**Lesson Plan 1**

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**Lesson Title:** Like, What Does That Mean? – The Use of Metaphor and Simile in Literature

**Annotation:** Through film, music, and print (including poetry and other literature), students will discuss and analyze metaphor and simile as literary devices. Students will be able to point out metaphor and simile used in everyday conversation. They will also be able to distinguish among different types of metaphors. We will reference passages from the texts for this unit, *The Catcher in the Rye* and *Nothing But the Truth*, as well as video clips that introduce metaphor and simile as devices. These examples will help the student better understand the concepts of and the differences between metaphor and simile and how they can apply to life which will tie in with our unit plan, *No Particular Place to Go.*

**Assumptions of Prior Knowledge:** Students are familiar with metaphors and simile. Though they might not recognize a metaphor or a simile, they experience them daily whether it is through conversation or the music they listen to, movies they watch, and books they read.

**Primary Learning Outcome:** Students will be able to distinguish between metaphors and similes. They will also be able to construct their own metaphors and similes through a writing exercise. Students will also be able to identify different types of metaphors. Students will connect metaphors in *The Catcher in the Rye* and *Nothing but the Truth* to the ideas of growing up, loneliness, and change.

**Additional Learning Outcome (Optional):** Students will see the places metaphors and similes hold in everyday conversation, reading, and media.

**Assessed GPS’s:**

**ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.**

The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:

a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative).

b. Identifies and analyzes patterns of imagery or symbolism.

c. Relates identified elements in fiction to theme or underlying meaning.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

a. Analyzes and explains the structures and elements of nonfiction works such as newspaper articles and editorials, magazine articles, journal articles, and/or other informational texts.

b. Analyzes the logic and use of evidence in an author’s argument.

c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student:

a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.

i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance

ii. form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet)

iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism

**ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student**

a. Demonstrates awareness of an author’s use of stylistic devices for specific effects.

b. Explains important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.

c. Identifies and assesses the impact of ambiguities, nuances, and complexities within the text.

d. Includes a formal works cited or bibliography when applicable.

**ELA10W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student**

a. Plans and drafts independently and resourcefully.

b. Revises writing to improve the logic and coherence of the organization and controlling perspective.

c. Revises writing for specific audiences, purposes, and formality of the contexts.

d. Revises writing to sharpen the precision of word choice and achieve desired tone.

e. Edits writing to improve word choice, grammar, punctuation, etc.

**Non-Assessed GPS’s (Optional):**

**ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.**

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.

b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

d. Identifies logical fallacies used in oral addresses (i.e., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

e. Analyzes the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**National Standards:**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**Materials:** 1. PowerPoint presentation for lesson including videos.

2. Copies of *The Catcher in the Rye* and *Nothing But the Truth.*

**Total Duration:**  55 minutes

**Technology Connection:** PowerPoint presentation, video clips

**Procedures:**

1. As the students enter and take their seats, the PowerPoint will be up and running playing The Real McKenzies’ song, “Comin’ Thro’ the Rye”. When the song finishes, welcome them. – 5 minutes
2. Introduce students to the lesson about metaphor and simile.
3. Present Essential Questions for this lesson plan.
4. Why is it important to sometimes make comparison?
5. What are some ways to be descriptive?
6. In what ways are descriptive words more effective?
7. Begin PowerPoint presentation.
8. Begin with first slide “What is a metaphor?” – 2 minutes
9. Ask the students what they think a metaphor is.
10. Click to reveal definition.
11. Click to next slide “Some Metaphors” – 5 minutes
12. Click and ask what “Has the heart of a lion” means.
13. Click and ask what “Rolling in dough” means.
14. Click and ask what “It’s raining cats and dogs” means.
15. Click and ask what “Kicked the bucket” means.
16. Click and ask what “She has the voice of an angel” means.
17. Click to next slide “What is a simile?” – 2 minutes
18. Ask the students what they think a simile is.
19. Click to reveal definition.
20. Click to next slide with video example of a simile. – 3 minutes
21. Introduce video of Johnny Cash singing Leonard Cohen’s “Like a Bird on a Wire”
22. Click to next slide with video example of metaphor and simile – 3 minutes
23. Introduce video from the film *Step-Brothers*
24. Click to next slide with another video example of metaphor and simile – 3 minutes
25. Introduce video from the film *Tommy Boy.*
26. Click to next slide – 5 minutes
27. Ask students for examples of metaphors from clips.
28. Ask students for examples of similes from clips.
29. Explain that there are many types of metaphors and explain our focus on four of them then click to next slide “Types of Metaphors”. – 12 minutes
30. Give loose, understandable definition of Extended Metaphor.
31. *Give example of quote from “As You Like It”.*
32. *Break down quote to explain where the metaphors are.*
33. Give loose, understandable definition of Dead Metaphor.
34. *Present examples on PowerPoint slide.*
35. *Show clip example of Dead Metaphor from “Tommy Boy”.*
36. Give loose, understandable definition of Synecdoche Metaphor.
37. *Present examples on PowerPoint slide.*
38. Give loose, understandable definition of Simple Metaphor.
39. *Present examples with “HoldenSpeak” on PowerPoint slide.*
40. *Explain the use of simple metaphor in “The Catcher in the Rye.”*
41. Group Activity – 15 minutes
42. Divide groups by having students count off.
43. When groups are formed, give instructions for group metaphor/simile activity.
44. While handing out Activity Sheet, explain that they will be writing a metaphor/simile piece.
45. While students are working on Activity Sheet, walk among them and remind them to think about the following:
46. *What ways can we be most descriptive in our writing?*
47. *What words will be most important?*
48. *How will the words we choose convey our meaning?*
49. *How will the words we use affect the reader?*
50. Have students turn in their group activity sheets when time is up.
51. As they are getting ready to leave, remind students that they will begin working the next day on their metaphor/simile pieces for feather circle and to be thinking about how they will accomplish this.
52. Remind students to read the next assigned pages in *The Catcher in the Rye* for homework.
53. Wish them a good day.

**Assessment:** Students will turn in their group activity sheets at the end of class. The activity sheet will consist of boring, bland, non-descriptive sentences that the students will turn into stunning, life-breathing sentences by adding descriptive metaphors and/or similes. The students will work together to re-form these sentences and explain whether the sentence is a metaphor or a simile.

**Extension:** This lesson will be introduced about the fourth of the way through the book, *The Catcher in the Rye.* This lesson will segue into the lesson for a written metaphor/simile piece that can later be re-purposed for a lengthier essay. Students will need to be actively engaged in order to understand what metaphor and simile are and apply the ideas of metaphor and simile to their writing.

**Remediation:** Print-outs of the PowerPoint will be available upon request. All PowerPoints will be available for students via the school homework website.

**Works Cited and Consulted:**

American Heritage Dictionary

[Bevington, David. *The Complete Works of Shakespeare*. 5th Ed. New York: Pearson Longman, 2003. Print.](http://www.youtube.com)

[www.literaryzone.com](http://www.literaryzone.com)

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