Lesson Plan

Candidate: Michelle Chester  Lesson Title: Metaphorically Thinking: My Name

I. Anticipatory Set
A. Attraction: Thinking Metaphorically—Are you more like activity: have students circle the most accurate answer (their opinion) for each question on the “Are you more Like...” handout (attached). Have students form groups according to their answers to the 1st question. In their groups, the students must come up with a reason for their decision; which they will share with the class. Repeat for all the questions on the handout.

* Remember to emphasize that there are no right or wrong answers.

B. Connections: Discuss with the class the times we use metaphor or simile. Have you ever tried to explain a difficult concept to someone? Have you ever had to describe an object that is unfamiliar to the person you are describing it to? How did you describe the object? Much of the time we try to compare the unfamiliar with the familiar so that we can assign meaning to the unfamiliar—enter metaphor and simile!

D. Objective (Standards):
- Students will be able to differentiate the difference between metaphor and simile.
- Students will be able to identify metaphors and similes and recognize and interpret meaning from metaphors and similes in works of literature.
- Students will be able to create their own using metaphor and simile in the final assessment: “My Name” writing assignment (attached).

II. Instruction
B. Delivery: Present the definitions and a few examples of metaphor and simile.

Metaphor: A comparison between unlike things without explicitly using comparative words such as like or as. Example: “My love is a red, red rose.” —Robert DiYanni, Literature: Reading Fiction, Poetry, and Drama. 5 ed., Boston: McGrawhill, 2002.


Check understanding: write several similes and metaphors on the board or overhead and have the students identify whether it is a simile or a metaphor. Then have the students try to define what each may mean (see attached examples sheet)

C. Model: Read “My Name” from The House on Mango Street by Sandra Cisneros (copy attached*) as a class. As a class, find examples of metaphor and simile in the first two paragraphs. Ask students what each may mean. For example, the simile “It is like the number nine” is used in the first paragraph and may simply refer to the number of letters in Esperanza, but could be something more...maybe a feeling of coming in last (”waiting” in second line)? or a reference to the visual of the number itself a circle standing up alone? As the class points out simile and metaphor underline each on an overhead transparency or highlight on a computer projection.

III. Guided Practice
B. Delivery: Give students a red and green colored pencil and have them get into groups of 2 or 3 and find all the metaphors and similes in the passage. As they find Metaphors, they should underline them in red and write possible meanings for each. As they find simile, they should underline them in green and write possible meanings for each. Allow 8-12 minutes to finish the passage then ask for volunteers to come up and underline the metaphors and then the similes they found. It is not important to find all the metaphors and similes in the passage, but to make sure the students understand how to find them and interpret meaning.

Have students create some comparisons for their own name (the precursor to metaphor and simile) and write them down in the first column on a piece of paper that is folded into thirds. Then have students create a simile (2nd column) and a metaphor (3rd column) for each comparison.

* In a classroom setting with a unit involving this book, I may modify this lesson plan so that students would use the book rather than a copy of the passage. Instead of using colored pencils they would use a sheet of paper divided in half (each assigned a half) to identify the metaphors and similes as well as the meaning of each example.

IV. Closure
A. Assessment: Introduce the writing assignment using the assignment sheet (attached). Show them an example of the competed “My Name” writing assignment (my own example attached). Make sure students understand they may use both my example and the book as a model. Review how to use a model as a tool for writing. (learned previously)

V. Independent Practice
A. Performance: Allow students time to write their “My Name” project using the similes and metaphors they wrote during guided practice and closure. Revision and modification will come in future lessons.

B. Repetition/Extension: Have students find the lyrics to one of their favorite songs (playable on the radio—clean) and identify the metaphors and similes and meaning of each. Bring the lyrics to class next time to share in groups. Cisneros uses metaphor and simile throughout the book, so we will be identifying and interpreting her metaphoric writing throughout the unit.
“My Name” Writing Assignment

DUE DATE ______________________________

We have just begun reading *The House on Mango Street* for our unit on diversity and identity. With her striking language and writing style the author, Sandra Cisneros, creates a story out of a series of vignettes that give us a glimpse into Esperanza Cordero’s life. Cisneros uses metaphor and simile to create more powerful meaning and feeling. It is now your turn to show off your understanding of metaphor and simile in this assignment using “My Name” from the book as a model to create your own metaphoric depiction of your name.

