

## ***Strategy Scenario***

***Strategy:*** simile/metaphor/imagery

***Content:*** Literature

***Title:*** Simile and Metaphor in Emily Dickinson's poetry

***Time Required:*** 50 minutes

***Target Audience:*** 20-25 average to above average middle school, high school, or college students

***Goal of Activity:*** to locate similes, metaphors in the works of Emily Dickinson and to appreciate the resulting imagery

***Purpose of Script:*** to define metaphor and simile and have students locate them within several poems

***Learning Outcome(s), Gagne's Taxonomy:*** Intellectual Skills (defined concepts)

***Learning Outcome(s) HEO Taxonomy:*** Affective Domain (awareness and valuing)

***Learner Characteristics:*** students of average to above average ability

***Entry Skills:*** some prior knowledge reading poetry and understanding figurative language; at least average reading and comprehension ability

***Setting:*** classroom

***Media:*** chalkboard, copies of Dickinson's poems-- "I Heard a Fly Buzz When I Died," "Because I Could Not Stop for Death," and "I Taste a Liquor Never Brewed"

***Process:***

- 1). Instructor asks students to read "I Heard a Fly Buzz When I Died"
- 2). Instructor asks the class who can define simile and metaphor? Both are defined and distinctions between them are made
- 3). Students return to poem and read it again, this time looking for metaphors and similes
- 4). Students are asked to write in their journals at least a full page on what they discover in terms of metaphors and similes and attempt to relate it to authorial intent
- 5). After fifteen minutes, the instructor discusses the classes' findings
- 6). Specific attention is given to the fly, the window, the color blue, and eyesight
- 7). After students discuss their observations, the instructor introduces the idea of allusion, suggest the fly not only is a metaphor but an allusion to a biblical or mythological persona

- 8). Instructor asks students to describe the image they associate with this poem, to specifically describe the objects they see in the room where the persona is dying
- 9). Instructor repeats process for subsequent two poems

***Strategy Assessment:*** Instructor observes the quantity and quality of the class discussions

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***References:*** West, C., Farmer, JI, & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.