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| **Grade** | **Course** |
| **7** | **ELA** |
| **Unit Focus** | |
| ***Essential Question:* What effects do people have on the environment?**  **Students will analyze the word choice and structure of three different poems to deepen their understanding of how these factors contribute to the theme. Students will then choose two of the poems to write a compare and contrast essay on how each poem develops a common theme.** | |
| **Standard(s)** | |
| **7.RL.KID.2**  **7.RL.CS.4**  **7.RL.CS.5** | **7.W.2** |
| **Resource(s)** | |
| **Texts:**   * **“Turtle Watchers” by Linda Hogan** * **“Nature’ is what We See—” by Emily Dickinson** * **“The Sparrow” by Paul Lawrence Dunbar** | |
| **Task(s)** | |
| **Day 1** – Read “Turtle Watchers”, “Nature’ is what We See—“, and “The Sparrow” and complete comprehension tasks  **Day 2** – Analysis and Summary Writing  **Day 3** – Language Development  **Day 4** – Writing Prompt and Pre-Writing  **Day 5** – Expository Essay | |
| **Expected Outcomes** | |
| **Students will write an expository essay comparing and contrasting how the structure and word choice of two of the three poems analyzed in this module develop a similar theme.** | |
| **Additional Instructional Resources** | |
| **I-Ready**  **All Rutherford County 6-8 grade students now have access to I-Ready ELA lessons. These lessons can be accessed via Clever. All available lessons have been assigned.**  **PBS Lessons**  <https://www.tn.gov/education/pbsteaching.html> | |

**Day 1: Read “Turtle Watchers”, “Nature’ is what We See— “, and “The Sparrow”**

**Step One**: Read the 3 poems along with annotating and making notes

**Turtle Watchers**

*By Linda Hogan*

Old mother at water’s edge

used to bow down to them,

the turtles coming in from the sea,

their many eggs,

their eyes streaming water like tears,

and I’d see it all,

old mother as if in prayer,

the turtles called back to where they were born,

the hungry watchers standing at the edge of trees

hoping for food when darkness gathers.

Years later, swimming in murky waters

a sea turtle swam beside me

both of us watching as if clasped together

in the lineage of the same world

the sweep of the same current,

even rising for a breath of air at the same time

still watching.

My ancestors call them

the keepers of doors

and the shore a realm to other worlds.

both ways and

water moves the deep shift of life

back to birth and before

as if there is a path where beings truly meet,

as if I am rounding the human corners.

**“Nature” is what We See—**

*By Emily Dickinson*

“Nature” is what We see—

The Hill—the Afternoon—

Squirrel—Eclipse—the Bumble bee—

Nay—Nature is Heaven—

“Nature” is what We hear—

The Bobolink —the Sea—

Thunder—the Cricket—

Nay—Nature is Harmony—

“Nature” is what We know—

But have no Art to say—

So impotent our Wisdom is

To Her Sincerity—

**The Sparrow**

*By Paul Lawrence Dunbar*

A little bird, with plumage brown,

Beside my window flutters down,

A moment chirps its little strain,

Ten taps upon my window-pane,

And chirps again, and hops along,

To call my notice to its song;

But I work on, nor heed its lay,

Till, in neglect, it flies away

So birds of peace and hope and love

Come fluttering earthward from above,

To settle on life’s window-sills,

And ease our load of earthly ills;

But we, in traffic’s rush and din

Too deep engaged to let them in,

With deadened heart and sense plod on,

Nor know our loss till they are gone

**Day 2: Comprehension Check**

**Step One:** Re-Read the poems and answer the following questions

**TURTLE WATCHERS**

1. What are the “hungry watchers” doing?

2. What happens years later?

**“NATURE” IS WHAT WE SEE—**

1. What does the first stanza say nature is?

2. What does the second stanza say nature is?

3. What does the third stanza say nature is?

**THE SPARROW**

1. What does the speaker do in response to the bird beside his or her window?

2. According to the speaker, how do we “plod on”?

**Day 3: Language Development**

**Concept Vocabulary**

1. ancestors
2. wisdom
3. heed

**Step One:** Go back in the text and find these words. Using context clue determine the meaning of the word.

**Step Two:** Use a dictionary or online resource to check if your definition is correct.

**Step Three:** Why These Words? The concept vocabulary words from the poems are related. Determine what the words have in common. Write your ideas and add another word that fits the category.

**Step Four:** Practice by using each concept vocabulary word in a sentence that demonstrates its meaning.

**Day 4: Analyze Craft & Structure**

**Step One:** Read the following

The Speaker in Lyric Poetry When you read a poem you can “hear” a voice speaking to you. That is the voice of the poem’s speaker. Like the narrator in a story, the speaker in a poem is an imaginary voice created by the poet. The speaker presents a unique view that expresses his or her thoughts, feelings, personality, and attitude toward the subject. Although they sometimes overlap, the speaker’s point of view is not necessarily the point of view of the poet.

All three poems in this collection are examples of lyric poetry. A lyric poem expresses the thoughts and feelings of a speaker about a setting, a moment, or an idea, such as nature. In this form of poetry, a poet typically uses vivid, musical language to express the speaker’s observations, feelings, and insights. As a consequence, the reader’s understanding is filtered through and shaped by the speaker’s perceptions.

**Step Two:** Answer the questions and use the chart to examine the similarities and differences in approach in each of the poems.

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| QUESTIONS | Turtle Watchers | “Nature” is what We see— | The Sparrow |
| What is the poem’s subject and the speaker’s attitude toward the subject? |  |  |  |
| What vivid words and descriptions are used? |  |  |  |
| What is the speaker saying about people’s relationship to nature? |  |  |  |

**Day 5: Writing**

**Step One – Writing Task**

Write an expository essay comparing and contrasting how the structure and word choice of two of the three poems analyzed in this module develop a similar theme. Your essay should follow appropriate format and the conventions of Standard English.

**Step Two – Pre-writing Organizer**

Use a basic Venn Diagram to compare/contrast the **structure** and **word choice** of two of the three poems.

**Step Three** – Using your texts, responses to the comprehension and text dependent questions, summaries, and graphic organizer, draft your response to the following prompt:

Write an expository essay comparing and contrasting how the structure and word choice of two of the three poems analyzed in this module develop a similar theme. Your essay should follow appropriate format and the conventions of Standard English.