



Exploring Poetry

Lesson Length: Approximately 2 ½ hours

Curriculum Alignment Code		GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
		X	X	X	X	X	X
Instructional Purpose	• To explore new vocabulary words						
	• To develop interpretive skills in literature by discussing poetry						
	• To explore the concept of change as it relates to a poem						
	• To develop reflective writing skills						

Assignment Overview

- Complete a Vocabulary Web.
- Read and discuss “I Wandered Lonely as a Cloud” by William Wordsworth.
- Complete a Literature Web.
- Continue work on the Change Matrix.

Homework

- Finish Chapters 1 and 2 in *The Green Book* by Jill Paton Walsh and write a question.

Extensions

- Read more poems by William Wordsworth or other Romantic poets.
- Write a letter to William Wordsworth.
- Connect to Art

Background/Context

From the late 18th century to the mid-19th century in Europe and America, Romanticism took hold of art and literature. Whereas the proponents of the 18th-century Enlightenment valued order, reason, and the intellect, the Romantics valued emotion and passion, the imagination, and natural world. They cultivated individualism, and their political idealism was reflected in the revolutionary upheavals of the time.

William Wordsworth was among the most prominent of the English Romantic poets and is still considered one of the greatest poets in the language. In “I Wandered Lonely as a Cloud,” he expresses his lasting delight in coming upon a field of daffodils growing beside a lake. In this lesson, students will use a Literature Web and a Vocabulary Web to explore the meaning and language of this poem.

Materials

- **Teacher Resource 7A**
- **Student Activity Pages 7A, 7B, and 7C**
- “I Wandered Lonely as a Cloud” by William Wordsworth (*Student Guide* p. 45)
- Student Activity Page 3B (from Lesson 3)

1. Explore Vocabulary from “I Wandered Lonely as a Cloud”

- Tell students that they will be reading “I Wandered Lonely as a Cloud,” a poem by William Wordsworth. Explain that before they read, they will familiarize themselves with some of the vocabulary in the poem.
- Match each student with a partner. Then have students turn to **Student Activity Page 7A**. Assign each pair of students one of the following words, giving each pair a different word:

vales	continuous	margin
sprightly	jocund	wealth
vacant	pensive	solitude
- Have each pair complete the Vocabulary Web for their assigned word. Then have partners present their webs to the class.

2. Introduce Poetry and Complete a Literature Web

- Ask students to give examples of poems they know. Suggest additional examples of verse that they likely know, such as books by Dr. Seuss or Mother Goose rhymes. Recite or ask students to recite familiar rhymes.
- Ask students to tell what they know about poetry. How do they know that something they are reading is a poem? Point out (if students do not) that poems are written in lines, usually have a rhythm, and often rhyme. Explain that unlike picture books or novels, poems do not always have characters or tell a story. Some poems just describe things like clouds and flowers.
- Have students turn to Student Guide page 45. Read “I Wandered Lonely as a Cloud” aloud to students. Then have



Tip

Students may need help understanding the inverted syntax of this 200-year-old poem. See “Notes to Teacher.”

Name: _____ Date: _____

Activity 7A

Vocabulary Web

Directions: Complete the Vocabulary Web for the word assigned to you.

Word Families _____ _____ _____ _____ _____	Synonyms _____ _____ _____ _____ _____	Antonyms _____ _____ _____ _____ _____
Dictionary Definition _____ _____ _____ _____ _____		
Analysis _____ _____ _____ _____ _____	Word _____ _____ _____ _____ _____	Sentence in Text _____ _____ _____ _____ _____
Part of Speech _____ _____ _____ _____ _____	Origin _____ _____ _____ _____ _____	
Stems _____ _____ _____ _____ _____	Student Example _____ _____ _____ _____ _____	

Journeys and Destinations • Lesson 7 • Exploring Poetry

From Student Guide, page 47

Name: _____ Date: _____

Activity 7B

Literature Web

Directions: Complete the Literature Web for “I Wandered Lonely as a Cloud.”

Key Words _____ _____ _____ _____ _____	Feelings _____ _____ _____ _____ _____
Title _____ _____ _____ _____ _____	
Ideas _____ _____ _____ _____ _____	Images or Symbols _____ _____ _____ _____ _____

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From Student Guide, page 48

volunteers read it one or two more times. Volunteers may read the entire poem or just one stanza.

- Ask students to turn to the Literature Web on **Student Activity Page 7B**. Display an enlarged copy of the Literature Web. Review the parts of the Literature Web with students.
- Use the Sample Literature Web on **Teacher Resource 7A** and the following questions to guide students as they complete the Literature Web. Discuss the questions and provide or elicit sample responses for each part of the web. Students may complete their webs based on your modeling, the discussion, and their own personal responses.

Discussion Questions

- **Key Words:** What words or phrases in the poem do you think are important? Why are they important to you? Why do you think the poet chose these words?
- **Feelings:** What feelings do you get when you read the poem? What words seem to give you those feelings? What feelings do you think the poet was trying to show in the poem? Why? How do you think the speaker in the poem feels? How do you know?
- **Ideas:** What idea is the poem mostly about? What other ideas do you think the poet was trying to share? What changes does the poem show? What is the poet saying about change?
- **Images and Symbols:** What pictures do you have in your mind when you read the poem? Do any of the things described in the poem seem to stand for something else? For what do they stand?

- After students have completed their Literature Webs, have them share their webs with a partner or a small group of three or four students. Then discuss the web as a class.
- Continue the discussion of “I Wandered Lonely as a Cloud” by asking the following questions.

Discussion Questions

Literary Response and Interpretation Questions

- What is an important idea from the poem?
- When the speaker says that he “wandered lonely as a cloud,” does he really mean that he floated high in the sky? What is he trying to say by comparing himself to a cloud?
- How does the speaker feel about the daffodils that he saw? The lake? The stars (to which he compares the daffodils)?
- What does the speaker mean when he says, “I gazed—and gazed—but little thought / What wealth to me the show had brought”?
- Even though he is no longer looking at the field of beautiful daffodils, how does the speaker still enjoy them?
- Do you think the speaker would agree that memories can be very important to people? Explain.
- What would be another good title for this poem? What parts of the poem give you the idea for this title?
- What does this poem have to say about change? Give examples from the poem that relate to one or more of the generalizations about change.

See Curriculum Guide, Section 1, “Language Arts Teaching Strategies,” for additional information.

3. Add to the Change Matrix

- Have students take out Student Activity Page 3B from Lesson 3, the Change Matrix. Discuss changes in the character (the speaker), setting, and relationships (between the speaker and the daffodils, for example) portrayed in “I Wandered Lonely as a Cloud,” as well as changes in the readers themselves. During the discussion, have students complete the appropriate row of their Change Matrix and complete the row on the class copy of the matrix for reference. The completed Change Matrix will be used in a later lesson about change. Remind students to keep the Change Matrix in their notebooks.

4. Write a Class Paragraph

- Explain that you will work together as a class to write a paragraph in response to the question, *Should “I Wandered Lonely as a Cloud” be renamed “Change and Memory”?*
- Have students turn to **Student Activity Page 7C**. Give them five minutes to complete the sentences on the page to prepare their own thoughts for the paragraph. Then have them share their thoughts with their partner or small group of three or four.
- Discuss the question as a class and agree on a position for your paragraph. Call on groups to write each part of the paragraph: the introduction, reasons, elaboration, and conclusion. Refer students to the Hamburger Model to help them organize their thoughts.
- After your draft is complete, examine it using the Standards of Reasoning. Make any desired revisions.



Homework

- Have students complete Chapters 1 and 2 of *The Green Book*. Remind them to write a question about the story, either something that puzzles or bothers them or something that makes them wonder.



Extensions

- Have students read more poems by William Wordsworth or by William Blake or other Romantic poets. Discuss the language and topics of the poems. What does the language reveal about the time period in which the poets lived and wrote? What do the topics of the poems reveal about what these poets valued?
- Have students read “I Wandered Lonely as a Cloud” again and then write a letter to William Wordsworth, describing a personal connection with the poem, such as their reaction to the poem, a similar experience they had in nature, or a memory that they like to recall.

Connect to Art

- In “I Wandered Lonely as a Cloud” the speaker says that when he remembers the daffodils, they “flash upon that inward eye / Which is the bliss of solitude.” Tell students to choose something that brightens their day in the way that the memory of the daffodils does for the speaker in Wordsworth’s poem. Have them make a drawing or painting that shows what their “inward eye” sees when they think about that thing. Then have students write a caption for their picture that explains how they are changed when they imagine the thing that brightens their day.

