

Introduction to Literary Terms

Grade Level or Special Area: 6th grade English

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Length of Unit: Four lessons (40 minute lessons, four days to complete unit)

I. ABSTRACT

This is an introductory unit that teaches students to recognize, understand, and reproduce literal and figurative language terms needed for interpreting poetry, fiction, and drama. The students will build up their English folder by organizing the handouts and notes chronologically. The unit comes to a conclusion with the students writing an accordion paragraph to communicate what they have learned. The students will be graded on the folder and the paragraph based on the criteria laid out in the checklist and rubric found on Appendices H and I.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an understanding of literal and figurative language in poetry, fiction, and drama.
2. Students will develop an understanding on how figurative language supports the meaning in a given context. (CSS 6.6 F)

B. Content from the *Core Knowledge Sequence*

1. Sixth Grade English: Literary Terms (p. 136)
 - a. Literal and figurative language
 - i. imagery
 - ii. metaphor and simile
 - iii. symbol
 - iv. personification

C. Skill Objectives

1. Students will be able to recognize and define the imagery in “I Wandered Lonely as a Cloud.”
2. Students will be able to interpret the usage of imagery in poem to identify meaning and context.
3. Students will be able to recognize and define the symbolism in “I Wandered Lonely as a Cloud.”
4. Students will be able to interpret the usage of symbolism in poem to identify meaning and context.
5. Students will be able to recognize and define metaphors and similes in “I Wandered Lonely as a Cloud.”
6. Students will be able to interpret the usage of metaphors and similes in poem to identify meaning and context.
7. Students will be able to recognize and define the personification in “I Wandered Lonely as a Cloud.”
8. Students will be able to interpret the usage of personification in poem to identify meaning and context.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Auman, Maureen E., *Step Up to Writing*

B. For Students

1. Wordsworth, William. “I Wander Lonely as a Cloud”
2. Introduction to Literary Terms- *Core Knowledge Sequence*, Grade 6, page 136

IV. RESOURCES

- A. Wordsworth, William. "I Wandered Lonely as a Cloud," *Realms of Gold* (all lessons)
- B. Webster's Dictionary (all lessons)

V. LESSONS

Lesson One: Imagery (40 minutes)

A. Daily Objectives

- 1. Concept Objective(s)
 - a. Students will develop recognition of literal and figurative language in poetry, fiction, and drama.
 - b. Students will develop an understanding of how figurative language supports meaning in a given context.
- 2. Lesson Content
 - a. English: Literary Terms: Imagery (p. 136)
 - i. imagery
- 3. Skill Objective(s)
 - a. Students will be able to recognize and define the imagery in "I Wandered Lonely as a Cloud."
 - b. Students will be able to interpret the usage of imagery in poem to identify meaning and context.

B. Materials

- 1. Webster's Dictionary
- 2. *Realms of Gold*
- 3. English folder with lined paper
- 4. Pens, pencils
- 5. Blue highlighter
- 6. Appendix A - *I Wandered Lonely as a Cloud*
- 7. Appendix B - Glossary (one copy per student)
- 8. Appendix C - Imagery (one copy per student)

C. Key Vocabulary

- 1. Imagery - a word picture described using the five senses

D. Procedures/Activities

- 1. Begin by reading aloud to the students, "I Wandered Lonely as a Cloud."
- 2. Pass out Appendix B. Go over the glossary of key vocabulary words to make sure students know definitions of unfamiliar words. Answer any other vocabulary questions.
- 3. Students will begin taking notes to put at the front of English folder. Demonstrate how you would like students to fold paper and number terms. In this lesson they will only define imagery. Have students look up the definition of imagery in their dictionaries. Pick one student to read the definition aloud. Write the definition on a transparency that has been formatted for note taking. Have students copy the definition onto their paper and highlight the word "imagery" in blue.
- 4. Give students a copy of Appendix C. Give students five minutes to brainstorm images that come to their minds when thinking about their three abstract words. Make sure that they understand images are things that one can see, smell, touch, and hear. For example, an image for the word "peace" could be *floating clouds*. Teacher, model this for the students on the board or overhead. After five minutes, have students share some of their images. Give students five more minutes to arrange their images into a poem. Let some of them share. Have students put this in their English folder behind the glossary.

