

ELA: Grade 4, Lesson 14, “The Echoing Green” by William Blake

Lesson Focus: Determine how theme of the poem, “The Echoing Green” using the repeated details.

Practice Focus: Write an explanatory paragraph about how the theme of William Blake’s poem.

Objective: Students will identify and analyze the repeated details in the poem, “The Echoing Green”, by William Blake to determine the theme. Then, they will write an explanatory paragraph about the theme using evidence from the text.

Academic Vocabulary: stanza, green, arise, descend, weary, merry, echoing, repetition, rhythm, similes, imagery

TN Standards: 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.3, 4.RL.CS.5, 4.W.TTP.2

Teacher Materials:

- The Teacher Packet for ELA, Grade 4, Lesson 14
- Paper charts OR digitally display images from the PPT
- Charts of poem – one stanza on each piece of paper to leave room for annotation, written in black. Note, these can be the same charts from lesson 11. You will use a purple marker for this lesson’s annotation.
- Chart with *Repeated details in “The Echoing Green” by William Blake* written at the top and this chart
- Structural elements chart: (NOTE: you will need to add one new definition to this lesson – theme)
 - Stanza - how poems are divided
 - Repetition - repeating of words and phrases
 - Rhythm - a regular repeated pattern of sounds
 - Similes - figures of speech in which things different in kind or quality are compared by the use of the words like or as
 - Imagery - words an author uses to help the reader imagine with the senses
 - Theme - the author’s message
- Chart with the guided practice paragraph written so you can reveal a sentence at a time:
In “The Echoing Green”, William Blake’s theme is cycles are part of life. Blake used many examples to support this theme. One group of examples that Blake used was cycles of a day. He started the poem by describing the sun rising and ended with the sun setting. In stanzas one and two, Blake described life during the day on the Green by describing the actions of the birds and children and by calling the Green an “Echoing Green”. He then showed the difference in the Green in the evening during stanza three. He used words like weary to describe the children and darkening to describe the Green.
- Chart with end task: *Write a paragraph explaining how William Blake developed the theme in the poem, “The Echoing Green”. Be sure to use specific examples from the poem, include an introduction and conclusion to your paragraph, and consider how you will link your thoughts together. Creative assignment - illustrate the theme: cycles are part of life.*
- Purple and black markers for annotation

Student Materials:

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 14 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out there, though all children are welcome to tune in. This lesson is the fourth in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find them at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously.</p> <p>Today, we will continue reading the poem, “The Echoing Green” written by William Blake and will use this poem for this lesson and one more.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper, pencil, surface to write on • The student packet for ELA, Grade 4, Lesson 14 which can be found at www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (5 min)</p> <p>If you joined me for lessons 1-3 in the series, you know we have been studying a poem called “The Echoing Green.” Are you ready for a pop quiz? [Pause.] Just kidding... but let’s see what you can remember.</p> <ul style="list-style-type: none"> • What time period was the poem written? [Pause.] Yes! It was written post, or after, the Revolutionary War. Bonus point if you remember the exact date the poem was written. [Pause.] Give yourself a pat on the back if you said 1789. • Who is the author of the poem? [Pause.] I bet you remembered that his name is William Blake because we have said it many times. • Bonus question... where was he from and why is that significant? [Pause.] Stand up and have yourself a mini dance party if you said England, AND you knew that was significant because England was the country the American colonists were fighting against in the Revolutionary War. 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the summary paragraph on their own.</p> <p>Student connects to past lessons by answering questions about the Revolutionary War and William Blake.</p>

As I have told you in each lesson, if you enjoy this poem, you can find William Blake's poems on the internet or in your local library. One of my favorite poems by Blake is "Little Lamb Who Made Thee".

This is the fourth of five lessons focused on William Blake's poem. By focusing on the poem for several lessons, we have had time to think deeply about the poem and complete several close reads. This means that we were able to read it many times for different purposes. In the first lesson, we considered the characters and setting of the poem.

