

Name:	Chap Shearouse	Grade: 8th ELA
Lesson Title:	Figurative Language and Literary Devices Day 2: Analyzing Figurative Language in Poetry	
Instructional focus included in this lesson: <input type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group		
Lesson Modifications: This Lesson is designed to utilize a combination of whole group and small group instruction allowing students opportunities for personal exploration of text as well as collaborative analysis and application of new understandings. The research based Close Read strategy enables students from a broad range of abilities to analyze information in small chunks with intermissions to check for comprehension.		
Central Focus		
Essential Questions General Overview of Lesson **Common Core Standards**	<ul style="list-style-type: none"> • How can figurative language and sound devices affect the meaning of a text? <p>This lesson builds on information presented in the previous component of the figurative language and literary devices learning segment. The lesson is intended to be delivered over 3 days and includes components designed to activate background knowledge, enable vocabulary acquisition, review grammar skills, engage students in speaking, listening, and viewing activities, and a writing exercise.</p> <p>Day 2: Students will analyze poems and identify figurative language and literary/sound devices.</p> <p>ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language, and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

<p>Central Focus/Lesson Objectives</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify and understand the major types of figurative language (metaphor, simile, hyperbole, personification, and idioms, imagery) • Students will be able to identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms, imagery) • Students will be able to identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia) • Students will evaluate the effect of sound in poetry, especially with regard to how sound can contribute to meaning, tone, or mood • Students will be able to distinguish the difference between analogy and allusion • Students will be able to support their ideas by citing evidence from the text for all claims and inferences • Students will be able to annotate texts as they read in order to show comprehension • Students will be able to distinguish between evidence that strongly supports a claim or main idea, and details that may be irrelevant or extraneous
<p>Supporting Content Development Through Language</p>	
<p>Academic Language:</p>	<p><u>Key Language Demand:</u> Identify, Understand, Analyze, Evaluate, Distinguish, Support</p> <p><u>Academic Vocabulary:</u> Figurative Language, Literary/Sound Devices</p> <p><u>Key Vocabulary:</u> Figurative Language, Literary/Sound Device, Metaphor, Simile, Hyperbole, Personification, Idiom, Analogy, Allusion, Alliteration, Assonance, Consonance, Onomatopoeia</p>
<p>Supporting Content Learning</p>	
<p>Materials</p>	<p>Introduction Video Clip (4 Seasons 1 Tree): http://safeshare.tv/w/PYXJvGoMBc</p> <p><i>Nothing Gold Can Stay</i> (Video Clip): http://safeshare.tv/w/NYsTWfPILW</p> <p><i>Nothing Gold Can Stay/Harlem</i> Activity Page (Attached)</p> <p><i>Comprehension Check</i> (Attached)</p> <p>Language Arts Text Book</p> <p>BYOT</p>

	Procedures
<p>Introduction to Lesson/Activating Thinking</p>	<p>In order to activate the student’s background knowledge and provide context for the first poem students will analyze in today’s lesson, begin class by asking students to silently watch a brief video clip and record their responses to the spiral questions listed on the activity page.</p> <p>4 Seasons 1 Tree (Video Clip): http://safeshare.tv/w/PYXJvGoMBc</p> <p>Following the video, have students watch a second brief clip from The Outsiders where the main character recites Robert Frost’s poem <i>Nothing Gold Can Stay</i> and answer the “Making Connections” question listed on the activity page.</p> <p>Nothing Gold Can Stay Video Clip: http://safeshare.tv/w/NYsTWfPILW</p> <p>Estimated Time Frame: 10 Minutes</p>
<p>Body of Lesson/ Teaching Strategy</p>	<p>Close Read #1 Using the poem (<i>Nothing Gold Can Stay</i>, Robert Frost) provided in the activity page, have students work in pairs using the metacognitive Close Read strategy in order to engage in an in-depth analysis of the text. Students will first scan the text silently, and then have one member read the text aloud. Next the pairs will work together to analyze the poem one line at a time identifying figurative language and literary devices while attempting to determine the author’s meaning.</p> <p>Once students have finished analyzing the poem allow groups to share their thoughts and identify the figurative language and sound devices identified as a whole group, ask students to summarize the poet’s meaning and describe how the poem relates to the video clip they watched at the beginning of class. (15 Minutes)</p> <p>Close Read #2</p> <p>Have students repeat this process using Langston Hughes’ poem <i>Harlem</i> (15 Minutes)</p> <p>Estimated Time Frame: 30 minutes</p>
<p>Closure/Summarizing Strategies:</p>	<p>When there are approximately 10 minutes left in class (or as students finish Close Read #2) distribute the Comprehension Check for today’s lesson and have students turn in the completed summative assessment at the end of class.</p> <p>Estimated Time Frame: 10 minutes</p>

