

Core Poetry and More

Grade Level: 2nd Grade

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Length of Unit: Four lessons--ongoing throughout the year (20-45minutes each, some lessons take two or more days to complete)

I. ABSTRACT

This unit integrates poetry into language arts lessons with an emphasis on the American History content of Core Knowledge. It reviews concepts already learned and helps students to better understand how these concepts relate to their lives. This unit also examines how useful prior knowledge can be in the writing process. Interspersing poetry lessons throughout the year will help students gain an appreciation for a variety of poetry and help them improve their reading, writing and editing skills as they read, write, edit and share their own poetry.

II. OVERVIEW

A. Concept Objectives

1. Students develop an awareness of how poetry provides insights into their own life and into other times, places and people. (Douglas County School District Language Arts Standard #1 [DCSD LAS], Colorado State Language Arts Standard #6 [CS LAS])
2. Students understand that both poetry and prose can be used to communicate for a variety of purposes and audiences. (DCSD LAS #3)
3. Students understand and enjoy a variety of poetry. (DCSD LAS #4, CS LAS #1)

B. Content from the *Core Knowledge Sequence*

1. **American History:** “The Star-Spangled Banner” as our national anthem and a poem (p. 49)
2. **Language Arts:** Describe new concepts in own words and produce writing (p. 43)
3. **American History:** Erie Canal (p. 49)
4. **American History:** American Indians-affect of near extermination of the buffalo (p. 49)
5. **Poetry:** “Buffalo Dusk” (p. 44)
6. **Poetry:** “Rudolph is Tired of the City” (p. 44)
7. **American History:** Immigration –Millions of newcomers to America settle in major cities (p. 50)
8. **American History:** Symbols and Figures (Civil War)-Lincoln Memorial (p. 51)
9. **American History:** Symbols and Figures (Immigration)-Statue of Liberty (p. 51)
10. **Language Arts:** Writing-produce a variety of writings and be able to read them (p. 24)

C. Skill Objectives

1. Students will demonstrate understanding of the etiquette related to our national anthem.
2. Students will understand that songs were often first written as poems.
3. Students will discuss a poem in small groups and write a short explanation in their own words.
4. Students will write a personal response to a poem and connect it with their life.
5. Students will actively participate in choral reading and singing of poetry.
6. Students will understand that what we feel when we read a poem is called the mood.

7. Students will demonstrate an understanding of similes by writing a poem describing an assigned topic.
8. Students will integrate background knowledge to construe meaning from text.
9. Students will actively participate in choral reading and singing of poetry.
10. Students will demonstrate understanding of text by producing an illustration of text, sometimes with written explanation.
11. Students will write a one sentence explanation of their illustration.
12. Students will practice proofreading, revising and editing text.
13. Students will produce a variety of writings—descriptions, journal entries—and be able to read them.
14. Students will share their work in front of a group and give constructive comments on others’ work

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Poetry in Motion*, 2nd Grade Core Knowledge Unit by Gwen Kornegay, Julie Kirk, Roberta Stephenson, Elaine Wordell, David H. Petree School of Core Knowledge and Integrated Arts, 2001 Core Knowledge Conference, available at www.coreknowledge.org
2. Hirsch, E. D. *What Your Second Grader Needs to Know*. New York, NY: Dell, 1998. 0-385-31843-X.

B. For Students

1. Poetry lessons should be taught after students have studied the following American History concepts in Social Studies classes: **Lesson One**-Fort McHenry, Francis Scott Key, and “The Star Spangled-Banner”; **Lesson Two, Day One**-Erie Canal; **Day Two**-Effect of near extermination of buffalo on Plains Indians; **Lesson Three**-Immigration, large populations of immigrants settle in major cities; **Lesson Four**-Lincoln Memorial and Statue of Liberty.
2. Students should be able to revise and edit to clarify and refine meaning in writing, and attend to spelling, mechanics of their own and other students’ papers, and attend to presentation in final drafts of their own papers.

IV. RESOURCES

- A. *Kids Celebrate America* (CD). Kenilworth, NJ: Turn Up the Music, 2001. 7-7-90617-1302-2-0. (Lesson One)
- B. Seeger, P. *Clearwater Classics* (CD). New York, NY: Sony Music Entertainment, 1993. 0-7989-17865-2-2. (Lesson Two)
- C. Hopkins, L. B. *Hand in Hand, An American History Through Poetry*. New York, NY: Simon & Schuster, 1994. 0-671-73315-X. (Lesson Two)
- D. O’Neill, M. *Hailstones and Halibut Bones*. New York, NY: Doubleday, 1961 (1989 illustrations). 0-385-41078-6. (Lesson Four)

V. LESSONS

Lesson One: Songs are Poems Set to Music (one 40 minute or two 20 minute lessons)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students develop an awareness of how poetry provides insights into their own life and into other times, places and people.
 - b. Students write poetry to communicate for a variety of purposes and audiences.
 - c. Students understand and enjoy a variety of poetry.