- What do you remember about the characters and setting? [Pause.] We realized the sun was rising and setting, the children were playing, and the old folks were watching the events on the Echoing Green.
- In our second lesson, we focused on the structural elements that William Blake used.
- I want us to review again. [Show structural elements chart and read each definition.]
 - Stanza - how poems are divided. How did Blake use the stanzas? [Pause.] He used the stanzas to show how time is moving from morning to evening.
 - Repetition - repeating of words and phrases. Do you remember how Blake used the repetition of birds? [Pause.] He repeated birds in the first and last stanzas. In the first stanza, he gave details about the noise they made, and in the last he compared the children to the birds.
 - Rhythm - a regular repeated pattern of sounds. How did the rhythm change in the poem? [Pause.] The first two stanzas had less syllables which caused us to read it faster than the last stanza – which had more syllables.
 - Similes - figures of speech in which things different in kind or quality are compared by the use of the words like or as. What simile did Blake use? [Pause.] He used "Like birds in their nest". What did that tell you about where the children were? [Pause.] They were at home.
 - Imagery - words an author uses to help the reader imagine with the senses. What sense did the imagery of the birds being cheerful and merry help you understand? [Pause.] It

Students reflect on previous lessons of learning by reviewing setting, characters, structural elements, and imagery.

<p>helped us understand how the birds sounded – or the sense of hearing.</p> <ul style="list-style-type: none"> As we finished the lesson, I asked you to finish the paragraph explaining how Blake used imagery. I hope you finished your paragraph. To help you remember what we discussed about the structural elements, here is how I finished my paragraph. Think about how my paragraph is similar or different to what you wrote: In the poem, “The Echoing Green”, William Blake used imagery of birds and children to describe what was happening on the Echoing Green. In stanza one, Blake used imagery to help the reader hear the sound of the birds. Blake chose words like merry and cheerful to describe the bells. The birds are singing with the bells and louder than the bells so the reader can infer the birds are also merry and cheerful. Blake also used imagery in the last stanza when describing the children. He chose words and phrases like “weary” and “no more can be merry”. I think Blake probably chose to start and end the poem with imagery to show the start and end to the day. In the morning, the birds are noisy and echoing on the Green. In the evening the children are tired and want to return to their own nests, or homes. Blake’s use of imagery helps the reader visualize the poem. I am so interested in how you composed your paragraphs. Check to see if you remembered to include a concluding sentence. [Pause.] Did you have time to draw an illustration of the birds on the Echoing Green? [Pause.] In my mind the birds are two places, they are in the trees above the old folks, but I also imagine them hopping along on the Green to find bugs. <p>Are you surprised that we have been able to talk so much about one short poem? [Pause.] Poetry can be lots of fun to discuss because it really makes you think! So far, we have wrestled with setting, characters, and structural elements.</p> <p>Today, we are going to consider the message William Blake wanted us to take away from the poem. As we talk through the poem again, I will explain the details further and help you make a connection to the theme. Then, there will be time for you to practice thinking about the theme of the poem by engaging in writing on your own with my support. Finally, I will assign you independent work that you can complete</p>	<p>Students compare their own paragraph to the one shared by the teacher.</p>
---	---

