

Interpreting Imagery Lesson Plan

Common Core Standards

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Lesson Procedures

1. Read one or more poems with abundant imagery
2. Hand out imagery chart.
3. Complete and discuss.
4. Write an imagery analysis (optional)

Identifying and Interpreting Imagery

Poets use imagery with a purpose. It's up to you, the astute reader, to identify imagery and analyze the poet's purpose in using it.

Directions: Fill out the chart below. In the left column, cite specific examples of imagery from the poem(s) you're reading or have recently read. In the right column, explain the author's purpose in selecting that specific image. An example has been provided. Include the sense the image appeals to (sight, sound, taste, smell, feel).

| Example of Imagery | The Purpose of the Image |
|---|---|
| <p>A NARROW fellow in the grass / Occasionally rides; / You may have met him,—did you not? / His notice sudden is</p> <p>--"A Narrow Fellow in the Grass"--</p> | <p>Note: the word snake does not exist in a poem that describes a snake, yet a better description of a snake may not exist. More importantly, the brilliant description contains two adjectives: narrow in line one and sudden in line four, whose odd structure thought forces. Dickinson, as do all great writers, understands that adjectives should be used sparingly, even with description.</p> |
| | |
| | |
| | |
| | |

Identifying and Interpreting Imagery

Poets use imagery with a purpose. It's up to you, the astute reader, to identify imagery and analyze the poet's purpose in using it.

Directions: Fill out the chart below. In the left column, cite specific examples of imagery from the poem(s) you're reading or have recently read. In the right column, explain the author's purpose in selecting that specific image. An example has been provided. Include the sense the image appeals to (sight, sound, taste, smell, feel).

| Example of Imagery | The Purpose of the Image |
|---|---|
| <p>You dropped a purple raveling in, You dropped an amber thread; And now you've littered all the East With duds of emerald!</p> <p>--"She Sweeps with Many Colored Brooms"--</p> | <p>Dickinson portrays through the poem an image of a sunset. The poem deftly uses personification—nature as a housewife— to bring the image to sight and to make it relatable.</p> |
| <p>He glanced with rapid eyes That hurried all abroad,- They looked like frightened beads, I thought; He stirred his velvet head</p> <p>--"A Bird Came Down the Walk"--</p> | <p>Dickinson provides an image of a bird, a frightened bird. She uses a simile to compare the eyes to "frightened beads" in a "velvet head."</p> |
| <p>And sweetest - in the Gale - is heard - And sore must be the storm - That could abash the little Bird That kept so many warm -</p> <p>--"Hope Is the Thing with Feathers"--</p> | <p>Here we have an extended metaphor comparing hope to a bird. Dickinson highlights the determinate force of hope by portraying a little bird fighting against a storm.</p> |
| <p>"How public, like a frog To tell your name the livelong day To an admiring bog!"</p> <p>--"I'm Nobody! Who are You"--</p> | <p>Dickinson gives the image of a frog croaking away as a comparison to someone who is well known. Now we call that Twitter and Facebook. Emily certainly enjoyed her solitude, eh?</p> |
| <p>A NARROW fellow in the grass / Occasionally rides; / You may have met him,—did you not? / His notice sudden is</p> <p>--"A Narrow Fellow in the Grass"--</p> | <p>Note: the word snake does not exist in a poem that describes a snake, yet a better description of a snake may not exist. More importantly, the brilliant description contains two adjectives: narrow in line one and sudden in line four, whose odd structure thought forces. Dickinson, as do all great writers, understands that adjectives should be used sparingly, even with description.</p> |

ELA Common Core Lesson Plans

For a complete list of lesson plans, check out the
ELA Common Core Lesson Plans catalogue.

ELA Common Core Lesson Plans

Teacher Ready. Student Ready.