

Feelings Run Loose

Target Audience: Grade 3-8

Time: 1 hour

Objectives

1. Students will learn to identify imagery and analyze what it describes in poetry. The focus is not on metaphor or simile, but on having students think about feelings in a descriptive way. Older students (Grades 6-8) can be asked to use metaphor or simile in their descriptions, but even with them, the focus should be on finding ways to describe feelings.
2. Students will write a “story” in a similar manner to “The Eagle” by Alfred Lord Tennyson. They may think of it as a poem, but the goal of the writing is for students to tell a story of their favorite animal with as much descriptive language as they can.

Materials

- One white paper for each student (printer paper)
- Pencil required. Colored pencils/markers/crayons optional
- Pictures of Maui in his animal forms (hawk, iguana, half-shark) projected in front of the class
- Video of Moana’s “You’re Welcome” song

Lesson

1. Ask students to think about their favorite animal and hold the image of it in their mind.
2. Ask students how many have seen “Moana”. Play “You’re Welcome”. Then ask students what Maui’s powers are. Hopefully one of them says that he can shapeshift.
3. Show students the picture of Maui as a hawk. Tell them to look at his face and ask them, “How does Maui feel?” Write down responses on the whiteboard. After a few of these ask students, “How would you feel if you could turn into a hawk whenever you wanted?” Write down these on the board as well.
4. Repeat the above with the iguana and half-shark pictures of Maui.

5. Hand out a white piece of paper to each student. Tell them to fold it into fourths (demonstrate with your own piece of paper).
6. On the board draw four sections to demonstrate your own paper:

DRAWING	<p>LIST OF FEELINGS</p> <p>“How does your animal feel?”</p> <p>“How would it feel to be your animal?”</p>
<p>LIST OF ACTIONS</p> <p>“What does your animal do?”</p> <p>Ex: hunt, play, etc.</p>	<p>STORY/POEM</p> <p>“Tell me a story about your animal. Describe it in a way that I can imagine it in my head.”</p>

7. Ask students if they’ve been thinking about their favorite animal. Draw a picture of YOUR favorite animal in the top left rectangle. Ask students to do the same on their papers. Give a couple of minutes for their drawings. Encourage students who say they’re not good drawers.
8. Bring students attention to the front. Remind them of the Maui animal pictures and how they analyzed the feelings. Ask them to do the same with YOUR animal. (“How would my animal feel? Can y’all help me out.”) Write down a few on the top right square of your white board/paper space (tell students not to write this down).
9. Then ask students to do the same with their own animal. (“On the top right square can you write down how your animal feels? And how it would feel to be your animal?”) Point to the list of feelings that they gave for Maui and say they have a whole list to choose from if they need help. Give them a few minutes then ask them to share with partners.

10. Bring students attention to the front. Ask them what kinds of things YOUR animal does. (“We have feelings so let’s figure out what my animal actually does. Can y’all help me out?”) Write down a few on the bottom left of your whiteboard/paper space.
11. Ask students to do the same on their paper. (“On the bottom left of your paper can you write down what your animal does?”) Give them a few minutes then ask them to share with their partners.
12. Bring students attention to the front. Show them “The Eagle” by Alfred Lord Tennyson. Read it aloud to them. Then ask them what the poem is about. Encourage answers and ask them what parts of the poem helped them figure it out. Then go through the poem line by line and analyze it with them. Focus on the descriptive language (azure world, lonely lands, like a thunderbolt).
13. Ask students to help you write a story about YOUR animal. (“Can y’all help me write a story about my animal? What do we want it doing? How would it feel doing that?”) Write out two lines. Preferably not rhyming. Tell students that their focus should be on a story that you can imagine in your head like the Eagle.
14. Give students time to write out their own stories. Allow five minutes at the end for students to share if time allows.

References:

The Eagle

Alfred Lord Tennyson, 1809-1892

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

“You’re Welcome” from the movie Moana:

<https://www.youtube.com/watch?v=79DijltQXMM>

For pictures of Maui to use in the lesson, search the following terms on Google:

- Maui animal forms
- Maui as a hawk
- Maui as an iguana
- Maui half shark