<p>after the video ends. This is the same structure we have followed for all of our lessons together. Sneak peek into tomorrow's lesson – we are going to write poems! I can't wait!</p> <p>Like we have done in all our lessons, we will capture details about the poem as we go. [Show Slide 1 or chart.] Go ahead and write - Repeated details in "The Echoing Green" by William Blake at the top of one sheet of paper. Today we will create a list and think about the connections between the items on the list. [Pause.] We will use our chart as we read the poem. If you have a copy of the poem, you can use it as we read together; if not, follow along with me on the charts I have created.</p> <p>Also, don't forget to take your own notes as we read.</p>	<p>Student prepares paper for the day's lesson.</p>
<p>Teacher Model/Read-Aloud (16 min)</p> <p>We will start today's lesson just like we did in all the previous lessons about this poem; we will read the poem all the way through. I hope you have been surprised by how much better you understand the poem with each lesson. One thing that I did not realize when I read the poem the first time was the change in the rhythm. Studying the poem with you has helped me learn more.</p> <p>Today, as we read through the poem, I want you to continue visualizing, or seeing the poem in your head, using the characters, their actions, and the setting to develop the picture, but I also want you to be more aware of the structural elements Blake used: the stanzas, repetition, rhythm, similes, and imagery.</p> <p>As I read today, I want you to choral read the poem with me. I will show you each stanza as I go. You might even try seeing how much you remember without looking.</p> <p>[Show Slide 2 or chart with stanza one.]</p> <p style="text-align: center;">The Echoing Green By William Blake</p> <p style="text-align: center;">The Sun does arise, And make happy the skies. The merry bells ring, To welcome the Spring, The sky-lark and thrush, The birds of the bush, Sing louder around, To the bells cheerful sound,</p>	<p>Student listens to the first read of the poem, connecting to previous learning of characters, setting, and structural elements, while also seeing how much they have memorized.</p>

<p style="text-align: center;">While our sports shall be seen On the Echoing Green.</p> <p>[Show Slide 3 or chart with stanza two.]</p> <p style="text-align: center;">Old John with white hair Does laugh away care, Sitting under the oak, Among the old folk. They laugh at our play, And soon they all say, Such, such were the joys, When we all, girls & boys, In our youth time were seen, On the Echoing Green.</p> <p>[Show Slide 4 or chart with stanza three.]</p> <p style="text-align: center;">Till the little ones weary No more can be merry The sun does descend, And our sports have an end: Round the laps of their mothers, Many sisters and brothers, Like birds in their nest, Are ready for rest: And sport no more seen, On the darkening Green.</p> <p>How much did you remember of the poem? [Pause.] Are you ready for our final dig into the poem? [Pause.] Remember, today we are going to look again at the repeated ideas from the poem. Then, we are going to think about the connections between these ideas to determine what message, or theme, William Blake wanted us to take away after we read the poem. When we end today, you should have captured enough information to write about this on your own. Don't forget to take your own notes on your paper as I take notes on my chart.</p> <p>[Show chart.] Let's look again at our definition chart. I have added our new word for today: theme. Theme is the message the author wants to get from reading something.</p> <p>To get us going, let's look over our poem again, looking for repeated ideas. I am going to circle them in purple as we find them in the poem.</p> <ul style="list-style-type: none"> [Have poem charts accessible to annotate.] What do you notice that repeats in stanza one? [Pause.] I remember the sun is repeated in stanza one and 	<p>Student learns the word theme.</p> <p>Student reviews the repeated ideas in the poem and takes notes with teacher.</p>
--	---

<p>stanza three. It is rising in stanza one [Point to line.] and descending, or lowering, in stanza three. [Point to line.] I am going to circle that in our poem. [Pause.] Also, on today's note sheet, I am going to write <i>sun rising and setting</i>. [Add to chart: sun rising and setting.]</p> <ul style="list-style-type: none"> • What else was repeated in stanzas one and three? [Pause.] I remember we talked about the birds and how they are singing in stanza one – “Sing louder round” [Point to line.], but children are compared to them in stanza three – “Like birds in their nest.” [Point to line.] I am going to circle the information about the birds, too and add to my notes chart. Don't forget to be taking notes. [Add to chart – <i>birds active and singing the beginning / compared to children sleepy and tired of playing at the end.</i>] • Hmmm... what did we notice about the repetition of Green in the story? [Pause.] I see it here at the end of stanza one and two – “On the Echoing Green” [Circle in purple.] and then again at the end of stanza three “On the darkening Green.” [Circle in purple.] Do you remember why Blake called it the darkening Green? [Pause.] I bet you remembered that the light was changing so it looked a darker shade of green. I am going to add that to our notes – stanzas 1 and 2 = Echoing Green; stanza 3 = darkening Green. [Add to notes chart: stanzas 1 and 2 = Echoing Green; stanza 3 = darkening Green.] • Think about these lines. [Point to lines.] How are they examples of repetition? <ul style="list-style-type: none"> ○ “While our sports shall be seen;” “They laugh at our play;” “And sport no more seen” [Pause.] ○ All three stanzas have a reference to playing. In stanzas one and two, the children are playing. In stanza three, they have stopped playing. [Circle in purple and add to chart : stanzas 1 and 2= children playing, stanza 3= children stop playing.] • One thing we have not talked a whole lot about is the word echoing. What does the word mean? [Pause.] Yes, it means to repeat a sound. I am thinking that maybe Blake was making a connection to the repetition of daily sounds – birds sing, children play, the Green gets quiet, and then it repeats the next day. I believe that is important enough to add to our notes – <i>echoing means repeat</i>. [Add to chart.] 	
---	--

Let's look at stanza two again.

Old John with white hair
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say,
Such, such were the joys,
When we all, girls & boys,
In our youth time were seen,
On the Echoing Green.

We talked about the meaning of this stanza in the first lesson. How is there repetition in this stanza? [Pause.] I can see that the old folks are watching the children playing on the Green like they did when they were young. The *children are repeating the play of the old folk*. Another note for our chart! [Add to chart: the children are repeating the play of the old folk.]

William Blake used many repeated ideas in "The Echoing Green". Our job now is to consider the connections between these repeated details to uncover Blake's theme, or message for us. That is the interesting thing about poetry... you really have to read and reread to uncover the message, or theme. It's like being a poetry detective!

I am going to read our notes aloud. Read along with your notes. [Read from chart.]

- Sun rising and setting.
- birds active and singing the beginning, compared to children sleepy and tired of playing at the end
- stanzas 1 and 2 = Echoing Green; stanza 3 = darkening Green
- stanzas 1 and 2= children playing, stanza 3= children stop playing
- echoing means repeat
- Children are repeating the play of the old folk.

Let's now look at the ideas to uncover connections-remember you are poetry detective! Do you notice anything? [Pause.] I can see a strong connection between the first three. Hint... it has something to do with a day.

- I see our first detail was the rising and setting of the sun. I need to ask myself ... how might that be connected to the birds and the children? [Pause.] I

Student begins making connections between the repeated ideas to develop the theme.

Student continue making connections between the ideas to develop the theme.

<p>see both as connecting a passage of time during the day.</p> <ul style="list-style-type: none"> • Let's read our third note and see if it is similar - Echoing Green in stanzas 1 and 2 and darkening Green in stanza 3. I definitely see the connection. What about you? [Pause.] I notice that all three of these have to do with the cycle of the day from beginning to end. I am going to bracket the three ideas together and write <i>cycle of day</i>. [Add to chart, cycle of the day, in black marker.] • Our next repeated detail is the children playing. How might that be related to echoing? [Pause.] Can you make a connection? [Pause.] I think an interesting connecting here is the just like the noises repeat every day so does the playing. I am going to bracket these and write <i>repeated noise and play</i>. [Add to chart: repeated noise and play.] • We have this last detail hanging out at the bottom of our list. What might we say about it? [Pause.] Consider the connection between the ideas within the detail. [Pause.] The old folks and children are having a repeated experience. The old folks played on the Green when they were children, and now new children play on the Green. What might we say about the connection between the old and young? [Pause.] I am writing <i>similar experiences</i> to the side because both have played on the Green. [Add to chart: similar experiences.] <p>I am now going to ask myself... what is William Blake trying to say with these repeated ideas? [Point to chart brackets.] We have cycles of a day, repeated noise and play, and similar experiences. Take a moment and jot your thoughts at the bottom of the page. [Pause.] [Point to each bracketed title as you talk through the explanation.]</p> <ul style="list-style-type: none"> • Here are my thoughts... the bottom one, similar experiences, connects to the second one because in those similar experiences we have similar noise and actions, or play. That is how it is on the Green – similar things happen day after day. The sun rises; the sun sets. Children play; the old folk watch. Children return home to their mothers. Then, it starts over each day. Just like the top says – cycle of a day – it starts all over again the next day. • I think what Blake is trying to say is that cycles are a part of life. That is the message Blake is telling us, or 	<p>Student makes connection between the ideas and the theme.</p>
--	--

<p>that is the theme of the poem. [Write the theme, cycles are a part of life, somewhere on the chart.]</p>	
<p>Guided Practice (3 min)</p> <p>You have really done a fantastic job of thinking about the poem every day. Take a moment to appreciate all the thinking we did here. We recorded all the repeated details [Point to chart.], we looked for connections between the details [Point to chart.], and then considered what the connections were telling us. [Point to chart.] We uncovered Blake’s theme – cycles are a part of life. What great poetry detectives you are!</p> <p>Of course, now that we have made this great poetic discovery, we must write about it! Like each lesson before, the clues we have collected along the way will be a big help. We will use our charts to write our paragraph.</p> <p>The task for today is: What is the theme of the poem, “The Echoing Green” and how do you know?</p> <p>Ok, gang... what is our first step each day when we write together? [Pause.] Yes, yes, yes, start with our opening or introductory sentence! Look at your chart and think – how might I start writing about William Blake’s theme in “The Echoing Green”? Take a minute and jot it on your paper. [Pause.] Here are my thoughts on the opening sentence: In “The Echoing Green”, William Blake’s theme is cycles are part of life. [Reveal on chart.]</p> <p>Now, let’s think how we might transition into talking about examples we found while we were poetry detectives. Jot your thoughts on your paper. [Pause.] I wrote: Blake used many examples to support this theme. [Reveal on chart.]</p> <p>Next, I want to explain how Blake used the poem to share the cycles on the Green. I will give you a minute to think about this. Rehearse out loud what you might write. [Pause.] Here’s mine: One group of examples that Blake used was cycles of a day.</p> <p>How might we continue? How might we move to talking about specific examples? [Pause.] Did you compose something like this? [Reveal on chart.] He started the poem by describing the sun rising and ended with the sun setting.</p> <p>I think I will talk specifically about how he does this within the stanza using my notes. What are your thoughts? [Pause.] Practice out loud how you could talk about stanza</p>	<p>Student uses notes with help of teacher to write a paragraph about the theme of the poem – cycle are a part of life.</p>

<p>one. [Pause.] I wrote: [Reveal sentence.] In stanzas one and two, Blake described life during the day on the Green by describing the actions of the birds and children and by calling the Green an “Echoing Green”.</p> <p>For the next sentence, we now just need to talk about stanza three. What might you write? [Pause and then reveal.] My thoughts are: He then showed the difference in the Green in the evening during stanza three. He used words like weary to describe the children and darkening to describe the Green.</p> <p>We have a great start to our paragraph about the theme. [Optional Show Slide 5.] Let’s look at what you have left to write. [Refer to chart.] You need to write about these: repeated noise and play and similar experiences.</p>	
<p><u>Independent Work</u> (1 min) [Show Slide 6 or chart.] Here is your task: Write a paragraph explaining how William Blake developed the theme in the poem, “The Echoing Green”. Be sure to use specific examples from the poem, include an introduction and conclusion to your paragraph, and consider how you will link your thoughts together.</p> <p>For your creative assignment today... illustrate the theme: <i>cycles are part of life.</i></p>	<p>Student finishes paragraph about the theme of Blake’s poem, independently.</p>
<p><u>Closing</u> (1 min) I enjoyed reading “The Echoing Green” with you today! Thank you for inviting me into your home. Don’ forget tomorrow we will be writing our own poems! I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	