

ELA: Grade 4, Lesson 13, “The Echoing Green” by William Blake

Lesson Focus: Determine how imagery of birds and children are used in “The Echoing Green” by William Blake

Practice Focus: Write an explanatory paragraph about how William Blake uses bird and children imagery

Objective: Students will identify and analyze the bird and children imagery in “The Echoing Green” by William Blake. Then, they will write an explanatory paragraph about imagery.

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

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

Teacher Materials:

- The Teacher Packet for ELA, Grade 4, Lesson 13
- 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 an orange marker for this lesson’s annotation.
- Chart with “*The Echoing Green*” by William Blake written at the top and this chart:

| Character | Description |
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| birds | |
| children | |
- Structural elements chart: (NOTE: you will need to add one new definition to this lesson – imagery)
 - 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
- Chart with the guided practice paragraph written so you can reveal a sentence at a time: *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.*
- Chart with end task: *Write a paragraph explaining how William Blake used imagery of birds and children in his poem, “The Echoing Green”. Then, write why Blake might have chosen to start and end the poem with this imagery. 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: imagine the location of the birds on or near the Echoing Green. Draw the picture of the birds.*
- Orange marker for annotation

Student Materials:

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 13 which can be found at www.tn.gov/education

| Teacher Do | Students Do |
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| <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 third 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. We will use this poem for this lesson and two 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 13 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 poem, “The Echoing Green”.</p> |
| <p>Intro (5 minutes)</p> <p>If you joined me for lessons 1 and 2 in the series, you know we have been studying a poem called “The Echoing Green.” Do you remember the time frame when it was written? [Pause.] It was written after the Revolutionary War. The Revolutionary War was between the American colonists and Great Britain. The colonists eventually won the war and became free from Great Britain. It was written in 1789 – six years post (or after) the war.</p> <p>In lesson 1, I introduced you to the author, William Blake. Do you remember where he lived? [Pause.] A clue: he did not live in America. [Pause.] He lived in the England, the country the American colonists were fighting against. Remember, if you enjoy the poem, you can find William Blake’s poems on the internet or in your local library.</p> <p>This is the third of five lessons focused on William Blake’s poem. By focusing on the poem for several lessons, we will have time to think deeply about the poem. In the first</p> | <p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the summary paragraph about the bird and children imagery in the poem.</p> <p>Student connects to past learning about the Revolutionary War and William Blake.</p> |

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| <p>lesson, we considered the characters and setting of the poem.</p> <p>We had several take-aways about the characters and setting. The characters of the poem are the sun, birds, old folk, girls, boys, and mothers. The setting is an open field, or the Echoing Green, where children are playing, starting in the morning and into late evening.</p> <p>In our second lesson, we focused on the structural elements that William Blake used. Let's review those. [Show structural elements chart and read each definition.]</p> <ul style="list-style-type: none"> • Stanza - how poems are divided. How many stanzas does the poem have? [Pause.] You remembered! There are 3, or the poem has three divisions. • Repetition - repeating of words and phrases. Do you remember what Blake repeated? [Pause.] He repeated sun and Green. • Rhythm - a regular repeated pattern of sounds. How did the rhythm change in the poem? [Pause.] Yes! The first two stanzas had a faster rhythm. • 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". <p>As we finished the lesson, I asked you to finish the paragraph explaining how Blake used the stanzas, repetition, rhythm, and a simile. I hope you finished your summary. To help you remember what we discussed about the structural elements, here is how I finished my paragraph. Listen and think. [Pause.]</p> <p>William Blake used stanzas, repetition, rhythm, and similes to provide structure to his poem, "The Echoing Green". One structural element William Blake used was three stanzas. He used the stanzas to show how morning turned to evening. Blake incorporated two main repetitions in the poem – the sun and the Green. By repeating the use of the sun in the first and third stanzas, he was able to show the time of day changed. He also used the change of the "Echoing Green" to the "darkening Green" to show a passage of time. William Blake's word choices in the first and second stanzas causes the reader to read the words in a different rhythm than in the third stanza. The use of rhythm supports the change of pace from the beginning to the end of the poem. Finally, Blake used a simile in the third stanza to compare how the children are huddled around their mothers to birds in a nest.</p> | <p>Students reflect on what they learned about the characters and setting of the poem.</p> <p>Students reflect on what they learned about the structural elements of the poem.</p> <p>Students reflect on what they learned about the structural elements.</p> |
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| <p>The use of the simile adds more description. William Blake used structural elements throughout his poem to support the reader in understanding the passage of one day on the Echoing Green.</p> <p>I wish that I could read what you wrote. Did you draw a picture after the previous lesson and illustrate the children around the mothers? [Pause.] I can visualize the green field where kids are playing from morning to evening while the older folk watch. Then, they all come home to gather around their mothers like birds in a nest. Wow!</p> <p>So far we have talked about the characters, setting, and structural elements. Today, we are going to focus more deeply on two of the characters and how William Blake used them in the poem. As we talk about the words through the lesson, I will explain them further. 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 for all of our lessons together.</p> <p>During our reading today, we will capture more details about the repetition of birds and the children in the poem. [Show Slide 1 or character chart.] Go ahead and write “The Echoing Green” by William Blake at the top of one sheet of paper. I also want you to copy this 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. [Pause.]</p> | <p>Students create chart to be used in the lesson.</p> |
| <p>Teacher Model/Read-Aloud (16 min)</p> <p>We will start today’s lesson just like we did during lesson 1 and 2. We will read the poem all the way through. Every day, I think you will be surprised about how much better you understand the poem. The learning you have from each lesson will help you hear the poem in a different way. I know my studying the poem with you has made me understand it a whole lot better than I did the first time I read it. 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 how Blake used the stanzas, repetition, rhythm, and similes because that is what we focused on in the last lesson. I am wondering how much of the poem you can say with me today. Is it starting to stick in your head? [Pause.] [Show Slide 2 or chart of stanza one.]</p> | <p>Student listen to the first read of the poem applying the knowledge they gained in lessons 1 and 2 about characters, setting, and structural elements.</p> |

**The Echoing Green
By William Blake**

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

[Show Slide 3 or chart of stanza two.]

**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 chart of stanza three.]

**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.**

Oh, I am ready to dig in! Our focus questions for this lesson are: Describe how the birds are described in the beginning of “The Echoing Green.” [Pause.] Describe how the children are described in the end of “The Echoing Green.” [Pause.] Why might William Blake have chosen to start and end in this way? [Pause.] When we end today, you should have captured enough information to write about this on your own. Don’t forget to take you own notes on your chart as we read and discuss. [Pause.]

One repetition we did not discuss in lesson 2 was the repetition of the birds. Where does Blake repeat birds in his poem? [Pause and show the full poem.] Yes, you are correct. In stanza one he wrote:

The sky-lark and thrush,
The birds of the bush,
Sing louder around,
To the bells cheerful sound,

And in stanza three he wrote:

Like birds in their nest,
Are ready for rest:

I am going to place orange brackets around these lines and write birds to the side so I remember that it is repeated.

[Add to stanzas charts.]

Let's look just at the first stanza and the birds. What two types of birds does Blake mention? [Pause.] Yes, sky-lark and thrush are types of birds.

- Look at the poem. What are the birds doing and how do you know? [Pause.] Did you say they are singing? [Pause.] If so, you are correct. The line that clues me in is "Sing louder around."
- How do the birds sound and how do you know? [Pause.] This one is a little trickier. You are going to have to do a little inferring – use what the text says with what you know. [Pause.] In the third line, I noticed that the bells are described as merry. Blake uses the adjective "merry" to describe bells.
- How else are the bells described? [Pause.] Did you see in this line [Point to line.] that it says "bells cheerful sound?" [Pause.] Blake uses the adjective cheerful to describe the sound the bells make.
- Here is where we have to do the inferring. Why could I also describe the birds as cheerful and merry? [Pause.] It says that birds are "singing louder around", or they are singing louder than the bells. If they are singing along with the bells, and I know how birds sings, I can infer that their sound is also merry and cheerful.
- I am going to add that to the chart I had you create. Under the description of the birds, I am going to write *merry* and *cheerful*, trying to sing louder than the bells [Add to chart.]
- I can also infer the time of day by the singing birds. Because birds typically sing in the morning, I can infer that it is morning. This is another clue Blake gives about the time of day on the "Echoing Green"

Student consider the impact of bird and children imagery on the poem.

