How Do I Love Thee
Metaphor and Simile in Poetry Instruction
For Ten-grade Students

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This article has published in English Land by Lungteng Book Company in 2004. I am surprised it is still in current, not out of date when I went back to overview the whole passage. Now and here, for the coming renew curriculum of senior high school in 2006, I would like once again to fill in the old bottle with some new wine. And I hope it will arouse some inspiration for the colleagues who enjoy poetry teaching. Also, I would offer my thanks to Ching-lin Chen and Sherry Wu—the research assistants of English Education Research Center; without their push, I might not have it shown up again.

Introduction

When poetry units begin, significant time is typically spent teaching form and structure. Less emphasis is given to inspiration. Students may perceive that reading poetry is like any other text: “Today our subject is about a poem. We should have to learn vocabulary, structure, the form…” For most poets, however, the subject and the inspiration are the roots that nourish the quality and texture of the poem and generate “creativity and imagination” In order to promote students’ learning motivation and speed up the process of personal discovery, the teacher has the responsibility to arouse students’ curiosity and participation in the process of learning and teaching. Here are suggestions for inspiring.
Approaches to Learning Metaphor and Simile

People have been writing poems of love for thousand years. Words that tell how we feel about someone we love is in the lyrics of hundreds of popular songs. Why not have songs as the stimulus.

Task 1: Listening, Feeling and Visualizing
Directions: Listen to the Song—She. Then fill the blank with the part of lyrics excerpted from the song. If we could see photo of the woman in the song—She, what would they look like? Would we recognize them only from the lyrics? Giving a picture and tell your partner how you feel.

Create the Experience
Step 1: Listening and filling into the blank a proper word.

She
Sung by Charles Aznavour

She may be the face I can’t forget
The trace of p_______e or regret
May be my t_______e or the price I have to pay
She may be the s____n at summer sets
Maybe the c____l in autumn breeze
Maybe a hundred different things
Within the m_______e of a day
She may be the beauty or b______t
May be the phantom or the f______
May t_______n each day into a heaven or a hell
She may be the mirror of my dreams
The smile r_______d in a stream

Reflect on the Experience
Step 2: Visualizing the image of the song
Step 3: How I feel.
Reflection:
Task 2: Connecting Prior Knowledge with New Wine
Concept Development
Directions: Find pairs of words with same rhyming.
Model: e.g. forget, regret; pay, day;
(Now, it’s your turn.)

Task 3: Metaphor (M) and Simile (S)--She is or She is like....
Present and developThoeries and Concept
Step 1: The teacher plays the whole song.
Step 2: Students have to figure out how the writer describes the woman he loves.
and category the descriptions you put down above.

<table>
<thead>
<tr>
<th>(1) the face I can not forgot</th>
<th>She is or She is like...</th>
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<tbody>
<tr>
<td>(2) pleasure or regret</td>
<td>(M) She is the face I can not forgot.</td>
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<tr>
<td>(3) treasure or price I have to pay</td>
<td>(M) She is pleasure or regret.</td>
</tr>
<tr>
<td>(4) the sun at summer sets</td>
<td>(M) She is treasure or price I have to pay.</td>
</tr>
<tr>
<td>(5) chill in the autumn breeze</td>
<td>(S) She is like the sun at summer sets.</td>
</tr>
<tr>
<td>(6) a beauty</td>
<td>(S) She is like chill in the autumn breeze.</td>
</tr>
<tr>
<td>(7) a beast</td>
<td>(S) She is like a beauty.</td>
</tr>
<tr>
<td>(8) a mirror of my dreams</td>
<td>(S) She is like a beast</td>
</tr>
</tbody>
</table>

Task 4: Sharing a Love Song
Direction: (Group Work) Look for a really special song that you like to listen to. Try to figure out the words in it. Listen to the song. Pay attention to what ideas are written there. Try to really understand what they mean about love. How does the woman look and what are the man looking for in them?

Task 5: Text Learning
Integrate Reflection into Concepts
Directions:
(1) Read aloud of the poem.
(2) List out the ways of love you can find in the poem—How Do I Love Thee?
(3) How are the descriptions of the woman different from the songs we learn?
Task 6: Assignment—Group poem
Personalize the Information

I. Have you found out the pattern of rhythm of the poem—*How Do I Love Thee*?
How many stanzas are there in this poem? What's your interpretation about the poem?
The pattern of the rhythm is _____________________________________________.
This poem has ____________ stanzas. I feel/I think _______________________________________

Practice and Reinforce New Material

II. Have three persons in one group, follow the style of the poem—*How Do I Love Thee*? And each one writes a stanza. In the end, combine your group poem together.
I am the writer for the ____________ (first, second, third) stanza; the pattern of rhythm of is _____________.

Our Poem:

By:

Poetry instruction must begin by taking an active interest in the world around learners. Learners should have active senses. The only rule is to put the world in them. And we have a good link by connecting text to text/oneself/the world.