

Poetry Appreciation

Grade Level or Special Area: Fourth Grade

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Length of Unit: Twelve lessons (15 days; 30 minutes = one day)

I. ABSTRACT

This poetry unit focuses on the comprehension and appreciation of poetry. The unit covers the poems in the *Core Knowledge Sequence* for fourth grade. The students experience the poems through a variety of teaching methods such as journaling and art. The unit may be used with other Core Knowledge units that focus on the writing aspect of poetry.

II. OVERVIEW

A. Concept Objectives

1. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Standard 2)
2. Students understand how to apply thinking skills to their reading, writing, and listening. (Modified Colorado Reading and Writing Standard 4)
3. Students understand how to read and recognize literature as a record of human experience. (Colorado Reading and Writing Standard 6)

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Poetry, page 88
 - a. Poems
 - i. *Afternoon on a Hill* (Eda St. Vincent Millay)
 - ii. *Clarence* (Shel Silverstein)
 - iii. *Clouds* (Christina Rossetti)
 - iv. *Concord Hymn* (Ralph Waldo Emerson)
 - v. *Dreams* (Langston Hughes)
 - vi. *the drum* (Nikki Giovanni)
 - vii. *The Fog* (Carl Sandburg)
 - viii. *George Washington* (Rosemary and Stephen Vincent Benet)
 - ix. *Humanity* (Elma Stuckey)
 - x. *Life Doesn't Frighten Me* (Maya Angelou)
 - xi. *Monday's Child Is Fair of Face* (traditional)
 - xii. *Paul Revere's Ride* (Henry Wadsworth Longfellow)
 - xiii. *The Pobble Who Has No Toes* (Edward Lear)
 - xiv. *The Rhinoceros* (Ogden Nash)
 - xv. *Things* (Eloise Greenfield)
 - xvi. *A Tragic Story* (William Makepeace Thackeray)
 - b. Terms
 - i. Stanza and line

C. Skill Objectives

1. The students will identify key poetry vocabulary terms.
2. The students will practice reading poetry using a variety of voice changes.
3. The students will read the poem *Things*.
4. The students will read the *Concord Hymn*, identify the meaning behind the "Shot Heard Round the World", and illustrate the poem.
5. The students will identify the sections of *The Midnight Ride of Paul Revere* in which the poet altered facts and give the correct historical details.
6. The students will read and analyze the poem *George Washington*.
7. The students will identify the metaphors in the poems *Fog* and *Clouds*.

8. The students will use the poems *Fog* and *Clouds* to create a picture.
9. The students will identify the element of rhyme in the poem *Rhinoceros*.
10. The students will use the poem *Rhinoceros* to write a rhyming poem about another animal.
11. The students will read and analyze the poem *Dreams*.
12. The class will write a poem about their dreams.
13. The students will read and discuss the purpose behind the writing of the poem *Humanity*.
14. The students will identify the tone of the poem *Life Doesn't Frighten Me*.
15. The students will choral read *Life Doesn't Frighten Me*.
16. The students will read and analyze the poems *Monday's Child* poem and *the Drum*.
17. The students will write a Biographical/Person poem about themselves.
18. The students will read the poem *Clarence* and create a poster depicting their understanding of the poem.
19. The students will recognize the humor of the poems *A Tragic Story* and *The Pebble Who Has No Toes*.
20. The students will act out the two above poems.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr., E.D. *Listen, My Children: Poems for Fourth Graders*
 2. Hirsch, Jr., E.D. *What Your Fourth Grader Needs to Know*
- B. For Students
 1. Students should have a prior understanding of poetry from previous years of Core Knowledge study.

IV. RESOURCES

- A. *Listen, My Children: Poems for Fourth Graders* by E.D. Hirsch (all lessons)
- B. A selection of poetry from popular children's poetry authors (Lesson One)
- C. Student Poetry folders or journals; this can be a pocket folder with blank paper inside to compose a response journal (Lessons Two, Three, Six, Seven, Eight, Nine, Ten, and Eleven)
- D. Poetry from Shel Silverstein, Jack Prelutsky, Bruce Lantky or other children's poets (Lessons One and Eleven)

V. LESSONS

Lesson One: Reading and Understanding Poetry (approximately 60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and recognize literature as a record of human experience.
 - b. Students understand how to apply thinking skills to their reading, writing, listening, and viewing.
 2. Lesson Content
 - a. *Things*
 3. Skill Objective(s)
 - a. The students will identify key poetry vocabulary terms.
 - b. The students will practice reading poetry using a variety of voice changes.
 - c. The students will read the poem *Things*.

B. *Materials*

1. *Things* by Eloise Greenfield from *Listen, My Children: Poems for Fourth Graders*
2. Poetry selections from Jack Prelutsky or Shel Silverstein
3. Appendix B: one set of cards cut apart
4. Appendix C: one per student, one for the teacher
5. Appendix D: one per student

C. *Key Vocabulary*
See Appendix C

D. *Procedures/Activities*

1. Tell the students that they are going to read several poems this year.
2. Ask the question “What is poetry?” Students should have a prior knowledge of poetry from previous grades. Answers will vary.
3. Ask, “Why do you think people write poetry?” (to express emotion, make a point, show humor, etc.)
4. Share any background information on people you know who write poetry. Allow any students who write poetry to share the reasons why they write it.
5. Ask, “Why do you think some people enjoy reading poetry?” Allow any logical answer for this question.
6. Tell the students that, while some people really enjoy reading poetry, others do not like poems at all. Ask, “Why do you think some people dislike reading poetry?” (They don’t understand it. They haven’t found examples of great poetry. Accept any logical answer.)
7. Tell the students that they will be reading several poems this year and will hopefully come to love reading poetry.
8. Tell the students that the reader has an important role to play in regards to whether a poem is understood properly or not. Poems can be interpreted in many ways. One person may have a different opinion of the meaning of the poem than another person. Discuss the fact that the reader’s tone of voice, body language, and facial expression are important aspects of reading poetry. Tell the students that the way a poem is read often helps one determine the meaning and purpose of the poem.
9. Choose some poems from popular children’s poets. Poems from Shel Silverstein, Jack Prelutsky and Bruce Lansky are good examples to use for the following exercises.
10. Using one of the poems chosen above, have the students take turns reading the poem emphasizing one word over others. Explain to the students that reading a word with emphasis means saying it louder, slower and more dramatically than any other words in the selection. Discuss how the meaning of the poem changes when the emphasis changes. Discuss other ways for students to change their voice to change the meaning of the poem. Possible examples would be shouting, whispering, speaking slowly, or speeding up speech.
11. If there is a character in the poem, have students demonstrate ways that they can better portray the character either through body language or facial expression.
12. Choose a random line or couplet from a popular children’s poet. Put the line/couplet on a sentence strip. Read it to the students.
13. Show the students the emotion cards in Appendix B. Put the cards in a hat. Have the students pick a card from the hat. The students will read the line/couplet with whatever emotion/facial expression/body movement that is indicated on the card. Give them a moment to practice. Then have them read the

