



Contributor: Vicki Tolleson **Grade Level:** 4th

1. Identify the standards to be addressed:

Standards: 4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

(b) Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases; using context as a clue to the meaning of a word or phrase.

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

4.RI.CS.5 Describe overall structure of events, ideas, and concepts of information in a text or part of a text. (This standard continual and ongoing in the examination of the poem.)

2. Statement of the objective and lesson outcomes:

The student will read closely and analyze word phrases in the Tennessee state poem to determine the theme and author's feelings about Tennessee. The student will identify details and examples in the text to draw inferences from the text.

3. Materials, resources, and technology to be used by teacher/students:

copies of Tennessee State Poem: "Oh Tennessee, My Tennessee", highlighters, ELA journal

4. Introduction of the topic:

The teacher will display the poem "Oh Tennessee, My Tennessee" and inform the students that this is the 50th anniversary of the adoption of the poem by the Tennessee Legislature as our state poem.

The teacher will ask students any symbols that they may know that represent Tn. that the legislature has adopted. (state bird-Mockingbird, state animal-raccoon, state flower- Iris, state motto-Volunteer State,)

Now the students will be able to identify our state poem and the importance of the words and phrases in the poem as written by the author Admiral William Lawrence.

The teacher will share a brief bio of the author. (Commander William Porter Lawrence composed this poem while being held prisoner in Hanoi during the Vietnam War. While he was commanding officer of Fighter Squadron 143, his aircraft was shot down over North Vietnam. He and his copilot were captured and taken prisoner for 6 years. While in solitary confinement for 60 days he composed the poem in his head. He could see a small piece of sky from his cell that reminded him of his home in Tennessee. When he was released he wrote the poem down and presented it to Governor Winfield Dunn in 1973. That is the same year the State Legislature adopted "Oh Tennessee, My Tennessee" as the official state poem.)

The teacher will invite students to read closely and examine the words and phrases to determine the theme and the feelings the author has about the topic.

(When we have finished today you will be able to cite details and examples from the poem that describe the author's emotions and words he uses to describe the state of Tennessee.)

5. Procedure for instruction:

TTW read the poem aloud.

-Define or have students define "stanza". (A group of lines forming the basic units in a poem. Also known as a verse.)

Ask how many stanzas or verses does this poem have? (5)

TTW say Typically the stanza or verses rhyme. The rhyme in a poem usually makes a pattern.

Invite students to identify the rhyming words in the stanzas. (Hint look and listen carefully to the last words of the lines in the stanzas.)

-The teacher reads 1st stanza. Point out rhyming words (Tennessee-Thee) (Volunteer-Dear)

The teacher says these words make an AA BB pattern. (Explain if according to student's needs)

Highlight words

-The teacher reads the 2nd stanza. Ask students for rhyming words and to identify patterns.

(Heroes-Foes) (strong-long) (AA BB)

Highlight words

-Continue together or allow students to do 3rd stanza then share out.

-The teacher reads 4th stanza. Ask students how many lines are in this stanza? (6)

Ask students to share rhyming words (Light-Flight) (Industries-Universities) (Descent-Reverent)

Tell students this is an AA BB CC pattern.

-The teacher will ask students how many lines are in last stanza. (6)

Ask students to predict the pattern . AA BB or AA BB CC

Read or have students read

Find the rhyme (Hospitality-Tennessee) (Roam- Home) (See-Tennessee)

Identify pattern (AA BB AA)

-The teacher will say: Let's look at the words Admiral Lawrence uses to describe Tennessee. By doing this it will help us understand how he feels about Tennessee. (4.FL.VA.7c)

-What is this poem about ? (The state Tennessee the author's home) (4.RI.KID.2)

-Reread the 1st stanza. Ask what are some feeling words you recognize? (love, proud, pride) (4.FL.VA.7c)

Highlight words

-In stanza 2 look for adjectives that Admiral Lawrence uses to describe the heroes. (Bravely, Wise, strong)

Highlight words

-The teacher will ask (Are you beginning to find text evidence to help you understand Admiral Lawrence's feelings?)

Let's continue looking for feeling words and adjectives that the author uses .

-Ask for volunteer to read stanza 3. Point out the use of the word Thrill as the author's continued evidence of feelings.

-The teacher asks: In stanza 3 What words help us understand the land formations and vegetation in Tennessee? (Mountains Grand, Rolling Hills, Fertile farmland, Rich Earth, Stone, mineral and ore, Dense Forest, Wildflowers)

- Continue process with stanza 4. Students identify land formations (Powerful Rivers, deep lakes)

-Ask what does the author mean when he writes "Powerful Rivers that bring us Light"? (Tennessee River)

Optional: teacher may want to share TN. River: In 1930's TN Valley Authority was founded to help bring electricity to the region because people in TN were struggling due to the depression. Today the TVA

continues to and has been working with nuclear energy and finding green environmentally safe sources for energy.

-The teacher asks: What words in the last stanza summarize Admiral Lawrence's feelings about Tennessee? (Beauty, Hospitality - No place exceeds my Boyhood Home - How Much I long to See)

The teacher will say Now that we understand the words of this author, why does he capitalize ALL of the words in stanza 5.

(Student must infer here. Thoughts will vary but should express the importance of the feelings of the author.)

Close:

The teacher will say:

By reading closely and analyzing the words of the poem "Oh Tennessee, My Tennessee" we can identify how Admiral William Lawrence loved and longed for his home while he was in confinement. We identified the theme of his poem as Tennessee and identified many details about the land and people that make the state great.

6. **Assessment of Understanding:**

In ELA journal or on notebook paper The student will

Choose either Stanza 2 or 3/4 of the poem. Reread the stanza and identify the main idea of the stanza.

What words and or word phrases are details that support your answer (main idea/theme)?

Extensions

- Stanza 2 Students may research Tennessee heroes (Andrew Jackson, David Crockett, Nancy Ward, James K. Polk, Andrew Johnson, Alvin C. York, Wilma Rudolph, Dolly Parton, etc.)

Using information found, write a poem to describe the hero researched.

-Stanza 3/4 Pick an area or land formation in Tennessee research and use information to create a poem describing the topic. (Smokey Mountains, Limestone, 1 of 15 state forests, Reelfoot Lake, Fall Creek Falls, Kentucky Lake area, etc.)