

1: Pictures: Symbolism Worksheet 7th Grade, - WORKSHEET EDUCATION PICS

Symbolism For High School. Showing top 8 worksheets in the category - Symbolism For High School. Some of the worksheets displayed are Reading strategies and literary elements, Symbolism, Allegorysymbolism work, Mythology lesson plans, 7th grade lesson plan its greek to me greek mythology, Sensory detailssensory details work work work, Simile and metaphor student work, Imagery work for middle.

Posted Sun Feb 22 Students will analyze a short story to identify meanings of symbols. Hook Teacher will place three to four items on a table. For example a heart or a black bell that symbolizes death at a funeral. Teacher will ask students what they think the meaning of the objects is. Then explain the definition of a symbol as something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible. Now ask the students what the objects on the table symbolize. The students will first read or hear the story. Then the teacher will break the students into groups. The students will answer the questions on the worksheet. The teacher will discuss the worksheet. The teacher will explain the correct answers to Then the teacher will take more time to explain the answer to question 4 as the narrator having an idea that the old man is looking at him with the Evil Eye and transmitting a curse on him. He wants to separate the old man from the eye to spare him from his brutal reaction to the eye. The narrator reveals his inability to recognize that the "eye" is the "I," or identity, of the old man. The eyes symbolize the essence of human identity, which cannot be separated from the body. The eye cannot be killed without causing the man to die. At the end of class the teacher will give the students questions on the days lesson. The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! He had the eye of a vulture --a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees --very gradually --I made up my mind to take the life of the old man, and thus rid myself of the eye forever. Now this is the point. You fancy me mad. But you should have seen me. You should have seen how wisely I proceeded --with what caution --with what foresight --with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it --oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. And this I did for seven long nights --every night just at midnight --but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept. Upon the eighth night I was more than usually cautious in opening the door. Never before that night had I felt the extent of my own powers --of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back --but no. His room was as black as pitch with the thick darkness, for the shutters were close fastened, through fear of robbers, and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; --just as I have done, night after night, hearkening to the death watches in the wall. Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief --oh, no! I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my

own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself --"It is nothing but the wind in the chimney --it is only a mouse crossing the floor," or "It is merely a cricket which has made a single chirp. All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel --although he neither saw nor heard --to feel the presence of my head within the room. When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little --a very, very little crevice in the lantern. So I opened it --you cannot imagine how stealthily, stealthily --until, at length a simple dim ray, like the thread of the spider, shot from out the crevice and fell full upon the vulture eye. It was open --wide, wide open --and I grew furious as I gazed upon it. And have I not told you that what you mistake for madness is but over-acuteness of the sense? I knew that sound well, too. It increased my fury, as the beating of a drum stimulates the soldier into courage. But even yet I refrained and kept still. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eve. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. It grew louder, I say, louder every moment! And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me --the sound would be heard by a neighbour! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once --once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more. If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence.

2: Lesson Plan: Teaching Imagery to High School and Middle School Students

High school energy audit the high school energy audit guide is a tool for you to use with your students to take an active role in making changes in.

