I. ABSTRACT
This is a unit written for fourth grade on poetry covered in the *Core Knowledge* Sequence. The students will experience the poems in a variety of media, such as art, performance, and journal responses. Above all, this unit is designed to enhance the students’ enjoyment of the rich language of poetry.

II. OVERVIEW
A. Concept Objectives
1. The student will understand that poetry is filled with rich language.
2. The student will recognize that poetry expresses feeling.
3. The student will understand that poetry connects with our daily experience.

B. Content from the *Core Knowledge Sequence*, page 88
1. “Afternoon on a Hill” (Edna St. Vincent Millay)
2. “Clarence” (Shel Silverstein)
3. “Clouds” (Christina Rossetti)
4. “Concord” Hymn (Ralph Waldo Emerson)
5. “Dreams” (Langston Hughes)
6. “the drum” (Nikki Giovanni)
7. “The Fog” (Carl Sandburg)
8. “George Washington” (Rosemary and Stephen Vincent Benet)
9. “Humanity” (Elma Stuckey)
10. “Life Doesn’t Frighten Me” (Maya Angelou)
11. “Monday’s Child is Fair of Face” (traditional)
13. “The Pobble Who Has No Toes” (Edward Lear)
14. “The Rhinoceros” (Ogden Nash)
15. “Things” (Eloise Greenfield)
16. “A Tragic Story” (William Makepeace Thackeray)

C. Skill Objectives
1. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
2. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
3. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
4. The student uses a variety of word recognition strategies. (TEKS 4.6)
5. The student reads widely for different purposes in varied sources. (TEKS 4.8)
6. The student expresses and supports responses to various types of texts (TEKS 4.11)
7. The student analyzes the characteristics of various types of texts (genres). (TEKS 4.12)
8. The student writes for a variety of audiences and purposes, and in a variety of forms. (TEKS 4.15)
9. The student will follow the writing process in all written responses. (TEKS 4.16-4.20)

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students

IV. RESOURCES

V. LESSONS
Lesson One: Poetry Introduction
A. Daily Objectives
1. Concept Objective
   a. The student will understand that poetry is filled with rich language.
   b. The student will recognize that poetry expresses feeling.
   c. The student will understand that poetry connects with our daily experience.
2. Lesson Content
   a. Poetry
3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   c. The student uses a variety of word recognition strategies. (TEKS 4.6)

B. Materials
1. Set of ten vocabulary cards with corresponding definition cards
2. *Falling Up* by Shel Silverstein

C. Key Vocabulary
1. poem – an arrangement of words in lines having rhythm and sometimes rhyme
2. stanza – a group of lines of poetry
3. verse – lines of words with regularly repeated rhythm or rhyme
4. rhyme – one or more lines that has similar sounding words at the end of each line
5. meter – poetic rhythm
6. line – individual line of a poem
7. rhythm – regular recurrence of grouped strong and weak beats
8. **acrostic** – composition in verse in which the first letter of each line taken in order spell a given word
9. **couplet** – two successive lines that rhyme and often have similar meter
10. **free verse** – poetry with no particular rhyme or meter

### D. Procedures/Activities

1. **Focus:** Let the students know you are about to ask a question for which most of them will have a correct answer. The question is, “What is poetry?” Answers will most likely include rhyme, describing words, songs, love poem, etc. Lead a discussion of how these things are a part of poetry.

2. **Poetry Match Game:** Let the students know they should be aware of several terms before starting the unit. Let them know there are ten cards with poetry terms and ten cards with the definitions. The teacher will hand them out at random. Give the students a chance to read the cards before starting. At the teacher’s signal, the students have approximately three minutes to find the partner with the card that matches theirs. At the end of three minutes, call time. If anyone seems to be having trouble finding the correct match, direct those students to look on the backs of their cards and to find the person with the symbol that matches what is on their card. Afterward, talk about each term and its definition and tie into future learning within the unit.

3. Ask the children to turn their chairs to listening position (facing the teacher). Let them know you are about to read a selection of poems aloud. Ask them to think about the mental picture it gives them, the rhythm they might feel, and any unusual words that might catch their attention. Then, read a random selection from Silverstein’s book. After each poem, let the children share what they have observed. Be sure to note how the author has chosen everyday subjects to write about in his poetry.

