

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'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](#)

[TimelsMoney](#), [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?