**Purpose:** To show your understanding of metaphor and simile by creating your own examples. This assignment will be part of our final portfolio project for the unit.

**Format:** You will be using the chapter entitled “My Name” from *The House on Mango Street* as a model for your own “My Name” piece. Your piece must be at least one page long (double spaced) and no longer than two pages (double spaced). You may loosely follow Cisneros' structure or you may strictly follow her pattern. Remember that this is your own work—you may not use exact sentences or phrases from the original and use them as your own. Have fun with the assignment and try to let metaphoric thinking take over!

**Grading:** Your grade for this assignment will depend on your understanding and use of metaphor and simile as well as your creativity in describing your name. As this assignment is part of the final portfolio for this unit, you will be receiving a pass or fail grade initially; you will then be graded on the portfolio as a whole.

**USING A MODEL TO WRITE A TEXT**

- Remember to pick out the structure of the text—how is it organized? What is the main point of each paragraph?
- How can you change the format, but still write something similar?
- What words, figurative language, and phrases are used? How can you use the same types of words, figurative language, and phrases in your writing?

Below are some questions that may help you in writing your own “My Name” piece:

1. What is your whole name?
2. What is the meaning of the words in your name?
3. Were you named after someone? If so, how do you feel about the person? What is that person’s relation to you? What do you admire about that person?
4. What do you dislike?
5. What are your nicknames and why have you been given them?
6. Do you wish you had been named something else? If so, what? Why?
7. Would you ever change your name?
8. Play with the sounds in your name. Repeat them several times. Do the sounds remind you of other words or of certain images?
### Observations and Inferences: “My Name”

*The House on Mango Street*

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
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<tbody>
<tr>
<td><strong>Quote:</strong> “In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing” (10).</td>
<td></td>
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<tr>
<td>Observations: Esperanza’s name means different things in English and Spanish. Her name makes her think of many different (mostly sad) things.</td>
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<td><strong>Quote:</strong> “It was my great grandmother’s name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse – which is supposed to be bad luck if you’re born female – but I think this is a Chinese lie because the Chinese, like the Mexicans, don’t like their women strong.” (10).</td>
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<tr>
<td>Observations: Esperanza’s named after her grandmother. They were both born in the year of the horse which the Chinese and Mexicans believe is bad luck for women. Esperanza doesn’t believe that is true.</td>
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<td><strong>Quote:</strong> “I wonder if she made the best with what she got or was she sorry because she couldn’t be all the things she wanted to be. Esperanza. I have inherited her name, but I don’t want to inherit her place by the window” (11). Observations:</td>
<td></td>
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<td><strong>Quote:</strong> “Magdalena who at least can come home and become Nenny. But I am always Esperanza” (11). Observations:</td>
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<td><strong>Quote:</strong> “I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes, Something like Zeze the X will do.”</td>
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Summary Observation –
What does this chapter literally talk about? What is the history of Esperanza’s name?

Summary Interpretation –
What is Esperanza revealing to us about her feelings about herself, her life, and her dreams for the future through the discussion of her name? How is her name a metaphor for her life?

What’s in a Name?  
*(Making Personal Connections with the Text)*

9. What is your whole name?

10. What is the meaning of the words in your name?

11. Were you named after someone? If so, how do you feel about the person? What is that person’s relation to you? What do you admire about that person?

12. What do you dislike?

13. What are your nicknames and why have you been given them?

14. Do you wish you had been named something else? If so, what? Why?

15. Would you ever change your name?

16. Play with the sounds in your name. Repeat them several times. Do the sounds remind you of other words or of certain images?
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