Imagery

Content Area: **Language Arts**
Course(s): **Creat Writ 2H**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
R	Reading
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
W	Writing
W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple

	plot lines, to develop experiences, events, and/or characters.
W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL	Speaking and Listening
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Enduring Understandings

Creative writers should avoid the use of abstract feelings and ideas. Instead, writers should provide vivid images that will elicit a strong emotional response from readers. Images awaken our senses and allow us to experience what the writer has written.

Vibrant images arise through the use of metaphors and similes, which push the reader to a deeper level of understanding.

Imagery is one of the elements most needed by creative writers.

Essential Questions

How do I create images?

Why should I create images?

How can I create effective similes and metaphors?

How can abstract words be used to generate vivid images?

How can an image be a doorway into a poem?

Knowledge and Skills

Students will learn the following:

An image is a picture created by our words.

Images are created through the use of metaphors and similes.

A metaphor is a comparison that says one thing *is* another.

There are two types of metaphors commonly used: the **implied metaphor** and the **extended metaphor**. An implied metaphor implies the comparison, usually through action or by ascribing attributes. The extended metaphor persists throughout an entire creative piece.

A simile is a comparison that uses the word *like* or *as*.

Another important element of metaphor is personification, which is giving a nonhuman object some human characteristic.

Cliches, phrases or images that are so commonly used that they are not original at all, should be avoided.

Abstract words can be used to generate vivid images by choosing an image to illustrate that abstract concept.

An image conveys emotion and can be a doorway into a poem. It can work on an emotional level even before we're able to intellectually understand it.

Students will be able to do the following:

Write poems and short stories that include strong images.

Use metaphor and similes to create vibrant images.

Write fresh, original pieces without cliches.

Use abstract words to generate vivid images.

Trust their instincts and follow where an image leads.

From *Mooring Against the Tide: Writing Fiction and Poetry* (2nd edition) - Jeff Knorr and Tim Schell

Transfer Goals

Students utilize images when writing creatively to make their poetry and prose more effective.

Students transport readers to their universe through poetry and prose.

Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks