

POSITIVELY POETRY

Grade Level or Special Area: Fifth Grade

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Length of Unit: Four Weeks

I. ABSTRACT

- A. The focus of this unit is to expose students to poetry and to broaden their perception of this genre. We will discover the major characteristics of a poem and delve into what the element of poetry is meant to reveal. Individual poems will be analyzed for language use, literary terms, and devices such as alliteration, onomatopoeia, similes, metaphors, etc. Students will be encouraged to read poetry orally, debate poetry in class, and write their own poems. A sample of suggested Core Knowledge poems will be integrated into a rich strand of reading, writing, speaking and listening activities.

II. OVERVIEW

- A. Concept Objectives
1. Students will develop an understanding of the complex nature of a poem.
 2. Students will understand the spirit of poetry.
 3. Students will develop a sense of appreciation for the genre of poetry.
- B. Content from the *Core Knowledge Sequence*
1. “Casey At the Bat” (Ernest Lawrence Thayer)
 2. “The Eagle” (Lord Alfred Tennyson)
 3. “Jabberwocky” (Lewis Carroll)
 4. “The Road Not Taken” (Robert Frost)
 5. “Some Opposites” (Richard Wilber)
 6. “A Wise Old Owl” (Edward Hersey Richards)
 7. Term: onomatopoeia
 8. Term: alliteration
 9. Literary Term: pen name or pseudonym
 10. Literary Term: literal and figurative language
 11. Literary Term: imagery
 12. Literary Term: metaphor and simile
 13. Literary Term: symbol
 14. Literary Term: personification
- C. Skill Objectives
1. The student will be able to give poetry characteristics and differentiate between a poem and a story.
 2. The student will read and recite poems while identifying the terms onomatopoeia and alliteration within the poem.
 3. The student will identify as well as create his own examples of: literal and figurative language, imagery, similes and metaphors, and personification.
 4. The student will discuss and debate the effects of literary terms within a poem.
 5. Students will identify a ballad and sing and recite pieces of work for comprehension.
 6. Students will comprehend meanings of poetry and be able to put a piece of poetry in sequential order.
 7. Students will create and design their own poems.
 8. Students will use webs and word pictures to pick apart meanings.

9. Students will identify parts of speech.
10. Students will expand their vocabulary.
11. Students will use charts to organize information.
12. Students will understand the impact poetry has on society.
13. Students will complete various hands-on activities that complement poetry.
14. Students will create pictorial representations and summarize pieces of writing.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Cooper, D.J. *Reading: A Legacy of Literature Theme 2* Boston: Houghton Mifflin Company, 2001, ISBN 0-618-06543-1
 2. Hirsch, Jr. E.D. *“What Your Fifth Grader Needs To Know.”* New York: Dell Publishing, 1991, ISBN 0-385-31464-7
 3. McCarthy, T. *Teaching Genre.* New York: Scholastic Professional Books, 1996, ISBN 0-590-60345-0
- B. For Students
 1. Students should have an understanding of different types of poetry and be able to identify them by name.
 2. Students should be able to identify a stanza and a line within a poem.
 3. Students should have a basic understanding of the terms: novel, plot, and setting.

IV. RESOURCES

- A. What Your Fifth Grader Needs To Know (E.D. Hirsch)
- B. Poetry For Young People (Lewis Carroll)
- C. Poetry For Young People (Robert Frost)
- D. Poetry For Young People (Carl Sandburg)
- E. Poetry For Young People (Emily Dickinson)
- F. Poetry With Pizzazz (Michelle O Brien-Palmer)

V. LESSONS

Lesson One: What is a Poem?

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 2. Lesson Content
 - a. Definitions of poetry
 - b. Poetry characteristics
 3. Skill Objective(s)
 - a. The student will identify the characteristics of a poem.
 - b. The student will differentiate between a story and a poem.
- B. *Materials*
 1. chart paper
 2. Venn diagram pocket chart
 3. copy of two poems: Fog and Antonio (Appendix A)
 4. various poetry books checked out from the library
- C. *Key Vocabulary*
 1. genre- a specific type of literature with its own characteristics

2. fiction- story that is not true
3. non fiction- story that is true
4. poem- a type of genre that has rhyme, rhythm or line breaks and is usually shorter than a story/expresses a feeling or mood
5. compare- tell how things are alike
6. contrast tell how things are different

D. *Procedures/Activities*

1. Pass out Appendix A and read the top excerpt titled “Antonio”. Ask students what type of writing they think this is. (They will most likely identify this as a poem.)
2. Next, read the bottom excerpt titled “Fog”. Have students discuss with their small groups whether they think this is a poem or not. After students have talked about this with one another, allow them to share their opinions with the class.
3. Reveal that both of these excerpts are poems and remind students that poems do not have to rhyme. Pass out the library books and give students about 20 minutes to examine the poetry books with each other.
4. At the end of discovery time, allow students to take turns reading some of their favorite findings aloud.
5. Use the chart paper to identify the characteristics of poetry in the form of a web. Be sure to emphasize: word pictures, rhythms, feelings and mood etc.
6. Use the pocket chart Venn diagram to compare and contrast a story and a poem.

E. *Assessment/Evaluation*

1. Teacher observation of oral poetry reading.
2. Class participation of identifying characteristics of a poem via a chart web.
3. Venn diagram completed properly as a class.

Lesson Two: Elements of Poetry

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 - c. Students will develop a sense of appreciation for the genre of poetry.
2. Lesson Content
 - a. rhyme or form of a poem
 - d. format and line breaks in poetry
 Skill Objectives
 - a. The students will read aloud and answer questions about two poems.
 - b. Students will discuss the images the poem creates in their mind.
 - c. Students will write their own poem following the specific guidelines.

B. *Materials*

1. copy of the poem, “Lemon Tree” in English and Spanish (Appendices B and C)
2. paper and crayons

C. *Key Vocabulary*

1. images- a picture that you create in your mind
2. rhythm- a beat to a piece of writing
3. line breaks- the place where you stop and go to the next line in a poem

D. *Procedures/Activities*

1. Pass out the copy of the poem “Arbol de limon”. (Appendix B) Ask a Spanish speaking student to read this piece. Then ask students what type of writing this is.

After they agree that it is a poem, ask them how they identified the genre since it is written in Spanish and most of the students do not speak Spanish.

2. Allow students to give answers and listen specifically for the characteristics of poetry that were discussed yesterday. Then pass out the same poem in English to confirm their findings. (Appendix C) After this, ask students to close their eyes and picture in their head what the poem makes them see. Then allow students to illustrate this image and share it with their group.
3. Next, read the poem without line breaks and discuss why the author placed the line breaks where she did.
4. Finally, allow students to create their own image poems using the concept of senses.

E. Assessment/Evaluation

1. The student's poem based on senses will be graded according to the teacher made rubric. (Appendix D)

Lessons Three and Four: Seeing Through the Fog

A. Daily Objectives

1. Concept Objective
 - a. Students will develop a sense of appreciation for the genre of poetry.
2. Lesson Content
 - a. unrhymed poetic elements
 - b. personification and imagery
3. Skill Objectives
 - a. The student will create their own example of imagery.
 - b. The student will discuss personification and list their own example of this element.

B. Materials

1. copy of the poem, "Fog" (Carl Sandburg)—see Appendix A
2. overheads of: "Trees" (Sergeant Joyce Kilmer)
"The Eagle" (Alfred, Lord Tennyson)
3. *It Looks Like Spilt Milk* by Charles G. Shaw
4. paper, pencils, crayons, yarn, glue, cotton

C. Key Vocabulary

1. personification- giving something that is not living, human traits
2. imagery- mental images produced by imagination
3. mood- how a piece of writing makes you feel

D. Procedures/Activities

1. Pass out a copy of the poem "Fog". Read it together and ask students how this poem makes them feel. Define mood and imagery and discuss situations in which imagery can occur in a person's mind.
2. Define personification and point out that though the fog in the poem is compared to a cat it has characteristics of personification. Have students discuss the effect the author is trying to create and what the city and harbor must have looked like that Carl Sandburg is having us picture.
3. Take students outside to observe the clouds. Explain that they are to allow their imaginations to create images in their mind of what the clouds could become or appear to be. They are to take the yarn and glue and recreate a cloud or series of clouds that they find fascinating and then fill it in with cotton.
4. Come inside and practice using personification as a class. Write the following statements on the board and then allow the class to brainstorm endings that are filled with personification.
The dog started _____

The sun _____
Her homework _____
The snowstorm _____
The beach _____

5. Next, read the book, *It Looked Like Spilt Milk* and compare this to the poem “Fog.”
6. Have students look at their creations and imagine what their picture could become. Once they have an idea, they are to write their own short poem using personification using the poem Fog as their model. Students are encouraged to decorate their poem with images created from the words used in their poem.
7. To check for understanding after completing this assignment, call students together again and put up overheads of the poems, “The Eagle” and “Trees”. Ask students if they can identify any elements of personification in these two poems. (Example: “clasps the crag with crooked hands”, “the wrinkled sea beneath him crawls”, “lifts her leafy arms to pray”, “a tree whose hungry mouth is prest” etc.) Encourage students to keep their eyes open for the element of personification from now on.

E. Assessment/Evaluation

1. Students will present their poems orally to the class explaining how they used the 6 traits of writing and personification. (See Appendices E and F) Participation points will be given.

Lesson Five: Literal and Figurative Language

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the spirit of poetry.
 - b. Students will develop an appreciation for the genre of poetry.
2. Lesson Content
 - a. “The Road Not Taken” (Robert Frost)
 - b. literal and figurative language
 - c. symbols
 - d. *Follow the Drinking Gourd* (Jeanette Winter)
3. Skill Objectives
 - a. The student will identify literal language, figurative language, and symbols.
 - b. The student will give examples of literal and figurative language, as well as symbols within poetry.

B. Materials

1. *Follow the Drinking Gourd*, by Jeanette Winter
2. symbols page (Appendix G)
3. overhead of “The Road Not Taken”—use *What Your Fifth Grader Needs To Know*.
4. Phrase Meanings (Appendix H)

C. Key Vocabulary

1. literal language- words that mean exactly what something is
2. figurative language- words used to describe something in a way that you don’t say exactly what you mean
4. symbols- pictures that represent something else

D. Procedures/Activities

1. Put up the overhead of the Robert Frost poem. Ask students what they think the meaning of the poem is. Be sure and point out that the author is talking about his life and decisions that he made along the way. He isn’t necessarily

talking about two real paths or roads. Explain that this is an example of figurative language because his words are used to represent something else.

2. Remind students of some phrases learned earlier this year from Core Knowledge such as: The grass is always greener on the other side of the hill, Birthday Suit, and Chip on your shoulder. Discuss their real meanings and what they sound like they mean. Explain that this is an example of figurative language.
3. Use symbols from the symbol page or symbols of your own to hold up for the children. (Appendix G) One at a time ask them what each picture represents. Explain that these are symbols because they stand for something else. Then explain that symbols are often used in figurative language. Revisit the Robert Frost poem and make a list on the board together of how the two roads in this poem are symbols and identify orally the many things that they could represent.
4. Read the book, *Follow the Drinking Gourd* to the students. (This would be a good review of events that led up to the Civil War if you have already covered this unit.) Pass out Appendix H and help students to identify what the symbols in this story represent. Discuss how this is an example of figurative language.
5. Have students read the poem, "The Road Not Taken" from the *What Your Fifth Grader Needs To Know* book. Students are to share with one another what the poem means to them. They are to get out their language arts journal and list three examples of what each road could represent in the life of a 5th grader.

E. *Assessment/Evaluation*

1. Language arts journals will be corrected and graded according to the directions given. Students may share their writing if they desire.

Lessons Six, Seven and Eight: Similes and Metaphors

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 - c. Students will develop and appreciation for the genre of poetry.
2. Lesson Content
 - a. similes and metaphors
 - b. comparisons
 - c. "Fog" (Carl Sandburg)
 - d. "The Ballad of John Henry" (Useni Eugene Perkins)
3. Skill Objectives
 - a. The student will identify similes and metaphors within a piece of writing and be able to create their own.
 - b. Students will sing the *Ballad of John Henry* listening for the element of repetition. Then students will summarize this ballad in sequential order using a comic strip.

B. *Materials*

1. *What Your Fifth Grader Needs To Know* (E.D. Hirsch)
2. character analysis chart
3. *I Love You The Purplest* (Barbara Joosse) multiple copies
4. *Songs of History* by Scholastic

C. *Key Vocabulary*

1. simile- a comparison using like or as
2. metaphor- a comparison that does not use like or as

3. adjective- a word that describes a noun
- D. *Procedures/Activities*
1. Have the following statements written on the board:
His smile shone like the bright sun.
He was as strong as a bull.
Joe's head was as fuzzy as a peach.
 2. Ask students what the main object in each sentence is and what that object is being compared to. Explain that these types of comparisons are called similes. Ask students to share other well known phrases that would be considered similes. Write these on the board.
 3. Look at the original phrases written on the board and change them to the following:
His smile was the sun.
He was a strong bull.
Joe's head was a fuzzy peach.
Ask the students what was changed about these phrases. Point out that they basically have the same meaning, but the words like or as have been removed. Define metaphor and discuss the similarity between a simile and a metaphor. Explain that metaphors are examples of figurative language and do not literally mean what they say, but give the reader a word picture of what is meant. Metaphors and similes allow the reader to create images in their heads.
 4. Turn to page 48 in *What Your Fifth Grader Needs to Know*. Since this poem has already been studied, this will be a review. Ask students to identify whether this poem contains a simile or a metaphor. Have students discuss how the metaphor is implied in this poem.
 5. Next, turn to pages 54 and 55 of the book and read, "The Ballad of John Henry." This poem has not been studied so it needs to be discussed line by line. (This would be a great review of the Westward Expansion Unit) After discussing this poem, see if the students can find the simile in this poem. (Third stanza) Ask students what it would mean to be "as strong as an ox."
 6. Play "The Ballad of John Henry" and allow students to sing along so as to develop an understanding of the element of repetition and its importance. Have students work in pairs to summarize this ballad in the form of a comic strip to share with their first grade friends.
 7. The next day we will visit our first grade friends and share our comic strips with them and retell the story of John Henry. We will then teach the first grade class "The Ballad of John Henry" and practice singing this song with them.
 8. On the third day of this assignment we will review similes and metaphors and define an adjective. We will brainstorm how to use synonyms to create more "delicious adjectives."
 9. I will write the words, happy, good, little and big on webs on the board. We will use a thesaurus to come up with better adjectives for these words.
Examples:
good- excellent, marvelous, splendid
little- tiny, minute, miniature
happy- ecstatic, overjoyed, delighted
big- gigantic, mammoth, humungous
 10. Next, introduce the book, *I Love You the Purplest*. Explain to the students that this book uses "delicious adjectives," that could very easily be turned into similes, and metaphors because of their marvelous imagery. They are

to record examples of the adjectives and word pictures in their language arts journal as I read this book aloud and be prepared to share their findings.

11. Ask students to share their findings.
Examples:
“delicious adjectives”-sturdy, shimmered, scooped, flung
Write the following phrases from the book on the board.
“took deep even strokes”
“found the fattest worms”
“ the sun shimmered”
“the bobber jerked in the water”
 12. Brainstorm how you could compare these phrases to another object to make similes and metaphors. Practice this together. Then pass out copies of this book and have students work in groups of three to come up with as many phrases as they can find and turn each phrase into a simile and/or metaphor. Students will then select 2 similes and 2 metaphors and write them down and illustrate the literal meanings.
- E. *Assessment/Evaluation*
1. The comic strip and phrases will be graded according to the rubric. (Appendix I)

Lessons Nine and Ten: Casey At The Bat

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will develop an appreciation for the genre of poetry.
 2. Lesson Content
 - a. “Casey At The Bat” (Ernest Lawrence Thayer)
 - b. sequential order
 - c. comprehension/comparison/contrast
 - d. context clues
 - e. verbs
 3. Skill Objectives
 - a. The student will answer comprehension questions.
 - b. The student will write events in proper sequence.
- B. *Materials*
1. Book: *Casey at the Bat*
 2. pocket chart Venn Diagram
 3. *What Your Fifth Grader Needs To Know* (E.D. Hirsch)
- C. *Key Vocabulary*
1. verb- an action word or state of being
 2. sequential order- the order in which events occur
- D. *Procedures/Activities*
1. Have students turn to page 51 and 52 of *What Your Fifth Grader Needs To Know*. After reading this poem, ask students what it is about.
 2. Now read this poem from the illustrated children’s book and when finished reading, ask children if they have any new insight about what this poem is about. Discuss how the pictures enhanced the meaning and helped to tell a story. Define context clues and explain how pictures can help with giving meaning to specific context clues. Point out how this poem is longer than most and tells a story. Then identify the characteristics that make this story a poem.
 3. Pass out Appendix J and allow students to work in pairs to answer the

Comprehension questions about the poem. The bottom part of the page has students identifying four events from the poem in sequential order.

4. On the next day reread this story/poem to children and discuss details and meaning. Then have students rewrite each stanza in their own words (without rhyming) and draw a picture to go with each stanza.

E. *Assessment/Evaluation*

1. The appendix will be graded according to straight percentage points.
5. The writing activity will be graded according to the six trait writing rubric.

Lesson Eleven: Alliteration

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 - c. The student will develop an appreciation for the genre of poetry.
2. Lesson Content
 - a. “Galoshes” (Rhonda Bacmeister)
 - b. “Our Washing Machine” (Patricia Hubbell)
 - c. *The Z Was Zapped* (Chris Van Allsburg)
3. Skill Objectives
 - a. The student will identify alliteration within poems.
 - b. The student will create and design their own alliteration page.

B. *Materials*

1. copies of the poems “Galoshes” and “Our Washing Machine” (Appendix K)
2. copy of the book, *The Z Was Zapped*
3. paper and crayons
4. tongue twister chart

C. *Procedures/Activities*

1. Have tongue twister chart ready and read it together.
The tooter who tooted a flute
Tried to tutor two tooters to toot
Said the two to the tooter
Is it harder to toot
Or to tutor two tooters to toot (anonymous)
2. Let students practice this numerous times for fun and then ask them if they know any other tongue twisters. Explain that alliteration is when you repeat a letter sound again and again.
3. Pass out the poems, “Galoshes” and “Our Washing Machine” and have children identify the alliteration in each poem.
4. Then read the book *The Z was Zapped* by Chris Van Allsburg. Explain that this book is an example of alliteration although it could be spiced up a bit. Assign each child to a letter of the alphabet. They will each create a letter on a stage as modeled in the book, but they will come up with a phrase to match the picture that uses alliteration. Example: The T....was a toddler that took a tiny turnip to the toy store. Then, put all pages together in a book and read the new story to the class.

E. *Assessment/Evaluation*

1. The student’s individual letter page will be graded on a straight percent average.

Lesson Twelve and Thirteen: Onomatopoeia

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 - 2. Lesson Content
 - a. onomatopoeia
 - b. “Galoshes” and “Our Washing Machine”
 - 3. Skill Objectives
 - a. The student will explore poetry books and identify the element of onomatopoeia in various poems.
 - b. The students will create an onomatopoeia web.
- B. *Materials*
 - 1. poems: “Galoshes” and “Our Washing Machine” (Appendix K)
- C. *Key Vocabulary*
 - 1. onomatopoeia- a word that represents and sounds like a particular sound
- D. *Procedures/Activities*
 - 1. Have students get out the two poems from yesterday. Define the term onomatopoeia. Have them discuss the use of onomatopoeia in these two poems. Say the following words and ask students what object these words make them think of. (ring a ling, ding dong, ruff ruff) Next, have students come up with other examples of “onomatopoeia” words.
 - 2. Pass out various poetry books and have students work in pairs to find onomatopoeia within the poems. They are to draw a web with the onomatopoeia word in the middle. Then, they are to write the sound words that go with them and add other sounds of their own that the words could produce.
- E. *Assessment/Evaluation*
 - 1. Teacher observation of working in pairs and a completed web to turn in that will be graded on a percentage.