line in front of the class and have the other students try to guess what the emotion is.

14. Read the poem *Things* to the students. Ask the following questions:
 - a. What does the poet still have? (the poem she wrote)
 - b. What do you think the poet is trying to tell you about poetry? (that the accomplishment will last and the written words will be something you will always have)
 15. Review the vocabulary that the students will need to know for this poetry unit.
 16. Play a game of Poetry Bingo. Have the students fill out their own Bingo sheet with the vocabulary words. Read the definitions and have the students place a chip or square of paper on the appropriate vocabulary word. Play this game throughout the year to enforce vocabulary comprehension. As the students become more fluent with various poems, change the game by reading stanzas of various poems and have the students place a square on all the poetry vocabulary that the poem represents.
 17. Challenge the students to recognize the use of these poetry terms in the poems that they read in this unit.
- E. *Assessment/Evaluation*
1. The teacher will assess participation of the students in the emotion exercises.
 2. The teacher will assess understanding of the poem *Things* by asking oral questions.

Lesson Two: History Poems – Concord Hymn (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, and listening.
 - b. Students understand how to read and recognize that literature is a record of human experience.
 2. Lesson Content
 - a. *Concord Hymn* by Ralph Waldo Emerson
 3. Skill Objective(s)
 - a. The students will read the *Concord Hymn*, identify the meaning behind the “Shot Heard Round the World”, and illustrate the poem.
- B. *Materials*
1. *Concord Hymn* from *Listen, My Children: Poems for Fourth Graders* - one copy for the teacher and one per student
 2. Poetry Folders
 3. Colored pencils, crayons, or markers
- C. *Key Vocabulary*
1. Embattled – engaged in a fight or battle
 2. Sires – ancestors
 3. Votive Stone – a memorial stone
 4. Shaft – a tall, straight object: here, a monument
- D. *Procedures/Activities*
1. Note – this can be used during a History lesson when studying the battle of Concord and Lexington. Students will need to have learned about that battle before reading this poem.
 2. Tell the students that they are going to hear a poem from Ralph Waldo Emerson about the battle of Concord and Lexington. Tell the students that Emerson wrote

- this poem for a ceremony in Concord, Massachusetts, where a monument in honor of the Minutemen was unveiled.
3. Pass out a copy of the poem to the students. Have a student read the poem to the class.
 4. Ask the students, “What was the shot heard round the world?” Acceptable answers include: the first shot fired at Lexington, and the shot that started the American Revolution. Tell the students that Emerson is the one who first coined this phrase. Discuss the fact that this phrase was Emerson’s way of suggesting that people all around the world paid attention to this war. Ask, “why was the American Revolution so important to the rest of the world?” (It was important because it was the first time the idea of democracy was presented.)
 5. Remind the students that poetry is used for a variety of purposes. Ask the students what the purpose of this poem was. (To memorialize the minutemen who fought bravely in war).
 6. Have the students write this poem in their poetry folders and illustrate it.
- E. *Assessment/Evaluation*
1. The teacher will assess students’ answers in class.
 2. The teacher will use the checklist in Appendix A for the students’ pictures.

Lesson Three: History Poems – *The Midnight Ride of Paul Revere* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, and listening.
 - b. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow
 3. Skill Objective(s)
 - a. The students will identify the sections of *The Midnight Ride of Paul Revere* in which the poet altered facts and give the correct historical details.
- B. *Materials*
1. *The Midnight Ride of Paul Revere* poem – one for teacher/one per student if available
 2. Poetry Journals/notebooks
 3. Appendix A: one for teacher
- C. *Key Vocabulary*
1. Belfry – bell tower
 2. Muster – roll call
 3. Grenadiers – soldiers armed with grenades
 4. Sentinel – a soldier standing guard
 5. Spectral –spooky and ghostlike
 6. Impetuous – sudden and forceful
 7. Gilded weathercock – gold weathervane
- D. *Procedures/Activities*
1. Note – this poem may be used as part of a History lesson on Paul Revere. The students should have already learned about the ride of Paul Revere before reading this poem.
 2. Ask the students for a summary of the ride of Paul Revere.

3. Tell the students listen to the poem about Paul Revere's ride. Tell the students that Henry Wadsworth Longfellow used a rhythm that, when it is read correctly, sounds like a horse galloping. Tell them to listen for that rhythm in the poem. Have them also listen to the descriptive words in the poem. Tell them not to worry about content yet. Read the poem aloud to the students.
4. Have the students share some of the descriptive words that they heard in the poem. Examples may be "phantom ship", "black hulk", or "somber rafters".
5. Discuss the tone of the poem. Help the students hear the danger, urgency, and sadness of the poem.
6. Tell the students that sometimes poets will use "poetic license" when writing about historical events. This means that they may add to or change parts of history in order to make the poem more vivid or descriptive. Tell the students that Longfellow did this when he wrote this poem.
7. Read the poem again to the students. This time, have them listen for the facts that Longfellow changed or details that he added to the poem that are not consistent with history. Have them write the title "The Midnight Ride of Paul Revere" in their poetry folders (or their History notebooks if they are doing this during a History lesson). Then, have them divide the page in half. On one side have them write the inconsistencies from the poem as they listen to it for a second time. Then, have them write the true facts about the ride of Paul Revere on the other side of the page. Have them share their information with the class.
8. Examples of poetic license in the poem include:
 - Paul Revere did not wait for the lanterns. He already knew the British were going by sea. He had his friend hang the lanterns so other Sons of Liberty would know in case Revere was caught.

Revere never made it to Concord. He was caught by British soldiers. Dr. Samuel Prescott was the only one to complete the ride to Concord.

Longfellow does not make any mention of Billy Dawes and Samuel Prescott who rode with Revere.

E. *Assessment/Evaluation*

1. The teacher will grade the fact page of the student's folders using the rubric on Appendix A.
2. The teacher will orally assess students understanding of descriptive words.

Lesson Four: History Poems - *George Washington* (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, and listening.
 - b. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. *George Washington* by Rosemary Bent and Stephen Vincent Benet
3. Skill Objective(s)
 - a. The students will read and analyze the poem *George Washington*.

B. *Materials*

1. *George Washington* poem from *Listen, My Children: Poems for Fourth Graders* – one for each student or one copy on butcher paper

2. Appendix E: one transparency
 3. Construction paper – one sheet per student
 4. Colored pencils, crayons or markers for the students
- C. *Key Vocabulary*
1. Admiral – highest ranking officer of the British navy
 2. Mast – long pole rising from the deck of a ship. A mast supports parts of a ship.
 3. Squire – a person considered below a knight in status
 4. Specimen – person, individual
- D. *Procedures/Activities*
1. Note – this lesson may be used during History class. Students should already have knowledge of George Washington’s contribution to the American Revolution before reading this poem.
 2. Ask the students to give you reasons why George Washington was an important figure in the American Revolution. Many answers are correct. Students should address the fact that he was a great general who fought wisely and bravely against the British. He was instrumental in America gaining her freedom.
 3. Tell the students to listen to a poem that was written about George Washington. Read the poem *George Washington* to the students. Guide the students to understand that the last section of the poem is the only information that is correct.
 4. Ask the students to tell you what the line “Remember this – he might have been a highly different specimen, and where on earth would we be, then?” Students should come up with an answer that shows they understand that had Washington not fought in the war, it is possible that America would not have won the war. Ask them to tell you how things might have been different if George Washington had not fought in the war.
 5. Have the students draw or trace a profile of George Washington. On one side of the profile, tell the students to write the last section of the poem.
 6. Challenge – Write a new stanza for the poem. Let the students write that stanza on the other side of the George Washington profile. Hang the profile from the ceiling.
- E. *Assessment/Evaluation*
1. The teacher will assess the students understanding of the poem by asking the above questions.

Lesson Five: *Nature Poems* (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, and listening.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. *Afternoon on a Hill*
 - b. *Fog*
 - c. *Clouds*
 3. Skill Objective(s)
 - a. The students will identify the metaphors in the poems *Fog* and *Clouds*.
 - b. The students will use the poems *Fog* and *Clouds* to create a picture.
- B. *Materials*
1. *Afternoon on a Hill* from *Listen, My Children: Poems for Fourth Graders*
 2. *Fog* from *Listen, My Children: Poems for Fourth Graders*

3. *Clouds* from *Listen, My Children: Poems for Fourth Graders*
 4. Colored pencils, crayons or markers for the students
- C. *Key Vocabulary*
1. Haunches – hips or back part of the leg
- D. *Procedures/Activities*
1. Read *Afternoon on a Hill* to the students. Ask them the following questions:
 - a. “What will the poet touch but not pick?” (flowers)
 - b. “Why do you think the poet will only touch the flowers and not pick the flowers?” (there could be a number of logical answers to this question)
 - c. “What does it mean to look ‘with quiet eyes?’” (any answer that pertains to a calm serenity or awe of nature will be sufficient)
 2. Read the poem again to the students but this time, have them close their eyes and create a mental picture of the poem. Then, tell them to draw the picture that they saw in their minds. Have them title the picture, “Afternoon on a Hill” and put it in their poetry folders.
 3. Tell the students that the next two poems will have examples of the use of metaphors in poetry. Review briefly the meaning of a metaphor. (See Appendix C.)
 4. Choose a student to read *The Fog* to the class. Note – this would be an excellent poem to read on a foggy morning so the students have a visual picture of the poem. Ask the question, “What is the metaphor for fog in this poem?” (a cat)
 5. Tell the students to picture a cat walking. Does the cat walk with a noisy step? If it was walking on the roof of our school would we hear a loud clatter from the cat? Discuss how a cat walks so softly and slowly and that they have a habit of sneaking up on people. Help the students to see why the poet made a connection between a cats steps and the fog. Ask, “Does the fog come in with a loud bang and flash like thunder or a steady pounding like hard rain?” No, it comes in slowly and quietly.
 6. Refer back to the poem. Ask the students to explain the second stanza. (Fog usually stays for a period of time, then moves on. It does not move quickly like a flash storm, but it also does not often stay all day like a cloudy day.)
 7. If there is time, students may act out the poem.
 8. Take the students outside on a day where there are some clouds in the sky. Ask the students to think of other parts of nature that might act with the same slow movements as fog. If they need help prompt them with questions such as, “Does lightning move slowly? Is thunder quiet?” They should eventually come up with the answer of clouds.
 9. Read the poem *Clouds* to the students. Ask, “What is the blue hill?” (the sky) Ask, “Why does the poet compare clouds to sheep?” There will be several answers here such as they are both white, and clouds look fluffy like sheep. Remind the students that this is an example of a metaphor. The clouds are not actually sheep but they have certain characteristics of sheep.
 10. While outside, have a discussion about what other animals they can compare clouds to and what types of animals they may see in the shape of clouds.
 11. While outside, have the students pick an object of nature to sketch such as a tree, flower, or grass. Then, have them write descriptive words in the shape of that object. For example, grass can be compared to a “lush, carpet of soft emeralds” and the words can be written in the shape of blades of grass created a carpet. Have the students develop several descriptive words and phrases. Ask for volunteers to share with the class.