2. Lesson Content
 - a. “The Star-Spangled Banner” as our national anthem and a poem.
 - b. Describe new concepts in own words and produce a poem.
 3. Skill Objective(s)
 - a. Students will demonstrate understanding of the etiquette related to our national anthem.
 - b. Students will understand that songs were often first written as poems.
 - c. Students will discuss a poem in small groups and write a short explanation in their own words.
 - d. Students will integrate background knowledge to construe meaning from text.
 - e. Students will write a personal response to a poem and connect it with their lives.
 - f. Students will produce a variety of writings—descriptions, journal entries—and be able to read them
- B. *Materials*
1. Audio tape or CD of “The Star-Spangled Banner” (*Kids Celebrate America*)
 2. Copy of all verses of “The Star-Spangled Banner” (Appendix A) for each child
 3. Appendix B cut into pieces, one assignment for each group
 4. Notebook paper
 5. Pencils for each student
 6. Highlighters for each student
 7. One copy of Appendix B cut up for the eight groups to use (*this could be pasted on card stock and laminated for future use*)
 8. Copy of Appendix C for teacher reference
 9. Copies of Appendix D for each student
 10. Copies of Appendix K for each student
 11. Poetry notebooks for each student (either a three ring binder or a three-pronged notebook with paper to glue the poems on)
- C. *Key Vocabulary* (also see Appendix B)
1. Anthem-official song of a country
 2. Patriotic-feeling of love and support for one’s country
- D. *Procedures/Activities*
1. Discuss or introduce the rules of etiquette for singing the national anthem:
 - a. *Stand during the singing of the national anthem*
 - b. *Put hand over heart*
 - c. *Be respectfully silent or sing nicely*
 2. Play “The Star-Spangled Banner” for the students after they stand. Encourage them to sing along, but they may listen.
 3. Discuss how singing this song makes us feel (*patriotic*).
 4. Give each student a copy of the poem (Appendix A) and review why this poem was written (*written as Francis Scott Key watched the British attack Ft. McHenry through the night but at first light the American flag was still flying; the British had not won the battle*).
 5. Students will either follow along as teacher reads the poem aloud or do a choral reading as a class.
 6. The teacher will help them use word attack skills on unknown words.
 7. Students will identify any unknown vocabulary words by underlining them with their pencils and identify pairs of rhyming words by highlighting them as poem is reread.
 8. Students will be assigned to work in groups of three (eight groups needed).

9. Teacher will assign each group four lines of the poem (stanza 1-lines 1-4, stanza 1-lines 5-8, etc.) using Appendix B cut into pieces, one assignment for each group.
 10. Students will discuss assigned phrases from the poem and explain its meaning in their own words as a group in writing (10 minutes). Teacher may use answer key (Appendix C) for discussion.
 11. Students share and discuss what they have learned in their groups with the class.
 12. Ask the students the question from the end of verse one. Accept all answers. (# 10 is **Start of second day if using two 20 minute lessons**)
 13. Instruct students to write a personal answer to this question in poetry form, thinking about how they feel about our flag and what it stands for today. Their poem must have at least four lines in *abab* rhyming pattern (*if this has not been taught previously, refer to "Poetry in Motion," Lesson Three*).
 14. Teacher models writing a verse and thinks aloud while writing, listing rhyming words on the side (on the overhead or chalkboard).
Possible verse:
*Yes, our flag is still flown over many a home,
And we love its bright colors and what it stands for.
We will fight for our freedom wherever we may roam
Our flag is dear to our hearts for now and ever more.*
 15. Give students notebook paper to write their verses.
 16. Students will edit their poem using Appendix K.
 17. Students will share their verses as there is time or verses may be displayed on bulletin board after assessment.
 18. Students put poem and original verses into poetry notebooks.
- E. *Assessment/Evaluation*
1. Participation in class discussion as observed by teacher
 2. Written response of small groups
 3. Rubric for original verse of poetry (Appendix D)

Lesson Two: Poetry Moves West (two 20 minute lessons)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of how poetry provides insights into their own life and into other times, places and people.
 - b. Students understand that both poetry and prose can be used to communicate for a variety of purposes and audiences.
 - c. Students understand and enjoy a variety of poetry.
 2. Lesson Content
 - a. Erie Canal
 - b. American Indians--affect of near extermination of the buffalo and the poem "Buffalo Dusk"
 - c. Writing--produce a variety of writings and be able to read them
 3. Skill Objective(s)
 - a. Students will integrate background knowledge to construe meaning from text.
 - b. Students will actively participate in choral reading and singing of poetry.
 - c. Students will understand that what we feel when we read a poem is called the mood.
 - d. Students will write a personal response to a poem and connect it with their lives.

B. *Materials*

1. Copies of poem “The Erie Canal” for each student (Appendix E)
2. CD or audio tape of song “The Erie Canal” (*Clearwater Classics*)
3. Reading Response Journal for each student (*a journal or notebook used throughout the year to make personal comments or connections to literature*)
4. Pencils for each student
5. Copies of Core Knowledge poem “Buffalo Dusk” and two other poems about Native Americans such as “Battle Won is Lost” (*Hand in Hand*, p. 42) and “Child of the Sun” (*Hand in Hand*, p. 48) for each student
6. Poetry notebooks for each students

C. *Key Vocabulary*

1. Canal-channel or large ditch dug and filled with water so that boats can cross a stretch of land
2. Mule-offspring of male donkey and female horse
3. Navigated-traveled on
4. Lock-an enclosed section of a canal with gates at each end where water can be let in or out to raise or lower boats from one level to another
5. Anonymous-by a person whose name is not known
6. Rome-a city in New York about 100 miles from Albany along the Erie Canal
7. Dusk-the time of evening when it is beginning to get dark
8. Mood-expression of an emotion or feeling

D. *Procedures/Activities*

Day One:

1. Students will review what they know about the Erie Canal. Possible review questions are:
 - a. *What is a canal?* (see vocabulary; also discuss other vocabulary words as needed)
 - b. *Where is Rome?* (see vocabulary)
 - c. *How did the barges move along the canal?* (pulled by mules or horses)
 - d. *What cities did the Erie Canal connect?* (Albany and Buffalo, New York)
 - e. *Why might Sal and her owner be looking for new jobs?*
 - f. *How long was the canal in use?* (it is still in use as a part of the New York Barge Canal)
2. Give students a copy of the poem “The Erie Canal” (Appendix E) and choral read the words. Identify how review information relates to the words of the song. Discuss repetition of the “chorus” words because it is a song and the chorus is sung after every verse.
3. Discuss what “Anonymous” written in place of the author’s name means.
4. Play the song “The Erie Canal” and have students sing along. Repeat as desired.
5. Students will put their copy of the poem into their poetry notebook.

Day Two:

1. Students will actively listen and follow along as teacher reads aloud “Buffalo Dusk” and two other poems on Native Americans. Ask students to be aware of how they feel as they listen.
2. Ask the students how they felt as these poems were read. Accept all answers, but focus on the feeling of sadness and relate to their study of what happened to the Native Americans during the time of Westward Expansion (*Native Americans lost their homes, their way of life, their land and many died.*).
3. Explain that these feelings are the **mood** of the poem which is the feeling that the author is trying to help them feel as they read the poems. Good poetry has the

- ability to help the reader feel what the author is feeling without having experienced it. Ask the students if they can tell how the authors feel about Native Americans. Discuss word choices that help to create the mood.
4. Instruct students to write a response to these poems in their Reading Response Journal telling **how** they feel about what happened to Native Americans. The response must be at least three sentences and should also tell **why** they feel as they do.
 6. Students will put their copy of poems into their poetry notebooks.

Assessment/Evaluation

1. Day One-Teacher observation of student involvement in discussion and singing
2. Day Two-Observation of student involvement in listening and class discussion and evaluation of Reading Response Journal entry

Lesson Three: Immigrants in the City (30 minutes)

A. *Daily Objectives*

2. Concept Objective(s)
 - a. Students develop an awareness of how poetry provides insights into their own life and into other times, places and people.
2. Lesson Content
 - a. “Rudolph is Tired of the City”
 - b. Immigration--Millions of newcomers to America settle in major cities
 - c. Writing--produce a variety of writings and be able to read them
3. Skill Objective(s)
 - a. Students will integrate background knowledge to construe meaning from text.
 - b. Students will demonstrate understanding of text by producing an illustration of text.
 - c. Students will write a one sentence explanation of their illustration.
 - d. Students will practice proofreading, revising and editing text.

B. *Materials*

1. Copies of “Rudolph is Tired of the City” for each student (*What Your Second Grader Needs to Know*)
2. Individual white erase board for each student
3. White erase board marker and eraser for each student
4. White paper suitable for illustrating poem for each student (8 ½” x 11”)
5. Crayons or colored pencils for each student
6. Poetry notebook for each student
7. Appendix F

C. *Key Vocabulary*

1. Tend-to take care of or watch over
2. Chores-a small job that has to be done regularly

D. *Procedures/Activities*

1. Discuss as a class the immigrants coming to America, where they came from and where they settled, where they worked, etc. Possible discussions questions are:
 - a. *What did most immigrants hope to do once they got to America?* (buy land and grow their own food)
 - b. *What happened to them when they got to America?* (had no money to buy land, so they had to stop in cities and work)
2. Distribute copies of “Rudolph is Tired of the City” to each student.

3. Instruct the students to find a buddy and read the poem to each other (reading it twice) and try to discover if Rudolph could have been an early immigrant to America, and figure out why or why not?
 4. Students will write their answer to this question on a white erase board and then be ready to participate in a class discussion of “Why or why not?”
 5. Teacher will check the white erase boards of each partnership and give suggestions as needed.
 6. Take a vote of answers to whether Rudolph was an immigrant or not. Tally on the board. Write class decision on the board.
 7. Discuss as a class the reasons for answers. Accept all answers.
 8. Instruct students that each student will illustrate how Rudolph felt about the city or about the country and write a sentence explaining their illustration. If class voted that Rudolph was an immigrant, discuss how he might have been dressed. Remind students that Rudolph’s facial expression and what he is doing with his hands might help to show how he felt.
 9. Distribute white paper to students. Instruct students to use their rulers to draw a pencil line two inches from the bottom of their paper (lengthwise). The space below the line will be used for their sentence. The space above the line will be used for their illustration. Instruct students that they may use crayons or colored pencils for their illustrations, and that their illustrations need to fill the paper.
 10. Instruct students to write their sentence on their white erase board and have their partner edit it. Then have teacher check it before copying onto their illustration. Sentences will be copied in pencil in best handwriting.
 11. Teacher will collect illustrations and assess using rubric.
 12. Students will place poem in their poetry notebook.
 13. Display illustrations, and then eventually have students place them in their poetry notebook with the poem.
- E. *Assessment/Evaluation*
1. Teacher observation of interaction with partners
 2. Evaluation of illustration and sentence using rubric (Appendix F)

Lesson Four: Descriptive Poetry (five lessons of 30-45 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that both poetry and prose can be used to communicate for a variety of purposes and audiences.
 - b. Students develop an awareness of how poetry provides insights into their own life and into other times, places and people.
 2. Lesson Content
 - a. Symbols and Figures (Civil War)--Lincoln Memorial
 - b. Symbols and Figures (Immigration)--Statue of Liberty
 - c. Writing--produce a variety of writings and be able to read them
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of similes by writing a poem describing an assigned topic.
 - b. Students will demonstrate understanding of text by producing an illustration of text.
 - c. Students will practice proofreading, revising and editing text.
 - d. Students will produce a variety of writings and be able to read them.
 - e. Students will share their work in front of the group and give constructive comments on others’ work.

B. *Materials*

1. Poster or overhead of “Like List” (Appendix G without the lines)
2. Two copies of Appendix G for each student
3. Notebook paper for each student
4. Pencils for each student
5. *Hailstones and Halibut Bones* by Mary O’Neill or other poems about colors
6. Samples of student poems (Appendix H)
7. Pictures of the Lincoln Memorial and the Statue of Liberty for display
8. Lined paper for final copy of poem for each student
9. Large white drawing paper (12” X 18”) for each student
10. Sample of monument picture with poem attached (see procedure on Day Five, #2)
11. Two copies of Appendix K for each student
12. Two copies of Appendix J for each student
13. Overhead of Appendix J to be used in explaining rubric to students
14. Poetry notebook for each student

C. *Key Vocabulary*

1. Simile-two unlike things are compared using the words *like* and *as*
2. Adjective-word used with a noun or pronoun to describe it
3. Monument-a statue, building or other structure that is put up in memory of a person or happening

D. *Procedures/Activities*

Day One:

1. Tell the students that they will learn how to describe something so that someone who had never seen it might be able to picture it in their mind, even smell, taste and know how it feels. This will be done in poetry form.
2. Make poster or overhead of “Like List” without lines to display in the room (Appendix G).
3. Instruct students in the concepts of similes through the use of a “Like List” (Appendix G).
4. Discuss use of adjectives and descriptive words to help someone else see, hear, feel and smell, etc. their color.
5. Read some student examples of poems using similes (Appendix H). Teacher can leave out the noun described when reading the poems and let the students guess what is being described.
6. Explain to students that they will try to describe a color. They can describe it without naming it if they choose, like a riddle.
7. Read some examples of color poems from *Hailstones and Halibut Bones* or from another source.
8. Distribute a copy of Appendix G to all students and have them fill it out with a color of their choice.
9. Students will complete Appendix G and have it checked by the teacher.
10. Students will write their color poem using phrases from their list.
11. Students will edit poems using Appendix K.
12. Students will hand in completed poems.
13. Teacher (or volunteer) will type the poems and make two copies of each. One copy will be for each student’s poetry notebook. The second copy of each poem will be bound into a class book.

Day Two:

1. Students will be instructed about reading their poems aloud (*being able to pronounce all words, reading loud enough for the class to hear the words, and using expression in their voice to make poem enjoyable*).
2. Teacher should demonstrate how a poem should be read with expression, etc.
3. Students will share their poems with the class and ask for two comments from the class.
4. Students will make appropriate comments on each other's work.
5. Teacher will take anecdotal notes (Appendix I) during this time also noting student comments.
6. Students will put color poems into their poetry notebooks.

Day Three:

1. Review what students have learned about the Lincoln Memorial and the Statue of Liberty. Possible discussion questions are:
 - a. *Who can describe what the Lincoln Memorial looks like?*
 - b. *Do you think that Abraham Lincoln would have liked his monument? Why or why not?*
 - c. *Who can describe what the Statue of Liberty looks like?*
 - d. *Why do you think she is a good symbol of freedom?*
2. Display any available pictures of the monuments for students to look at.
3. Brainstorm some ideas of what these monuments are like. Make a list on the overhead of words that are suggested.
4. Give students a second copy of Appendix G and have them fill it out about either the Lincoln Memorial or the Statue of Liberty.
5. Explain rubric for this assignment and tell students that they will be filling out a rubric on their own project when they are finished. Another assigned student will fill out a second rubric on their project (Appendix J).
6. Student will fill out Appendix G and have it checked by teacher before putting their ideas into a poem.

Day Four:

1. Students write their poem on the monument of choice.
2. Students will edit poems using Appendix K and rewrite on lined paper.
3. Teacher collects and checks editing.

Day Five:

1. Students rewrite their poems on lined paper if needed.
2. Teacher will make a copy of student poems before they are glued onto their monument for students to place in their poetry notebooks.
3. Students draw the subject of their poem on a large (12" x 18") piece of drawing paper. Show students how poem can be displayed in center of monument or attached underneath the picture.
4. Students will glue poem either in the middle of their illustration or attach to the bottom.
5. Student will fill out Appendix J on their project and on the project of one other assigned student.
6. Display finished projects.

E. *Assessment/Evaluation*

1. Anecdotal notes (Appendix I) of class reading of color poems including class comments
2. Rubric (Appendix J) for monument poems filled out by students

VI. CULMINATING ACTIVITY

- A. Schedule a Poetry Performance Day and invite parents and family members to come. You could also invite another class or grade depending on room available. Have students choose their favorite of the poems they wrote to perform for an audience. Students could memorize their poems if not too long. Students could also choose a favorite poem to memorize or recite by another author. See some great ideas in *Wham! It's a Poetry Jam, Discovering Performance Poetry*. Have appointed students present short narrations throughout the performance explaining the projects to the audience.
- B. Students will complete the Final Poetry Assessment (Appendix L) at the end of this unit. In question #4 use the poem included or a poem of your choice.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Words to "The Star-Spangled Banner"
- B. Appendix B: Student Assignments for "The Star-Spangled Banner" (four pages)
- C. Appendix C: Answer Key for Appendix B
- D. Appendix D: Rubric for Original Verse of "The Star-Spangled Banner"
- E. Appendix E: Words to "The Erie Canal"
- F. Appendix F: Rubric for Illustration of "Rudolph is Tired of the City"
- G. Appendix G: Writing "Like/As" Poems
- H. Appendix H: Poems by Second Graders
- I. Appendix I: Anecdotal note form for assessing color poems
- J. Appendix J: Rubric for Monument Poems
- K. Appendix K: Student Editing Checklist
- L. Appendix L: Final Poetry Assessment (three pages)