Lesson Fourteen and Fifteen: What is a Jabberwocky?

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand the spirit of poetry.
 - 2. Lesson Content
 - a. “Jabberwocky” (Lewis Carroll)
 - b. parts of speech
 - 3. Skill Objectives
 - a. The student will understand parts of speech in relation to location and use within a sentence.
 - b. The student will create their own “Jabberwocky” and use the following poetic terms appropriately: simile, metaphor, alliteration, imagery, personification, symbols, figurative and literal language.
- B. *Materials*
 - 1. *Jabberwocky Diorama Book*
 - 2. copy of the “Jabberwocky”
 - 3. shoe box, construction paper and scraps of materials
- C. *Key Vocabulary*
 - 1. Jabberwocky- nonsense
 - 2. chortled- to laugh
 - 3. invented words- made up words to serve a purpose
- D. *Procedures/Activities*

1. Pass out the poem and read it to the class with lots of expression.
2. Define invented words and why authors use them.
3. Go over the following invented words with the class:
 - slithy-slimy
 - lithe- flexible
 - fruminous-furious
 - gyre-whirl around
 - whiffling- blowing
 - beamish-shining brightly
4. Now read the poem again, but this time from the diorama book. The children will most likely grasp a better meaning of the poem. Discuss that this poem does not totally make sense, but that it is not supposed to because it is still an exciting adventure.
5. Next, review the parts of speech and give examples of nouns, verbs, and adjectives.
6. Now reread the first stanza of the poem:
 - Tw'as brillig, and the slithy toves
 - Did gyre and gimble in the wabe:
 - All mimsy were the borogoves,
 - And the mome raths outgrabe
7. Discuss how you could accurately identify the parts of speech of the nonsense words because of the rhythm, location of the word, and other clues. Identify the correct part of speech for each nonsense word with the students. You might want to substitute real words that would make sense.
 - Brillig-(adjective)
 - Slithy toves (adjective, noun)
 - Gyre and gimble (both verbs)
 - Wabe (noun)
 - Mimsy (adjective)
 - Borogoves(noun)
 - Mome raths outgrabe (answers could vary)
8. Instruct students to circle each nonsense word and discuss with their learning table the part of speech that each word could be. Then, students will select 10 word to write in their language arts journal and correctly identify the part of speech that each word represents.
9. On the following day, revisit this poem once again. This time students will be creating their very own Jabberwocky creature in the form of a diorama using scraps of material. On a piece of paper the student will list the following terms: simile, metaphor, alliteration, imagery, personification, symbols, figurative and literal language. After each term, they will write one appropriate sentence describing their "Jabberwocky."

E. *Assessment/Evaluation*

1. Teacher observation will be used on the parts of speech activity and the diorama activity will be graded according to the six trait writing rubric.

Lesson Sixteen: Rhyme and Symbols

A. *Daily Objectives*

1. Concept Objective
 - a. The students will develop an appreciation for the genre of poetry.
2. Lesson Content

- a. “A Wise Old Bird” (Edward Hersey Richards)
 - c. rhyme and symbols
 - 3. Skill Objectives
 - a. The student will recite the poem and discuss the poetic elements within this poem.
- B. *Materials*
 - 1. Copy of *A Wise Old Bird*
 - 2. *What Your 5th Grader Needs To Know* (E.D. Hirsch)
- C. *Key Vocabulary*
 - 1. symbol-a visual representation of something
- D. *Procedures/Activities*
 - 1. Turn to page 50 in the *What Your 5th Grader Needs To Know* book and read, “A Wise Old Owl” and discuss the poetic elements such as use of rhyming in this poem and how it makes it easier to memorize because it rhymes. Practice reciting this poem and discuss the meaning and point out that an owl is a symbol of wisdom.
 - 2. Have students work in their cooperative learning groups and come up with as many examples of symbols as they can think of together. Share with the class and discuss meanings.
- E. *Assessment/Evaluation*
 - 1. Share symbols with class and discuss meanings. Have students illustrate and label their symbols on a group poster.