4. At the end of the lesson, have students help you post the terms and definitions on the bulletin board for reference in following lessons.

### E. Assessment/Evaluation

1. Observe student participation during Poetry Match Game.
2. Assess student participation during observations of Silverstein’s poetry.

**Lesson Two: Picture Perfect**

### A. Daily Objectives

1. **Concept Objective(s)**
   a. The student will understand that poetry is filled with rich language.
   b. The student will recognize that poetry expresses feeling.
   c. The student will understand that poetry connects with our daily experience.

2. **Lesson Content**
   a. “Night Time” – author unknown (Heard-For The Good of Earth and Sun:Teaching Poetry)

3. **Skill Objective(s)**
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)

### B. Materials

1. Large poster of “Night Time” poem
2. Crayons/markers  
3. 18”x24” manila paper  

C. **Key Vocabulary**  
1. imagery – figurative language  
2. description – words intended to give a mental image of something experienced  

D. **Procedures/Activities**  
1. Connect to prior knowledge of descriptive writing and creating word pictures. Now, explain that students will be making an actual picture based on the words they hear.  
2. Read “Night Time” once, slowly. Ask the students to keep quiet as they look at the picture in their minds. Read the poem once again. Check to see that all students are getting a picture. Read the poem once more, and then ask the students to create a picture on their manila paper of what they see in their heads. This should take place without talking so the picture will be unique.  
3. The picture should be large enough to cover most of the paper. Other than that, place no restrictions on the use of color. Monitor and encourage reluctant students as needed.  
4. Each student will share their picture and explain why that image was chosen.  
5. In closing, remind the children how words are a powerful tool to create pictures in the mind. Talk about the reason one student’s response may be very different than another: Lack of experience (i.e. Have they ever seen a firefly?). However, as you will probably see in your students’ responses, the poem can still create an image, even if the listener has never experienced that situation before.  
6. In closing, direct student attention to poetry terms from lesson one. Challenge the students to name, which of the poetry terms might apply to today’s lesson. (Possible choices would include: poem, stanza, meter, line, free verse)  

E. **Assessment/Evaluation**  
1. Assess student art, and the explanation thereof, for representation of “Night Time” poem.  

**Lesson Three: “Things” –(Eloise Greenfield)**  

A. **Daily Objectives**  

1. Concept Objective(s)  
   a. The student will understand that poetry is filled with rich language.  
   b. The student will recognize that poetry expresses feeling.  
   c. The student will understand that poetry connects with our daily experience.  

2. Lesson Content  
   a. “Things” –(Eloise Greenfield)  

3. Skill Objective(s)  
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)  
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)  
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)  
   d. The student analyzes the characteristics of various types of text (genres). (TEKS 4.12)  

B. **Materials**  
1. Large poster of Things poem
C. **Key Vocabulary**
1. meter – poetic rhythm
2. rhythm – regular recurrence of grouped strong and weak beats

D. **Procedures/Activities**
1. Read the poem, “Things”, by Eloise Greenfield. Ask the students to tell one overriding characteristic they observed as you read. (Rhythm.)
2. At this point, direct the students to tap on their leg or snap their fingers and to read the poem out loud with you. Ask, “Do you feel the rhythm?” Note that you will see students moving with the beat, almost in dance fashion. Students may observe that it sounds almost like a song. Explain that the meter of the poem gives it the rhythm they are experiencing.
3. Direct the students to read with you one more time, continuing to snap their fingers or tap on their leg as they do so. Now divide them into pairs, trios, or quartets, whatever works with your class. Tell them they have fifteen minutes to come up with a dance or hand jive to illustrate the rhythm of the poem. If the children request to act out the poem, that is acceptable as long as they are showing awareness of the beat. You may need to give concrete suggestions for reluctant students. (i.e. clapping, acting out the poem, etc.)
4. You may need to adjust the time allowed for coming up with the dance, etc. When the allotted time is up, call the students to the floor around the poster of the poem. Let them know the entire class will keep the beat and read the poem aloud as each group performs their rhythmic interpretation. Call each group, one at a time, and allow them to perform while the rest of the class provides the “background music” of reading the poem.
5. The class needs to be sure to clap as each performance is concluded.
6. In closing, direct attention to the poetry terms from the first lesson and challenge the students to name which might apply to today’s lesson. (Possible choices might be: meter, rhythm, poem, stanza, verse, rhyme, line)

E. **Assessment/Evaluation**
1. The students will be evaluated on their participation in the performance. The chosen moves will demonstrate an understanding of the rhythm of the poem.

Lesson Four: “Afternoon On A Hill” – (Edna St. Vincent Millay) and “Clouds” –(Christina Rossetti)

A. **Daily Objectives**
1. **Concept Objective(s)**
   a. The student will understand that poetry is filled with rich language.
   b. The student will recognize that poetry expresses feeling.
   c. The student will understand that poetry connects with our daily experience.
2. **Lesson Content**
   a. “Clouds” –(Christina Rossetti) and “Afternoon On A Hill” –(Edna St. Vincent Millay)
3. **Skill Objective(s)**
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
d. The student expresses and supports responses to various types of texts. 

(TEKS 4.11)

B. Materials
1. Large posters of “Clouds” and “Afternoon On A Hill”
2. 8-1/2”x11” paper (four per student)
3. Scissors and glue
4. Instructions for making poetry journal – (see Dinah Zike book)

C. Key Vocabulary
1. response – reaction in writing to a literary work

D. Procedures/Activities
1. Instruct students in making of poetry response journal. (See Dinah Zike book)
2. Explain that poetry provokes many responses. We have already responded to poetry through art and movement. Today, we will respond through the written word.
3. Have the children close their eyes and remember a lazy, summer day when they were outside.
4. Read the poem, “Clouds”, slowly. Pause a moment or two to allow the words to sink in. Read the poem one more time. Now ask the students to share with you the mental picture they got as they listened. You will likely get stories of the kinds of things they have seen in clouds. (i.e. elephants, bears, etc.)
5. Now ask them to listen as you read the poem, “Afternoon On A Hill”. Pause to let the words sink in. Read it a second time. Let the students give their interpretation of the poem. Why did the child not pick one flower? How long was the child on the hill? etc.
6. Tell the students it is time to write their response in their new journal. Remind them to write the name of the poems and the authors at the top of the page to help them remember why they responded as they did. Then tell them to begin with this sentence, “This poem reminds me of the time when…” Responses don’t have to be very long unless they truly have a lot to say. If the student chooses, the written response may also be accompanied by a drawing of what the student thought.
7. Allow for sharing time. Liberally praise the children who share, pointing out similarities and differences between the responses. Note how the same poem can mentally take people to such different places.
8. If time permits, the students may want to copy the entire poem in their response journal. Allow them to do so since it invites further enjoyment of the written language.
9. In closing, direct attention to the poetry terms on the bulletin board. Challenge students to name the terms that apply to today’s work. (Possible choices might be: poem, stanza, verse, rhyme, meter, line, rhythm)

E. Assessment/Evaluation
1. Assessment is based on following directions as the children create their poetry response journals.
2. Comprehension is evaluated through the written responses in poetry journals.

Lesson Five: “Monday’s Child” – (traditional)
A. Daily Objectives
1. Concept Objective(s)
The student will understand that poetry is filled with rich language.

The student will recognize that poetry expresses feeling.

The student will understand that poetry connects with our daily experience.

2. Lesson Content
   a. “Monday’s Child” – (traditional)

3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student reads widely for different purposes in varied sources. (TEKS 4.8)
   e. The student uses a variety of word recognition strategies. (TEKS 4.6)

B. Materials
   1. Large poster of “Monday’s Child” poem
   2. 18”x24” manila paper
   3. Pencil and coloring materials

C. Key Vocabulary
   1. Sabbath – day of worship

D. Procedures/Activities
   1. Read the poem, “Monday’s Child”, slowly.
   2. Allow observations and questions from students.
   3. Read the poem one more time. Explain that the author is giving their idea of why people may have certain types of personalities. Read through a third time, pausing after each line to let the students explain what kind of personality traits that person may exhibit.
   4. Hand out manila paper. Instruct the students to fold in half length-wise. Next, they should fold that in half twice so that the paper will have eight sections when complete.
   5. Number each square 1 through 8.
   6. In square one, write the name of the poem, the author’s name, and the student’s name.
   7. In square two, write the line from the poem, “Monday’s child is fair of face.”
   8. In square three, write the line from the poem, “Tuesday’s child is full of grace.”
   9. Continue writing the lines from the poem in each square until the “Sabbath day” lines are in square eight.
   10. Now instruct the students that while the author has given us his own idea of people, each of the students will give their own idea of what each line means to them in picture.
   11. The students will illustrate each line of the poem on the square given.
   12. You can use this exercise to illustrate differing ideas about word meaning. (i.e. “full of woe”)
   13. This activity will bring home to students the idea that they have to read critically and not always take poetic writing literally.
   14. In closing, direct attention to the poetry terms on the bulletin board. Challenge students to name which terms apply to today’s work. (Possible choices might be: poem, stanza, verse, meter, rhyme, line, rhythm, couplet)
Lesson Six: “the drum” –(Nikki Giovanni) and “Dreams” –(Langston Hughes)

A. Daily Objectives

1. Concept Objective(s)
   a. The student will understand that poetry is filled with rich language.
   b. The student will recognize that poetry expresses feeling.
   c. The student will understand that poetry connects with our daily experience.

2. Lesson Content
   a. “the drum” –(Nikki Giovanni) and “Dreams” –(Langston Hughes)

3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student writes for a variety of audiences and purposes, and in a variety of forms. (TEKS 4.15)
   e. The student will follow the writing process in all written responses. (TEKS 4.16-4.20)

B. Materials

1. Large posters of “the drum” and “Dreams”
2. Student handout of “the drum” writing paper – see Appendix A

C. Key Vocabulary

1. none

D. Procedures/Activities

1. Read aloud “Dreams” from large poster.
2. Discuss importance of dreams with students. Talk about the feelings involved with dreaming. We get excited and truly look forward to what may happen. However, without dreams, it can be very sad. We decide there is no use trying because we have nothing to look forward to. Connect these thoughts with Hughes’ visual images.
3. Read “the drum” by Giovanni. Discuss what the author means by “beat out my own rhythm”. Talk about what it means to have a goal and to work towards it.
4. Ask the students if they have any goals. What do they want to do with their lives? Explain that working toward these goals and not letting anything get in your way is what the author meant by “beat out my own rhythm”.
5. Hand out student copy of “drum” paper. Explain that they are to write out what their goal in life is. To write down a goal is the first step toward achieving it.
6. In closing, direct attention to the poetry terms posted on the wall. Challenge the students to choose which apply to today’s work. (Possible choices might be: poem, verse, rhyme, meter, line, rhythm, free verse)

E. Assessment/Evaluation

1. Assessment is to be done on use of writing skills, not on ideas.

Lesson Seven: “The Fog” –(Carl Sandburg)
A. Daily Objectives
1. Concept Objective(s)
   a. The student will understand that poetry is filled with rich language.
   b. The student will recognize that poetry expresses feeling.
   c. The student will understand that poetry connects with our daily experience.
2. Lesson Content
   a. “The Fog” – (Carl Sandburg)
3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   c. The student analyzes the characteristics of various types of texts (genres). (TEKS 4.12)
   d. The student writes for a variety of audiences and purposes, and in a variety of forms. (TEKS 4.15)
   e. The student will follow the writing process in all written responses. (TEKS 4.16-4.20)

B. Materials
1. Poster of “The Fog”
2. Poetry response journal
3. Weather poetry page – see Appendix B

C. Key Vocabulary
1. personification – a figure of speech in which a thing, quality or idea is represented as a living being

D. Procedures/Activities
1. Ask the students to close their eyes and imagine as you read “The Fog” out loud slowly.
2. Let the students share what they pictured as they heard the poem.
3. Read the poem a second time.
4. Ask the students to think of a kind of weather that occurs where they live. (i.e. tornado, hail, etc.)
5. Pull out the poetry response journal and have students write about their experience with this weather.
6. Review the acrostic poetry form. Explain that the children will write the weather name (ex: tornado) down the side of their paper.
7. Each line will begin with a letter from the word tornado. The children must think and compare the tornado to a living being. For example, they might compare it to a striking snake.
8. Allow students to share acrostic poems with the class. Collect the poems and create a class book of weather poetry.
9. In closing, direct attention to the posted poetry terms. Challenge students to name terms which apply to today’s lesson. (Possible choices might include: poem, stanza, verse, rhyme, meter, line rhythm)

E. Assessment/Evaluation
1. Evaluation of student poetry and written responses in journal may be used for assessment.

Lesson Eight: “Humanity” – (Elma Stuckey)
A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The student will understand that poetry is filled with rich language.
      b. The student will recognize that poetry expresses feeling.
      c. The student will understand that poetry connects with our daily experience.
   2. **Lesson Content**
      a. “Humanity” – (Elma Stuckey)
   3. **Skill Objective(s)**
      a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
      b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
      c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
      d. The student expresses and supports responses to various types of texts. (TEKS 4.11)
      e. The student analyzes the characteristics of various types of texts (genres). (TEKS 4.12)

B. **Materials**
   1. Large poster of “Humanity” poem
   2. Poetry response journal

C. **Key Vocabulary**
   1. none

D. **Procedures/Activities**
   1. Read “Humanity” to the class.
   2. Invite student responses to what they just heard. How did it make them feel? What did it make them think?
   3. Read the poem a second time.
   4. Discuss why this poem was named “Humanity”.
   5. Allow the students to explore the idea of prejudice and what it does to people. If we would not refuse the help of someone when we were in trouble, why would we refuse to be around him or her at other times?
   6. Have students turn to the next page in the poetry response journal and complete the following sentence, “This poem teaches me…”
   7. When through with their response writing, allow for sharing time. Then have the class brainstorm a list of things they could do to show their humanity during school. Challenge them to do at least one thing off that list each day for the following week.
   8. In closing, direct student attention to posted poetry terms. Students offer which words apply to today’s lesson. (Possible choices might be: poem, stanza, verse, rhyme, meter, line, rhythm)

E. **Assessment/Evaluation**
   1. Assessment will take place with student participation in discussion and in response written in poetry response journal.

**Lesson Nine: “The Rhinoceros” –(Ogden Nash) “Clarence”– (Shel Silverstein)**

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The student will understand that poetry is filled with rich language.
      b. The student will recognize that poetry expresses feeling.
c. The student will understand that poetry connects with our daily experience.

2. Lesson Content
   a. “The Rhinoceros” – (Ogden Nash)
   b. “Clarence” – (Shel Silverstein)

3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student writes for a variety of audiences and purposes and in a variety of forms. (TEKS 4.15)

B. Materials
   1. Large posters of “Clarence” and “The Rhinoceros”
   2. 8 ½”x11” paper
   3. Coloring materials

C. Key Vocabulary
   1. None

D. Procedures/Activities
   1. Read each poem aloud.
   2. After reading each poem, ask for student responses. How does each poem make you feel? What kind of picture did you get in your head? Note how the authors play with words and ideas to create the nonsense atmosphere.
   3. Read “Clarence” a second time.
   4. Explain to the students that they will do some creative writing today. They are going to create an advertising brochure for the new parents mentioned in “Clarence”.
   5. Review the parts of an advertising brochure. (a)The eye-catching title (b)The picture of the product (c) The cost and where to order the product (d) The description of the product (e) The testimonials
   6. Students will create an advertising brochure for new parents.
   7. Allow time for students to present their work in a “commercial” for their product.
   8. In closing, direct attention to posted poetry terms. Challenge students to name which terms apply to today’s lesson. (Possible choices might be: poem, stanza, verse, rhyme, meter, line, rhythm, couplet)

E. Assessment/Evaluation
   1. Assessment will be made on the product of the advertising brochure.


A. Daily Objectives
   1. Concept Objective(s)
      a. The student will understand that poetry is filled with rich language.
      b. The student will recognize that poetry expresses feeling.
      c. The student will understand that poetry connects with our daily experience.

