

TITLE OF LESSON

English 1 Unit 3 Lesson 39 – Odes

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, 1.9, 2.0, W/O1.0-5, L/S1.0-1, 1.9, 1.11, 2.0

MATERIALS

“Ode to a Pair of Socks” – Reading

Poetry Revision – Student Page

Bad Writing Contest Winners – Student Page

LESSON OBJECTIVES

- To identify images used by Pablo Neruda in “Ode to a Pair of Socks”
- To define Imagery, Personification, and Ode
- To conduct peer revision
- To rewrite odes
- To recite odes

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
			<ol style="list-style-type: none"> 1. Adding to the Toolbox 2. Revise Clothing Odes 3. Spoken Word Performance 	“Ode to a Pair of Socks”	<ol style="list-style-type: none"> 1. Read Bad Writing Contest Winners and identify five examples of the poetry tools mentioned in class so far (with at least two different tools). 2. Study vocabulary. 3. Write a bad first line of a bragging poem. 4. Final draft of partner name poems.

ACTIVITIES – INDIVIDUAL AND GROUP

1. What is an Ode? – Ask for a volunteer to remind the class of the meaning of Ode. If no one remembers, ask them to think about the Neruda poem and what it does. They should be able to come up with the main idea: praise. Tell them this definition of Ode:
An ode is a poem that addresses a person or thing not present in dignified language. While odes of the past were lofty, many odes today address ordinary objects in exalted language.
 (definition from <http://www.webbschool.com/rhood/drhweb/7&8commonfiles/ode.htm>)
2. Adding to the Toolbox – Ask for a volunteer to remind the class about the two different types of language they learned yesterday (figurative and literal). Tell them to bring out their Poetry Toolbox lists, because they will be adding two more tools. The first tool fits into the category of figurative language. Tell them to write down the word

Personification. Now, ask if anyone has a guess about what that means, knowing that it is a type of figurative language. Then give this definition, and have the students copy it down:

Personification is a type of metaphor in which distinctive human characteristics, e.g., honesty, emotion, etc., are attributed to an animal, object or idea, as "The haughty lion surveyed his realm" or "My car was happy to be washed" or "Fate frowned on his endeavors."

(from Bob's Byway at <http://www.poeticbyway.com/gl-p.html>)

Ask if anyone can think of any examples of personification from anything they have recently read or heard. Perhaps someone will remember this part of Romeo and Juliet, from the same balcony scene mentioned in the discussion about metaphor:

*Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou her maid art far more fair than she*

Ask students what is being personified in those lines. They should easily be able to come up with the idea that Shakespeare gives the moon human attributes, drawing a comparison (which is the essential element of metaphor) between the moon and a jealous woman. Just as with other metaphors, the comparison is figurative rather than literal. Unlike some of the metaphors analyzed, the comparison must be presented in the sequence of something non-human compared to or given a human quality. (Thus, saying "My lady is as bright as the sun" is not personification, because the lady is presented first, not the sun.) Ask if anyone used personification in their cluster charts last night. Did anyone compare their articles of clothing to a human feeling or condition?

3. Definition of Imagery – Write the word Imagery on the board and ask the students, in their groups, to come up with a definition for it. Give them five minutes. At the end of five minutes, call on a group to state their definition and write it on the board. Ask the next group to state their definition and add to the definition on the board. They should only write new information on the board, anything that adds to the previous group's definition. Repeat with the remaining groups. Read the final result and ask the class how they would modify it into one cohesive definition. Make sure to cross out words rather than erasing so that the students can see all the drafts of the definition on the board. Then write the following definition underneath:

Imagery refers to the elements in a literary work used to evoke mental images, not only of the visual sense, but of sensation and emotion as well. While most commonly used in reference to figurative language, imagery is a variable term which can apply to any and all components of a poem that evoke sensory experience, whether figurative or literal, and also applies to the concrete things so imaged.

