

Date: 1/18/2013	Teacher: CARLY PLONKA	Subject: _9 TH Honors Lit/Comp	Grade: 9
OPENING Getting students ready to learn	Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>) Review the Essential Question & Standards: <ul style="list-style-type: none"> • Content Area Standard 9th English Language/Arts: ELACC9-10RL 1, 2, 3, 4, 5, 6; ELACC9-10W 4, 9, 10; ELACC9-10SL 1 • TAG Standard: Advanced Communication Skills—1, 2, 7, 9, 10; Critical Thinking and Creative Problem Solving Skills—3, 4, 5, 7; Higher Order Thinking Skills—3, 6 • Essential Questions: What is an extended metaphor?; What can you compare life to metaphorically?; Where do we see or hear metaphors in everyday life?; What literary devices does the author use to develop the extended metaphor throughout the poem? 		
	Step 2: How will you know when they have gotten it? (<i>Communication of Success Criteria</i>) <ul style="list-style-type: none"> • <i>Students must complete journal on their own metaphor of life.</i> <i>Success: clear and creative analogies, written responses are based upon solid reasoning and detailed support (best); creative analogy and written responses lack some detailed reasoning and support (better); weak analogy and written responses with little to no detailed reasoning and support (good).</i> 		
	Step 3: Get the students interested (<i>Build Commitment and Engagement</i>) <ul style="list-style-type: none"> • Students will complete the following warm-up journal in preparation for reading two extended metaphor poems: JOURNAL—<i>In songs, articles, movies, TV shows and many other genres, life is often referred to something abstract metaphorically. (Example: “The Road Not Taken” by Robert Frost; Life is like a beach; Life is like a rose, etc.) In a “whopper” paragraph (5-7 sentences minimum), come up with your own metaphor for life a free write on it. How is this metaphor significant to you? Be prepared to share your response in discussion!</i> • Before the students begin writing, I will share my own journal entry on my metaphor for life to scaffold the activity. • In a discussion, students will share the metaphors they created and their responses. 		
	Step 4: Give students new information (<i>Teacher Presentation Strategies</i>) <i>Students will complete the quickwrite and share their responses in discussion to illustrate knowledge; Teacher will share her quickwrite response as well.</i>		
WORK PERIOD Releasing students to do the work	Step 5: Have students use the new information (<i>Guided Practice</i>) <i>Students will read two extended metaphor poems and annotate and discuss them as a class.</i>		
CLOSING Helping students make sense of their	Step 6: Make sure they can do it (<i>Summary</i>) <i>Ticket Out the Door: Jot down three ways the each of the poems today illustrated development of extended metaphor.</i>		

	<p>Step 7: Have students practice at home (<i>Independent Practice</i>) <i>Students will write their own extended metaphor poems for homework. They can use these in the poetry reading presentation that is the summative assessment.</i></p>
<p>Finish Early or Need Challenge</p>	<p>If a student finishes early or needs an extra challenge <i>Students can bring in song lyrics that illustrate usage of extended metaphor. They need to explain to the class how the metaphor is developed over the course of the song.</i></p>

Properties

Title: Metaphor for Life (Poetry)

Type: Metaphorical Expression

Subject: 9th Honors Lit/Comp

Grade Range: 9

Description: Students will create their own extended metaphor poems after reading and crafting poems in this genre.

Duration: 55 min

Author(s): Carly Plonka

Lesson
Plan

Minutes

Instructional Unit Content

Standard(s)/Element(s)

Content Area Standard 9th English Language/Arts

ELACC9-10RL 1, 2, 3, 4, 5, 6; ELACC9-10W 4, 9, 10; ELACC9-10SL 1

TAG Standard

Advanced Communication Skills—1, 2, 7, 9, 10; Critical Thinking and Creative Problem Solving Skills—3, 4, 5, 7; Higher Order Thinking Skills—3, 6

Summary/Overview

The focus of this lesson is on understanding and crafting extended metaphors. Every day in daily language, metaphors are utilized. Recognizing and analyzing extended metaphors is a key concept for gifted students in the pre-AP literature courses. During our poetry unit, students will create an extended metaphor for life poem modeled after the poems we read by William Shakespeare (“The Seven Ages of Man”) and Linda Ellis (“The Dash”).

Enduring Understanding(s)

At the end of this lesson the student will understand that

- Extended metaphors are developed from the first to the last line of a poem (or passage)
- Extended metaphors are used in songs, articles, advertisements, etc.
- How to craft original poetry
- How an author uses several literary elements to develop the extended metaphor throughout his/her writing

Essential Question(s)

- What is an extended metaphor?
- What can you compare life to metaphorically?
- Where do we see or hear metaphors in everyday life?
- What literary devices does the author use to develop the extended metaphor throughout the poem?

Concept(s) to Maintain

- Metaphors/extended metaphors
- Development of metaphors across a poem
- Analogies

- Writing original poetry

Evidence of Learning

What students should know:

- Definition of a metaphor/extended metaphor
- Identification of a metaphor/extended metaphor
- Definitions of poetic/literary devices
- Identification of poetic/literary devices
- Metaphors can be used in various genres of writing

What students should be able to do:

- Identify a metaphor/extended metaphor
- Identify poetic/literary devices
- Analyze the effectiveness of poetic/literary devices in developing the extended metaphor
- Brainstorm/journal metaphors for life
- Write their own original extended metaphor poem

Suggested Vocabulary

- Extended metaphor
- Figurative language
- Repetition/anaphora
- Catalog
- Syntax
- Irony
- Diction
- Tone

Procedure(s)

- Students will complete the following warm-up journal in preparation for reading two extended metaphor poems: JOURNAL—*In songs, articles, movies, TV shows and many other genres, life is often referred to something abstract metaphorically. (Example: “The Road Not Taken” by Robert Frost; Life is like a beach; Life is like a rose, etc.) In a “whopper” paragraph (5-7 sentences minimum), come up with your own metaphor for life a free write on it. How is this metaphor significant to you? Be prepared to share your response in discussion!*
- Before the students begin writing, I will share my own journal entry on my metaphor for life to scaffold the activity.
- In a discussion, students will share the metaphors they created and their responses.
- Students will receive copies of “The Seven Ages of Man” and “The Dash”. We will read and annotate these in the style of our “Poetry Friday” activities. Thus, first semester, every Friday students participated in “Poetry Friday” to hone literary analysis and analytical skills. The poems related to the concepts in our overarching units. Thus, students had to connect the poem to other readings we currently studied. During this “Poetry Friday” activity, we read and annotate the poem together line-by-line as a class. Students look for the following items always: 1) significance of title; 2) Irony, diction and tone (key to analyze in preparation for AP courses); 3) literary/rhetorical devices and their effect on the piece as a whole; 4) annotations are collected at the end of the activity.
- As a class, students will read, annotate and discuss “The Seven Ages of Man” and “The Dash” in “Poetry

Friday” style fashion.

Summarizing Activity

- Ticket Out the Door: Jot down three ways the each of the poems today illustrated development of extended metaphor.
- Modeling Homework Assignment: For homework, students will craft their own extended metaphor poem. Students can use their journal entries from the beginning of class as a springboard for composing their piece. Poems will be collected the next class period. Students are also welcome to read them in our Poetry Café Summative Assessment.

Resource(s)

Anchor Text(s): “The Seven Ages of Man” by William Shakespeare; “The Dash” by Linda Ellis

**Name of Textbook here: “The Seven Ages of Man”—Timeless Voices, Timeless Themes (Gold Level); “The Dash”--
<http://lindaellis.net/the-dash/the-dash-poem-by-linda-ellis/>**

Standard and Page Numbers

Technology:

<http://lindaellis.net/the-dash/the-dash-poem-by-linda-ellis/>

Handouts:

Extended Metaphor Poem Assignment

Poetry Reading Summative Assessment