Literacy Design Collaborative

How do authors use figurative language to develop theme?

⭐ TASK

by Josh Barnas and Elizabeth R. Graham

Students will learn about the different types of figurative language in this unit. Then, they will read and listen to the songs "Firework" by Katy Perry and "Titanium" by David Guetta. They will identify the figurative language in these texts and analyze what each example of figurative language means. Then, they will use their understanding of figurative language to interpret the texts and evaluate the theme of each. They will repeat the process with the   They will write an essay explaining the theme of each text and evaluating which author uses figurative language to more effectively communicate the theme.

GRADES	DISCIPLINE	COURSE	PACING
7	📖 ELA	▤ English Language Arts	🕐 N/A

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

How do authors use figurative language to develop theme? After reading "Mother to Son" by Langston Hughes , write an essay in which you explain the theme of the poem and tell how Langston Hughes used figurative language to develop the theme of this poem. Support your discussion with evidence from the texts.

Standards

Pennsylvania Draft Common Core Standards

CC.1.3.7.A.   **Focus**

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B.   **Focus**

Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.F.   **Focus**

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.4.7.A.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.C.

Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.E.1.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.7.F.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Texts

- % **"Mother to Son"**
- % **"Titanium"**
- % **"Firework"**

How do authors use figurative language to develop theme?

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**.	**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.	Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic**.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas**. **Consistently** cites sources with **minor formatting errors**.	Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is **minimal** or **contains minor errors**.	**Accurately** explains ideas and source material and **how they support the controlling idea**.	**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization**.	**Groups and sequences** ideas to **develop the controlling idea**. Uses transitions **to clarify the relationships among ideas, concepts, and information**.	Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion**. Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	**Errors** in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.	**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose**.	Consistently applies standard English conventions, **with few errors**. Demonstrates **varied syntax** and **precise word choice**. **Consistently** uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

You may have learned the elements of poetry and types of figurative language in past grades. In this unit, we will be reviewing the types of figurative language. We will use this understanding to help interpret figurative language and determine how authors use figurative language to convey the theme of the poem.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > FIGURATIVE LANGUAGE: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > THEME REVIEW: Ability to select important facts and passages for use in one's own writing.

ACTIVE-READING > TEACHER MODEL: IDENTIFYING THEME AND FIGURATIVE LANGUAGE: Ability to identify the central point and main supporting elements of a text.

ACTIVE-READING> TEXT ANALYSIS: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > TRANSITIONING TO WRITING: Ability to begin linking reading results to writing task.

Writing Process

REVISION AND EDITING: Revise for clarity and completeness. Edit for correct punctuation, capitalization, and spelling.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**ANALYSIS OF THE TASK** Explain the meaning of the module's prompt in your own words.	*No Scoring*	1. Students will read the module's task. 2. Four keywords from the task will be listed for students to define. These words are figurative language, theme, evaluate, and convey. 3. Once they have the meanings for these words defined, students will work in small groups to define the entire task in their own words.

Standards:

CC.1.3.7.F. : Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.B. : Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.A. : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Additional Attachments:

📄 **understanding the poetry prompt.docx**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Reading Process				
50 mins	**ACTIVE READING > FIGURATIVE LANGUAGE**: Ability to identify and master terms essential to understanding a text.	**FIGURATIVE LANGUAGE CHART** Provide a definition, an example, and author's purpose for using that type of figurative language.	Completely and accurately fills out the organizer.	1. Students will watch a video that shows the various types of figurative language being used in songs. The teacher will stop the video as each type of figurative language is displayed and discuss. 2. Based on this discussion and the way the language is used in the videos, students and the teacher will discuss why an author may use each type of figurative language.

Standards:

CC.1.3.7.F. : Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Additional Attachments:

🔗 **Figurative Language Video**

📄 **Figurative Language Notes**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**ACTIVE READING > THEME REVIEW**: Ability to select important facts and	**FINDING THEME IN POETRY** Identify the figurative language being used in	Students will be able to identify the types of figurative language in each	1. Students will review the definition of theme. 2. They will then read the poem "Harlem" by Langston Hughes. As they read the poem, students will discuss

passages for use in one's own writing.	each poem and explain how this figurative language contributes to the poem's theme.	poem. They will also need to define theme and then discuss how each type of figurative language contributes to the poem's theme.	the meaning of the poem. Then, students will identify the figurative language that they find in this poem. Then, they will identify the types of figurative language that these examples are. Next, students will use this analysis of figurative language to determine the theme of the poem. 3. Students will then read the poem "Dreams" by Langston Hughes for homework. As they read this poem, students will discuss the meaning of the poem. Then, students will identify the figurative language that they find in this poem. Students will then identify the types of figurative language that they find in the poem. Then, they will identify the types of figurative language that these examples are. Students will then use this analysis of figurative language to determine the theme of the poem.

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CC.1.3.7.B. : Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

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Additional Attachments:

📄 **In-class theme assignment**
📄 **Dreams theme homework**

1 hr and 30 mins	**ACTIVE-READING > TEACHER MODEL: IDENTIFYING THEME AND FIGURATIVE LANGUAGE**: Ability to identify the central point and main supporting elements of a text.	**MODELING THEME AND FIGURATIVE LANGUAGE** How does the author use figurative language to convey theme in the songs "Firework" by Katy Perry and "Titanium" by David Guetta?	• Answers questions with credible response.	1. Students will receive a copy of the lyrics of "Firework" and "Titanium" 2. Students will watch the lyric video of "Firework." 3. Students will receive a chart that asks students to fill in figurative language, theme, and how the author uses figurative language to convey the theme. 4. The teacher will model how to mark the text and identify examples of figurative language that help the reader/listener understand the message of the song. Students will copy these examples into their chart and the teacher will model interpreting the figurative language. 5. Teacher and students will use these examples to determine a possible theme of the poem. Teacher will model writing the theme and giving evidence to support the theme. 6. Teacher will model answering the question: How does the figurative language help to develop the theme of this song? 7. Students will get into small groups of two or three. Teacher will plan the lyric video of "Titanium." Students will watch the video. 8. In their groups, students will mark examples of

			figurative language in the text that help them determine the message or theme. Students will copy these examples in their chart and write their interpretation of each example. 9. Students will use these examples to determine the theme and fill in the chart for "Titanium." Students will answer the question: How does the figurative language hep to develop the theme of this song?

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Additional Attachments:

🔗 **Firework Lyrics Video**

🔗 **Titanium Lyric Video**

📄 **figurative language and theme HW.docx**

📄 **The World Is Not a Pleasant Place to Be Text.doc**

📄 **figurative language and theme analysis.docx**

📄 **Firework and Titanium lyrics.docx**

45 mins	**ACTIVE-READING> TEXT ANALYSIS**: Ability to use and credit sources appropriately.	**FIGURATIVE LANGUAGE AND THEME ANALYSIS** How do authors use figurative language to convey the poem's theme?	• Provides accurate definition. • Lists several appropriate strategies.

1. Students will read the poem "Mother to Son" by Langston Hughes. As they read, students will close read the poem for examples of figurative language and mark any examples they find. They will list examples of figurative language on their chart and interpret each example, similar to the chart they used for the previous modeling activity. 2. Students will use examples to determine the theme of the "Mother to Son". Finally, they will discuss how the author uses figurative language to develop the theme of the poetry.

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CC.1.3.7.A. : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Additional Attachments:

📄 **Mother to Son Texts.docx**

Transition to Writing

45 mins	**BRIDGING**	**GRAPHIC ORGANIZER:**	Organizer is	1. Students will receive a writing organizer that will help

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CONVERSATION > TRANSITIONING TO WRITING: Ability to begin linking reading results to writing task.	**TRANSITION TO ROUGH DRAFT** Use the organizer to help organize your ideas into the writing of a rough draft. Focus on creating a strong introduction and conclusion.	completely and thoughtfully filled in with complete topic sentences for each paragraph.	students divide the information they have collected into introduction, body, and conclusion. 2. Teacher will review the prompt with students and discuss with student what information would go in the first body paragraph (what is the theme of the poem?) and second body paragraph (how does the author use figurative language to develop this theme?) 2. Teacher will explain the organizer. 3. Students will work with a partner to fill out the organizer.

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CC.1.4.7.E.1. : Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.7.C. : Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.A. : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Additional Attachments:

📄 **Poetry Essay Organizer.docx**

Writing Process

1 hr and 20 mins	**REVISION AND EDITING**: Revise for clarity and completeness. Edit for correct punctuation, capitalization, and spelling.	**MULTIPLE DRAFTS** Refine composition's analysis and organization of ideas. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	• Provides complete draft with an introduction, body, and conclusion. • Supports ideas with clear evidence and citations. • Improves earlier edition by evaluating the evidence that is used and how clearly the evidence is explained.	1. Students will use the essay organizer to help them write their first draft. 2. After first draft is completed, teacher will model marking the text using a student essay example (volunteered). Teacher will use colored pencils or highlighters to mark topic sentences, evidence, and explanations in body paragraphs. If any part is incomplete, teacher will write what needs to be added on a post-it note or index card for student to look at while completing their final draft. Teacher will also look at introduction and conclusion to check for clarity. 3. Teacher will model editing for correct punctuation, spelling, and capitalization. 4. Students will repeat this process with a partner, marking the text to ensure they have completed all requirements clearly.

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How do authors use figurative language to develop theme?

	CC.1.3.7.A. : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
45 mins	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL PIECE** Use the feedback on your rough draft to craft the final draft of your essay.	• Fits the "Meets Expectations" category in the rubric for the teaching task.	1. Students will receive the feedback they received from themselves, their peer, and the teacher. 2. Students will use this feedback to create the final draft of their essay. Students will focus on making sure they correct the rough drafts and follow the LDC rubric.

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Instructional Resources

Student Handout

- **figurative language and theme analysis.docx**
- **figurative language and theme HW.docx**
- **Firework and Titanium lyrics.docx**
- **The World Is Not a Pleasant Place to Be Text.doc**
- **Mother to Son STUDENT POEM.docx**
- **Poetry Essay Organizer.docx**
- **understanding the poetry prompt.docx**
- **dreams theme homework.docx**
- **Harlem theme assignment.doc**

Teacher Resource

- **Fireworks Lyric Video**
- **Titanium Lyrics Video**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

How do authors use figurative language to develop theme?

All Attachments

- "Mother to Son" : https://s.ldc.org/u/6wbxb9k6oe3prj043fvl57bqw
- "Titanium" : https://s.ldc.org/u/dptbkyhebvujfdhyb51tvjjdt
- "Firework" : https://s.ldc.org/u/rldh3zux6sl9393eqpjvva8r
- figurative language and theme analysis.docx : https://s.ldc.org/u/7irw85bsux006heb4rpmcrsh0
- figurative language and theme HW.docx : https://s.ldc.org/u/9whpxgy22fio7ti5tchgxq5u9
- Firework and Titanium lyrics.docx : https://s.ldc.org/u/826d08uh9xxlxcw83i149pvvg
- The World Is Not a Pleasant Place to Be Text.doc : https://s.ldc.org/u/ev0h9s1ilkp8srp6k3ubjhhlj
- Mother to Son STUDENT POEM.docx : https://s.ldc.org/u/6c3geqgyn6v4mqew5mh6jw0ju
- Poetry Essay Organizer.docx : https://s.ldc.org/u/8zk2mnfww3j3yvcsu9f9xy0bd
- understanding the poetry prompt.docx : https://s.ldc.org/u/efdyyxjj70kv06js6tz4qnkkz
- Fireworks Lyric Video : https://s.ldc.org/u/4oxyy3p3xs7iieswxdpxn6x3p
- Titanium Lyrics Video : https://s.ldc.org/u/4scgiy7cx1belleqg995lj4ck
- dreams theme homework.docx : https://s.ldc.org/u/93vo44glhaeyophueermybqo6
- Harlem theme assignment.doc : https://s.ldc.org/u/3dobmqmxpipqo38jzrqtw6kqo