- E. *Assessment/Evaluation*
1. The teacher will assess the students' understanding of the poem by asking the oral questions in the lesson. Note – these questions may be used as written questions with multiple choice answers or short answers and be used for CSAP and/or comprehension practice.
 2. The teacher will check to see if the student has completed his/her picture of *Afternoon on a Hill*.
 3. The teacher will grade the shape poem according to the rubric in Appendix A.

Lesson Six: *Rhinoceros* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, and listening.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. *Rhinoceros*
 3. Skill Objective(s)
 - a. Students will identify the element of rhyme in the poem *Rhinoceros*.
 - b. Students will use the poem *Rhinoceros* to write a rhyming poem about another animal.
- B. *Materials*
1. *Rhinoceros* from *Listen, My Children: Poems for Fourth Graders*
 2. Appendix F: one copy for teacher
 3. Appendix G: one copy for teacher
 4. Poetry folders
 5. Colored pencils, crayons or markers for the students
- C. *Key Vocabulary*
1. Rhinoceros – see Appendix E
 2. Homely – unattractive
- D. *Procedures/Activities*
1. Read the title of the poem to the students. Share some background information from Appendix E about the Rhinoceros. Show them a picture of a Rhinoceros from Appendix F.
 2. Read the poem to the students. Read the first two lines of the poem to the students. Ask them to make observations about what they notice about these two lines of the poem. They should notice that the last words of the poem have an end rhyme. Read the next two lines and have them pull out the two words that rhyme. Do the same for the last two lines.
 3. Tell the students that they will be writing a poem of their own about an animal of their choosing. Brainstorm possible animals about which they could write a poem.
 4. Tell the students that they will write a four line poem with an aabb pattern, meaning the last words of the first two lines will rhyme with each other and the last words of the last two lines will rhyme with each other.
 5. Model an example for the students:
The horse is beautiful creature,
His long, flowing mane is his best feature.
Among all animals, there is no other,
If you don't believe me, just ask his mother.

6. After the students have written their poems, allow them to illustrate the poems and have them save the poems in their poetry folders.
 7. Optional Activity: Have the students use sidewalk chalk to write their poems outside on the concrete. This can be done with any of the poems that the students write.
- E. *Assessment/Evaluation*
1. The teacher will assess the students' knowledge of rhyme through class discussion and by reading their Animal poems.
 2. The teacher will grade the students' poems using Appendix A.

Lesson Seven: *Dreams* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to apply thinking skills to their reading, writing, and listening.
 - c. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Dreams* by Langston Hughes
 3. Skill Objective(s)
 - a. The students will read and analyze the poem *Dreams*.
 - b. The class will write a poem about their dreams.
- B. *Materials*
1. *Dreams* by Langston Hughes from *Listen, My Children: Poems for Fourth Graders*
 2. Poetry Journals
- C. *Key Vocabulary*
1. Barren – a field, or piece of land, that does not produce enough crops/vegetation
 2. Rhythm – see Appendix C
- D. *Procedures/Activities*
1. Tell the students that they are going to write a response to the following question: “What are your dreams?” Clarify that dreams means goals or hopes for the future in this question.
 2. Have students volunteer to share their responses.
 3. Tell the students that they are about to hear a poem that gives advice to everyone who dreams of future goals.
 4. Share background information on Langston Hughes in Appendix G. Read the poem *Dreams* by Langston Hughes. Discuss ways that dreams could “die”. For example, people could tell you that your dreams are stupid or will never happen.
 5. Ask the students to brainstorm ways in which they can hold on to their dreams.
 6. Remind the students of the fact that Langston Hughes was an African American during a time when African Americans were not treated as well as whites. As a class, compare some of the students' future dreams with those of African Americans during this time. Draw a Venn Diagram to show the differences and the similarities.
 - a. Similarities - desire to be successful, good education, to make their parents proud.
 - b. Differences - African American children during Hughes time might dream to not be judged by the color of their skin; to live in a safe

neighborhood; to be treated the same as the other children; and to have a better life than their parents had. Children today might dream of going to the best college; having large homes; and becoming doctors and lawyers.

7. Challenge Activity: As a class, write a list of people who may have different dreams from the students. Examples may be mom, dad, sister, brother, child living in a third world country, a patriot of the American Revolution, and a Founding Father. Then, have the children write a poem about other people's dreams. This poem should be started as a class, but can be finished individually as well. Remind the students that poems do not have to rhyme.

Example:

I am a mother whose dream is,
to see her child grow to be,
strong and healthy and wise.
I will not let my dream die.
I am a teacher hoping to see,
her students become leaders;
with great character.
I will not let my dream die.

When finished, have individual students read the poem with all of the students reading the repetitive line together.

- E. *Assessment/Evaluation*
 1. The teacher will evaluate the students' understanding of the poem participation of the students in the lesson.

Lesson Eight: *Humanity* (approximately 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Humanity*
 3. Skill Objective(s)
 - a. The students will read and discuss the purpose behind the writing of the poem *Humanity*.
- B. *Materials*
 1. *Humanity* by Elma Stuckey from *Listen, My Children: Poems for Fourth Graders*
 2. Poetry folders
- C. *Key Vocabulary*
 1. Humanity – mankind; human beings
 2. Race – a group of people belonging to the same family, tribe or nation; having the same color
 3. Grasp – to reach for or grab
 4. Grope – to look for something uncertainly
- D. *Procedures/Activities*
 1. Read the poem *Humanity* to the students. Ask, “Does it matter to the poet what a person looks like when she is in need of help?” No. “What is the purpose of the poem?” To remind people that the color of a person's skin does not matter. Everyone is worthy of respect and dignity.

2. Have the students write a response in their journals or poetry notebook. Give them a choice between the two prompts, “This reminds me of...” or “This poem makes me feel...”
 3. Allow the students to share their responses.
- E. *Assessment/Evaluation*
1. The teacher will read students’ journal responses.

Lesson Nine: *Life Doesn’t Frighten Me* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Life Doesn’t Frighten Me* by Maya Angelou
 3. Skill Objective(s)
 - a. Students will identify the tone of the poem *Life Doesn’t Frighten Me*.
 - b. Students will choral read *Life Doesn’t Frighten Me*.
- B. *Materials*
1. *Life Doesn’t Frighten Me* from *Listen, My Children: Poems for Fourth Graders* – one copy for teacher, one per student
 2. Poetry folders
 3. Appendix H: one for teacher
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Have the students write a response to this prompt in their journals: “What frightens you?” Allow the students to share their responses.
 2. Tell the students that there is one poet who claims to not be frightened about anything in life. Tell them that they will learn her secret in this poem.
 3. Read the background information on Maya Angelou in Appendix G.
 4. Have the students silently read *Life Doesn’t Frighten Me*. Identify the tone of the poem as defiant, bold. Extend the students’ thinking by asking them to identify the character traits of a person who is facing her struggles in life such as courage, perseverance through these struggles, and hope.
 5. Have the students read the poem again. This time, choral read the poem. Remind the students that the way a poem is read (tone of voice, pitch) makes a great difference in how the poem is interpreted. Have the students place special emphasis on specific lines that require a more defiant tone of voice. Have the students practice different tones of voices to show the emotion behind the poem. For example, have the children shout such lines as “Life doesn’t frighten me” or use an indifferent tone to show the poet’s defiance against scary circumstances.
- E. *Assessment/Evaluation*
1. The teacher will assess student participation.

Lesson Ten: *Monday’s Child and the Drum* (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to apply thinking skills to their reading, writing and listening.

2. Lesson Content
 - a. *Monday's Child*
 - b. *The Drum*
 3. Skill Objective(s)
 - a. The students will read and analyze the poems *Monday's Child* and *the Drum*.
 - b. The students will write a Biographical/Personal poem about themselves.
- B. *Materials*
1. *Monday's Child* from *Listen, My Children: Poems for Fourth Graders*: one for teacher, one per student
 2. *the Drum* from *Listen, My Children: Poems for Fourth Graders*: one for teacher, one per student
 3. Poetry folders
 4. Appendix I: one for the teacher
- C. *Key Vocabulary*
1. Grace – charm; kindness
 2. Woe – suffering, misfortune, grief
 3. Sabbath – a day of rest and worship, typically Sunday
 4. Gay – happy
- D. *Procedures/Activities*
1. Tell the students to write a paragraph describing of their personalities in their poetry folders/journals. Tell them to think about the things that they like, what words would their friends and family use to describe them, how do they react to scary or stressful situations, and how do they show they are happy.
 2. Tell the students that the next two poems are about personality and being yourself.
 3. Read *Monday's Child* to the students. Tell them to look for possible characteristics of their personalities in the poems. Tell them also to look for the personality characteristics of friends and family members. Have them write a response journal entry telling who this poem reminds them of.
 4. Ask the students to recall a person they know who would be considered unique, does things a little different from other people or does not always follow the same path as everyone else. Have the students tell what they admired about this particular person. Ask them, "Why do you think it can be good to be a little different.
 5. Read *the Drum* to the students. Have the students identify the types of personality traits that this author demonstrates such as ambition, courage, and strength of will.
 6. Allow the students to create their own rhythm using their desks, and other supplies in the classroom. Allow some to share their created rhythms.
 7. Have the students write a response in their journals or poetry folders answering the question, "How will you beat out your own rhythm?" If the students have difficulty discuss positive ways to be different from the crowd.
 8. Tell the students that it is time to get let people get to know them and their personality a little more. Tell them they will write a Biographical Poem to do this. Use the format and model in Appendix I to teach Biographical Poems to the students.
 9. Allow the students to write their own Biographical Poems. Allow the students to cut out a shape of themselves from tag board. Allow them to decorate the cut out with hair (yarn) and use fabric scrapes to clothe the figure. Then, have the students paste their poems onto the back of the cut-outs. During free times, read

some of the personality characteristics from the poems and see who can guess the name of the person who wrote that poem.

- E. *Assessment/Evaluation*
1. Teacher will grade the Biographical poem by using the poetry rubric in Appendix A.
 2. The teacher will grade the response journal using the checklist in Appendix A.

Lesson Eleven: *Clarence* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, listening, and viewing.
 2. Lesson Content
 - a. *Clarence*
 3. Skill Objective(s)
 - a. The students will read the poem *Clarence* and create a poster, depicting their understanding of the poem.
- B. *Materials*
1. *Clarence* from *Listen, My Children: Poems for Fourth Graders*: one for teacher
 2. Poetry folders
 3. Colored pencils, crayons, markers
- C. *Key Vocabulary*
1. Pout – a look of displeasure; to mope
- D. *Procedures/Activities*
1. Read *Clarence* by Shel Silverstein. Ask the following questions:
 - a. What did Clarence love to watch on TV? (commercials)
 - b. What are some things he bought? (bleach, purple mouthwash, toothpaste, games, cereal, deodorant, jeans, hairspray, face cream and powder for his dog’s fleas)
 - c. What came in the morning mail? (brand new parents)
 - d. How did Clarence get rid of the old ones? (he sold them at a garage sale)
 2. Have the students create a poster advertising new parents. Have them include at least three benefits of new parents, and a method for obtaining these parents (will they send money and have the parents delivered or will they need to pick the parents up. Have the students draw a picture of the new parents on the poster.
- E. *Assessment/Evaluation*
1. The teacher will grade the poster using the checklist in Appendix A.

Lesson Twelve: *A Tragic Story* and *The Pobble Who Has No Toes* (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The students will understand how to apply thinking skills to their reading, writing, and listening.
 2. Lesson Content
 - a. *A Tragic Story*
 - b. *The Pobble Who Has No Toes*
 3. Skill Objective(s)
 - a. The students will recognize the humor of the poems *A Tragic Story* and *The Pobble Who Has No Toes*.
 - b. The students will act out the two above poems.

- B. *Materials*
1. *A Tragic Story* from *Listen, My Children: Poems for Fourth Graders*
 2. *The Pobble Who Has No Toes* from *Listen, My Children: Poems for Fourth Graders*
 3. Construction paper
 4. Colored pencils, crayons, markers
- C. *Key Vocabulary*
1. Bristol Channel – the body of water between England and Wales
 2. Crimson – a deep red color
 3. Porpoise – a type of whale
 4. Bark – a small boat
 5. Sage – a wise person
- D. *Procedures/Activities*
1. Read the title of *A Tragic Story*. Have the students predict what the poem is going to be about.
 2. Read the poem *A Tragic Story*. Have a student act out the poem as it is being read. Have the students revise their predictions and acknowledge that this is not a tragic story but rather a humorous one.
 3. Have the students identify different elements from the vocabulary words in lesson one. Ask, “Is there an example of repetition in this poem?” Yes, the phrase “behind him” is at the end of each stanza. The students should also recognize the rhyming pattern in the first three lines of each stanza.
 4. Read the title, *The Pobble Who Has No Toes*. Have the students to predict the definition of a pobble.
 5. Have a student act out the poem as it is being read. Ask the students to determine whether the poem tells them what a pobble is. The students should recognize that it does not tell them the definition of a pobble. Have them identify other words that they don’t recognize as words. Some examples are “Runcible Cat” and “tinkledy-binkledy-winkled”. Tell the students that these words are nonsense words that Edward Lear made up. He also used the word “runcible” in another poem of his to describe a spoon. The word became a part of the English language. People sometimes refer to spoons with fork-like prongs as a “runcible spoon.” Help the student recognize that this doesn’t assist them in determining what a “runcible cat” is. Tell the students that sometimes poets and other authors make up nonsense words in their poems leaving it to the reader to decide what the meaning of the words.
 6. Tell the students that, since Edward Lear did not explain what a pobble is, they have the power to decide the meaning for themselves. Have them draw a picture from their imagination of a pobble. Have them write this poem on their picture.
- E. *Assessment/Evaluation*
1. The teacher will assess the students’ knowledge of repetition and rhyme through oral questions.
 2. The teacher will use the checklist in Appendix A to assess the students’ pictures.

VI. CULMINATING ACTIVITY

- A. Have the students choose a poem to recite to the class. The teacher may require the poem be written by one of the poets read in this unit or give the students a list of additional poets. The students will memorize their poems before reciting them in front of the class. The teacher should require that the student use proper voice tone and emphasis when reciting the poem. Have the students share why they chose the poem.
- B. Give the students the test on Appendix J.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Poetry Rubric
- B. Appendix B: Emotion Cards
- C. Appendix C: Poetry Vocabulary
- D. Appendix D: Vocabulary Bingo
- E. Appendix E: Portrait of George Washington
- F. Appendix F: Background information on the Rhinoceros
- G. Appendix G: Picture of a Rhinoceros
- H. Appendix H: Background Information on Langston Hughes and Maya Angelou
- I. Appendix I: Biographical/Personal Poems
- J. Appendix J: Poetry Test
- K. Appendix K: Poetry Test Answer Key

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**Appendix A
Poetry Rubric/Checklist**

RUBRIC

	Mastery 10-9 points	6-8 Partial Mastery	3-5 Basic	1-2 Unsatisfactory
Style	The poem is creatively written. The student followed the proper format for the style of poetry.	The poem shows creativity. The student followed the proper format for the style of poetry.	The student followed the proper format for the style of poetry.	The student fails to show understanding of the proper format for the style of poetry.
Grammar	Used proper punctuation and capital letters. Spelling is correct.	The student used mostly proper punctuation and spelling.	Some punctuation and spelling is correct.	Student has not corrected and checked punctuation and spelling errors.
Appearance	The poem is neatly written and illustrated.	The poem is neatly written. The poem is illustrated.	Student shows a lack of effort in neatness but the writing is legible.	Poem is not neatly illustrated and handwriting is illegible.

CHECKLIST for pictures

	YES	NO
The student followed teachers instructions for the picture.		
The picture is neatly drawn and illustrated.		

CHECKLIST for Journal Entries

	YES	NO
The student answered the journal prompt correctly.		
The student showed effort by writing at least four good sentences explaining his/her answer.		
The handwriting is legible.		

**Appendix B
Emotion Cards**

Angry	Happiness	Laughing
Confused	Bored	Snobby
Clapping	Surprised	Hurt
Fearful	Sad	Hopeful
Disappointed	Courageous	Tired
Excited	Demanding	Sorry

Appendix C Poetry Vocabulary

Couplet – two lines of poetry that rhyme and usually contain one complete idea

End rhyme – words at the end of two or more lines that rhyme

Internal rhyme – rhyming of words within a line of poetry, for example: “Jack Sprat could eat no fat”

Metaphor – compares two different things as if they are the same without using words such as “like” or “as,” for example: “The sky is a deep blue ocean”

Meter – poetic rhythm

Poem – an arrangement of words in lines that have rhythm and rhyme

Repetition – repeating a word, phrase, or sounds to add rhythm

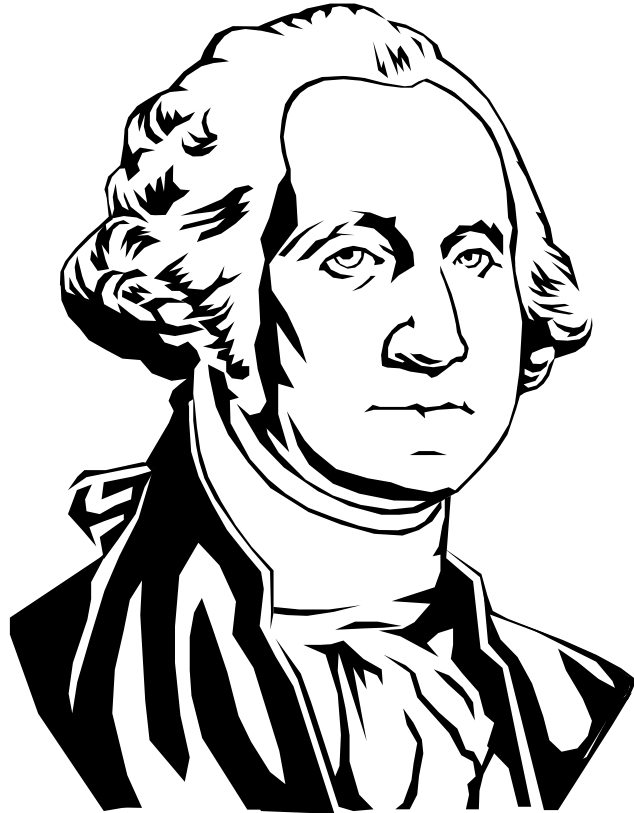
Rhyme – two or more words with the same or similar sounds

Stanza – a section of a poem

Appendix D
Vocabulary Bingo

POETRY BINGO

Appendix E
Portrait of George Washington



Appendix F
Background Information on the Rhinoceros
(adapted from Encarta.msn)

Rhinos are found only in Africa and Asia. The two species in Africa are the white rhinoceros and the black rhinoceros. While the white rhinoceros is the largest of the Rhino species, the black rhinoceros is the more aggressive of the two. The Asian species are the Indian rhinoceros, and the rare Sumatran and Javan rhinoceros. African rhinos all have two horns. Asian rhinos have either two horns, a one single horn, or none. The black, Sumatran, and Javan rhinos are close to extinction because of illegal horn trade.

Physical Attributes

The name rhinoceros comes from the Greek words rhino, meaning nose, and keras, which means horn. Most animals' horns, such as deer's horns, have a bony core and their horns are imbedded in the skeleton of the animal. The rhinoceros's horn, however, is made of thousands of fibers of keratin, the same substance found in hair and their horns are embedded in the skin, not the skeleton. The horns are mainly used for defense purposes. Illegal trade of the horns has caused the rhino to be put on the endangered species list. The horns are used as dagger and sword handles in the Middle East and as an ingredient for some Chinese medicines.

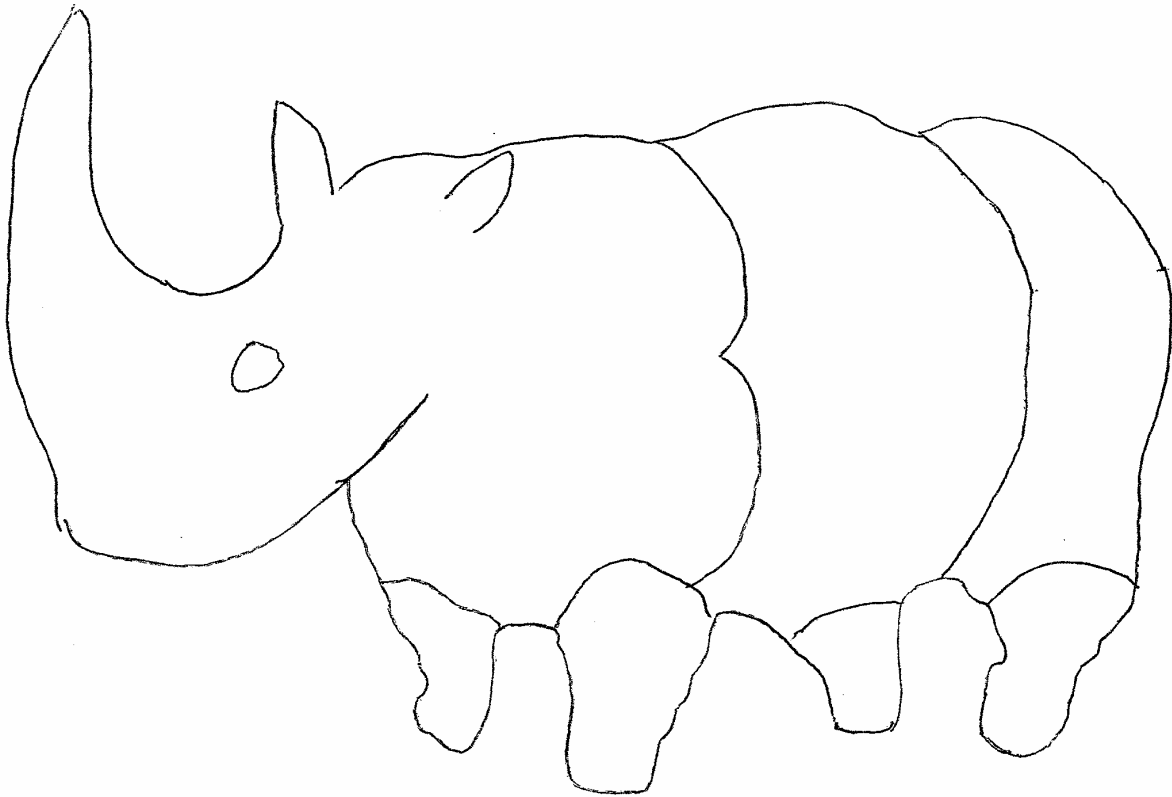
The Rhino's skin varies depending on the particular species. African rhinos have smooth skin. The Asian rhinos have skin that hangs down in heavy folds. The skin of the Indian rhino has the look of a suit of armor. The Sumatran rhino is born with a heavy coat of hair, which becomes straggly as it ages.

Rhinos have long heads, and small puffy eyes that face sideways. Rhinos have to turn their heads to the side in order to look in front of them. They also have poor eyesight which means they often are unable to notice danger coming. However, rhinos have a good sense of smell and their ears pick up very faint sounds.

Rhinos have very few or no front teeth. They do, however, have cheek teeth, molars, that grind up their food. In most species the upper lip of the rhino is pointed and used for grabbing twigs and leaves. In the white rhino, the upper lip is wide so that the rhino can pull up mouthfuls of grass.

The rhino's straight legs are shaped for bearing their heavy weight. The feet are large, allowing them to spread the load of their weight and prevents buckling. Even though Rhinos are large, and normally walk slowly and heavily, they can pick up a huge amount of momentum when they are alarmed.

Appendix G
Picture of a Rhinoceros



Appendix H
Background Information on Langston Hughes and Maya Angelou

Langston Hughes

Langston Hughes was born in Joplin, MO on February 1, 1902. He went to school in Kansas and Illinois and graduated high school in Ohio. His classmates described him as handsome, quiet and well liked. Langston Hughes spent a year in Mexico with his father before returning to America and enrolling at Columbia University but left after only attending for one year. He already had several pieces of poetry published at this time. In 1923 he signed on as a steward on a freighter and traveled down the western coast of Africa and to Spain.