Lesson Seventeen: Good Old American Poetry

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand the spirit of a poem.
 - b. Students will develop a sense of appreciation for the genre of poetry.
 - 2. Lesson Content
 - a. “I Hear America Singing” (Walt Whitman)
 - b. imagery of the United States
 - c. geography map of US
 - 3. Skill Objectives
 - a. The student will create map of a place with imagery.
 - b. The student will recite the Walt Whitman poem.
- B. *Materials*
 - 1. Children’s book of *I Hear America Singing*
 - 2. chart paper and markers
 - 3. directions to map activity (Appendix L)
- C. *Key Vocabulary*
 - 1. map scale- a scale that show distance on a map
 - 2. compass rose- a device indicating: north, south, east and west
 - 3. map symbols- pictures on a map that represent something
 - 4. map key-the guide on a map that tells what the symbols represent
- D. *Procedures/Activities*
 - 1. Read the children’s book *I Hear America Singing* and review the elements of poetry. Describe how this book is also a poem. Then explain that this poem is one of the most well known poems about America and that it shows the spirit of America in a lyrical fashion. Brainstorm ways which this poem gives voice to the many faces of this land.
 - 2. Have students turn to their social studies book to different map pages and

identify different map features and define the key vocabulary words from this lesson. After students are comfortable with maps, explain that their cooperative learning group will be creating their own map that represents American ideals. They are to pretend that they have discovered a brand new island just off the coast of the US that depicts values of our great country. As a group, they will decide on a theme for this map (based on American ideals) and create a new American Island. Complete directions for this activity can be found on Appendix L.

- E. *Assessment/Evaluation*
 - 1. The cooperative learning map will be graded according to the rubric. (Appendix L)

Lesson Eighteen: Some Opposites

- A. *Daily Objectives*
 - 1. *Content Objectives*
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. The student will develop an appreciation for the genre of poetry.
 - 2. *Lesson Content*
 - a. “Some Opposites” (Richard Wilbur)
 - b. rhyming practice
 - 3. *Skill Objectives*
 - a. The student will recite the poem, “Some Opposites”
 - b. The student will create their own “opposite rhyme” in the form of a “pop out” to share with the class.
- B. *Materials*
 - 1. “Some Opposites” (Richard Wilbur)
 - 2. construction paper and crayons
- C. *Key Vocabulary*

Review of all literary terms
- D. *Procedures/Activities*
 - 1. Pass out and read the poem, “Some Opposites” and have fun with this!
 - 2. Show the students the how to find rhyming patterns by using a dictionary.
 - 3. Students are to create their own opposite rhyming phrase using this poem as a model. This will probably be difficult so allow extra time. Once students get a phrase that they are happy with, they are to use construction paper to create a “pop out.” The phrase should be written as well as illustrated. Students will share these with the class.
- E. *Assessment/Evaluation*
 - 1. Pop-Outs will be graded according to participation and sharing. (Be careful not to take a straight percentage because some students may not get the hang of this activity.)

Lesson Nineteen: Why Use a Pen Name?

- A. *Daily Objectives*
 - 1. *Concept Objectives*
 - a. Students will develop an understanding of the complex nature of a poem.
 - b. Students will understand the spirit of poetry.
 - c. Students will develop a sense of appreciation for the genre of poetry.
 - 2. *Lesson Content*
 - a. pen name and pseudo name
 - 3. *Skill Objective*
 - a. The student will write a poem of their choice under a pen name.
- B. *Materials*

1. *What Your Fifth Grader Needs To Know* (E.D. Hirsch)
 1. paper and pencil
- C. *Key Vocabulary*
 1. pen name- a made up name instead of using your real name
 2. *pseudo name- another word for pen name*
- D. *Procedures/Activities*
 1. Have students read page 76 and 77 out of *What Your Fifth Grader Needs To Know*.
 2. Point out that most people would be proud to have their name attached to piece of writing that was actually published. Discuss different reasons why some people would choose to use a pen name.
 3. Students are going to pretend that they are trying to get a poem published, but they don't want anyone to find out so they are using a pen name. Students may write any type of poem of their choosing. The teacher will collect the poems, read each one along with the pen name, and allow the class to guess who wrote the poem. Children will be encouraged to choose a topic that they would normally not write about so that it will be harder for classmates to guess who really wrote the poem.
 4. After this activity, review all literary elements and poems studied so that students will be better prepared for the test over this unit.
- E. *Assessment/Evaluation*
 1. The student's individual poems will be graded according to the six trait writing rubric.

VI CULMINATING ACTIVITY

- A. The students will create a poetry anthology of their very own. They are to write 5-10 of their very own poems. The last page of the poetry anthology should be an index listing the following terms: personification, literal language, figurative language, symbols, alliteration, onomatopoeia, similes, and metaphors. These terms need to be matched up with the names of the poems that contain them.

VII HANDOUTS/WORKSHEETS

- Appendix A "Antonio" and "Fog"
- Appendix B "Arbol de limon"
- Appendix C "Lemon Tree"
- Appendix D Rubric for "If You" poem
- Appendix E Self Evaluating The Six Traits
- Appendix F Six Trait Writing Rubric
- Appendix G Symbols
- Appendix H Hidden Lyrics
- Appendix I John Henry Comic Strip
- Appendix J "Casey At The Bat"
- Appendix K "Galoshes" and "Our Washing Machine"
- Appendix L Directions to Map Activity
- Appendix M Culminating Test Over Poetry Unit (M-1, M-2, and M-3)

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Appendix A
Positively Poetry

“ANTONIO”

By: Laura E. Richards

Antonio, Antonio
Was tired of living alonio.
He thought he would woo
Miss Lissamy Lu,
Miss Lissamy Lucy Molonio.