The Old Man and the Sea is about a fishing trip gone bad. The Great Gatsby is about a weekend party gone bad. The American flag is a red, white, and blue piece of cloth. Teaching symbolism will eliminate stupid answers like these. After the fourteenth consecutive D-, I realized nobody understood the broader meaning of the novel. I had failed in teaching symbolism. As a punishment, I hanged myself in effigy from the ceiling. I used a rolling chair. It darted out from under me. I fell on my head, received a third degree concussion, and lay unconscious. When I awoke, John Steinbeck stood over me, called me Lennie, pulled out a gun, and shot me, not with a bullet, but with a teaching symbolism lesson plan and strategies. I share it with you. But first, make sure you download this teaching symbolism in literature chart: This is for your administrator, not your kids. Kids need student-friendly worded objectives. Background Information Discuss the following concepts. Take notes where applicable. Symbolism allows people to communicate beyond the limits of language. Humans use symbolism all the time. Words themselves are mere symbols for something else. A symbol is a person, place, or object that stands for something beyond itself. National, religious, and cultural symbols have standard interpretations as well as a personal significance for each individual. For example, the American flag symbolizes the United States of America. The personal significance, however, varies. A terrorist, on the other hand, finds it despicable. A billionaire considers it chump change. A beggar considers it an elusive treasure. This is an excellent exercise for teaching symbolism. Choose a well known religious, national, or cultural symbol Write a half paragraph analyzing its meaning. Include the standard meaning along with a personal interpretation and a personal interpretation from someone else. The personal nature of the assignment makes it excellent for a paragraph challenge. A literary symbol gains its meaning from the context of a literary work and often changes as the work develops. Instruct students to find a symbol and analyze it like you did with the above symbolism lesson plan. Find a symbol in a literary work see below for strategies. Write a half-paragraph interpreting its meaning. Include any symbolic meaning the symbol might have outside the context of the literary work—the color white, for example. Look for references to concrete objects and analyze whether they could be symbols. Pay special attention to objects named in the title. Make a two-column chart. In the left column, write down the concrete object. In the right column, write what it may symbolize. Pay special attention to objects or places accompanied by a lengthy description, repetition, or special placement. List objects mentioned more than once. List objects that appear at crucial moments. Determine whether a place, object, or character is essential to the theme of a literary work. Write a literary symbol analysis. It should include the following: A topic sentence that names the literary work and the symbol. Possible interpretations for the symbol. Teaching Literary Elements with Short Stories Understanding literary elements is necessary for literary analysis. These short stories will help you teach literary elements.

3: Symbolism For High School Worksheets - Printable Worksheets

Worksheet 1 - Symbolism What is a Symbol? It is a sign that stands for something. We look at it and understand the meaning attached to it. We.

This list of short stories for teaching symbolism will help eradicate the problem and put an end to all the mean emails. It symbolizes the following: This could be a personal sin that Hooper is hiding or specific sins that all hide. The passage from life to death. The veil isolates Hooper, making him almost part of another world. Hooper attempts to take the moral high ground and makes sure everyone knows about it by covering his face with the veil. Poe wrote many excellent short stories rife with intriguing symbols. The Red Death represents death in general. The castle and all its barricades represent the futility of man against death. The clock symbolizes the approach of death. Lessons focus on literary analysis, setting, suspense, plot, characterization, conflict, and more. A vacationing lad with an overly protective mother strives to swim through an under water tunnel to prove his manhood. The natives symbolize the shedding of stuffiness. The tunnel is a moist hole that the boy, just reaching puberty, wishes to enter. He feels that penetrating the hole will make him a man. He sticks his head in several times to get a feel for things. The growth around the mouth of the cave tickles his face. He nearly passes out while going through the tunnel. He exits, breathing heavily, head covered in blood. I would play stupid and look shocked when students come up with their own interpretation. Symbols in the short story include: The white heron which represents the purity of nature. The hunter, who represents intrusion and the corruption of youth. A large pine tree, which symbolizes the journey to clarity. There is a coming of age element to the symbols the large tree, long gun, knife. Just letting you know. This is for your administrator, not your kids. Kids need student-friendly worded objectives. Teaching Literary Elements with Short Stories Understanding literary elements is necessary for literary analysis. These short stories will help you teach literary elements.

4: Symbolism Tests & Worksheets - All Grades

Raven Symbols - Edgar Allan Poe is famous for using symbolism in his stories and poetry. Lord of the Flies - Explain the symbolism of each of the following items from Lord of the Flies. Symbolism in The Giver - Discuss the meaning of each of the following symbols in Lois Lowry's The Giver.

