word

**Web Sites:** [www.galenetgalegroup.com](http://www.galenetgalegroup.com)

## **LESSON PROCEDURES:**

### **Opening:**

#### **Day 1:**

1. Lesson begins with an initiating activity that introduces the famous line from William Shakespeare's *Macbeth*: "Life's but a walking shadow . . ." (V, v, 23). Students analyze the complete soliloquy, looking at the prominent images and the way the author uses the "Life's but a walking shadow" metaphor. After discussion students address the following journal prompt: "Do you think the metaphor provides an accurate and vivid picture of Macbeth at this point in his life? Why do you think this? Explain your reasoning."
2. Students share journals and then review the metaphor as a literary device used to compare.
3. Students brainstorm characteristics of their lives and use the traits to identify a metaphor that accurately describes them. The metaphor can be any appropriate person, place, thing, activity, etc.
4. Students illustrate their metaphors in either drawings or caricatures. The illustration must include an explanatory statement that explains the comparison. (Ex.: My life is a closet stuffed from the floor to the ceiling with not an inch of extra space. I can't fit anything else into it at this point.)

### **Development:**

#### **Day 2:**

1. Students complete illustrations and then present to the class, explaining the similarities.
2. Students assess personal metaphors, using the Life Metaphor Rubric.

#### **Day 3:**

1. Students complete presentations.
2. Students report to the computer laboratory. They brainstorm the similarities between themselves and their life metaphors and then compose a well-developed expository paragraph explaining the comparison. Peer review if time allows.

#### **Day 4:**

1. Students report to the computer laboratory and finish editing and revisions of rough draft.
2. Complete and submit the final draft.
3. Students work in cooperative groups, planning group redelivery of the life metaphor lesson at the elementary and middle schools. They will share their own personal life metaphors and then guide the younger students in the creation and illustration of life metaphors.

### **Closing:**

#### **Day 5:**

1. Students take a half-day field trip to local elementary and middle schools and redeliver lesson.
2. Students complete self-assessment of their presentation.

## **REPRODUCIBLE MATERIALS:**

Journal Response Checklist, Life Metaphor Rubric  
Peer Review Rubric  
Group Metaphor Activity Rubric

**ASSESSMENT PROCEDURES:** Assessment is ongoing, from the formative assessment of the daily activities to the summative assessment, the final draft of the expository paragraph. (See Reproducible Materials for copies of rubrics/checklists.)

**Day 1:** Journal Response Checklist

**Day 2:** Life Metaphor Rubric

**Day 3:** Peer Review Rubric

**Day 4:** Final Draft Rubric (See *Teachers' Guide to Statewide Assessment for ELA* for rubric used in the scoring of state writing assessment.)

**Day 5:** Creative Metaphors in Grades 4-8: Group Metaphor Activity Rubric

## **EXPLORATION AND EXTENSION:**

This creation of metaphors lesson can follow or be used in conjunction with any literary work where metaphors are abundant. Zora Neale Hurston's *Their Eyes Were Watching God* is an excellent example of such a work. In addition, students who want to earn bonus points can create (outside of class) computer-generated metaphors like the illustrated-by-hand ones.

**RESOURCES:** Shakespeare's *Macbeth*, Zora Neale Hurston's *Their Eyes Were Watching God*, any literary handbook

## **CONTACT INFORMATION:**

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# Life Metaphor Rubric

Metaphor Creator reviewed by Reviewer

<b>Originality</b>	1	2	3	4	5
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<b>Accuracy of Comparison</b>	1	2	3	4	5
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<b>Explanatory Statement</b>	1	2	3	4	5
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<b>Neatness</b>	1	2	3	4	5
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<b>Overall Creativity</b>	1	2	3	4	5
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**Comments:**

## Peer Review Rubric (Expository Paragraph)

\_\_\_\_\_ Author \_\_\_\_\_ reviewed by \_\_\_\_\_ Reviewer \_\_\_\_\_

<b>Brainstorming</b> sufficient/incomplete thoughtful	1	2	3	4	5
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<b>Thesis Statement</b> clear and well stated	1	2	3	4	5
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<b>Content</b> addresses topic sufficient support	1	2	3	4	5
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<b>Organization</b> logical, coherent	1	2	3	4	5
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<b>Mechanics/Usage</b> format font spelling consistent tense verb-subject agreement	1	2	3	4	5
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**Comments:**

# Creative Metaphors in Grades 4-8: Group Metaphor Activity Rubric

Group # \_\_\_\_\_

1. List the members of your group, including yourself and score each one on participation and cooperation, from 1 to 10, with 1 as low and 10 as high.

_____	_____
_____	_____
_____	_____
_____	_____

2. Assess the success of the group's performance in the lower grades.

Planning	1	2	3
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Presentation	1	2	3
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Individual Attention to each student	1	2	3
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Overall Success of the group's goals	1	2	3
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3. What was the best part of the project?

4. What did you learn from the experience of teaching younger children?

5. Other comments? Use back if necessary.

Janis Pardue Hill, Ph.D.  
Ouachita Parish High School

**LESSON 1**

**Reading the Movies: Another Approach to Teaching  
Critical Thinking Skills and Writing**

**PRIMARY SUBJECT AREAS:** Reading and Responding, Writing, Using Information Resources, Literature as a Record of Life Experiences and Critical Thinking (English Language Arts Standards 1, 2, 3, 5, 6, and 7)

**GRADE LEVELS:** 9-12

**OVERVIEW:** “Reading the Movies: Another Approach to Teaching Critical Thinking Skills and Writing” utilizes elements of film to analyze character, action, and theme in the 1994 movie *Quiz Show*. Through classroom discussion, journaling, and a multi-paragraph critical essay, the lesson also encourages students to make personal connections and real life applications as they view movies and television critically as well as for entertainment.

**Janis Pardue Hill, Ph.D.**  
**Ouachita Parish High School**

## **LESSON 2**

### **A Heritage Study: Using Information Resources to Research Family History and Traditions**

**PRIMARY SUBJECT AREA:** Using Information Resources, Speaking and Listening, and Writing (English Language Arts Content Standards 5, 4, 2 and 3)

**GRADE LEVELS:** 7-12

**OVERVIEW:** “A Heritage Study: Using Information Resources to Research Family History and Traditions” incorporates the *Louisiana Voices* web site into an ethnographical study in which students research their family heritage. It includes not only locating and accessing information but also interviewing, note taking, and oral presentation. The project can also be expanded into a unit project that includes the writing of a research paper.

**Janis Pardue Hill, Ph.D.**  
**Ouachita Parish High School**

### **LESSON 3**

## **Looking at Life through the Creation of Personal Metaphors**

**PRIMARY SUBJECT AREA:** Reading and Responding, Writing, Critical Thinking, and Speaking and Listening (English Language Arts Content Standards 1, 2, 3, 7, and 4)

**GRADE LEVELS:** 4-12 (Older students redeliver the lesson to elementary or junior high students, sharing their personal metaphors and then guiding the younger students in the creation and illustration of their own personal metaphors.)

**OVERVIEW:** “Looking at Life through the Creation of Personal Metaphors,” which originates in a quote from Shakespeare’s *Macbeth* [“Life is a walking shadow . . . “ (V, v, 23)], focuses on the creation of personal metaphors, which are first illustrated in pictures and caricatures and then extended to descriptive/analytical paragraphs. Students then redeliver the lesson to upper elementary and middle school students, using their own personal metaphors as models.