5. Pass out Appendix A. Have a transparency available for them to see. Read the poem to the students out loud. While you are reading have students underline the imagery with pencil. Then, go over with them each occurrence of imagery. Go back and highlight the underlined words and phrases with a blue highlighter. Have them put this behind Appendix B in their folder.
- E. *Assessment/Evaluation*
1. The students will be compiling an English folder for their notes and handouts. Students' folders will be graded on organization, note taking, having completed Appendices A-G, and have them in the correct order. The checklist for grading their folders is found in Appendix H.
 2. At the end of the unit students will write an accordion paragraph (an accordion paragraph is a concept from the *Step Up to Writing* program. This paragraph must have a title, clear topic sentence and plan, transitions, explanations and examples, and a strong conclusion sentence. The rubric for grading the accordion paragraph is in Appendix I) explaining how the imagery, symbolism, metaphors/similes, and personification enhance the poem.

Lesson Two: Symbolism (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop recognition of literal and figurative language in poetry, fiction, and drama.
 - b. Students will develop an understanding of how figurative language supports meaning in a given context.
2. Lesson Content
 - a. English: Literary Terms: Symbolism (p. 136)
 - i. symbol
3. Skill Objective(s)
 - a. Students will be able to recognize and define the symbolism in "I Wandered Lonely as a Cloud."
 - b. Students will be able to interpret the usage of symbolism in poem to identify meaning and context.

B. *Materials*

1. Webster's Dictionary
2. *Realms of Gold*
3. English folder with paper and dividers
4. Pens, pencils
5. Green highlighter
6. Appendix A - *I Wandered Lonely as a Cloud* (one new copy per student)
7. Appendix B - Glossary
8. Appendix D - Symbolism (one copy per student)

C. *Key Vocabulary*

1. Symbolism - an image, idea, or action that represents more meaning, value, and ideas than just itself

D. *Procedures/Activities*

1. Begin by reading "I Wandered Lonely as a Cloud"
2. Have students turn to Appendix B. Review new word definitions from glossary.
3. Have students take out the notes they started. Introduce the word symbolism. Have them look it up in the dictionary and pick one student to share the definition with the class. Write the definition of symbolism on the note transparency and have students copy it onto their paper. Then, have them

highlight “symbolism” in green. Have students place the notes back in their folder.

4. Pass out Appendix D. Read directions to class. Show an example on the overhead. Allow 10 minutes for them to complete this worksheet. Then, ask students to share some examples of symbolism. Have them put it away in their folders, behind Appendix A.
5. Pass out another copy of Appendix A. Have a transparency available for them to see. Read the poem to the students out loud. While you are reading have them underline the symbolism with pencil. Then, go over with them each occurrence of symbolism. Have students go back and highlight the underlined words and phrases with a green highlighter. Have them put this behind Appendix D in their folder.

E. *Assessment/Evaluation*

1. The students will be compiling an English folder for their notes and handouts. Students folders will be graded on organization, note taking, having completed Appendices A-G, and have them in the correct order. The checklist for grading their folders is found in Appendix H.
2. At the end of the unit students will write an accordion paragraph (an accordion paragraph is a concept from the *Step Up to Writing* program. This paragraph must have a title, clear topic sentence and plan, transitions, explanations and examples, and a strong conclusion sentence. The rubric for grading the accordion paragraph is in Appendix I) explaining how the imagery, symbolism, metaphors/similes, and personification enhance the poem.