You will be watching a video and filling out a paper copy worksheet. The worksheet for this module will be due Tuesday, September 29th, at 4: To warm up, read the poem "Barter" above. Answer the questions on your worksheet. You will use the paper worksheet as a guide as you view it. Answer the questions on the worksheet. Stop when the worksheet tells you to. Watch this video on symbolism. Look at the pictures below. Pick three to respond to on your worksheet. See directions on worksheet. Read through the following notes on symbolism, and then take the quiz in eBackpack over the notes. Symbolism A symbol is something that represents something else, either by association or by resemblance. It can be a material concrete object or a written sign used to represent something invisible abstract. Symbolism can be used by writers in many ways: When a writer uses an event, item or a character to stand for something else. A character can be a symbol. It symbolizes a desire for power and greed. Symbolism is often used to intensify a feeling or idea. Symbolism can take place by having the theme of a story represented on a physical level. For example, the occurrence of a storm at a critical point, when there is conflict or high emotions. The storm might come to symbolize these emotions. Check out this slideshow for more examples of symbols and how and why they are used in literature. Symbolism in Poems Read the poems below. Then use the worksheet to analyze the use of symbolism in each poem. Poem Writing The final step of this module is to write a poem that uses imagery and symbolism. This time you will be writing a free-verse poem. The details of this assignment are in eBackpack. Your poem must use imagery sensory details and symbolism. The poem is due Wednesday, September 30th, at 4: To develop the symbol for your poem, I suggest choosing a topic and then thinking about what kinds of objects could symbolize that topic. For instance, if I want to write a poem about friendship, I should consider a symbol that would represent a relationship between friends. I could look it up to find commonly used symbols for this topic, or come up with my own. For example, if I were writing about a friend that lived far away, I could use the symbols of the moon and the ocean to represent my relationship with her. The moon and ocean are far away from each other, but the moon still has influence over the tides, so they are somehow connected, even from a distance. My poem could describe this relationship of the moon and the tides and my relationship with my friend. The Moon and the Tide I sit on the beach, my phone cradled in my hand Your voice in my ear Carried across the air, on waves I cannot see I stare out at the sea, Listening to you speak, every night the moon strides over the sky Spinning in her own sphere And the ocean below glitters Swells, reaches up and crashes back down-- The distance is far, But even with all that distance, the moon calls down And the tide flows in and out A tiny connection.

5: Reading Symbols | www.enganchecubano.com

The Little Prince Antoine de Saint-Exupéry Allegory/Symbolism Worksheet Allegory: A story that serves as a disguised representation for meanings other than those indicated on the surface.

Teaching Symbolism written by: The Old Man and the Sea is about a fishing trip gone bad. The Great Gatsby is about a weekend party gone bad. The American flag is a red, white, and blue piece of cloth. Teaching symbolism will eliminate stupid answers like these. After the fourteenth consecutive D-, I realized nobody understood the broader meaning of the novel. I had failed in teaching symbolism. As a punishment, I hanged myself in effigy from the ceiling. I used a rolling chair. It darted out from under me. I fell on my head, received a third degree concussion, and lay unconscious. When I awoke, John Steinbeck stood over me, called me Lennie, pulled out a gun, and shot me, not with a bullet, but with a teaching symbolism lesson plan and strategies. I share it with you. Take notes where applicable: Symbolism allows people to communicate beyond the limits of language. Humans use symbolism all the time. Words themselves are mere symbols for something else. A symbol is a person, place, or object that stands for something beyond itself. National, religious, and cultural symbols have standard interpretations as well as a personal significance for each individual. For example, the American flag symbolizes the United States of America. The personal significance, however, varies. A terrorist, on the other hand, finds it despicable. A billionaire considers it chump change. A beggar considers it an elusive treasure. This is an excellent exercise for teaching symbolism: Choose a well known religious, national, or cultural symbol write a half paragraph analyzing its meaning. Include the standard meaning along with a personal interpretation and a personal interpretation from someone else. The personal nature of the assignment makes it excellent for a paragraph challenge. A literary symbol gains its meaning from the context of a literary work and often changes as the work develops. Look for references to concrete objects and analyze whether they could be symbols. Pay special attention to objects named in the title. Make a two-column chart. In the left column, write down the concrete object. In the right column, write what it may symbolize. Pay special attention to objects or places accompanied by a lengthy description, repetition, or special placement. List objects mentioned more than once. List objects that appear at crucial moments. Determine whether a place, object, or character is essential to the theme of a literary work. Write a literary symbol analysis. It should include the following: A topic sentence that names the literary work and the symbol. Possible interpretations for the symbol.

