

Lesson Skill: Make connections, using metaphor

Strand Reading—Vocabulary

SOL 9.3
10.3
11.3
12.3

Materials

- Independent reading text
- Copies of the attached Multiple-Response Activity – Understanding Metaphor worksheet
- Available technology

Lesson

1. Have students consider the following questions: Why do authors use objects to make a comparison to an idea, to represent an idea? Why do they develop metaphors? Discuss the meaning of the word *metaphor*.
2. Have students brainstorm ways in which the following objects can be used to represent an idea:
 - ship
 - ladder
 - thread
 - mirror
 - window
3. Have students consider the following passage from “Letter to President Pierce, 1855” by Chief Seattle, excerpted from the Spring 2003 Released Test for End of Course English/Reading:

The whites, too, shall pass—perhaps sooner than other tribes. Continue to contaminate your bed, and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the horses all tamed, the secret corners of the forest heavy with the scent of many men, and the view of the ripe hills blotted with talking wires, where is the thicket? Gone. Where is the eagle? Gone.
4. Ask students: “What is the significance of the use of the object ‘bed’ in this passage? What is Chief Seattle’s purpose in using this word?” Discuss student responses.
5. Ask students to identify a passage from their independent reading text in which the author effectively presents an object to represent an idea. Distribute copies of the Multiple-Response Activity – Understanding Metaphor worksheet. Have each student write out the passage and then write an explanation of the use of metaphor in the

passage. Finally, have each student exchange his/her passage-and-explanation with two other students who will provide responses to the original passage.

Strategies for Differentiation

- Model process
- Provide good/effective examples for students to reference
- Vocabulary – word wall/ word mapping
- Create personal comparisons – come up with personal metaphors

Multiple-Response Activity – Understanding Metaphor

Write the passage in the space below. Then, underline the metaphor(s) in the passage.

Write your explanation of how and why the author uses this metaphor(s) to convey meaning.

First peer response to explanation:

Second peer response to explanation: