

Lesson Skill: Describing the impact of visual imagery and poetic devices

Strand Reading--fiction-poetry

SOL 6.5
7.5
8.5

Materials

- Colored pencils or markers

Lesson

1. Review the meanings of the terms *imagery* and *metaphor* with students.
2. Distribute colored pencils or markers, and tell students that as you read aloud a short, scientific explanation of *fog*, they should draw whatever images the words cause them to visualize. Read the following explanation of fog aloud several times, and allow students several minutes to draw what they visualize.

Fog is a cloud based on the ground rather than in the atmosphere. Fog forms when there is a lot of moisture near the ground, or when the air near the ground cools to the dew point. The temperature to which air must be cooled in order for the water vapor in the air to condense into liquid water is known as the dew point. If air near the ground cools to this temperature, water vapor from the air will become visible as dew on the ground or fog in the air.
3. Next, tell students that you will read a short poem call “Fog” by the American poet Carl Sandburg (Internet search). Again, they should draw the images the words cause them to visualize. Read the poem aloud several times, and allow students several minutes to complete their drawings. It is likely that they will need more time for this second drawing.
4. When students are finished, divide them into groups to take turns sharing their two drawings and then discussing the following questions:
 - What are the similarities between the two readings? What are the differences?
 - How are your two drawings similar? How are they different?
 - Which was easier to draw? Why?
 - How do the two drawings present different perspectives on or information about fog?
5. Ask groups to share their answers, and use the answers as the basis for a class discussion. Answers will vary, but the greater vividness of the imagery in the poem should be noted. Remind students that Sandburg’s poem uses visual imagery and a metaphor.

6. As time allows, have students write a paragraph explaining why Sandburg uses imagery and metaphor in his poem. If necessary, give sentence starters, such as “In the poem ‘Fog,’ Sandburg...” or “This makes the reader think or feel...”