Monitoring Student Learning

Monitoring Learning: Assessment/Evaluation

Assessment Plan for Learning Objectives

- *Students will identify and understand the major types of figurative language (metaphor, simile, hyperbole, personification, and idioms, imagery)*
- *Students will be able to identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms, imagery)*
- *Students will be able to identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)*
- *Students will evaluate the effect of sound in poetry, especially with regard to how sound can contribute to meaning, tone, or mood*
- *Students will be able to distinguish the difference between analogy and allusion*
- *Students will be able to support their ideas by citing evidence from the text for all claims and inferences*
- *Students will be able to annotate texts as they read in order to show comprehension*
- *Students will be able to distinguish between evidence that strongly supports a claim or main idea, and details that may be irrelevant or extraneous*

Understanding will be assessed through observation of group work during the Close Read activity and through student responses during discussions. Students will complete and submit a Comprehension Check before they leave class that will serve as a formative assessment for this learning segment.

The following documents are attached as Day 2 Resources (PDF)

Nothing Gold Can Stay/Harlem Activity Page

Comprehension Check

NAME:

DATE:

PERIOD:

Close Read

*Find a partner and work together in pairs to complete a Close Read of the following poems. Begin By reading the poem silently, then have one member of the pair should read the poem out loud. Next, read just the first line of the poem and work together to **identify figurative language and sound devices. Try to determine and summarize the meaning of the line.***

Repeat this process for each line of the poem, one line at a time.

Nothing Gold Can Stay –Robert Frost

Nature's first green is gold,

Her hardest hue to hold,

Her early leaf's a flower;

But only so an hour.

Then leaf subsides to leaf.

So Eden sank to grief,

So dawn goes down to day.

Nothing gold can stay.

Harlem – Langston Hughes

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore-

and then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

NAME:

DATE:

PERIOD:

COMPREHENSION CHECK

Using the first poem we analyzed today, answer question 1 & 2

Nothing Gold Can Stay –Robert Frost

Nature's first green is gold,
Her hardest hue to hold,
Her early leaf's a flower;
But only so an hour.

Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

- 1) What best describes the speaker's **mood** in this poem?
 - a) Excited about the leaves changing color in autumn.
 - b) Saddened by the changes that take place as time passes.
 - c) Fascinated by the blossoming of flowers.
 - d) Comforted by spending time in nature.

- 2) In which of the following lines does the poet use **alliteration**?
 - a) Her early leaf's a flower.
 - b) Nothing gold can stay.
 - c) But only so an hour.
 - d) Her hardest hue to hold,

Use the second poem we read today to answer **questions 3, 4, and 5**:

Harlem – Langston Hughes
What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore—
and then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

- 3) In lines 2 and 3 the poet asks if a dream deferred will “dry up like a raisin in the sun”. The author’s use of this simile to help the reader understand his meaning is an example of what literary element? (Standard 2a/2c/3b)
- a) Personification
 - b) Imagery
 - c) Hyperbole
 - d) Onomatopoeia
- 4) From the context of this poem, what can you infer about the speaker’s beliefs regarding the postponement of “dreams”? (Standard 1a/1b/3a/3b/3d)
- a) Dreams become sweeter or more desirable over time.
 - b) Old dreams should be thrown away like rotten meat.
 - c) Dreams can become a pain or burden if they are not achieved.
 - d) Dreams are as dangerous as explosives.
- 5) Which of the following is an example of literary allusion? (Standard 1c/2a/2c)
- a) Langston Hughes compares a dream deferred to a festering sore and rotting meat using the term “like”.
 - b) The title of the poem, *Harlem*, refers to an area in New York famous for the literary movement known as the Harlem Renaissance.
 - c) In the closing line Hughes suggests that a dream deferred could possibly “explode”.
 - d) Playwright Lorraine Hansberry applies the message of this poem to the characters in her 1951 play, *A Raisin in the Sun*.