Lesson Three: Similes and Metaphors (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop recognition of literal and figurative language in poetry, fiction, and drama.
 - b. Students will develop an understanding of how figurative language supports meaning in a given context.
2. Lesson Content
 - a. English: Literary Terms: Similes and metaphors (p. 136)
 - i. metaphor and simile
3. Skill Objective(s)
 - a. Students will be able to recognize and define metaphors and similes in “I Wandered Lonely as a Cloud.”
 - b. Students will be able to interpret the usage of metaphors and similes in poem to identify meaning and context.

B. *Materials*

1. Webster’s Dictionary
2. *Realms of Gold*
3. English folder with paper and dividers
4. Pens, pencils
5. Pink and purple highlighters
6. Appendix A - *I Wandered Lonely as a Cloud* (one new copy per student)
7. Appendix B - Glossary
8. Appendix E - Similes and Metaphors (one copy per student)

C. *Key Vocabulary*

1. Simile - a figure of speech that compares two unlike things by using “like” or “as”

2. Metaphor - a figure of speech that compares to unlike things describing one as if it were the other

D. *Procedures/Activities*

1. Begin by reading “I Wandered Lonely as a Cloud.”
2. Have students turn to Appendix B. Review new word definitions from glossary.
3. Have students take out the notes they started. Introduce the word simile. Have them look it up in the dictionary and pick one student to share the definition with the class. Write the definition of simile on the note transparency and have students copy it onto their paper. Then, have them highlight “simile” in pink. When they are done with simile they can start looking up metaphor. Write the definition of metaphor on the note transparency and have students copy it on their paper. Then highlight “metaphor” purple. Have students place the notes back in their folder.
4. Pass out Appendix E. Go over directions and do the first noun with the class. Let the students have 15 minutes to finish the worksheet individually. Let students share some of their similes and metaphors. Have students put this behind Appendix D.
5. Pass out another copy of Appendix A. Have a transparency available for them to see. Read the poem to the students out loud. While you are reading have students underline the similes and metaphors with pencil. Then, go over with them each occurrence. Have students go back and highlight the underlined words and phrases with a pink or purple highlighter. Have them put this behind Appendix E in their folder.

E. *Assessment/Evaluation*

1. The students will be compiling an English folder for their notes and handouts. Students folders will be graded on organization, note taking, having completed Appendices A-G, and have them in the correct order. The checklist for grading their folders is found in Appendix H.
2. At the end of the unit students will write an accordion paragraph (an accordion paragraph is a concept from the *Step Up to Writing* program. This paragraph must have a title, clear topic sentence and plan, transitions, explanations and examples, and a strong conclusion sentence. The rubric for grading the accordion paragraph is in Appendix I) explaining how the imagery, symbolism, metaphors/similes, and personification enhance the poem.

Lesson Four: Personification (40 Minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop recognition of literal and figurative language in poetry, fiction, and drama.
 - b. Students will develop an understanding of how figurative language supports meaning in a given context.
2. Lesson Content
 - a. English: Literary Terms: Personification (p. 136)
 - i. personification
3. Skill Objective(s)
 - a. Students will be able to recognize and define the personification in “I Wandered Lonely as a Cloud.”
 - b. Students will be able to interpret the usage of personification in poem to identify meaning and context.