2. Lesson Content
3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student reads widely for different purposes in varied sources. (TEKS 4.8)
   e. The student analyzes the characteristics of various types of texts (genres). (TEKS 4.12)

B. Materials
   1. Large posters of “A Tragic Story” and “The Pobble Who Had No Toes”
   2. Construction paper, scissors, glue, markers

C. Key Vocabulary
   1. None

D. Procedures/Activities
   1. Read “A Tragic Story” aloud. Ask students to stand while you read it aloud a second time.
   2. During the second reading, instruct the students to turn as though trying to see their back each time the teacher motions with her hand. The result will be fits of giggles by the time the poem is finished.
   3. Discuss why the children reacted with laughter. Do you think the author wrote the poem just to make people laugh?
   4. Read “The Pobble Who Had No Toes” aloud. During the second reading, list on the board all the things the poem says a pobble does.
   5. Explain that we don’t know for sure what a pobble is, but we do know some things it can do. The student’s job is to use scissors, markers, glue, and construction paper to create what they think the pobble might look like. Make sure the students consult the list of what a pobble can do to help them.
   6. In closing, direct attention to posted poetry terms. Challenge students to name terms applicable to today’s lesson. (Possible choices might be: poem, stanza, verse, rhyme, meter, line, rhythm)

E. Assessment/Evaluation
   1. The pobble created by the student will be used for assessment.

Lesson Eleven: Paul Revere’s Ride – (Henry Wadsworth Longfellow)
A. Daily Objectives
   1. Concept Objective(s)
      a. The student will understand that poetry is filled with rich language.
      b. The student will recognize that poetry expresses feeling.
      c. The student will understand that poetry connects with our daily experience.
   2. Lesson Content
      a. Paul Revere’s Ride – (Henry Wadsworth Longfellow)
   3. Skill Objective(s)
      a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
      b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
      c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
      d. The student uses a variety of word recognition strategies. (TEKS 4.6)
e. The student expresses and supports responses to various types of texts. (TEKS 4.11)

B. Materials
1. Large poster of Paul Revere’s Ride
2. Poetry response journal
3. Map of northeastern United States
4. Pictures of the old North Church – see Appendix C – also check website www.oldnorth.com

C. Key Vocabulary
1. man-of-war – a navy warship
2. belfry – bell tower
3. mast, spar – the vertical and horizontal poles to which sails attach
4. muster – roll call
5. grenadiers – soldiers armed with grenades
6. sentinel – soldier standing guard
7. impetuous – sudden, forceful
8. spectral – spooky and ghostlike
9. steed – horse
10. the Mystic – a river that flows through Boston and into the Atlantic
11. gilded weathercock – gold weathervane
12. British regulars – professional British soldiers who fought during the Revolution

D. Procedures/Activities
1. Read Paul Revere’s Ride aloud. Ask students just to listen. Allow time for student reaction to any aspect of the poem.
2. Present the vocabulary. Tell the students they will write the words and definitions in their poetry response journals.
3. Read the poem a second time.
4. Show picture of the old North Church. Explain how the belfry was a tower that housed the bell for the church. This is where the man climbed who hung the two lanterns that Paul Revere looked to see.
5. On a United States map, trace the route used by Paul Revere. Talk about Revere’s attitude and how important he thought this whole endeavor was. (He believed it was worth fighting for.)
6. In their poetry response journals, ask the students to complete the following sentence, “The thing I consider worth fighting for in my life is…” Then they must explain why.
7. It is important to realize that many things are NOT worth fighting over. However, there may come a time in our lives when we have to decide there are some things that are that important, just like Paul Revere.
8. In closing, draw attention to posted poetry terms. Challenge students to find which terms apply to today’s lesson. (Possible choices might include: poem, stanza, verse, rhyme, meter, line, rhythm)

E. Assessment/Evaluation
1. Evaluation of understanding will come from the written response in the journal.

Lesson Twelve: “George Washington” – (Rosemary & Stephen Vincent Benet) “Concord Hymn”– (Ralph Waldo Emerson)

A. Daily Objectives
1. Concept Objective(s)
   a. The student will understand that poetry is filled with rich language.
b. The student will recognize that poetry expresses feeling.
c. The student will understand that poetry connects with our daily experience.