Name: _____ Date: _____

A New Title for “I Wandered Lonely as a Cloud”?



Activity 7C

Directions: With your class, you will write a paragraph to answer the question, *Should “I Wandered Lonely as a Cloud” be renamed “Change and Memory”?* First, write your own ideas for the paragraph. Complete the sentences to help you develop your ideas.

One of the things that make a title good is _____

“I Wandered Lonely as a Cloud” is a good title because _____

“Change and Memory” could be a good title because _____

The title I like better is _____

because _____

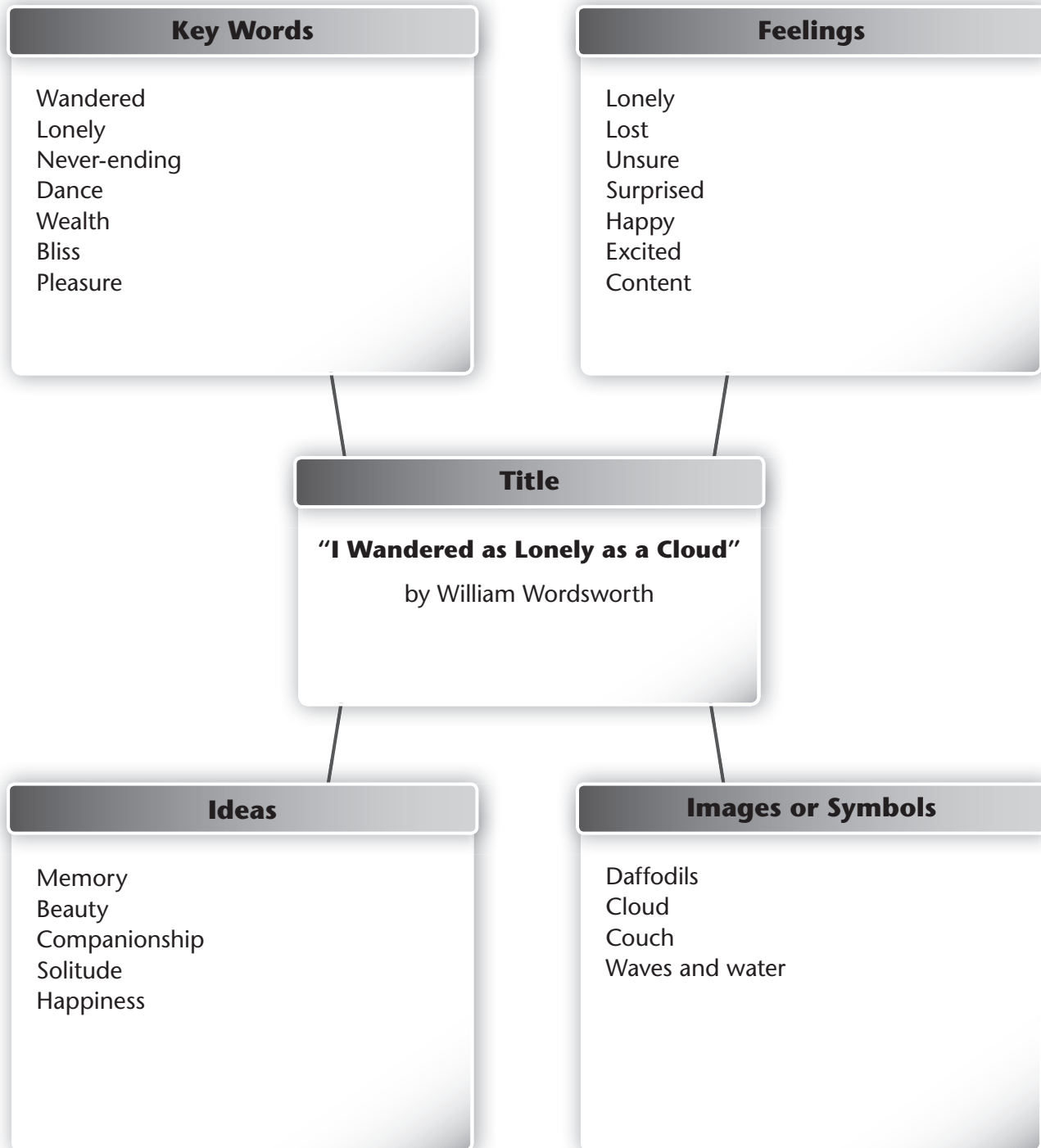
and _____



Notes to Teacher

- In some sentences in the poem, the word order sometimes varies from what we hear in ordinary speech. For example, the speaker says, "Ten thousand saw I at a glance," whereas we would be more likely to say, "I saw ten thousand at a glance." Pointing out some examples of inverted word order may help students with comprehension.
- Remember that the Literature Web is intended to elicit individual responses to a text, and so the Sample Literature Web on Teacher Resource 7A is not an answer key, but rather a guide to some possible responses. Encourage individual ideas and creative thought. Ask students to support their ideas with evidence from the text.

Sample Literature Web



See "Literature Web Model" in Section 2 for more information.



The Green Book

Lesson Length: Approximately 3 hours

Curriculum Alignment Code		GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
		X	X	X	X	X	X
Instructional Purpose	<ul style="list-style-type: none"> To develop interpretive skills in literature by discussing <i>The Green Book</i> To explore new vocabulary words 						

Assignment Overview

- Complete a Literature Web for Chapters 1 and 2 of *The Green Book* by Jill Paton Walsh.
- Do a Read-Around activity and discuss Chapters 1 and 2 of *The Green Book*.
- Complete a Venn diagram comparing and contrasting Earth with the new planet in *The Green Book*.
- Create a time capsule.
- Play the Lightning Round game to review vocabulary.
- Complete a Vocabulary Web.
- Write in Response Journals.

Homework

- Ask a question of two family members and share their responses.
- Read Chapters 3 and 4 in *The Green Book*.

Extensions

- Connect to Science and Mathematics

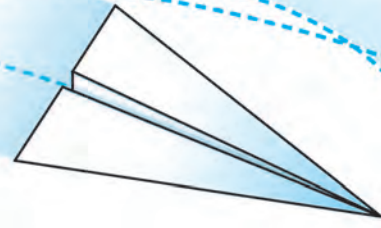
Materials

- Teacher Resource 8A**
- Student Activity Pages 8A, 8B, 8C, and 8D**
