

SIMILE AND METAPHOR

STEP 1: CITE the Core Language Arts Standard

SIMILE (*Reading Comprehension Strand*): Recognize the literary device of using similes in a text.

METAPHOR (*Reading Comprehension Strand*): Recognize the literary device of using metaphors in a text.

STEP 2: DEFINE the Key Literary Term

A **simile** is a figure of speech that makes a comparison between two unlike things using the words “like” or “as” in order to help others better understand or enjoy the message being communicated.

A **metaphor** is a figure of speech that makes a comparison between two unlike things (without the use of the words “like” or “as”) in order to help others better understand or enjoy the message being communicated. A metaphor requires you to examine the ways two unlike items are the same and reevaluate both items.

STEP 3: EXEMPLIFY the Standard

Simile—Outside World Example:

Example: My feet felt **like concrete blocks**.

Why it's a simile: It compares the weight of my feet to heavy concrete blocks.

What is the effect? It shows how hard it is to move my feet.

Metaphor—Outside World Example:

Example: Mark's new positive outlook on life **was a breath of fresh air** to his friends.

Why it's a metaphor: It compares Mark's outlook on life with a breath of fresh air, two unlike objects.

What is the effect? It shows how his friends welcomed the change in Mark like they would welcome fresh air.

Simile—Inside the BookJam:

Example #1: “Sodapop had broken down and **bawled like a baby**...”

Why it's a simile: Sodapop is a teenager, he is not an infant, and therefore he didn't literally cry as if he was sitting in a dirty diaper, waiting for a bottle of milk.

What is the effect? This simile shows how distraught Sodapop was; by comparing Sodapop to a baby it shows how he let down his tough guy exterior and allowed the soft, innocent, tender side of himself show.

Example #2: “Being a hero. You know—**like a big shot**, even.”

Why it's a simile: A big shot is literally the firing of a large bullet or powerful cannonball, which is not an actual process a human being could undergo.

What is the effect? This simile shows how well-respected and celebrated Ponyboy had become. By comparing Ponyboy to a big shot, the reader understands how Ponyboy's heroism for saving the children has elevated his sense of worth in the community.

Metaphor—Inside the BookJam:

Example #1: “He figured Dally knew more than he did, and **Dally's word was law**.”

Why it's a metaphor: Just because Dally says something doesn't mean that it turns into an actual constitutional law to be upheld by the branches of the U.S. government. It's a figure of speech.

What is the effect? The metaphor shows just how much influence Dally has on Johnny, because to a kid like Johnny, there is no one's opinion that matters more than the opinion of Dally Winston.

Example #2: “Sodapop kept them **in stitches**.”

Why it's a metaphor: Sodapop didn't sew up their skin or actually give them stitches.

What is the effect? Sodapop always says funny things that make them laugh despite their circumstances.

REMEMBER! SIMILES USE THE WORDS “LIKE” OR “AS”

METAPHORS DON'T USE THE WORDS “LIKE” OR “AS”

SIMILE AND METAPHOR (continued)

STEP 4: GAUGE the Standard

SIMILES & METAPHORS

SIMILE: A comparison between two unlike things using “like” or “as”

METAPHOR: A comparison between two unlike things NOT using “like” or “as”



A spectacular sunset

is comparable to **A CUP OF HOT COCOA**

SIMILE: The spectacular sunset relaxed me like a hot cup of cocoa.

METAPHOR: A spectacular sunset is a hot cup of cocoa for my soul.



is comparable to **A WARM BLANKET**

SIMILE: The warm blanket comforted me like the sight of a spectacular sunset.

METAPHOR: A spectacular sunset is a warm blanket after a hard day.



is comparable to **A COZY FIREPLACE**

SIMILE: Watching the spectacular sunset was like curling up in front of a cozy fireplace.

METAPHOR: The flames of the cozy fireplace were a spectacular sunset full of color.



Connect Text
to the World

Find the similes in today's local newspaper.

Predict how many similes you will find.

(How'd you do—more or less?)

Do you think similes are an effective literary device? Why or why not?

Choose an object and use the graph to demonstrate simile and metaphor.

SIMILE: A comparison between two unlike things using "like" or "as"

METAPHOR: A comparison between two unlike things NOT using "like" or "as"

THING

is comparable to _____

CREATE A SIMILE:

CREATE A METAPHOR:

is comparable to _____

CREATE A SIMILE:

CREATE A METAPHOR:

is comparable to _____

CREATE A SIMILE:

CREATE A METAPHOR:

STEP 5: NAIL the Standard

Recognize and identify the metaphors in the following sentences as taken from the book *The Outsiders*.

EXAMPLE #1: "We both got a little green around the gills when Dally took a corner on two wheels." (p. 83)

Why it's a metaphor: _____

What is the effect? _____

EXAMPLE #2: "The woman went white." (p. 91)

Why it's a metaphor: _____

What is the effect? _____

EXAMPLE #3: "Her parents almost hit the roof at the idea of her marryin' a sixteen-year-old kid." (p. 111)

Why it's a metaphor: _____

What is the effect? _____

Create your own examples of **SIMILE** (i.e., use the words "like" or "as") by comparing each of the characters below to an object of your choosing.

1. Ponyboy

2. Johnny

EXAMPLE #1: _____

Why it's a simile: _____

What is the effect? _____

EXAMPLE #2: _____

Why it's a simile: _____

What is the effect? _____

Create your own examples of **METAPHOR** (i.e., NOT using the words "like" or "as") by comparing each of the characters below to an object of your choosing.

1. Dally

2. Cherry

EXAMPLE #1: _____

Why it's a metaphor: _____

What is the effect? _____

EXAMPLE #2: _____

Why it's a metaphor: _____

What is the effect? _____


STEP 6: EXTEND, STRETCH, BUILD, AND ADVANCE the Standard

Create an "I Am" poem using similes and metaphors.

The I Am Poem

- I am _____ *(two special characteristics the person or thing has)*
- I wonder _____ *(something the person or thing could actually be curious about)*
- I hear _____ *(an imaginary or actual sound)*
- I see _____ *(an imaginary or actual sight)*
- I want _____ *(a desire)*
- I am _____ *(the first line of the poem is repeated)*
-
- I pretend _____ *(something the person or thing could actually pretend to do)*
- I feel _____ *(a feeling about something imaginary)*
- I touch _____ *(an imaginary touch)*
- I worry _____ *(something that could really bother the person or thing)*
- I cry _____ *(something that could make the person or thing sad)*
- I am _____ *(the first line of the poem is repeated)*
-
- I understand _____ *(something the person or thing knows to be true)*
- I say _____ *(something the person or thing believes in)*
- I dream _____ *(something the person or thing could actually dream about)*
- I try _____ *(something the person or thing could make an effort to do)*
- I hope _____ *(something the person or thing could hope for)*
- I am _____ *(the first line of the poem repeated)*

TAKE IT TO THE WEB!

 <http://www.teenpoetry.student.com>

Publish your I Am poem on the Internet using www.teenpoetry.student.com.
Make sure your work is original before posting it.