Imagine That! Analyzing Imagery

LEARNING ACTIVITIES

1. Lead the class in a “guided imagery experience” to illustrate how imagery impacts readers’ understanding. Students close their eyes and listen as a description of a scene is being read. Then, they write a description of what they saw in their “mind’s eye.” (See suggested script below.) Students share results using the Think, Ink, Pair, Share strategy (Billmeyer 2003.)

Think, Ink, Pair, Share Strategy: (Billmeyer 2003)
1) Give students time to think about the topic or questions and to formulate their response(s).
2) Instruct students the next part of the strategy is to ink their thinking by writing or recording their ideas/answers.
3) Pair each student with a partner to share his/her written responses.
4) Switch roles and have the second person of the partnership share his/her written responses.

Script for Guided Imagery Experience

Directions for students: Imagery helps us see with our mind’s eye the colors, sounds, textures, and feelings of the text we are reading. As the teacher reads, you will close your eyes and listen carefully. You will use your imagination to fill in the specific images you see in the scene. Think about pictures you see, and the colors, sounds, smells, textures, and feelings the scene brings to your mind.

Now close your eyes and listen as the teacher reads…..

Imagine you are in a park. It may be a park in a city or a scenic area. There is a small pool of water in the center. A large grassy area surrounds the water. In the distance there are picnic tables and barbecue grills. You can see lights over a sports area beyond the picnic tables.

Strategy

What do you see? Are there people there? Are there children playing? Are people playing, swimming, or fishing? Is the water frozen? What color is the grass? What sounds do you hear? Does it appear to be a windy or still day? What activities are going on in the park? Do you see people enjoying the day? What is the temperature? What do you smell? What feelings would you have if you were in the park? How do the people in the park feel?

Now open your eyes and write in vivid detail what you see in your mind’s eye. Use imagery detail so your classmates will be able to visualize how you imagined the park. Be ready to share with a partner.

2. Debrief the “guided imagery experience” and the Think, Ink, Pair, Share by asking the following questions. Then students join with another person with whom they have never worked to share ideas.

Questions:

1) What did you learn about your ability to use imagery when doing descriptive writing?
2) How do you think imagery may improve your ability as a writer?
3) What impact might the use of imagery have on a piece of written work? Give some specific examples.
4) Can imagery be used in nonfiction texts also? Explain.
5) How did the strategy Think, Ink, Pair, Share allow you to learn more about imagery?
3. Place a transparency containing a poem on the overhead projector and model to students using the Think-Aloud Strategy how to identify examples of imagery in a piece of written text and how to determine the impact the imagery has on the overall piece.

**Idea**  
**Think-Aloud Strategy (Billmeyer 2003)**  
Described in Lesson One.

4. Students read the article “The Language of Horses” by Monty Roberts. Students work in groups of four to answer several questions related to the use of imagery as used in the article. As students are working, rotate among groups to check for understanding and provide guidance/clarification as needed. When finished, the teacher uses a strategy called Stir-the-Class (Billmeyer 2003) to ask representatives from each group to share ideas and answers.

**Questions for Students**

1) What are two examples of imagery used in the article?  
2) What do you believe to be the author’s main reason for using imagery?  
3) How does the author’s use of imagery impact the overall work?  
4) If you could add additional imagery to the article, explain where you would add it and why.

**Note:** As a link to Lessons One and Two, ask the students to look for examples of symbolism and hyperbole in the article.

**Idea**  
**Stir-the-Class (Billmeyer 2003)**  
Described in Lesson 1

5. Students reread (read once in Lesson One) the poem “Mother to Son” by Langston Hughes (MAP Intermediate Released Item 2002). Students work independently to answer the following questions related to imagery as used in the poem. Students use the Idea Exchange Strategy (Billmeyer 2003) to share results. Then as a large group, ideas and answers should be discussed and shared. Make sure students have a thorough understanding of imagery prior to moving on to the next lesson, which is the Summative Assessment for the unit.

**Idea**  
**Idea Exchange Strategy: (Billmeyer 2003)**  
Described in Lesson 2

**Questions for Students**

1) What are two examples of imagery used in the poem?  
2) What do you believe to be the author’s main reason for using imagery?  
3) How does the author’s use of imagery impact the overall work?  
4) If you could add additional imagery to the poem, explain where you would add it and why.

**Note:** As a link to Lessons One and Two, the students look for examples of symbolism and hyperbole in the poem.