

TITLE OF LESSON

English 1 Unit 3 Lesson 38 – Literal and Figurative Language

---

TIME ESTIMATE FOR THIS LESSON

One class period

---

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0, 3.7-9, 3.11, W1.0-2, W/O1.0-2, L/S1.0-1, 1.9, 1.11

---

MATERIALS

*Ode to a Pair of Socks* – Reading  
Clothing – brought in by students

---

LESSON OBJECTIVES

- To define Literal Language and Figurative Language
  - To discern the difference between Literal Language and Figurative Language
  - To read Pablo Neruda’s “Ode to a Pair of Socks”
  - To identify poetic devices being used in Neruda’s ode
  - To tell stories about a favorite article of clothing
  - To create a cluster chart of images about this clothing
- 

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework.
- 2) **Daily Log** – Have students copy down the Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Literal and Figurative Language 2. Ode to a Pair of Socks 3. Favorite Clothing Stories 4. Ode to Your Favorite Clothing	<i>Ode to a Pair of Socks</i>	1. Finish the cluster chart and write an ode for your article of clothing. 2. Find someone to edit the partner name poem. 3. Study vocabulary.

---

ACTIVITIES – INDIVIDUAL AND GROUP

1. Review Metaphor and Simile – Ask for a volunteer to remind the class of the definitions for Metaphor and Simile. Tell them to give the definition in their own words, rather than in the dictionary language it was given yesterday. Have them give an example for each.
2. Definitions – Tell them that metaphors and similes are examples of figurative language. Figurative language is the use of words, phrases, symbols, and ideas in such a way as to evoke mental images and sense impressions (modified from Bob’s Byway at <http://www.poeticbyway.com/gl-r.html>). Tell them to write the definition of Figurative Language on their Poetry Toolbox. Also have them write this definition: **Literal Language: Language that means exactly what is said.** Point out that their poems yesterday fit nicely into the definition of figurative language, since they rely on images and sense impressions. Likewise, the metaphors/similes in last night’s homework rely heavily on literal language, comparing concepts that are essentially alike. Today, they will continue to work with mental images and sensory impressions, as they write about a favorite article of clothing.

3. Ode to a Pair of Socks – Distribute the Pablo Neruda poem “Ode to a Pair of Socks” and tell the students that an ode is a special kind of poem that praises something, that tells all the good things about something or someone. Ask them to think about why Neruda might be writing a poem to praise a pair of socks. What could be so great about socks? Tell them to think about this while they read the poem.
4. Neruda’s Imagery – Assign *Group Roles* (see below). Tell the students that they will be drawing an image of what they think the socks Neruda is describing really look like, as well as identifying the use of poetic devices. The presenter will read the poem to the group, and everyone will work on identifying imagery and poetic devices. They should underline all metaphors and similes and circle all uses of figurative language (in some cases, these will be the same). They should also put an x above all words they feel are particularly descriptive (vivid, expressive, poetic language) and a y above any rhythmic repetition. The whole group should work on identifying the poetic devices. Remind them to read it in chunks and stop to pose questions about the images: “What did the socks feel like? What did they look like? Did they really look like fish? What does he mean when he says that?” Remind them also to think about why Neruda would write an ode to socks. Give them ten minutes to work in groups. They must agree on the image they think the socks should look like and why.
5. Present – Call on the groups to present the image drawn to go along with the poem. Make sure they are able to explain with examples from the poem why they drew the socks they way they did. What colors did they use and why? Were the socks fuzzy or smooth, grimy or clean, holey or intact, etc? Where in the poem can they find examples to support their drawing? Ask each group to present the poetic devices they identified, and give the answer to the question, why did Neruda write an ode to socks.
6. Discuss – When all groups have presented, ask students to explain why the images the groups came up with may be different. Point out that Neruda’s use of figurative language allows him to make an ordinary object – a pair of socks – seem like something very special. Instead of just writing in literal language about their softness and their beauty, he compares them to rare birds. They will be writing their own Clothing Odes in class tomorrow. Tonight, they should think about Neruda’s use of imagery as they create their own odes.
7. Clothing Stories – Ask students to bring out the favorite item of clothing they brought. If they forgot, they can always just talk about something they have on. Then have the students work in groups. Each student should take a turn introducing the item of clothing to the group, saying why they like it so much and where it is from. Encourage the group members to pose at least one follow-up question to each clothing story: “Why do you like that so much? Where is it from? Who gave it to you? Describe it to us.” If the clothing represents something from their cultural traditions, ask them to explain in what settings it would be worn, and by whom, and so on.
8. Cluster Chart – Tell the students to create a cluster chart of images about the articles of clothing. Each student should create one chart, using suggestions of metaphors/similes from the group that listened to the story. Tell them to put the name of the clothing article in the middle of a sheet of paper and then draw three circles joined to it. Then group members should help them think of descriptive categories for the clothing. How does it look? How does it feel? They should think of at least three descriptive categories. Then they should suggest at least one metaphor/simile for each category. Remind them to think of descriptive words first, then the comparisons (i.e. “Remember, you said you like that hat because it’s soft, so list “soft” as a category. What else is soft? A pillow? Cat fur?” Encourage them to be original with their ideas!)
9. Review Homework – For homework, students should complete their cluster charts, so that they have at least three metaphors that may be extended. They should write their own brief odes – six or seven lines will suffice – about their articles of clothing. They should use their cluster maps to help them, and should include at least three metaphors. If some have difficulty beginning, remind them of the beginning of the Neruda poem, and the questions they answered during the storytelling about who gave them the clothing. This structure may help them to start the process, since they may follow the model “Maru Mori brought me a pair of socks,” mentioning whoever gave them the clothing in the first line. They might also think of that person, the giver, as the audience to the poem. They should find someone to edit the partner name poems for them, using the **Editing Skills List** (which they should have in their binders). The editor should write their name at the top and should edit in a different color pen or pencil so their corrections can easily be seen.

**HOMEWORK**

- 1) Finish the cluster chart and write an ode for your article of clothing.
  - 2) Find someone to edit the partner name poem.
  - 3) Study vocabulary.
- 

**GROUP ROLES**

**Presenter** – Your job is to read the poem to the group, making sure to stop at times and pose questions about the images. You will also be responsible for presenting the group’s image to the rest of the class, along with any answers to the teacher’s questions. You will work with the other group members to prepare for the presentation.

**Illustrator** – Your job is to draw the image of the socks, incorporating ideas and images from the poem. You will work with the other group members to prepare for the presentation.

**Facilitator** – Your job is to help the group come up with ideas about Neruda’s use of poetic devices. You and the other group members will identify the use of figurative language, rhythm, line breaks, and stanzas in the poem. You will work with the other group members to prepare for the presentation.

**Notetaker** – Your job is to underline all of the metaphors and similes, circle all of the figurative language, write an x above the effective descriptive words, and a y above rhythmic repetition. It is not your job to come up with all of these ideas alone. You will work with the other group members to prepare for the presentation.

---

**DOCUMENTATION FOR PORTFOLIO**

**Unit 1**

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

**Unit 3**

- Character Diary 3
- Character Diary 5
- Exit Scene Prologue
- Exit Scene
- Exit Scene Promptbook

**Unit 2**

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

**Unit 4**

None