Antonio, Antonio,
Rode off on his polo-ponio.
He found the fair maid
In a bowery shade,
A-sitting and knitting alonio.

Antonio, Antonio,
Said, "If you will be my ownio,
I'll love you true,
And I'll buy for you
An icery creamery conio!"

Oh, Nonio, Antonio!
You're far too bleak and bonio!
And all that I wish,
You singular fish,
Is that you will quickly begonio."

Antonio, Antonio,
He uttered a dismal moanio;
Then he ran off and hid
(Or I'm told that he did)
In the Antecatarctical Zonio.

“FOG”

The fog comes
on little cat feet

It sits looking
over harbor and city
on silent haunches
and then moves on

“Arbol de limon”

Si te subes a un arbol de limon
siente la corteza
con tus rodillas y pies,
huele sus flores blancas,
talla las hojas
entre tus manos.

Recuerda,
el arbol es mayor que tu
y tal vez encuentres cuentos
entre sus ramas



“Lemon Tree”

If you climb a lemon tree
feel the bark
under your knees and feet,
smell the white flowers,
rub the leaves
in your hands.
Remember,
the tree is older than you are
and you might find stories
in its branches.

By: Jennifer Clement



Appendix D
Positively Poetry

Writing An “If You” Poem

Directions:

1. Reread the poem called, “Lemon Tree”.
2. Write your very own poem starting with, If you _____
3. Describe a situation in your poem.
4. Make sure you tell what you will feel and see.

Write Poem Here



If you

Rubric (5 points each)

___correct spelling conventions

___line breaks allow appropriate pauses

___the sense of touch is used

___the sense of sight is used

Total points _____

Appendix E
Positively Poetry

Self Evaluating The Six Traits

IDEAS AND CONTENT

- My paper is interesting. Once you start reading, you will not want to stop.
- My paper has a clear purpose and makes a point.
- I use clear details that are easy to understand. They are interesting and not everyone would think of my details.
- I stick to the main idea. I leave out details that do not matter.
- I have thought about my topic carefully and feel as if I know what I'm telling about.

ORGANIZATION

- My paper begins with a bang!
- I have told things in an order that makes sense. It is easy to follow.
- My details go together and lead up to the main point. It builds to the good parts.
- At the end, it feels finished and makes you think.

VOICE

- I have written in a way that shows how I think and feel about this topic.
- I like what I have written. I want you to read this and feel something.
- I've put something of myself into this paper and it sounds like me –not like someone else.
- I have given some thought to what the reader will feel when reading this paper.

WORD CHOICE

- It is easy to picture what I am talking about. The words paint a picture.
- Descriptive words energize the writing and are appropriate for the audience.
- Sometimes, I've tried saying something in a new or different way.
- I've had fun with the language. The words linger in the reader's mind.
- My words convey a message.
- Use of figurative language is appropriate.

SENTENCE FLUENCY

- My sentences make sense. The meaning of each one is clear and there are no words left out.
- My sentences have power and punch.
- My sentences have variety. Some are longer than others, and they do not all begin in the same way.
- I've read my paper over COMPLETELY and it just sounds good when I read it.

CONVENTIONS

- I've proofread my paper and corrected any errors in spelling, punctuation and grammar.
- My paragraphs begin in the right spots. If I used dialogue, I used quotation marks.
- Because there is correct spelling, grammar, and punctuation, it would be easy for someone else to read my paper aloud.

Appendix F
Positively Poetry

SIX TRAITS WRITING RUBRIC
(6 points each)

Ideas _____

Conventions _____

Sentence Fluency _____

Word Choice _____

Voice _____

Organization _____

TOTAL **/36**

Symbols



Hidden Lyrics

Old Man- *Peg Leg Joe*

When the sun comes back and the first quail calls- *Winter*

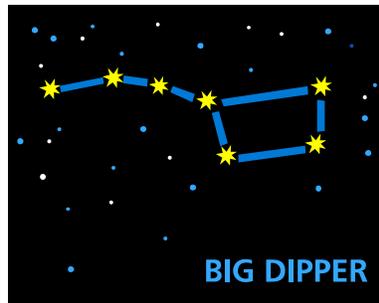
Drinking Gourd- *Big Dipper*

Dead tree shows the way- *Peg Leg Marks*

River ends between two hills- *Tombigbee River*

Great big river- *Ohio River*

Another river on the other side- *Tennessee River*



Appendix I
Positively Poetry

John Henry Comic Strip

Directions:

1. Listen to “The Ballad of John Henry” on the Scholastic CD.
2. Pay special attention to the repetition in the poem.
3. Work with a partner and retell the main events in this story/poem to your partner.
4. Use a series of comic strip type pictures to retell this story.