6: Teaching Symbolism: How to Get More out of Literature

Symbolism Secondary Lesson Plan Return to lesson plans CurriculumPress Catalogue This lesson plan was developed by Curriculum Corporation. Source.

Using Imagery written by: My lessons teaching imagery had failed. Littered with unimaginative descriptions, their stories made me want to ram a toothpick through my left nostril. Seconds before the tip pierced my brain, a thought came to mind. I had work to do. I had to find out about teaching imagery and create a lesson plan. A writer must appeal to the senses. If a reader can see, smell, taste, or touch what the character experiences, the writing is of high quality. Write the following sentence on the board: Does the sentence paint a picture for the reader? Write the following suggestions on the board for specific ways students can revise by adding figurative language and imagery: Stammering a reply and stomping out the door, the young scholar stopped and displayed his middle finger. After seeing the grade, her fist hammered the desk and she shrieked like a lioness having come upon two hyenas eating her cub. The bang of the door echoed through the hall as Billy left the room after a long detention. The football player--a stonebreaker on the field, a stone off it--lamented his ineligibility. Feel free to use my examples. Challenge students to not use the italicized words. The pizza tasted great. The football team thinks they are so cool. My teacher is weird. The mugger attacked his victim. Allow minutes for students to work and ask them to share what they wrote. For additional fun, make the sharing part of a reading or writing challenge or have students write their sentences on individual white boards. Teachers and students often mistake the use of adjectives and adverbs as good description. Excessive use of adjectives and adverbs is the sign of a lazy writer and makes reading unenjoyable. Adjectives and adverbs should be examined closely during revision. The careful revisor will find that most adverbs and adjectives are unnecessary and add little meaning. Style occurs no more naturally in writing than it does in fashion or music. It can be taught.

7: How to Introduce Symbolism in the Form of a Game - The Art of Ed

High School; Middle School; About This Quiz & Worksheet. Symbolism is a literary device used by many writers, and this quiz/worksheet combo will help you test your understanding of this.

8: Symbolism Worksheets for High School - PDF documents

Use this www.enganchecubano.com lesson plan to teach about the literary term symbolism. Examine symbolism in print, discuss types of symbolism, and have students apply learned content by creating symbolism in.

9: Lesson Plans: Symbolism (Middle, Reading/Writing)

What Is Symbolism? (View all literary devices). A symbol is the use of something concrete to represent an abstract concept. The easiest example is the American flag.

The various senses of Scripture Mr. Lewis Is a Pussycat Official gre guide 3rd edition Subsurface Drainage for Slope Stabilization Hopkins antibiotic guide 2017 The man in the Sopwith Camel On war, peace, and the use of force Allan M. Parrent Rights of the critically ill Displaced Iraqis: integrated international strategy needed to reintegrate Iraqs internally displaced and The Best 50 Chowders (Best 50) Benefits of water running Adhesion of Microbial Pathogens (Methods in Enzymology) Cambridge encyclopedia of space The trinity and oneness Principles of coordination polymerisation An Introduction to Epistemology (Introducing Philosophy, 4) A science of unique events : Max Webers methodology of the cultural sciences Ola Agevailla Sonnets for a friend The Cardinals fans little book of wisdom Va once handbook 2015 The Grass Grows Greener Das Heilige Grab, das Heilige Kreuz, Jerusalem und das Heilige Land : Wirkung, Wandel und Vermittler hoch Shattering the Silence: Confronting the Perils of Family Elder Abuse Saint Johns Sunday missal and everyday prayerbook Mexican Kickapoo Indians Social media design brief Ma rainey's black bottom full text First aid for the internal medicine boards 4th edition Genius the natural history of creativity The law of civil remedies in Scotland Designing the memorial Blues Valentines Day Handbook of Metaheuristics (International Series in Operations Research Management Science) A legacy of excellence : the story of Villa I Tatti DERBYSHIRE (The Hidden Places) 2000 Essential English Verbs. Creating worlds, constructing meaning 3. Special Status States (Arts. 370 371) Step 1: Start from the heart This and that and the other