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| <p>that the day has ended so their games have ended. I am going to add <i>stopped playing sports</i> to the chart. [Add to chart.]</p> <p>Let's look again at the lines that mentioned the birds. Remember, I bracketed them.</p> <p style="padding-left: 40px;">Round the laps of their mothers, Many sisters and brothers, Like birds in their nest, Are ready for rest:</p> <ul style="list-style-type: none"> • What characters are described in this part of the stanza? [Pause.] Did this trick you? [Pause.] Did you say the birds? [Pause.] If so, you were tricked. While the birds are mentioned, it is the children that are being described! Blake is using the repetition of birds but using them as a comparison this time. • How does Blake describe the children? [Pause.] They are like birds in their nests. What does this tell you about the location of the children? [Pause.] I can infer that the children are home because birds are at their home when they are in their nests. • What else does it tell you about the children? [Pause.] They are close to their mothers because it says "round the laps of their mothers". [Add <i>close to mothers</i> in chart.] • Besides the word <i>weary</i>, what else tells you how the children are feeling? [Pause.] It says that the children are "ready for rest" like the birds in the nest. Blake is using this again to tell us that the children are tired. [Underline in orange and add <i>ready for rest</i> to chart.] • Wait, what was the word an author uses to help the reader imagine with the senses? [Pause.] Did you remember? [Pause.] It is imagery. • How did the author use imagery when describing the children? [Pause.] By using the words <i>weary</i> and <i>no longer merry</i>, it helps the reader see what Blake is describing. Also, the bird comparison helps the reader see what the children are doing. <p>Onto the part where we can show what we have learned in this lesson... let's write!</p> | <p>Student considers the impact of bird and children imagery on the poem.</p> |
| <p>Guided Practice (3 min)</p> <p>Every day I am impressed about how much new learning we are gaining about this poem, "Echoing Green"! [Refer to chart.] Today, we have focused on the how Blake used the birds and the children in the poem. Now, I want us to</p> | <p>Students begin using the organizing the imagery information from the chart into paragraph with teacher support.</p> |

prepare to write about the birds and the children. The clues we have collected along the way will be a big help. We can use our charts to write our paragraphs. We have the descriptions we collected about the birds and the descriptions we collected about the children.

If you have been following along with the lesson, you know what we always do first... start with our opening or introductory sentence. Look at your chart and think –how might we open our paragraph if we are going to discuss the birds and the children? Write down your thoughts at the bottom of the chart. [Pause.] Here is the sentence that I developed – In the poem, “The Echoing Green”, William Blake used imagery of birds and children to describe what was happening on the Echoing Green. [Show Slide 5 or chart that reveals only the introduction.] You can either choose to keep you own sentences or use the ones I share. Be sure you are taking notes as we move along.

I bet you know what comes next. [Pause.] Let’s work together to explain how the author uses imagery to describe the birds. Look at our information about birds in our chart. [Pause.] Say out loud how you might start a sentence about the birds. [Show chart, revealing sentence.] I started with this sentence: In stanza one, Blake used imagery to help the reader hear the sound of the birds.

- What do you think should come next? [Pause.] Think about how you might add more detail from the poem. [Pause.] Blake chose words like merry and cheerful to describe the bells. [Show chart, revealing sentence.]
- Hmm.... Now I need to make the connection between the sound of the bells and the birds. How might you compose the sentence? [Pause.] Write it on your paper. [Pause.] Here is what I wrote: The birds are singing with the bells and louder than the bells so the reader can infer the birds are also merry and cheerful.
- Guess what? [Pause.] It is almost your turn! You will finish writing about the imagery of the children, using your chart as you go. But I also want you to think about why Blake might have chosen to start and end the poem like he did. Take a moment and think about this question. [Pause.] What might you say? [Pause.] When I write my paragraph later today, I think I will write something about how he probably chose to start and end this way to show the start and end to the day. In the morning, the birds are noisy

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| <p>and echoing on the Green. In the evening the children are tired and want to return to their own nests, or homes.</p> | |
| <p><u>Independent Work</u> (1 min) [Show Slide 6 or chart with Independent Practice.] Here is your task: Write a paragraph explaining how William Blake used imagery of birds and children in his poem, “The Echoing Green”. Then, write why Blake might have chosen to start and end the poem with this imagery. 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>Your creative assignment for the day is imagine the location of the birds on or near the Echoing Green. Draw the picture of the birds.</p> | <p>Students finish imagery paragraph 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. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p> | |