VIII. BIBLIOGRAPHY

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Appendix A

“The Star-Spangled Banner” ~ *By Francis Scott Key*

**Oh, say can you see by the dawn’s early light
What so proudly we hail’d at the twilight’s last gleaming,
Whose broad stripes and bright stars through the perilous fight
O’re the ramparts we watch’d were so gallantly streaming?
And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that Star-Spangled banner yet wave
O’re the land of the free and the home of the brave?**

**On the shore dimly seen through the mists of the deep,
Where the foe’s haughty host in dread silence reposes,
What is that which the breeze, o’re the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning’s first beam,
In full glory reflected now shines in the stream.
“Tis the Star-Spangled banner, oh, long may it wave
O’re the land of the free and the home of the brave!**

**And where is that band who so vauntingly swore
That the havoc of war and the battle’s confusion
A home and a country should leave us no more?
Their blood has wash’d out their foul footsteps’ pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave
And the Star-Spangled banner in triumph doth wave
O’re the land of the free and the home of the brave.**

**Oh, thus be it ever when freemen shall stand
Between their lov’d home and the war’s desolation!
Blest with vict’ry and peace may the heav’n-rescued land
Praise the power that hath made and preserv’d us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: “In God is our Trust”.
And the Star-Spangled banner in triumph shall wave
O’re the land of the free and the home of the brave.**

Appendix B

Student Assignments for “The Star-Spangled Banner”

Group #1 Stanza 1-lines 1-4

Vocabulary:

hail’d-hailed or welcomed

twilight-dim light just after sunset

perilous-dangerous

ramparts-pile of earth with a fort walls built on it

Questions to Answer:

What happened at twilight?

Who is “we”?

Where are “we” standing as they watch?

Group #2 Stanza 1-lines 5-8

Vocabulary:

rocket-long, narrow devise that is shot in the air and used as a weapon

glare-strong, blinding light

proof-evidence, shows that something is true

brave-willing to face danger; not afraid

Questions to Answer:

How could they see that the flag was still there?

What were the rockets?

When did this happen?

Appendix B (page 2)

Group #3 Stanza 2-lines 1-4

Vocabulary:

haughty-showing too much pride while looking down on others

deep-used as a noun that refers to deep part of water

reposes-resting

discloses-to expose to view

Questions to Answer:

Why is the foe haughty?

Where is the foe?

What is it that the breeze half conceals, half discloses?

Group #4 Stanza 2-lines 5-8

Vocabulary:

beam-narrow ray of light

gleam-flash of light

reflected-image seen in or thrown back from a shiny surface

stream-body of flowing water

Questions to Answer:

What is the morning's first beam?

What is "it"?

Where is the full glory seen?

Appendix B (page 3)

Group #5 Stanza 3-lines 1-4

Vocabulary:

vauntingly-with boasting

havoc-confusion

foul-evil

pollution-made unclean

Questions to Answer:

Who is the band?

What did they swear?

What happened to them?

Group #6 Stanza 3-lines 5-8

Vocabulary:

refuge-safe, protected place

hireling-person whose motive for fighting is money

gloom-partial darkness; deep sadness

triumph-victory

Questions to Answer:

What were hirelings and slaves doing?

What happened to them?

What is the triumph?

Appendix B (page 4)

7. Stanza 4-lines 1-4

Vocabulary-

freemen-one having liberty

desolation-left in ruins

heav'n rescued-heaven or God saved from danger and harm

preserved-protected from harm

Questions to Answer:

What were the freemen fighting for?

How was our nation preserved?

What should the heav'n rescued land do?

Group #8 Stanza 4-lines 5-8

Vocabulary:

conquer-gain victory; overcome

cause-a goal that many are interested in

motto-rule to live by

just-fair and right

Questions to Answer:

Why was the USA able to conquer?

Who did they trust in?

How is this motto different from the words of the motto on our coins?

Appendix C

ANSWER KEY for Appendix B:

1. Stanza 1-lines 1-4

What happened at twilight? (our flag was still flying over Ft. McHenry)

Who is “we”? (Francis Scott Key and those on the ship with him)

Where are “we” standing as they watch? (on the ship across from the fort whose walls are called ramparts)

2. Stanza 1-lines 5-8

How could they see that the flag was still there? (by the light of the bombs and rockets being fired at and from the fort)

What were the rockets? (exploding weapons of war that flew through the air)

When did this happen? (all through the night)

3. Stanza 2-lines 1-4

Why is the foe haughty? (the British think that they are better than the Americans and can easily beat them)

