

# English 4

Lesson: Tuesday, April 7

## Learning Target(s):

- Read and analyze a poem for figurative language, connotative meanings, and words or phrases using context clues.
- Compose an effective paragraph as a constructed response.

## Bell Ringer:



Look at the following picture and respond to the quick write prompt in your notebook or on your notebook paper.

Quick write: Using at least **3 vivid and creative adjectives**, describe the image to create a visual so readers can picture the image in their mind.

## Learn:

- Percy Bysshe Shelley, who lived from 1792-1822, was an important poet during a literary and artistic period that's known as the era of English Romanticism. He is regarded by some as one of the most influential poets in the English language. Ozymandias is one of his best-known works. **As you read, take notes on contrasting images in the poem.**
  - Read: [Ozymandias by Percy Bysshe Shelley](#)
  - Annotate: Use comprehension strategies and identify at least 3 examples of figurative language, imagery, or powerful words or phrases (definitions of these literary terms are on the next slide). Mark, highlight, or write your annotations directly on the poem.
  - Practice: Determine connotation or meanings of words and phrases chosen from the poem. (See practice slide.)
  - Write: Answer Discussion Question #2 **ONLY** as a constructed response. Write your response in your notebook.

# Literary Terms & Devices: A Review

Figurative language is a description of something in literature that cannot literally happen. Examples are simile, metaphor, personification, hyperbole, idiom, understatement, etc. View this page for definitions. [Figurative Language Definitions](#)

Imagery is a description that appeals to one or more of your 5 senses (taste, touch, smell, hear, see). It helps to create an image or visual inside the reader's mind.

Connotation is the ideas and/or feelings associated with a word and how it's used in a text. It is not the denotation, or the dictionary definition. Connotation can sometimes be described as negative, positive, neutral, loaded, bias, empathetic, etc.

# Practice Activity

Directions: On notebook paper, copy the words, phrases, examples of imagery or figurative language you marked during annotations. Number them and list them down the page leaving at least 1 or 2 spaces between them        **OR**        Create a graphic organizer or chart like the example on the next slide.

Refer back to the poem often. For each word or phrase, complete the following:

1. Use **context clues** from the text to determine the meaning (or definition). You may use a dictionary or thesaurus, but **ONLY** after you try to use context clues first!
2. Determine the word's **part of speech** (noun, adjective, verb, adverb, etc.).
3. If it's a longer phrase, describe why you chose to mark it. **Analyze** its effect on the reader.
4. Is it imagery or figurative language? What kind or which type is it? How do you know? **Explain** the imagery or figurative language.
5. Evaluate the **connotation**. Does it have a negative or positive connotation? How do you know?

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Analysis</b>	<b>Connotation</b>
ancient	very old; outdated	adjective	provides imagery	negative because the reader imagines decay or destruction; something that is no longer there

## Constructed Response Practice:

- Use the information from your chart and your annotations, to answer the following prompt in your notebook or on your notebook paper:
  - ➔ In Shelley’s poem, Ozymandias’ statue has the inscription, “Look on my works, ye Mighty, and despair!” yet there is nothing but sand and ruins.

How much control do we have over how we are remembered in the future? What could Ozymandias have done while he lived that might’ve helped towards the preservation of his statue?

# Constructed Response Rubric

*(Answers will Vary)*

- Check your answer to make sure it meets the following criteria:
  - Did you write in complete sentences?
  - Did you use standard conventions (spelling, punctuation, grammar)?
  - Did you answer the question?
  - Did you support and explain your answer using specific textual evidence (at least 2)?



# Example constructed response:

(Answers will vary)

In Percy Bysshe Shelley's poem "Ozymandias," the statue has the inscription, "Look on my works, ye Mighty, and despair!" yet there is nothing but sand and ruins. Did Ozymandias know how he'd be remembered hundreds, even thousands of years later? In the future, his statue is reduced to rubble and dust. The king and all he accomplished, all he stood for, has been forgotten. Perhaps he could have done more while he lived that might've helped towards the preservation of his statue. As a leader, there are responsibilities one has to the people. The speaker describes part of the decayed structure as, "a shattered visage lies, whose frown, And wrinkled lip, and sneer of cold command" which conveys a grumpy, unfair, even tyrannical leader. Perhaps the king being described in this poem was not as great as he thought he was; "because no matter how grand and great someone thinks he is, he is bound to be completely erased by time." At least that is how Shelley viewed the time we have on this earth. How do we want to be remembered in the future. Will your statue still be standing erect one-hundred years from now? Perhaps time really does erase everything.

## If you want to learn more...Additional Resource:

This video is an animated telling of Percy Bysshe Shelley's "Ozymandias."

[Ozymandias Animation](#)

Does a visual depiction of the poem impact your view of the text?

How does the visual setting help to understand the *irony* in the poem?