



METAPHORS AND SEQUELS

Grade: 6-8

Objectives:

- Students will define and explore the use of metaphor in “Mooch the Magnificent”
- Students will read an opera synopsis and discuss possible metaphors present in the story
- Students will explore the nature of fear through personal experiences
- Students will create a story that could act as a sequel to the opera

Indiana English Standards

- 6.3.7** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
- 7.3.7** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.
- 8.3.6** Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.
- 6.5.1** Write narratives that:
 - establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - include sensory details and clear language to develop plot and character.
 - use a range of narrative devices, such as dialogue or suspense.
- 7.5.1** Write biographical or autobiographical compositions that:
 - develop a standard plot line - including a beginning, conflict, rising action, climax, and denouement (resolution) - and point of view.
 - develop complex major and minor characters and a definite setting.
 - use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.
- 8.5.1** Write biographies, autobiographies, and short stories that:
 - tell about an incident, event, or situation, using well-chosen details.
 - reveal the significance of, or the writer's attitude about, the subject.
 - use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Resources and Materials: “Mooch the Magnificent” synopsis

Activity:

Introduction

In “Mooch the Magnificent,” the mechanical animals live in a dome shielded from the outside world. The characters in the opera believe that this world is very dangerous, but soon decide to venture outside the dome to discover the wonders of nature.

Procedure

- I. Synopsis:** Allow students to read the synopsis for “Mooch the Magnificent.”

2. **Discussion and Journaling:** The following questions can be discussed as a class or used as a journaling prompt.
- What could this dome represent to the characters? Do you think the dome could be a metaphor for something? What is a metaphor?
 - The characters in the opera were hesitant to leave the comforts of the dome, even though some had memories of the beautiful wilds outside. Talk about what activities you enjoy doing inside, what are the benefits of being inside?
 - Now think about things you like to do outside. How are these activities different?
 - It has been said that modern day technologies and comforts have decreased the amount of time that children (and adults) spend outside. Why do you think this is? Why is it important to spend time in nature?
3. **Write Your Own Sequel:** At the end of the opera, the audience is left wondering what happens to the characters after they decide to leave the dome and venture into the wilds. As a class or in small groups, write a short sequel to “Mooch the Magnificent” that includes all the elements of a complete plot.
- What happens after the characters leave the dome?
 - What is the world outside like?
 - Did the animals have trouble adjusting to the wilds?
 - What does Mooch grow up to be?



After writing their own sequels to “Mooch the Magnificent,” students can create a comic strip that shows what happens to the characters after they leave the dome. Click the starburst to see the ROK website page with instructions on how students can bring their sequels to life!