

Grade 6 – South Carolina Language Arts (Reading)

SOUTH CAROLINA STANDARD 6-1

Standard 6-1: The student will read and comprehend a variety of literary texts in print and nonprint formats.

Indicators:

- 6-1.1 Analyze literary texts to draw conclusions and make inferences.
- 6-1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 6-1.8 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).

Grade 6 – South Carolina Language Arts (Reading)

SOUTH CAROLINA STANDARD 6-3

Standard 6-3: The student will use word analysis and vocabulary strategies to read fluently.

Indicator:

- 6-3.1: Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.

Grade 6 – South Carolina Language Arts (Writing)

SOUTH CAROLINA STANDARD 6-5

Standard 6-5: The student will write for a variety of purposes and audiences.

Indicator:

- 6-5.3 Create written descriptions using precise language and vivid details.

Grade 6 – South Carolina Language Arts (Researching)

SOUTH CAROLINA STANDARD 6-6

Standard 6-6: The student will access and use information from a variety of sources.

Indicator:

- 6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

English/Language Arts Lesson

Orta-Undis Self-Collection Strategy (satisfies Standard 8.3-1)

This strategy is designed to encourage students' interest in vocabulary. It is a process that motivates the students to learn about words they think are important.

(Day 1-2) Prewriting Assignment/Homework – Legare's Poetry: Introduce James Matthews Legare to the class by giving a short background of his history (Refer to p.37 of Mack's "Hidden History of Aiken County") Assign "Haw-Blossoms," "Amy," and "The Book of Nature" to read from Legare's "Orta-Undis." Explain that while they are reading the poems, should they come across a new or unfamiliar word, they should write it down.

At the beginning of the next class period, ask each student to share with the class one word he or she has noted. Mark each word on a white board or sheet of poster board. Fill in words you believe need to be defined but were not mentioned. As a class, discuss and define each word on the vocabulary list. Also discuss why Legare would choose such naturalist imagery (Reference pages 70, 78-80 of Davis' "That Ambitious Mr. Legare") Consider testing.

Possible Words to Address:

Laurel bough	Meek	Manuscript
Undulating	Vale	Quaint
Myriad	Demure	Sinew
Murmuring	Dell	Gird
Beseem	Fragrant	Besiege
Tresses	Pliant	Solemn
Detain	Canopies	Chaunting
Sear	Gay	Wend
	Paramount	Sward
	Glossy	Clasp
	Wrought	Bear
	Lapse	Exaltation
	Pendulous	In vain
	Amethyst	Bosom
	Pension(er)	Tendrill

Haw Blossoms by James Matthews Legare

While yesterevening, through the vale
Descending from my cottage door
I strayed, how cool and fresh a look
All nature wore.

The calmias and golden-rods,
And tender blossoms of the haw,
Like maidens seated in the wood,
Demure, I saw.

The recent drops upon their leaves
Shone brighter than the bluest eyes
And filled the little sheltered dell
Their fragrant sighs.

Their pliant arms they interlaced,
As pleasant canopies they were :
Their blossoms swung against my cheek
Like braids of hair.

And when I put their boughs aside
And stooped to pass, from overhead
The little agitated things
A shower shed

Of tears. Then thoughtfully I spoke;
Well represent ye maidenhood,
Sweet flowers. Life is to the young
A shady wood.

And therein some like golden-rods,
For grosser purposes designed,
A gay existence lead, but leave
No germ behind.

And other like the calmias,
On cliff-sides inaccessible,
Bloom paramount, the vale with sweets
Yet never fill.

But underneath the glossy leaves,
When, working out the perfect law,
The blossoms white and fragrant still

Drop from the haw;

Like worthy deeds in silence wrought
And secret, through the lapse of years,
In clusters pale and delicate
The fruit appears.

In clusters and delicate
But waxing heavier each day,
Until the many-colored leaves
Drift from the spray.

Then pendulous, like amethysts
And rubies, purple ripe and red,
Wherewith God's feathered pensioners
In flocks are fed.

Therefore, sweet reader of this rhyme,
Be unto thee examples high
Not calmias and golden-rods
That scentless die:

But the meek blossoms of the haw,
That fragrant are wherever wind
The forest paths, and perishing
Leave fruits behind.

“Amy” by James Matthews Legare

This is the pathway where she walked,
The tender grass pressed by her feet.
The laurel boughs laced overhead,
Shut out the noonday heat.

The sunshine gladly stole between
The softly undulating limbs.
From every blade and leaf arose
The myriad insect hymns.

A brook ran murmuring beneath
The grateful twilight of the trees,
Where from the dripping pebbles swelled
A beech's mossy knees.

And there her robe of spotless white,
(Pure white such purity beseeemed!)

Her angel face and tresses bright
Within the basin gleamed.

The coy sweetbriers half detained
Her light hem as we moved along!
To hear the music of her voice
The mockbird hushed his song.

But now her little feet are still,
Her lips the *Everlasting* seal;
The hideous secrets of the grave
The weeping eyes reveal.

The path still winds, the brook descends,
The skies are bright as then they were.
My Amy is the only leaf
In all that forest sear.

“The Book Of Nature” by James Matthews Legare

The manuscript of Nature’s book
Is open spread to every eye,
But few into the leaves will look
That round them lie.

In characters both quaint and old,
Yet easy to be understood;
On every hill and vale unrolled,
In every wood.

I see the oaks, like belted knights,
With sturdy sinews gird the land;
As Birnam wood besieged the heights
In Malcolm’s hand.

The solemn brotherhood of pines,
Like monks slow chaunting in the choir,
Nos Miserere : Cypress nuns
In sad attire.

But where around the opening glade,
Aslant the golden light descends,
And through alternate sun and shade
The footpath wends;

And deeper in, the level sward

With cooler shadows overspread –
(Oh page more worthy of award
Than eye hath read!)

From root to top the haws are crowned
With tiaras of snowy bloom,
Through purple violet lips the ground
Exhales perfume.

And there, unto the poet's heart,
Illumined with a thousand dyes,
And granite clasping all undone,
The volume lies.

Be *patient*, poet – say the Haws;
The human heart that flowers bears,
Will ripen fruit in autumn days
Of after years.

Be *humble* – breathe the Violets;
More worthily is honour won,
If they a pleasing fragrance find
Who looked for none.

And if thou – say the Calmias,
A pride in exaltation hast,
See how our bloom that crowns the cliff
Wastes every blast.

Love – saith the yellow Jasmine – *Love!*
In vain the storm menaces him
Who binds his bosom's tendrils round
A steadfast limb.

And if indeed a poet's heart
Thou hast, who walkest in this wood,
Believe that God, in fruit or bloom,
Works out some good.

(Day 3-5) Poetry Vocabulary and the Literature Circle: (satisfies standards 6-1.2, 1.3 and 6-1.8)

It is crucial that students are taught poetical vocabulary prior to the implementation of this lesson.

These terms include:	Simile	Alliteration
	Metaphor	Stanza
	Personification	Rhyme Scheme
	Hyperbole	Repetition
	Onomatopoeia	Refrain

At the teacher's discretion, poems will be chosen from the provided Poe and Longfellow books that demonstrate the definition of these terms. After these terms have been taught, the teacher will split the class into four Literature Circle groups. Two groups will find instances where these terms are implemented in a Poe poem while the other two will find instances in a Longfellow poem. The groups are not allowed to choose a poem that the teacher has already made an example. Also, the two Poe groups cannot dissect the same poem and vice versa.

Requirements:

- Students will write instances of poetic vocabulary usage on a separate sheet of paper.
- Each group's papers will be collected but not graded.
 - These papers will be used to instigate the dissection of each group's poem.
However, the teacher must analyze what the students missed.

Homework – Poe and Longfellow's Poetic Devices Assign either a Poe or Longfellow poem for the entire class to highlight poetic devices.

(Day 6-13) PowerPoint Poetry Slam (satisfies Standard 6-1.1, 1.2, 1.3, 1.8, 3.1, and 6.6)

Introduce the lesson by declaring that the class will be holding a poetry slam where groups of students will read a poem aloud while concurrently presenting a PowerPoint, which serves as an emphasis of the poem's themes/key images. Assist students in the poetry selection process by narrowing the amount of poems they can choose to around 5 or 6. The teacher will be responsible for printing out all copies of poems that the student may need throughout the process of creating their PowerPoint. Also, encourage students not to simply pick the first poem which catches their attention. Emphasize how much easier the assignment will be if they choose a poem which "speaks" to them. Once the poems are selected, have the students read their poems and brainstorm to identify its main poetic devices (key images, themes, metaphor, etc). Students will then be assigned to turn in a single-page proposal prior to working on their slide shows. After the completion of this assignment, students will have become adept at selecting key images.

Requirements:

- The proposal should include:
 - The poem's title and author
 - Questions the student has about the language or content of the poem
 - Seven to ten themes/elements of the poem which will be included in the PowerPoint. Each theme/element will become a separate slide, therefore, students should detail how they intend to represent each.
- Slides cannot restate the actual text of the poem, but rather must represent, interpret, and extend the poem. They must also be in the same order the poetic devices are utilized in verse.
- Make sure students include a sources slide in their PowerPoint for photos, sounds, or other elements in their work.
- Students will have access to "The Carolinas Gardener's Guide" and "Conserve a Legacy: Natural Lands & Waters in South Carolina"

Notes:

- Tell students to consider the following:

- What do you believe inspired Legare to create this poem?
 - His surroundings?
 - What from Aiken did he put into his poem?

Homework Assignment: Becoming the Poet: (Satisfies Standard 6-1.3, 1.8, and 5.3)

Utilizing the previous learned poetic terms, students will be asked to create a nature themed poem no shorter than 14 lines. This poem will include at least 5 of the specialized vocabulary terms. Students will be expected to, on a separate sheet of paper, state where these terms permeate their work. Ask them to draw images from their everyday life as inspiration. Provide them with topic ideas such as taking a walk through a park, looking outside their bedroom window, or watching one of their parents tend to the lawn or garden. This assignment is to be graded and the students will be given two days or a weekend to complete the assignment.

(Day 14) Final Test

1. Students will be asked to define the previously defined vocabulary
2. Students will be asked to find three poetic devices in a short verse from a poem that has been covered either in the homework or in class.
3. Historical information about will also come into play in the form of short answer and/or multiple choice questions.