

ELA: Grade 4, Lesson 11, "The Echoing Green" by William Blake

Lesson Focus: Determine the characters and setting in the poem, "The Echoing Green" by William Blake.

Practice Focus: Write a summary of the poem using the characters and setting of each stanza.

Objective: Students will identify the characters and setting of the poem, "The Echoing Green" by William Blake. Then, they will summarize the poem in the form of an explanatory paragraph.

Academic Vocabulary: stanza, green, arise, descend, weary, merry, echoing

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

Teacher Materials:

- The Teacher Packet for ELA, Grade 4, Lesson 11
- Charts of poem – one stanza on each piece of paper to leave room for annotation, written in black.
- Chart with *Echoing Green* by William Blake written at the top and this chart:

	Characters and Action	Setting
Stanza 1		
Stanza 2		
Stanza 3		

- Chart with the guided practice paragraph written so you can reveal a sentence at a time: *The Echoing Green" is a poem written in 1789 by William Blake. In stanza one, two characters are introduced: the rising sun and singing birds. The setting takes place in a large field in the morning.*
- Chart with end task: *Write a summary of the poem, "The Echoing Green" by William Blake. Think about how Blake describes the characters and setting of each stanza of the poem. Be sure to use specific examples from the poem, include an introduction and conclusion to your summary, and consider how you link the thoughts together. When you are finished, use the summary to illustrate the poem from the details provide by William Blake.*
- Blue marker for annotation

Student Materials:

- Two pieces of paper, pencil, and a surface to write on
- The student packet for ELA, Grade 4, Lesson 11 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 first in this week's 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 lesson, you can find it at www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others.</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>Today, we will be reading a poem written by William Blake and will continue with the poem for this set of lessons.</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, and a surface to write on • The student packet for ELA, Grade 4, Lesson 11 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p>Intro (4 min)</p> <p>If you joined me for our second set of lessons, you might remember that we read the story <i>The Legend of Sleepy Hollow</i>, a famous story written by Washington Irving. <i>The Legend of Sleepy Hollow</i> was set post (or after) the Revolutionary War. The Revolutionary War was between the American colonists and Great Britain. The colonists were people who left Great Britain, settled in America, and made it their home. The colonists wanted to be separate and form a new country – what we call the United States today. Great Britain believed that the Americas should still be part of Great Britain. So the colonists rose up and fought against Great Britain, and Great Britain fought back causing the Revolutionary War. The colonists eventually won the war and became free from Great Britain.</p> <p>The poem we will be using for this set of lessons is also set post-Revolutionary War. The war ended in 1783, and this poem was written in 1789 – six years post (or after) the war. Knowing this text was written during this time period helps us to think about some things that were going on – we can even use <i>The Legend of Sleepy Hollow</i> to help us. There were no cars – people traveled by horse back or carriage pulled by horseback. Children typically attended schools in one-room school houses that were in their own communities. People did not have electricity, but instead, they used candles for lighting or gas lamps.</p> <p>Before we begin, let's talk a bit about the author William Blake. William Blake did not live in America; instead, he lived in the England which is part of Great Britain. So, he lived in the country that the American colonists were fighting against. Mr. Blake is a very famous poet who made his living by being an engraver. Engraving was a way of printing something in the late 1700s. He wrote "The Echoing Green", the poem we are going to study, when he was about 32 years</p>	<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 connect to past lessons.</p> <p>Students learn about William Blake, the poet.</p>

<p>old. If you enjoy the poem, you can find his poems on the internet or in your local library.</p> <p>Just like our second set of lessons, we will use one text. This set of five lessons will be focused on William Blake's poem. By focusing on the poem for several lessons, we will have time to think deeply about the poem.</p> <p>In this lesson we will focus on just understanding the text and use the understanding to summarize the poem at the end of today's lesson.</p> <p>As we move through the poem today, I will help you make meaning of the words William Blake used to create the poem. Then, there will be time for you to practice thinking about the meaning of the poem by engaging in writing on your own with my support. Finally, I will assign you independent work that you can complete after the video ends. This is the same structure we followed in the first two sets of lessons.</p> <p>[Show Slide 1 or prepared chart paper.] During our reading today, we will capture details about the characters and setting of the poem. Go ahead and write "The Echoing Green" by William Blake at the top of one sheet. I also want you to copy this chart. [Show chart and pause for transferring the chart.] We will use it 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. [Show Slide 2 or prepared chart paper with Echoing Green by William Black written at the top.]</p>	<p>Students create chart.</p>
<p><u>Teacher Model/Read-Aloud</u> (16 min)</p> <p>Each day we will read the poem all the way through at beginning of the lesson. You will be surprised about how much you will learn about the poem in each lesson and how what we learn together will change the way you understand the poem. Today, as we read through the first time, you may not understand all the words or the meaning, but don't worry! Our time together will be spent making sense of the words. Just think - you might even have the poem memorized by the end of week!</p> <p>[Show Slide 2 or prepared chart paper.]</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.</p>	<p>Student listen to the first read of the poem.</p>

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,
While our sports shall be seen
On the Echoing Green.

[Show Slide 3 or prepared chart paper.]

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.

[Show Slide 4 or prepared chart paper.]

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.

Let's dig in!

Just like other types of writing, poetry can have characters and this one does. The first question I want us to consider is: Who are the characters in "The Echoing Green" and what are they doing? [Pause.] We are going to look at this question stanza by stanza. A stanza is the way words are grouped in a poem – similar to how paragraphs are ways we group words in essays or stories. In this poem we have three stanzas. I have written each stanza on a different piece of chart paper so it will be easier for us to discuss.

- I am going to reread the first stanza. Remember you are listening for: who are the characters and what

<p>are they doing. [Pause.] We are first going to analyze each stanza for characters and then later for setting.</p> <ul style="list-style-type: none"> • [Reread first stanza.] <ul style="list-style-type: none"> The Sun does arise, And make happy the skies. The merry (or happy) bells ring, To welcome the Spring, The sky-lark and thrush, The birds of the bush, Sing louder around, To the bells cheerful sound, While our sports shall be seen On the Echoing Green. • What did you write? [Pause.] I heard the words sky-lark and thrush which I can use context clues to determine are types of birds because the next line says “The birds of the bush, Sing louder round”. On my chart, I am going to write, birds sing. [Place on the notes chart.] [Pause.] • I want to point out the use of the word our. “While our sports shall be seen”. The author is including himself in the scene by using this word so we have a narrator of the poem. Let’s add that to our chart – <i>narrator</i>. It sound like to me the narrator is playing sports. [Add to chart.] [Pause.] • Let’s look at the first two lines again. This one is a bit trickier. “The Sun does arise (or goes up), And makes happy the skies.” First off, what do you notice about the capitalization in these two lines? [Pause.] I think it is interesting the author capitalizes the word Sun – like it is a proper noun, or a specific name. Do you remember talking about the word personification in school? [Pause.] Do you remember the meaning? [Pause.] Personification is giving life-like qualities to something that is not alive. The way William Blake has written this is almost like the sun is life-like because he is saying the sun arises and makes the skies happy. Let’s add the sun to our chart. [Add sun arises and makes skies happy to chart.] [Pause.] I am also going to add the meaning to arise, in blue, which means go up. [Pause.] <p>I will now reread stanza two. Again, you are listening for characters and what they are doing. Take some notes as I read.</p> <p>Old John with white hair Does laugh away care, Sitting under the oak,</p>	<p>Students listen for character descriptions and then add to chart.</p>
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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.

- **What characters did you hear in this stanza?** [Pause.] I immediately heard “Old John”. [Add to chart.] He was doing two things: “laughing away care” [Add to chart.] and “sitting under the oak”. [Add to chart.] An oak is a type of tree. [Pause.]
- **Did you write down any other characters from this stanza?** [Pause.] We have got to add the girls and boys! It is a little trickier to determine what they are doing. We have to read back a few lines to figure it out. “They laugh at our play” tells us what the boys and girls are doing. [Add *boys and girls – playing* to chart.]
- **Hmmm... we read another action – laugh.** “They laugh at our play.” Who is “they” in that sentence? [Pause.] I have to go back a line, again, to figure it out. “Among the old folk” helps us know the ones laughing are the old folk. Have you heard that word before? [Pause.] Folk is another name for people. In this poem it would be like saying – “Among the old people”. On our chart, I am adding *old folk (people)* [Add to chart.] and *laugh at our play*. [Add to chart.] I am adding the parenthesis to help us remember that folk means people. I am also going to note it on our poem chart. [Annotate poem.]
- **This is a good place to talk about the title. What do you think green means as it used in the title?** [Pause.] Because the children are playing in an open field, I think green might just be another name for the open field because the field is green in color. At the top of my chart by the title, I will add the definition of green as open field. [Add to chart.]

Now to the last stanza... be sure to listen for the characters and what they are doing.

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,

<p style="text-align: center;">Are ready for rest: And sport no more seen, On the darkening Green.</p> <ul style="list-style-type: none"> • I think clarifying the meaning of two words will help us understand this stanza. Beside the word weary, I am going to write tired [Add to chart in blue.] and beside merry, I am going to write happy. [Add to chart in blue.] • What did you hear the mothers doing? [Pause.] I have to do a little inferring here. Because I know that children like to sit in the laps of their mothers. I think the mother is holding the children. [Add to chart: mothers holding children.] • I suppose if we are adding the mothers as characters, the sisters and brothers are characters, too. What are they doing? [Pause.] It says the “round the laps of their mothers”. I think they are have gone to their mothers’ laps. We can add that, too. [Add to chart: brothers and sisters – around mother’s lap.] <p>Wow! Look at all the characters and action in this short poem! I hope you are able to start visualizing the action that is taking place. [Reread the chart saying each character and the action.]</p> <p>Now, we are going to reread the second stanza with a different purpose. Think about who is speaking in these lines:</p> <p style="text-align: center;">Such, such were the joys, When we all, girls & boys, In our youth time were seen, On the Echoing Green.</p> <p>Now let’s read the whole second stanza:</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> <ul style="list-style-type: none"> • I want you to notice the line “And soon they all say”. While the author does not use quotation marks, the next 4 lines are actually someone speaking. On my chart, I am 	
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<p>going to add quotation marks in a blue so I will remember someone is speaking, but the author did not use the marks. [Add to chart.]</p> <ul style="list-style-type: none"> • How do we know the character speaking lines 17-20 is different from the character narrating the rest of the poem? [Pause.] A clue for me is the word “they”. It is someone else. The narrator is not including them by using the word “they”. [Underline the word “they” in blue.] I am going to underline this as a reminder that it is someone other than the narrator talking. Who is “they”? [Pause.] They are the old folk. I am going to draw an arrow to old folk. [Draw arrow from “they” to “old folk”.] • If we know “they” is someone else, who is “we” in the poem? [Point to line on chart, “When we all, girls and boys”.] [Pause.] Read this line and see if you can tell who “we” is. [Pause.] I think “we” is the girls and boys because sometimes authors rename something right after naming it. This is called an appositive. The author says “we all”, places a comma, and then says “girls and boys”. Because of this, I know that “we” is the girls and boys. I am going to underline them together to help us remember who “we” is. [Underline <i>we</i> and <i>girls and boys</i> in blue on the chart. Draw an arrow from <i>we</i> to girls and boys.] • So far, we have talked about how the pronouns “they” and “we” have helped us understand more about who the poem is about. I want us now to look at the pronoun “our”. [Pause.] “In our youth were seen” ... Who is “our” referring to? [Pause.] Remember, this is the section being spoken. I placed the quotation marks so we would remember. [Pause.] Because this is the part where “they” are speaking, I realize that “our” is the old folk. I am going to underline “our” in blue and draw an arrow to old folk to help me remember the meaning of this pronoun. [Draw lines.] <p>We have thought about the characters. Now, let’s think about the setting of the poem. There are lots of clues about the setting - the time and place of the poem.</p> <p>I want you to re-read the first stanza out loud to yourself. [Show first stanza on chart paper.]. As you read, think about what key words or phrases describe where and when the poem takes place. [Pause to give students time to reread the first stanza from your chart.]</p> <ul style="list-style-type: none"> • What did you notice? [Pause.] Take a moment to jot down your thoughts in this section of the chart. [Point to setting cell on the table.] [Pause.] Let’s see, I heard: “The 	<p>Students consider the pronouns in the stanza.</p>
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<p>sun does arise". I can determine that it is morning because the sun is rising, and I know the sun starts low in the morning and rises as the day progresses. I am going to add "morning" to our setting for stanza one because that gives me information about the time of day. [Add to chart.]</p> <ul style="list-style-type: none"> • What about <i>where</i> stanza one takes place? [Pause.] What did you read? [Pause.] Because the children are playing sports, they must be in open field or space. Let's add that. [Add open field or space to chart.] <p>I want you to re-read stanza two out loud to yourself. [Show second stanza on chart paper.]. As you read, think about what key words or phrases describe where and when the poem takes place. [Pause to give students time to reread the second stanza from your chart.]</p> <ul style="list-style-type: none"> • What did you read that helped you understand the setting? Jot down your ideas on your own chart paper in this section of the chart. [Point to place to record on the chart and then pause.] The line "they laugh at our play" gives me a clue. The action is still occurring on the open space or field because the girls and boys are playing. • From where are the old folks listening? [Pause.] I see they are sitting under the oak, or tree. Hmm... how does that help you visualize the setting? [Pause.] In my head, I am envisioning a large space with several trees nearby because we also have the clue that birds were singing from stanza one. • I am going to add to my chart. Be sure you are adding to your chart. [Add to chart – same field with trees nearby.] [Pause.] <p>I bet you know what is next... let's look at stanza three for setting. Again, I want you to read the stanza yourself and think about the clues for setting. [Pause to give students time to reread the third stanza from your chart.]</p> <ul style="list-style-type: none"> • Let's talk about this word "descend". It is important to understand this word so we can understand the setting. The word <i>descend</i> means to go down. I am going to add a note in blue on the chart to help us remember this word. [Add the definition in the margin of the chart.] • Now, how does <i>descend</i> help us understand the setting? [Pause.] If the sun is descending, it must be going down, or setting. From that line, I can infer that it is late in the evening, and the day is ending. [Add to chart.] 	<p>Students make meaning of setting and add to chart.</p>
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<ul style="list-style-type: none"> • Look at the chart. Hmmm... what do you notice about where the poem takes place? [Pause.] I noticed that it stayed the same – on the field. • What happens to the <i>when</i> it takes place? [Pause.] It seems like it occurs over a day because the sun is rising in the morning in the first stanza and setting in the last stanza. 	
<p>Guided Practice (3 minutes)</p> <p>Wow! Look at all we learned about the “The Echoing Green” today! [Refer to chart.] We have thought deeply about how William Blake is providing us with details about the characters and setting. Now, I want us to prepare to write about what we have captured.</p> <p>If you remember, I said we were going to summarize the poem from our notes. Notice that our chart sets up our paragraph rather nicely. We have each stanza and the characters and setting from each stanza. We can work our way through the chart to create our paragraph.</p> <p>We need to start with our opening sentence. Look at your chart and think –how might we open our paragraph if we are going to summarize it? [Pause.] Write down your thoughts at the bottom of the chart. [Pause.] [Show Slide 5 or prepared chart paper.] Here is what I thought – “The Echoing Green” is a poem written in 1789 by William Blake.</p> <p>Now, we need to look at our information about the characters in stanza one. Say out loud how you might summarize the characters. [Show Slide 5 or prepared chart paper.] I wrote: In stanza one, two characters are introduced: the rising sun and singing birds.</p> <p>We need to write about the setting. How might you write a sentence about the setting in stanza two? Write your thoughts on your paper. [Pause then show chart.] The setting takes place in a large field in the morning.</p> <p>Guess what? [Pause.] You get to write now. You will finish writing about the characters and setting of stanzas two and three using the chart we created together.</p>	<p>Students begin writing summary paragraph with help of teacher.</p>
<p>Independent Work (1 minute)</p> <p>[Show Slide 6 or prepared chart paper.] Here is your task: Write a summary of the poem, “The Echoing Green” by William Blake. Think about how Blake describes the characters and setting of each stanza of the poem. Be sure to use specific examples from the poem, include an introduction</p>	<p>Students write summary paragraph independently.</p>

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and conclusion to your summary, and consider how you link your thoughts together.	
When you are finished, use the summary to illustrate the poem from the details provide by William Blake.	
<u>Closing</u> (1 min) I enjoyed reading “The Echoing Green” with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!	

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