Rubric: Each is worth 5 points

_____ pictures are colored

_____ correct spelling conventions

_____ story is in correct sequential order

_____ main details are present

_____ comic strip is neat and easy to read

_____ there is one sentence to go along with each picture

Total points _____



Appendix J
Positively Poetry

“Casey At The Bat”

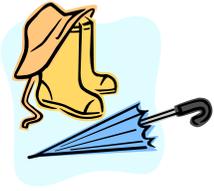
1. How many innings are in a baseball game?
2. Which inning is the game in at the beginning of the poem?
3. What did Cooney and Barrow do?
4. What did Flynn and Blake do when they were at bat?
5. How many points does Mudville need to win?
6. Why does Casey need to hit a home run?



List four events of this poem in the proper sequence.

- 1.
- 2.
- 3.
- 4.

Appendix K
Positively Poetry



“Galoshes” and “Our Washing Machine”

“Galoshes”

By: Rhonda Bacmeister

Susie’s galoshes
Make splishes and splashes
And slooshes and sloshes
As Susie steps slowly along in the slush

They stamp and they tramp
On the ice and the concrete
They get stuck in the muck and the mud:
But Susie likes much best to hear

The slippery slush
As it slooshes and sloshes,
And splishes and splashes
All around her galoshes



“Our Washing Machine”

By: Patricia Hubbell

Our washing machine went wishity whirr

Whisity whisity whisity whirr

One day at noon it went wishity click

Whisity whisity whisity click

Click grr click grr click

Call the repairman

Fix it...Quick!

Appendix L
Positively Poetry

DIRECTIONS TO MAP ACTIVITY:

*GET TOGETHER WITH YOUR GROUP OF 4 AND CHAT BRIEFLY ABOUT THINGS THAT YOU ALL LOVE ABOUT THE UNITED STATES OF AMERICA.

*DECIDE ON A GROUP THEME

*YOUR GROUP IS TO CREATE AN IMAGINARY ISLAND BASED ON THIS COMMON THEME

*Symbols and Names should be based upon your group's theme. For example, if your theme was candy island you might have

Cotton Candy Lake

Snickers School

The city of Milk Chocolate

Etc. Etc. Etc.

RUBRIC FOR MAP ACTIVITY

___ ALL GROUP MEMBERS PARTICIPATED IN A COOPERATIVE MANNER (5 POINTS)

___ TITLE AND THEME TO MAP (5 POINTS)

___ SPELLING CONVENTIONS (10 POINTS)

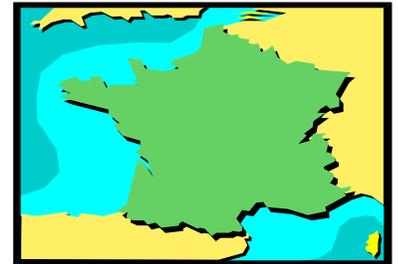
___ MAP KEY WITH AT LEAST 8 SYMBOLS (10 POINTS)

___ MAP SCALE (5 POINTS)

___ COMPASS ROSE (5 POINTS)

___ ALL NAMES MATCH THE THEME OF THE MAP (10 POINTS)

TOTAL _____



---Example

Title: Candy Island

Compass rose drawn

Scale drawn

Map Key Ideas:

River

Schools

Police station

Forest

Cities

Capital

Schools

Streets

Library

.....you name it, your island can have it

Culminating Test Over Positively Poetry Unit

1. Give at least 3 characteristics of a poem.
2. Describe some differences between a poem and a story.
3. Define onomatopoeia
4. Write a sentence using onomatopoeia and underline any onomatopoeia usage.
5. Define alliteration.
6. Using the letter “S”, write a sentence using at least 4 examples of alliteration.
7. Explain the difference between and literal and figurative language.
8. Look at this sentence. “Her eyes were bigger than her stomach.”
Is this sentence literal or figurative?
What does this sentence mean?
9. Read the sentences below and write simile or metaphor after each sentence.

** Her tears were a giant waterfall flowing down. _____
**The bull was a raging machine ready for attack. _____
**He was as angry as a bull. _____
**Her face lit up like the morning sun. _____
10. Write a sentence that uses a metaphor.
11. Write a sentence that uses a simile.

Appendix M-2
Positively Poetry

12. Define personification

13. Write a sentence using personification.

14. Define the following types of poetry.

**Haiku

**Free Verse

**Acrostic

**Diamante

**Rhyming (A, B, C, B)

15. Select a poetry type above (**not acrostic**) and write your own.

Type of Poem: _____

Appendix M-3
Positively Poetry

16. Use your first or last name and construct an acrostic poem about you!

17. Describe why the “mood” of a poem is the heart of the poem.

18. Define imagery

19. Pick one of the following poems and summarize its meaning.

(Fog, The Road Not Taken, The Ballad of John Henry, Casey At The Bat)

Poem: _____

Summary: