Lesson Plan _ Symbols & Metaphors

PRINT: ART MEETS ACTION / The Use of Symbols and Metaphors

GOAL: Understand the difference between Metaphors and Symbols.

ACTIVITY #1:

1. Define **SYMBOLIC IMAGES**, show sample images and ask the class for their suggestions, begin list on the board.

arrows religious colors monetary corporate logos
enso is single brush stroke and defines the artist's' state of mind. If the artist's mind is focused and clear it will come out well

2. Break the class into teams. Have them study the large portrait of N Scott Momaday. Refer to Scott's homepage,
click on magnifying glass until you reach and then **READ:** Artist's Comment

3. How do you feel when you look at the picture? What questions come to mind?

__There are 2 sources of light. Where are they coming from?
__Why do you think Scott is sitting out in our galaxy? Is space a metaphor?
__How do you read Scott's posture? What story might he be ready to tell you?
__The Eagle Nebula is divided. Could it be a metaphor for a social divide?
__How does the turbulent atmosphere of the nebula make you feel?
__What does Scott's clothing suggest to you about his career?
__What is the condition of the fire? Why is Scott stoking it? What is the metaphor?
__When and where have you seen these colors in the sky before?
__What do you think about the bond between dogs and humans?
__What is the eagle a symbol for in this painting?
__The spirit of a bear is coming from Scott's chest. What could that mean?

4. Teams agree on the most significant feelings about the imagery. List on the board, tallying which team found the most meaning.

5. Have the students write either their name, or the name of a friend, who is in the class, on a large sheet of paper. **Draw** symbols to describe the person's personality and interests. Tape a flap to cover the person's name. Display the posters and see if the class can identify the person by looking at the poster.

EVALUATE: the activity by the use of symbols in the student's poster. Did they apply the concepts of each?

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ACTIVITY #2:

1. Define **VISUAL METAPHORS**, show sample images and ask the class for their suggestions, begin list on the board. METAPHOR-EXAMPLES-LIST

TimeIsMoney, Smoke2Grave, Deforestation Im-Possible Global-Warming

2. Break the class into teams. Have them study the large portrait of Helene Gayle. Refer to Helene's homepage for more information.
Read the Artist's Comment.

3. How do you feel when you look at the picture? What questions come to mind? Can you find:

__Find The Migration of Refugees?
__Find the Education of Girls?
__Find Tents Set Up for Relief for Refugees of natural disasters and wars?
__Find the Mother with Baby. What is it like not to have hospital care?
__Find someone Carrying Food to People Suffering from Hunger?
__Find Women's Savings and Loans Associations to help them start a small business

__Which highlighted areas draw your attention?
__Do you feel the sense of turbulence in the nebula's gasses? Is it a metaphor?
__What does Helene's clothing and posture tell you about her career? Is it a symbol?
__What do you think Helene thinks about when she wakes up in the morning?
__How does Helene stay focused with so many concerns?
__How is space a metaphor? Find another metaphor and a symbol.

4. Teams agree on the answers to the bottom group of questions. List on the board, tallying which team found the most meaning.

5. **Read** the Metaphor-Examples-List. Students choose / **Draw** a Visual Metaphor

EVALUATE: the activity by the use of metaphors in the student's posters. Did they apply the concepts of each?