

## Unit 3 – Lesson 3

Enter your responses between the (blue) parentheses below each item.

## Section 1

1. Add descriptive adjectives and specific nouns to the following sentence. (Mark: /2)

The man walked through the forest.

( )

2. Identify **five** phrases that use sensory imagery in the poem, “Poet” (for Irina Ratushinskaya) on page 174 of *SightLines* 8. Put each of the phrases you have identified in the appropriate column of the chart below. (Note: The poem may not contain imagery for every category). (Mark: /5)

Taste	Touch	Smell	Sight	Hearing
( )	( )	( )	( )	( )

3. Did these images help you imagine Irina's life in prison? Why or why not? (Mark: /2)

( )

Total Marks for Section 1: /9

## Section 2

### Make connections

1. Choose **ONE** of the following options.

- a. Imagine a time when you wanted to be free **or** think of others who wanted freedom.
- i. Imagine the setting where this event occurred. For example, if you were sitting in your desk at school and looking out the window, what did you see when you thought of freedom? A clock?
  - ii. What were important details about this setting that you remember? Was it the way the teacher's words struck your head like pebbles? Was it the tingling running up and down your back like little ants when you anticipated hearing the end of school bell?
  - iii. Describe this situation using descriptive words and specific nouns. (See the exemplar.)
  - iv. When you are finished, eliminate all unnecessary words (prepositions, articles, conjunctions, phrases). Choose only the best words and most descriptive vocabulary to make your piece more concise. If you eliminate enough words (without compromising meaning), you will have a poem. You will likely need to rearrange ideas. Try to end with a punch.

## EXEMPLAR

Tim wrote:

*The teacher's words struck my head like pebbles. Anticipation ran up and down my back like little ants when I anticipated hearing school bell. My eyes darted to the door and then to the window. The only light that hit my soul came from the seagull in the sky. I saw outside. It indicated my end was approaching, when summer would come for me. Hours turned to seconds: no time for sleep. And there it was. I could barely make out the sound of the bell. I dashed outside and let the warm air slowly hit me. Freedom was relaxing.*

Tim eliminated the following words:

~~The teacher's words struck my head like pebbles. Anticipation ran up and down my back like little ants when I anticipated hearing school bell. My eyes darted to the door and then to the window. The only light that hit my soul came from the seagull in the sky. I saw outside. It indicated my end was approaching, when summer would come for me. Hours turned to seconds: no time for sleep. And there it was. I could barely make out the sound of the bell. I dashed outside and let the warm air slowly hit me. Freedom was relaxing.~~

Tim's poem

### **Summer**

*Teacher's words striking like pebbles,*

Anticipation scurrying  
 Up my back and down  
 like little ants,  
 Eyes darting  
 Door  
 Window  
 Door  
 Until I see

The seagull in the sky is a light hitting my soul

Outside  
 Summer comes for me.

**Write your paragraph below.**

( )

**Now, write your poem below.**

( )

Poem Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
<b>Content</b> <b>/5</b>	I used <i>meaningful</i> imagery <i>effectively and creatively</i> in my poem.  I created a <i>unique</i> poem using <i>specific precise</i> details.	I used <i>reasonable</i> imagery <i>thoughtfully</i> in my poem.  I created a <i>clear</i> poem using well <i>chosen, considered</i> details.	I used <i>basic</i> imagery <i>clearly</i> in my poem.  I created a basic poem using <i>general or straightforward</i> details.	I used <i>confusing, clichéd, or sparse</i> imagery in my poem.  I created a <i>confusing</i> poem using <i>few or ambiguous</i> details; <i>meaning is unclear</i> .

<b>Presentation /5</b>	I communicated <i>engagingly and accurately</i> with <i>no</i> errors.	I communicated <i>appropriately</i> with <i>few</i> errors.	I communicated a <i>basic</i> message with <i>some</i> errors.	I communicated an <i>unclear</i> message with <i>many</i> errors.
<b>Insufficient</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement.			
<b>Total: /10</b>				
<b>Assessment</b>	<b>Areas of Strength...</b> ( )			
	<b>Might I suggest...</b> ( )			

OR

- b. Find an appropriate poem (song) **of your choice** on the topic of freedom. Provide the poem for your teacher; (be sure you identify the poet and provide the source (URL) of your poem).

Choose **five** key phrases from the poem. Describe the imagery that is present in each of these phrases. Describe why each phrase is significant to you. (Marks: /10)

( )

**Total Marks for Section 2: /10**

**Student Comments:**

( )

- Be sure to save your file to your folder before submitting it to the LA8 Assignment 3.3 Submission page: (YOURNAME)la8-3.3
- Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( /19) = Percent: ( %)**

**Teacher Comments:**

( )