2. Lesson Content

3. Skill Objective(s)
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student expresses and supports responses to various types of texts. (TEKS 4.11)

B. Materials
   1. Large posters of “George Washington” and “Concord Hymn”
   2. Poetry response journal
   3. Pictures of Washington and Mt. Vernon – see Appendix D – also check website www.mountvernon.com
   4. Dollar bill

C. Key Vocabulary
   1. votive stone – memorial
   2. shaft – tall, straight object: a monument

D. Procedures/Activities
   1. Read “George Washington” aloud.
   2. Show pictures of Washington, Mt. Vernon, and a dollar bill. Talk about how each of these things reminds us of Washington. Tell how the most important thing is that he is remembered as the founding father of our country.
   3. Read “Concord Hymn”. Talk about the Revolutionary War and how people were not trained soldiers, but they were simple folk who believed in an idea much bigger than any one individual.
   4. Read each poem one more time. Then ask this question, “What is important in your life?” Help students focus on something bigger than their scooter or Gameboy. Then ask them to write about that important thing in their response journal and tell why it is so important to them.
   5. Allow for sharing time at the end of class.
   6. In closing, draw attention to posted poetry terms. Challenge students to name the terms that apply to today’s lesson. (Possible choices might include: poem, stanza, verse, rhyme, meter, line, rhythm)

E. Assessment/Evaluation
   1. Evaluation is based on written response in the poetry response journal.

Lesson Thirteen: “Life Doesn’t Frighten Me”–(Maya Angelou)

A. Daily Objectives
   1. Concept Objective(s)
      a. The student will understand that poetry is filled with rich language.
      b. The student will recognize that poetry expresses feeling.
      c. The student will understand that poetry connects with our daily experience.
   2. Lesson Content
      a. “Life Doesn’t Frighten Me” – (Maya Angelou)
3. **Skill Objective(s)**
   a. The student listens actively and purposefully in a variety of settings. (TEKS 4.1)
   b. The student listens critically to analyze and evaluate a speaker’s message. (TEKS 4.2)
   c. The student listens, enjoys, and appreciates spoken language. (TEKS 4.3)
   d. The student expresses and supports responses to various types of texts. (TEKS 4.11)
   e. The student analyzes the characteristics of various types of texts (genres). (TEKS 4.12)

B. **Materials**
   1. Large poster of “Life Doesn’t Frighten Me”
   2. Poetry response journal

C. **Key Vocabulary**
   1. None

D. **Procedures/Activities**
   1. Read “Life Doesn’t Frighten Me” aloud.
   2. Ask the students to list things the author says doesn’t frighten her. Do any of those things happen to frighten any of the students?
   3. Read the poem one more time.
   4. Ask students to list things that frighten them. The teacher might volunteer to start the listing with her own fear. Ask the students how they overcame that fear, or are currently trying to overcome the fear.
   5. Students will write in poetry response journal of their worst fear and how they overcame it.
   6. Allow for voluntary sharing time, as some of these journal entries may be somewhat sensitive.
   7. The final entry in the poetry response journal is to finish these thoughts “The best thing about poetry is…”. “The worst thing about poetry is….”
   8. In closing, draw attention to posted poetry terms. Challenge students to name which terms apply to today’s lesson. (Possible choices might include: poem, stanza, verse, rhyme, meter, line, rhythm)

E. **Assessment/Evaluation**
   1. Evaluation is based on understanding demonstrated in the poetry response writing.

VI. **CULMINATING ACTIVITY**
   A. None

VII. **HANDBOUTS/WORKSHEETS**
   A. “the drum” response paper
   B. Weather poetry paper
   C. The Old North Church (picture)
   D. Mt. Vernon, home of George Washington (picture)

VIII. **BIBLIOGRAPHY**
F. Mount Vernon (photograph) www.mountvernon.org
G. Old North Church, Boston (photograph) www.oldnorth.com
I. Washington, George (photograph) www.mountvernon.org
"I'm gonna beat out my own rhythm."

by: Nikki Giovanni

the drum
The Old North Church
Boston, Massachusetts

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Mt. Vernon, home of George Washington

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