

David Harwood  
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Basic English

8 (continued)  
an outline

#### **II. Prerequisite knowledge and skills.**

All of the students in the class understand what descriptive means, but not all are familiar with inductive writing. They also know what the parts and order of second step descriptive writing means. Some students have previous knowledge in English, writing, composition, grammar, reading, and rhetoric, and fragments of class had the experience of description and inductive writing.

#### **III. Main Learning**

Students will learn how to write descriptive writing, inductive writing, and generalization through their inductive writing. They will use this to make their claim of their research.

#### **IV. Activities**

The concept of inductive will have been used before in inductive research design. This knowledge and related findings. The students will be able to begin their inductive part of the writing process with more than just checking grammar, spelling and punctuation. They will be able to write specific types of descriptive writing and use them to make their generalization or research claim.

#### **V. Goals**

Through this assignment to cover four types of figurative language: metaphor, simile, hyperbole, and personification, students will incorporate figurative language into their writing during the research process of inductive research.

##### **Performance Objectives**

1. Students will use figurative language: simile, hyperbole, simile, personification, and personification in their writing.
2. Students will use the four types of figurative language to make their research claim in their writing.

#### **VI. Materials**

- List of examples of each type of figurative language out of 10.
- Handout paper with notes on metaphor, simile, hyperbole, and personification.
- Students will have copies of the examples of their examples.
- Handout of sample research claim in figurative language.