

LESSON 10: MORE METAPHOR

MATERIALS

- Student notebooks
- Student anthology books
- Teacher’s copy of “Nature Study” by Craig Raine (available online at http://famouspoetsandpoems.com/poets/craig_raine/poems/16282)
- Copies of Metaphor Prompt Sheet (one per student)
- Copies of Sample Word Lists available for students who have difficulty generating words
- If needed, paper bags and slips of paper showing concrete and abstract nouns
- Place and Poetry Partnership Sheets (have copies available in a designated location in the classroom)
- Collection of poems/ poetry books from school library or teacher’s collection
- Formative Assessment 3

OBJECTIVES



BIG IDEA

Poets use metaphor to connect readers to important ideas through imagery.

Poetry helps readers see the extraordinary in the ordinary.

Students will be able to:

- identify literary devices, including **metaphor**
- develop ideas for writing
- develop an idea within a brief text
- participate as knowledgeable, reflective, creative and critical members of a literary community

Important Vocabulary:

- Imagery
- Metaphor



LANGUAGE

SEQUENCE

Poetry for Appreciation

Invite students to find a comfortable place for listening. Remind students to listen to and enjoy the way the poem sounds, and they might also listen for some of the imagery and details used by the

TEACHER NOTES



CLASS

poet.

Read “Nature Study” by Craig Raine.

Afterwards, have students turn to the person next to them and share one image or phrase that stuck in their minds while listening to the poem.

Recognizing Metaphor



CLASS

Take a few minutes to review the last lesson. Restate the definition of metaphor, and ask students to recall some of the examples they encountered in the previous lesson.

Discuss with students that good metaphors avoid clichés. To help them see this, draw a large heart or another symbol that would elicit many clichés, such as a barn, a tractor, a mountain, or another image associated with your community or area. Ask students to say every word they can think of related to the symbol on the board (e.g., country or small town), and put those words inside your drawing.

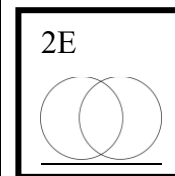
After compiling a sizeable list, ask students to write a metaphor (or even a poem) about the symbolized concept **WITHOUT** using any of the words within the drawing.

This brief activity will illustrate that anyone can quickly think of an association for an idea but that poets must see beyond the “ordinary” to express a familiar and abstract idea (such as love) in an innovative and extraordinary way. Tell the students that using metaphors without relying on clichés takes practice, and sometimes help from an editor or another writer. Explain that this lesson will give them some practice in creating interesting metaphors.



LANGUAGE

The word *cliché* literally means “stencil.” Explain to students that when we use a stencil, we are getting the same image over and over. To use a cliché is to say something in a way that is not fresh and new just as a stencil always leads to the same image.



You might allow 2E students who struggle with the writing process to state their metaphor(s) and you can be their scribe by writing the metaphor(s) in their notebooks.

Making Metaphor



WRITING

Explain to students that in this lesson, they will be creating their own interesting metaphors, and that they might use some of these in their own poetry.

Give each student a copy of the Metaphor Prompt Sheet (three sheets, beginning “Home is...”).



TOOLS

Instruct students to use these sheets to develop unusual metaphors for each of the nouns provided. Remind students that they should write a **noun** (usually a concrete noun) on the line, since a metaphor is a comparison between two unlike nouns. *Provide the Sample Words list for students who are having difficulty generating words for this activity.*

As a group, do “The fair is ...”



PLACE

Check in with students as they work and have students check in with you when they have completed the prompts.


Instruct students to select several (3–4) of the metaphors they have developed. For each of these, they should rewrite the metaphor into their notebooks, and then write 1–2 sentences explaining *how* X is Y. For example: “Hope is a bicycle. It helps you get through difficult stretches of road, it takes you to places you never imagined, and it makes you feel free.”

For students who are not able to come up with their metaphors using the materials provided, offer the following activity: Print the first page of the Sample Word Lists sheet. Cut apart the concrete nouns and place them in one bag and cut apart the abstract nouns and place them in a second bag. (Feel free to add additional words to each bag, especially words that relate to the students’ home community). Ask students to draw a slip of paper from each bag. How are the two nouns alike? What do they have in common? How can one be the same as the other? Provide as many bags and slips of paper as needed.



BIG IDEA

Remind students of the first lesson in this unit. In this lesson, students were given abstract nouns (such as emotions) and invited to imagine a scene or image that represented each noun to them. Link this lesson to the big idea that metaphor is one tool poets use to connect readers to abstract, important ideas through more concrete imagery.

 <p>Poet's Workshop As students complete the metaphor task, invite them to work independently on a poem in any form that includes a metaphor. They could use the animal image they generated in the previous lesson, or any of the metaphors they came up with during this lesson.</p>	
<p>PREPARATION: Administer <u>Formative Assessment 3: Check for understanding of metaphor</u> at the end of this lesson.</p>	