(modified from Bob's Byway at <http://www.poeticbyway.com/gl-r.html>)

Did the class definition capture this? Did it add anything to it? Did it include a reference to literal as well as figurative language? Modify the class definition as necessary, then have students copy it down on their Poetry Toolbox.

4. Ode to a Pair of Socks – Tell students to bring out their copies of *Ode to a Pair of Socks* and work in groups to identify poetic devices. Tell the groups to circle every example of imagery and write a "p" if they see any examples of personification. Give them about five minutes to do this. Then call on volunteers to contribute ideas. Did they remember to include the socks themselves as an image? Did they remember to include the poet's feet as an image? There is not any clear-cut example of personification. The socks are usually compared to animals. However, there is a case where Neruda is comparing his feet to firemen. Would this be personification? Can it really be said that Neruda's feet are not human? Pose this question to the class. It makes a good point about the vagaries of poetic devices as an analytical tool.
5. Clothing Odes – Now have the students bring out the clothing odes they wrote for homework. They will work on revision with partners. Have them exchange the odes with partners that you have assigned. Tell them to bring out the **Poetry Revision** sheet and their Poetry Toolboxes. Using both of these, they should make suggestions for revision. For number seven on the **Poetry Revision** sheet, they should consult their list of Poetry Tools and suggest at least one device that might be added to the poem. Give them fifteen minutes to do the revision.

6. Rewrite and Practice Odes – After fifteen minutes, tell students to return odes to the original authors, even if they have not finished. The poets will work with whatever suggestions have been made. Give them fifteen minutes to rewrite the poems, based on the suggestions for revision. Tell them that, when they have finished rewriting the poem, they should practice reading the poems dramatically to their partners. They will do a classwide dramatic reading at the end of the period. They should practice being dramatic, since it is not just a reading, but a spoken word performance. Ask the class what makes a dramatic reading different from just reading the words off the page. Get suggestions and write them on the board. They should remember the performance tips from their Exit Scenes – put feeling into the words, think about how much you like the item that you are writing about. They don't have to memorize it, but they shouldn't spend the whole time just looking at the paper. Look at the class and try to tell them how much you love those socks! (Or whatever.) After the brainstorm, have them rewrite and practice their poems.
 7. Spoken Word Performance – Ten minutes before the end of class, call time. Tell the students that they will be writing poems and reading them at a class "poetry café" at the end of the unit. This is practice for that time.
 8. Review Homework – Distribute the handout **Bad Writing Contest Winners** (Student Page). Tell the students that these sentences were written by people who entered a contest for bad writing. The contest was to write a bad first line to a novel. Explain that just using poetic devices doesn't make a piece of writing work well. These people used poetic devices to make the writing worse. For homework, the students should read this handout and identify five examples of the poetry tools mentioned in class so far (with at least two different tools – i.e. they may find two examples of personification and three examples of simile). Tell the students that they will also write a bad first line -- to a new poem. They may look at the **Contest Winners** and the **Humorous Metaphors** handouts to get the idea. The first line should be the beginning of a bragging poem, one that says something about how great the poet is. It should either describe one of the poet's wonderful qualities (I am as cool as a snowstorm in Antarctica...) or should say something great the poet did (I threw a pitch so fast that the ball burned up before crossing home plate...) Some students may be unused to this style; remind them that the line is intentionally humorous and outlandish, so they should exaggerate the boast without feeling embarrassed. They should also not worry about it being true. It should incorporate one of their Poetry Tools in the first line. They must also write a final draft of the partner name poems.
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HOMEWORK

- 1) Read **Bad Writing Contest Winners** and identify five examples of the poetry tools mentioned in class so far (with at least two different tools).
 - 2) Write a bad first line of a bragging poem.
 - 3) Write the final draft of the partner name poems.
 - 4) Study vocabulary.
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GROUP ROLES

None

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

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

- Exit Scene Promptbook
- Partner Name Poems