- B. *Materials*
1. Webster's Dictionary
 2. *Realms of Gold*
 3. English folder with paper and dividers
 4. Pens, pencils
 5. Yellow highlighter
 6. Appendix A - *I Wandered Lonely as a Cloud* (one new copy per student)
 7. Appendix F - Pop-Quiz (one copy per student)
 8. Appendix G - Personification (one copy per student)
 9. Appendix H - Checklist for English folder (one copy per student)
 10. Appendix I - Rubric for grading accordion paragraphs (one copy per student)
- C. *Key Vocabulary*
1. Personification - figure of speech in which human qualities are given to a non-human object
- D. *Procedures/Activities*
1. Pass out Appendix F. Give students the pop-quiz on the glossary terms. Allow 10 minutes for this activity. Collect to grade later.
 2. Give students a copy of Appendix G. Read directions and example. Give students ten minutes to complete the worksheet. Go over some of their examples of personification. Have students place worksheet behind Appendix A from lesson three.
 3. Pass out another copy of Appendix A. Put a transparency of Appendix on the overhead and read the poem aloud. While you are reading have students underline the personification with pencil. Then, go over with them each occurrence. Have students go back and highlight the underlined words and phrases with a yellow highlighter. Have them put this behind Appendix G in their folder.
 4. Review criteria for their folders and accordion paragraphs. Make sure you state the standards for the rubrics on Appendices H and I.
 5. Let students start on their paragraphs. Tell students to start organization of their paragraph by using a piece of lined paper and a two-column fold. Fold the paper like two-column notes (simply fold the notebook paper in half vertically). Have students put the topic on the top line. Then, have students write their main ideas on the left-hand side. Any examples or detail go to the right.
- E. *Assessment/Evaluation*
1. The students will be compiling an English folder for their notes and handouts. Students folders will be graded on organization, note taking, having completed Appendices A-G, and have them in the correct order. The checklist for grading their folders is found in Appendix H.
 2. At the end of the unit students will write an accordion paragraph (an accordion paragraph is a concept from the *Step Up to Writing* program. This paragraph must have a title, clear topic sentence and plan, transitions, explanations and examples, and a strong conclusion sentence. The rubric for grading the accordion paragraph is in Appendix I) explaining how the imagery, symbolism, metaphors/similes, and personification enhance the poem.

VI. CULMINATING ACTIVITY

- A. The students will be compiling an English folder for their notes and handouts. Students folders will be graded on organization, note taking, having completed Appendices A-G, and have them in the correct order. The checklist for grading their folders is found in Appendix H.

- B. At the end of the unit students will write an accordion paragraph (an accordion paragraph is a concept from the *Step Up to Writing* program. This paragraph must have a title, clear topic sentence and plan, transitions, explanations and examples, and a strong conclusion sentence. The rubric for grading the accordion paragraph is in Appendix I) explaining how the imagery, symbolism, metaphors/similes, and personification enhance the poem.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: *I Wandered Lonely as a Cloud*
- B. Appendix B: Glossary
- C. Appendix C: Imagery
- D. Appendix D: Symbolism
- E. Appendix E: Similes and Metaphors
- F. Appendix F: Pop-Quiz
- G. Appendix G: Personification
- H. Appendix H: Checklist and rubric for English folder
- I. Appendix I: Rubric for grading accordion paragraphs

VIII. BIBLIOGRAPHY

- A. Auman, M.E. *Step Up to Writing*. Longmont, CO: Sopris West, 2003.
- B. *Core Knowledge Sequence*. Charlottesville, VA: 1999. 1-890517-20-8.
- C. Wordsworth, William. "I Wandered Lonely as a Cloud," *Realms of Gold*. Charlottesville, VI: Core Knowledge Foundation, 2000.

Appendix A

I Wandered Lonely as a Cloud

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee: -
A poet could not but be gay
In such a jocund company:
I gazed -and gazed -but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils.

Appendix B

Glossary

1. **Vales-** valley
2. **Host-** flock, large group
3. **Margin-** an edge or boarder around a text
4. **Sprightly-** lively, vivacious
5. **Jocund-** Cheerful, merry
6. **Vacant-** empty, without expression or thought
7. **Pensive-**serious quiet reflection, causing melancholy thought
8. **Solitude-** isolated, being alone

Appendix C

Imagery

Pick three words and write on the lines below the chart. Take five minutes to brainstorm as many images you can. Create images that paint a mental picture. Remember: images are described using sight, sound, touch, taste, and smell.

Peace	Joy	Love	Solitude
Noise	Gloomy	Forgiveness	Passion
Excitement	Anger	Melancholy	Bored

1. _____ 2. _____ 3. _____

Now take five minutes and turn those images into a poem. You may add words to link the images into sentences and phrases, but DO NOT use any of the original words.

Appendix D

Συμβολισμ (Symbolism)

A symbol is usually something more than what it seems. The images below symbolize, or represent, a deeper meaning. Write down you own interpretation of the significance behind the images.









Appendix E

Similes and Metaphors

Directions: Fill in the right side of the table with four more nouns. Then, compare the first column with the second column. Write down your comparisons in *simile* and *metaphor* format.

Column One	Column Two
Day	
Clouds	
Stars	
Rainbow	

Similes:

1. _____
2. _____
3. _____
4. _____

Metaphors:

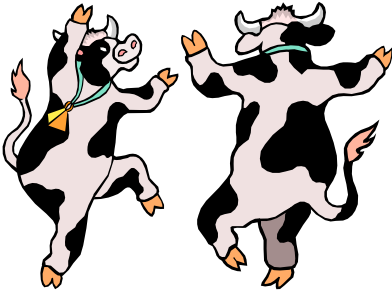
1. _____
2. _____
3. _____
4. _____

Appendix F

Pop-Quiz on Glossary Terms

Match the appropriate letter with the correct vocabulary word

- | | |
|---------------------------|---|
| 1. _____ Vales | a. Cheerful, happy |
| 2. _____ Host | b. Empty, without expression or thought |
| 3. _____ Margin | c. Valley |
| 4. _____ Sprightly | d. Herd, large group |
| 5. _____ Jocund | e. Serious reflection, causing melancholy thought |
| 6. _____ Pensive | f. Secluded, being alone |
| 7. _____ Vacant | g. Energetic, vivacious |
| 8. _____ Solitude | h. An edge or boarder |



Personification-

Describing non-human objects using human characteristics

Directions: Write a sentence personifying the non-human noun

Example noun: *Sunset*

Example sentence: *The sunset is jealous of your beauty!*

1. Flower

2. Rain

3. Fire

4. Eagle

5. Ocean

Appendix H

English Folder Checklist

Organization-

- _____ Notes
- _____ Glossary
- _____ Imagery
- _____ "I Wander Lonely as a Cloud"
- _____ Symbolism
- _____ "I Wander Lonely as a Cloud"
- _____ Similes and Metaphors
- _____ "I Wander Lonely as a Cloud"
- _____ Personification
- _____ "I Wander Lonely as a Cloud"
- _____ Organization page for accordion paragraph
- _____ Accordion Paragraph

Neatness-

- _____ Notes are thorough (complete definitions)
- _____ Neat (term on the left and definition on the right)
- _____ Color-coded (note page corresponds with the copies of poem)
- _____ Accordion paragraph organization page is neat and color coded
- _____ Accordion paragraph is typed and double spaced

Appendix I

Rubric for Writing Accordion Paragraphs

Student Name: _____ Assignment Name: _____

CATEGORY	4	3	2	1
Introduction and Topic Sentence	The introduction is inviting, states a clear topic sentence and previews the structure of the paper.	The introduction clearly states the topic sentence and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the topic sentence, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the topic or structure of the paper.
Main Ideas	Main ideas are clear and correspond with the topic sentence in a logical order.	Main ideas are clear and correspond with the topic sentence, but are not in a logical order.	Main ideas are identifiable, but do not correspond with the topic sentence and are not in logical order.	Main ideas are unidentifiable.
Explanation, Examples, Details	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Conclusion	The conclusion is strong and leaves the reader with a summary of information. Conclusion is worded differently than topic sentence.	The conclusion is recognizable and ties up almost all the loose ends. Conclusion has some wording of topic sentence.	The conclusion is recognizable, but does not tie up several loose ends. Conclusion is identical to the topic sentence.	There is no clear conclusion, the paper just ends.
Grammar and Spelling	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes one-two errors in grammar or spelling that distract the reader from the content.	Writer makes three-four errors in grammar or spelling that distract the reader from the content.	Writer makes more than four errors in grammar or spelling that distracts the reader from the content.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes one or two errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Additional Comments:
