

Ms. Williams Figurative Language Lesson Plan

Lesson Title and Duration	“Metaphors, Similes, & Allusions! (Work, work!)”. This lesson will take place over a 90 minute class period. This lesson is adaptable for online learning.
Learner Objectives (Write on the top of the assignment document that is in Google Classroom.)	Students will work in small groups to identify and annotate figurative language in Hamilton’s <i>My Shot</i> . Students will focus mainly on analyzing and synthesizing metaphors, similes, and allusions.
Standards (the California-adopted Common Core Standards and Career Technical Education Standards addressed by this lesson plan)	<u>CCSS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA <u>CCSS.ELA-LITERACY.RL.9-10.9</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>CCSS.ELA-LITERACY.L.9-10.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Materials Needed	Students will need Chromebooks, access to Google Classroom/Canvas, or a pen and highlighter. I will need the lyric lines numbered and posted to Google Classroom. I will also have extra copies printed out if students do not have a working Chromebook or prefer to physically annotate. I will also have the projector connected to my computer. I will also provide multiple translations of the lyrics for students who are ELL. Within their individual Google Classroom assignments, I will make sure to provide the lyrics in both English and their first language.
Purpose/Objective	“The goal for today is to get additional practice with identifying figurative language, specifically metaphors, similes, and allusions. Utilize the notes we took yesterday on figurative language and collaborate with your neighbors. We will be writing an assessment paragraph later this week where we will choose one example of figurative language to explore further.”
Anticipatory Set	I will ask how many students have heard any <i>Hamilton</i> songs and if they know about some pop culture references Lin Manuel Miranda makes in the musical. We will watch the performance of the song as a class, students can follow along with the lyrics on the screen or through Google Classroom. For ELL students I will provide a translation of the lyrics as well as have a video link to the song performed in Spanish.

	For other languages, I will use have students watch the scene from the movie with the appropriate subtitles.
Input	I will review the figurative language that we will be focusing on in class, then demonstrate how I want students to annotate the song. They will have to identify what is being compared in the metaphor or simile. For allusions, students will identify the origin of the allusion or another reference to the allusion. Students will have to explain the meaning conveyed by each figurative language they identify. I will also let them know that there are about fifteen (15) examples of the figurative language that we are focusing on for that day. For ELL students I will make sure to have the figurative language provided to them in their own language and work with them to Google any additional help.
Modeling	After watching the video, we will review the figurative language that will focus on for the class. I will ask students to describe the figurative language and then present them with an example of that figurative language. I will identify an example of a simile in the chorus. Using the identified figurative language (ex. Hey yo, I'm just like my country/I'm young, scrappy and hungry) I will explain how I want the annotations. We will work together as a class to go through the first chorus and verse of the <i>My Shot</i>. I will continue to demonstrate how they should annotate the lyrics on the Google document. We will work together to analyze and synthesize the figurative language.
Checking for Understanding	I will check for understanding through my modeling and guided practice. By having students actively participate in the identifying and analysis of the first chorus and verse we will be able to see if students are understanding the lesson. As I walk around the classroom during the students' practice, I will keep an eye on the annotations and conversations happening and make sure they are grasping the lesson.
Guided Practice	Students will work together in groups to identify and analyze the figurative language in the lyrics. I will walk around the room and check in with students to see the progress they have made. I will also keep an eye on their progress through the Google documents that they are annotating. I will make private comments on their google documents as they go along to let them know if they are on the right track or need to review. For students who need an extra challenge, I will have them look for additional figurative language examples like symbols and alliteration. If students still are not grasping the concepts, I will have them focus on only one or two of the figurative language that we are focusing on for that class. For ELL students who need extra assistance, I will try to pair them with a group that is more proficient in English to assist along the way.

Closure	I will have each group share two (2) examples of figurative language they found in the song. As a class, we will then review and talk over any questions they might have about the figurative language that we focused on.
Independent Practice	As an exit ticket, students write their own metaphor, simile, or allusion. These will be turned in at the end of class through Google Classroom. Students will be expected to complete and turn in these but 9 pm that day. Students who did not finish it in class will have to complete it as homework. Students who hand-wrote their annotations can upload pictures of their work to Google Classroom.
Summarize, Evaluate & Reflect	After class, I will review what the students have completed so far. I will look to see if they can at least identify the figurative language and then look to see if they can explain its use. I will also review their exit tickets to see if they have a grasp of using figurative language in their own writing.
	For my own reflection, I will look to see if the class time I provided was enough for students to complete their work. I will review their responses to see if there was an aspect of the lesson that was missed. I evaluate if this was an error on my part or if we just need more time to fully understand the figurative language.