7th grade Lesson 2

“Metaphor poem”

 vs. 

**Objectives:**

Vocabulary: Recognizing important words for this lesson and for future lessons. Consult general and specialized reference materials.

Reading Literature: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of story or drama.

Writing: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Speaking & Listening: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language: Explain the function of phrases and clauses in general and their function in specific sentences.

1. **Vocabulary**: Recognizing important words for this lesson and for future lessons. Have students become familiar with the words below. I usually would give students 3 words a lesson or week, depending on what’s necessary. Students can do a variety of thing or whatever works for you when teaching vocabulary. Students can: look up the definition and write it down or put it in their own words, put the word in a sentence, draw a picture/cartoon, create an antonym or explain what the word is not, and a synonym as well. Do whatever you have time for, but do what works.
	1. Metaphor, alliteration, personification
	2. Prodigious
	3. Supercilious
2. **Reading Informational:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of story or drama.
3. Have students read the following poem entitled “The Railway Train”
4. If students need a little extra help understanding this poem, which they might. Have them read through the analysis of the poem on the website below:

<http://www.gradesaver.com/emily-dickinsons-collected-poems/study-guide/section22/>

1. Have students answer the questions below using evidence from the text to support each of their answers.

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| **Dickinson, Emily. “The Railway Train.” *The Complete Poems of Emily Dickinson.* Boston: Little, Brown, 1960. (1893)**I like to see it lap the miles,And lick the valleys up,And stop to feed itself at tanks;And then, prodigious, stepAround a pile of mountains,And, supercilious, peerIn shanties by the sides of road And then a quarry pareTo fit its sides, and crawl between, Complaining all the while In horrid, hooting stanza;Then chase itself down hillAnd neigh like Boanerges; Then, punctual as a star,Stop—docile and omnipotent—At its own stable door.  |

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| Questions |
| 1.In this poem Emily Dickinson has created a metaphor poem. She is comparing two things. Please explain the two things that she is comparing. Use examples from the text to explain your meaning.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. In the first stanza there is an example of personification. Please explain what personification means and explain how the example fits that type of figurative language. Use examples from the text to explain your meaning.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. The third stanza has an example of alliteration. Please explain what alliteration is and explain how the example fits that type of figurative language. Use examples from the text to explain your meaning.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. The third stanza has an alliteration that is dealing with sound. Think about what a train sounds like. How does that description fit with a complaining train as well as a complaining horse? Would either one of them like to make itself fit or have to crawl between something? Use examples from the text to explain your meaning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. She may like to watch the train, but does she actually like it? What would like say about her feelings toward new technology advancement as well as protecting the environment? Use examples from the text to back up your reasoning.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. The poem does not rhyme or have a rhyme scheme. Some believe that rhyming takes away from the words of the poem and focuses more on how it sounds. Emily Dickinson frequently wrote in rhyme. What would cause her to make sure that this poem had no rhyme and was not supposed to be happy? Use examples from the text to back up your reasoning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_7. Is the train going fast or slow? Is it slowing down or speeding up? How is that a comparison between the train and the advancement in technology happening during her time?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Writing:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
2. Have students create a metaphor poem. They will be comparing and contrasting an object and an animal. They need to be thinking about what visuals they would use with this poem to help others understand it.
3. The poem should be at least 8 lines (2 stanzas) and show how the animal and object are the same. They should not come right out and say what the two are except for in the title.
4. They will either need to research their animal or their object for more information. They should cite the source at the bottom of the poem.
5. Below I have an example for you.

|  |
| --- |
| The Elephant vs. the VacuumWe both have long hosesThat feed us when we’re hungry.We both make loud sounds That startle children all around.We have waste that needs to be removed.One of us sprays out the nose for cleaning, butIf the other one sprays out its nose then it’s broken. Wales, Jimmy. “Elephant.” Nov. 16, 2011. <http://en.wikipedia.org/wiki/Elephant>: 1. |

1. Speaking & Listening: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
2. Students should find some graphics or create their own pictures and share the pictures when they share their poem. The pictures should be a reflection of the poem. For example the two pictures at the top of this lesson reflect the poem.
3. Students need to share their Metaphor Poem and pictures with a neighbor.
4. While sharing, students should evaluate the reasoning of their partner. They should ask if the information is opinion or fact and if the information is relevant and sufficient for the evidence presented. During the sharing process, students should discuss the above information.
5. **Language**: Explain the function of phrases and clauses in general and their function in specific sentences.

If you don’t have access to a computer lab then, for this activity put the information on the LCD projector and let students work on the information that way. These websites are interactive, but in order for students to receive a grade they need to write their answers on the worksheet. Do what works for you.

1. Have students go to the following website:

<http://english-zone.com/grammar/noun-clz1.html>

1. Have students rewrite their sentences in the chart below.

|  |  |
| --- | --- |
|  | Complete combined sentences |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |

1. Have students study the information on how to change an Adjective clause to an Adjective phrase

<http://www.eslstation.net/ESL310L/adjective_phrases.htm>

1. They should then go to the following website and copy each answer into the chart below. <http://www.english-zone.com/grammar/adj-clz-34.html>

|  |  |
| --- | --- |
|  | Rewritten sentences  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |
| 16 |  |

Rubrics

Writing

|  |  |  |
| --- | --- | --- |
| Questions | Yes  | No |
| Did they complete their poem? |  |  |
| Did they have at least 8 lines? |  |  |
| Did they have a metaphor that compared & contrasted an animal and an object? |  |  |
| Did they have at least one source cited? |  |  |
| Did they only mention their animal/object directly in the title? |  |  |

Reading

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they fill out the worksheet correctly answering the questions?  |  |  |
| Is it obvious that they read/evaluated the text?  |  |  |
| Did they use examples from the text to support every answer where applicable?  |  |  |

Language

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they complete the charts? |  |  |
| Did they rewrite their sentences?  |  |  |

Speaking and Listening

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they share their Narrative poem?  |  |  |
| Did they share their graphics/pictures?  |  |  |
| Did their graphic/picture reflect their poem?  |  |  |
| In the sharing process did they discuss how they felt about opinion or fact within the poem, if the information is relevant, explained the metaphor, what they discovered, and their own reasoning.  |  |  |
| Did they answer all questions posed to them?  |  |  |