Where is the foe? (out in the harbor on ships attacking the fort)

What is it that the breeze half conceals, half discloses? (the American flag flying over Fort McHenry)

4. Stanza 2-lines 5-8

What is the morning’s first beam? (dawn or the rising of the sun)

What is “it”? (the American flag)

Where is the full glory seen? (the beauty of the flag is shown reflected in water of the river)

5. Stanza 3-lines 1-4

Who is the band? (the British soldiers)

What did they swear? (that they would take away the American’s country and homes by winning the war)

What happened to them? (their blood was shed, they died and this washed away their threats against us, we won the war)

6. Stanza 3-lines 5-8

What were hirelings and slaves doing? (fighting for the British)

What happened to them? (they either fled in terror or died)

What is the triumph? (the victory of the Americans over the British)

7. Stanza 4-lines 1-4

What were the freemen fighting for? (their homes and families)

How was our nation preserved? (through heavenly help, or God’s help)

What should the heav’n rescued land do? (praise the power that helped win the war or praise God for His help)

8. Stanza 4-lines 5-8

Why were the Americans able to conquer? (because their cause was just)

Who did they trust in? (the Americans trusted in God to help them)

How is this motto different from the words of the motto on our coins? (our coins say “In God We Trust”)

Appendix D

Rubric for Original Verse of “The Star-Spangled Banner”

Name:					Points
Student wrote 4 lines of poetry using the <i>abab</i> rhyming pattern	0-1 line of poetry written 1	2 lines of poetry that rhyme 2	3 lines of poetry completed at least two rhyme 3	4 lines of poetry in <i>abab</i> pattern 4	
Student understood the question asked in the poem as shown by answer	Tried but did not understand 1	Showed some understanding of question 2	Understood the question 3	Showed exceptional understanding of question 4	
Student answered the question expressing his/her feelings about our flag	Tried but did not make connection to personal feelings 1	Made limited attempt to connect to personal feelings 2	Expressed personal feelings in writing poem 3	Showed ability to express personal feelings with good expression and word use 4	
Total:					

Appendix E

The Erie Canal

~Anonymous

I've got a mule, her name is Sal,
Fifteen years on the Erie Canal.
She's a good old worker and a good old pal,
Fifteen years on the Erie Canal.
We've hauled some barges in our day,
Filled with lumber, coal and hay.
And every inch of the way I know
From Albany to Buffalo.

Chorus:

Low bridge, everybody down!
Low bridge, for we're comin' to a town!
You can always tell your neighbor, can always tell your pal,
If you've ever navigated on the Erie Canal.

We'd better look for a job, old gal,
Fifteen years on the Erie Canal.
You bet your life I wouldn't part with Sal,
Fifteen years on the Erie Canal.
Giddap there, Sal, we've passed that lock,
We'll make Rome 'fore six o'clock,
So one more trip and back we'll go
Right back home to Buffalo.

Where would I be if I lost my pal?
Fifteen years on the Erie Canal.
Oh, I'd like to see a mule as good as Sal,
Fifteen years on the Erie Canal.
A friend of mine once got her sore,
Now he's got a broken jaw,
'Cause she let fly with her iron toe
And kicked him into Buffalo.

Appendix F

Rubric for Illustration of “Rudolph is Tired of the City”

Name:	1	2	3	4	Points
Illustration Complete	Illustration Partially Complete	Illustration Complete But Sloppy	Illustration Complete And Done well	Illustration Shows Excellent Work	
Line drawn Correctly on Illustration	No line Drawn but Sentence Written	Line drawn But Incorrectly Measured	Line drawn But not Straight Or is Messy	Line Drawn Exactly As Instructed	
Illustration Conveys Feeling	No feeling Can be Discerned From Illustration	Feeling Can be Somewhat Discerned	Feeling can Easily be Discerned From Illustration	Illustration Shows Exceptional Understanding Of feelings	
Complete Sentence Written	Incomplete Sentence (no capital or period)	Complete Sentence But unclear Meaning	Complete Sentence Clearly Written But simple	More complex Sentence Giving clear Explanation	
Total:					

Appendix G

Writing Like/As Poems

Name _____

Date _____

Subject of Poem _____

Like List:

Looks like _____

Feels like _____

Smells like _____

Tastes like _____

Sounds like _____

Color is like _____

As List:

Hot or cold as _____

Big or small as _____

Possible ending (or use anywhere in poem)-

Makes me feel _____

Adapted from *Quick Poetry Activities You Can Really Do!*; p. 5-6; Jacqueline Sweeny; Scholastic; New York, NY; 1994; ISBN 0-590-49767-7

Appendix H

Poems by Second Graders

A Germ

By Brian (age 7)

A germ is as black as a thunder
cloud.
It is as sour as a black Warhead.
It feels like a cowpie.
It smells like a burp.
The sound of a germ
Is silence.