- The Green Book* by Jill Paton Walsh
- Magazines, drawing materials, scissors, glue, construction paper, and other materials needed to create time capsule collages
- Two buzzers or bells for Lightning Round game

Background/Context

The Green Book explores the concept of change in a dramatic way. A family changes its life completely by leaving Earth for another planet that is a four-year journey from home. The story follows Pattie, Joe, Sarah, their father, and other refugees as they travel to the new planet and begin a new life in which they encounter many challenges. In this lesson, students explore the first two chapters of *The Green Book*.

See Curriculum Guide, Section 6, "General Questions About Implementation of the William & Mary Language Arts Curriculum," for additional information about the role and purpose of the unit novel.



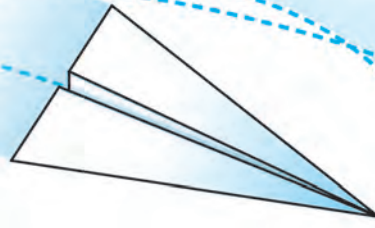
I Wandered Lonely as a Cloud

William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee;
A poet could not but be gay
In such a jocund company;
I gazed—and gazed—but little thought
What wealth to me the show had brought.



For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Name: _____ Date: _____



Activity 7A

Vocabulary Web

Directions: Complete the Vocabulary Web for the word assigned to you.

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Word Families

Synonyms

Antonyms

Dictionary Definition

Word

Analysis

Part of Speech

Stems

Origin

Sentence in Text

Student Example

Name: _____ Date: _____



Activity 7B

Literature Web

Directions: Complete the Literature Web for “I Wandered Lonely as a Cloud.”

Key Words	Feelings
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Title

Ideas	Images or Symbols
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Name: _____ Date: _____

A New Title for "I Wandered Lonely as a Cloud"?



Activity 7C

Directions: With your class, you will write a paragraph to answer the question, *Should "I Wandered Lonely as a Cloud" be renamed "Change and Memory"?* First, write your own ideas for the paragraph. Complete the sentences to help you develop your ideas.

One of the things that make a title good is _____
_____.

"I Wandered Lonely as a Cloud" is a good title because _____
_____.

"Change and Memory" could be a good title because _____
_____.

The title I like better is _____
because _____
_____,
and _____
_____.