His poetry often focused on racial themes such as his pride in his African heritage and the everyday life of African Americans. His poetry also encompassed themes such as democracy and patriotism. Hughes received many awards for his writing.

Maya Angelou

Maya Angelou's birth name was Marguerite Johnson. She was born in St. Louis, Missouri in 1928 but spent most of her childhood with her grandmother in Arkansas. Starting in 1950, she had a series of entertainment careers including that of a singer, dancer, actor, playwright, magazine editor, civil rights activist, poet, and novelist.

Angelou's writing focuses on themes of courage, perseverance, self-acceptance, and the realization of a person's full potential. She often uses strong female role models in her writing. Maya Angelou has written several autobiographical books in which she describes African American life. She has also written many books of poetry.

She has received many awards for her writing, including Grammy awards for recording her poetry on two albums.

Appendix I
Biographical/Personal Poem

First Name: _____
Three Adjectives about yourself: _____
Child of _____
Sibling of _____
Much loved by _____
Lover of _____
Who feels _____
Who needs _____
Who gives _____
Who fears _____
Resident of _____
Last Name: _____

Model

Ginger
Humorous, Loving, Intelligent
Child of Phil and Judy
Jodie, Penny, Andrew, and Erik
Much loved by my family
Lover of chocolate
Who feels compassion for other people
Who needs love from my family and friends
Who gives homework
Who fears snakes
Resident of Colorado Springs
Norton

Appendix J, page 1
Poetry Test

Matching: Write the letter of the correct definition next to the poetry vocabulary term.

- | | |
|--------------------|---|
| ___ Stanza | A. two or more words with the same or similar sounds |
| ___ Metaphor | B. a section of a poem |
| ___ Repetition | C. poetic rhythm |
| ___ Rhyme | D. rhyming of words within a line of poetry |
| ___ End Rhyme | E. two lines of poetry that rhyme and usually contain one complete idea |
| ___ Couplet | F. compares two different things as if they are the same without using words such as “like” or “as” |
| ___ Meter | G. words at the end of two or more lines that rhyme |
| ___ Internal Rhyme | H. rhyming of words within a line of poetry |

Multiple Choice: Choose the best answer. Write the letter in the space provided.

- ___ The poet who wrote the *Concord Hymn*:
- Ralph Waldo Emerson
 - Langston Hughes
 - Henry Wadsworth Longfellow
 - Maya Angelou
- ___ What poem did Langston Hughes write?
- Fog*
 - Afternoon on a Hill*
 - Dreams*
 - Life Doesn't Frighten Me*
- ___ Who wrote *The Shot Heard Round the World*?
- Ralph Waldo Emerson
 - Henry Wadsworth Longfellow
 - Rosemary Bent
 - Elma Stuckey
- ___ In the poem, “Fog”, what does the fog come in on?
- Clouds
 - A train
 - Little cat feet
 - The Wind

Appendix J, page 2

- _____ In the poem, “Clouds” what does the poet compare the clouds to?
- a. Fog
 - b. Marshmallows
 - c. Cotton Candy
 - d. Sheep

Short Answer: Answer the following questions in complete sentences.

Give at least two differences between the events in the poem, *The Midnight Ride of Paul Revere* and the actual historical events of the ride.

Read the poem *Afternoon on a Hill*. What is the emotional tone of this poem? Explain your reasoning.

Read the poem *Humanity*. What is the point that the author of the poem is trying to convey?

Appendix K, page 1
Poetry Test Answer Key

Matching: Write the letter of the correct definition next to the poetry vocabulary term. (One Point Each)

- | | |
|---------------------|---|
| __B_ Stanza | A. two or more words with the same or similar sounds |
| __F_ Metaphor | B. a section of a poem |
| __H_ Repetition | C. poetic rhythm |
| __A_ Rhyme | D. rhyming of words within a line of poetry |
| __G_ End Rhyme | E. two lines of poetry that rhyme and usually contain one complete idea |
| __E_ Couplet | F. compares two different things as if they are the same without using words such as “like” or “as” |
| __C_ Meter | G. words at the end of two or more lines that rhyme |
| __D_ Internal Rhyme | H. repeating a word, phrase, or sounds to add rhythm |

Multiple Choice: Choose the best answer. Write the letter in the space provided. (one point each)

- __a__ The poet who wrote the *Concord Hymn*:
- a. Ralph Waldo Emerson
 - b. Langston Hughes
 - c. Henry Wadsworth Longfellow
 - d. Maya Angelou
- __c__ What poem did Langston Hughes write?
- a. *Fog*
 - b. *Afternoon on a Hill*
 - c. *Dreams*
 - d. *Life Doesn't Frighten Me*
- __b__ Who wrote *The Shot Heard Round the World*?
- a. Ralph Waldo Emerson
 - b. Henry Wadsworth Longfellow
 - c. Rosemary Bent
 - d. Elma Stuckey
- __g__ In the poem, “Fog”, what does the fog come in on?
- e. Clouds
 - f. A train
 - g. Little cat feet
 - h. The Wind

Appendix K, page 2

__h__ In the poem, “Clouds” what does the poet compare the clouds to?

- e. Fog
- f. Marshmallows
- g. Cotton Candy
- h. Sheep

Short Answer: Answer the following questions in complete sentences.

Give at least two differences between the events in the poem, *The Midnight Ride of Paul Revere* and the actual historical events of the ride. **(total of five points)**

Give one point for a complete sentences.

Give two points for each correct answer.

Read the poem *Afternoon on a Hill*. What is the emotional tone of this poem? Explain your reasoning. **(total of five points)**

Give one point for complete sentences.

Give two points if the student gives a logical tone for the poem.

Give two points if the student explains his/her reasoning in a logical manner.

Read the poem *Humanity*. What is the point that the author of the poem is trying to convey? **(total of two points)**

Give one point if the answer is in a complete sentence.

Give one point if the answer is a logical answer that shows the student understood the poem.