The Lava

By Lucas (age 7)

Lava is the Color of Red.
It is as hot as the sun
And it hurts.
It makes people turn Red
And feels like fire.
It looks like someone's head
Exploded.
It smells like bubbles.
It tastes like a really hot tomato.

A Dog

By Jesse (age 7)

The color of a dog is brown.
The sound of a dog is like a
Motorbike.

The smell of a dog is very
Sweaty, sweaty.
It feels like a furry polar bear.

The Flower

By Cailey (age 8)

The color is like yellow as a sun
And green as life.
It is cold when water drops.
It smells very good and
Looks pretty.
It feels like a weird thing
And is wavy when the wind
Blows.
It tastes like rocks.
It makes me feel very, very,
Very great.

Unicorn

By Emma (age 8)

Its color is as white as a white
Erase board.
It feels soft like a rose.
It sounds like someone shouting,
“Hey, Hey!”
It looks like a horse with a horn
On top of its head.
It makes me feel happy.

Appendix I

Anecdotal Notes for Color Poems

Name: _____

Date: _____

1. Student was able to read his poem aloud pronouncing all words.

2. Student spoke loudly enough for class to hear the poem.

3. Student used good vocal expression while reading poem.

4. Poem gave a clear description of the color:

-used "like list" criteria-

-used adjectives and descriptive words-

-a good word picture used was-

5. Student comments:

Name:	Name:
Comment:	Comment:

Appendix J

Rubric for Monument Poems

Name of Author: _____

Name of Student Assessor: _____

	1	2	3	4	Score
Poem has at Least Two stanzas With at Least four Lines Each	Only one Stanza	Two stanzas But with Less than Four Lines each	Two stanzas With at Least four Lines each	Two correct Stanzas Done very Neatly— Excellent Job!	
Poem Describes The Monument Using at Least eight Of the Like List Criteria	Has 0-3	Has 4-5	Has 6-7	Has 8 or More	
Poem gives A clear Description Of the Monument	Unclear, Does not use Many Adjectives	Somewhat Clear, used Some Adjectives	Gives a Clear Description using Good adjectives And word pictures	Super Description Showing Clear Understanding Of word Pictures	
Illustration Is Complete Following Directions	Not clear What Is drawn or Does not fill Page	Recognizable Monument But not Neatly done	Good drawing of Monument that Fills the page	Super Illustration Following all Directions	
Total:					

Appendix K

Student Editing Checklist

Name: _____

Date: _____

Project: _____

	Yes	No
1. All sentences begin with a capital letter.		
2. All sentences end with a period, question mark, or exclamation point.		
3. I have spaces between all of my words of at least a letter width.		
4. I circled all words that I was not sure were spelled correctly.		
5. I looked up the circled words in the dictionary and corrected them if needed.		
6. All words are spelled correctly.		
7. I have had a peer or teacher editing conference. (Circle one) Name: _____		
8. I have made all needed corrections.		
9. I have reread my project and the meaning is clear and understandable.		
10. I have rewritten my project so that it is well done.		

I give my project a score of

Not 1 2 3 4 5 6 7 8 9 10 My
So Very
Good Best

Appendix L
Final Poetry Assessment

Name _____

Date _____

1. Edit this poem for spelling, punctuation and clarity. Make 10 corrections.

Black

By Brian corliss, 2nd Grade

Eye am as mean as a pirate.

I smell lik, a rotten eggs.

I feel lik dry ice

I taste lik oil.

i look lik a dark cave

2. Write a simile for your smile.

3. I enjoy reading poetry because _____

Appendix L (page 2)

4. Read the poem below and answer the questions about it.

When George was a little lad,
He did a deed that was very bad.
He chopped down a cherry tree.
It was not a pleasant thing to see.

George was a very great man.
He had so many things to plan.
When he became a little older,
He was a surveyor and then a soldier.

Martha was his wife.
She loved George all her life.
She was the first lady of the land.
She was always ready to give a helping hand.

~By Kim Murphy, 4th Grade

~Who is this poem about? _____

~What important things did this person do? _____

Appendix L (page 3)

~What did you feel about this person when you read this poem? _____

~Tell why you liked or did not like about this poem. _____

5. Finish this sentence. I like to write poetry because _____
