

**ELA: Grade 4, Lesson 12, “The Echoing Green” by William Blake**

**Lesson Focus:** Determine how structural elements are used in “The Echoing Green” by William Blake.

**Practice Focus:** Write a summary of how the structural elements are used in the poem.

**Objective:** Students will identify and analyze how structural elements are used in “The Echoing Green” by William Blake. Then, they will write an explanatory paragraph about the structural elements.

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

**TN Standards:** 4.RL.KID.1, 4.RL.KID.2, 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 12
- 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 green marker for this lesson’s annotation.
- Chart with “*The Echoing Green*” by William Blake written at the top and this chart:

Structural Elements	What I noticed in the poem	How did Blake use this element?
stanzas		
repetition		
rhythm		
similes		

- Structural elements chart:
  - 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
- Chart with the guided practice paragraph written so you can reveal a sentence at a time: 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.
- Chart with end task: *Write a paragraph about how William Blake used the structural elements of stanzas, repetition, rhythm, and similes in his 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. When you are finished, get creative. Draw a picture of the children around their mothers like birds in a nest!*
- Green marker for annotation

**Student Materials:**

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 12 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<b>Opening</b> (1 min) <b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out</b>	Students gather materials for the lesson and prepare to engage with the structural elements of the poem.

<p>there, though all children are welcome to tune in. This lesson is the second 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 <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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>Ok, let's begin!</p> <p>Today, we will continue reading the poem, "The Echoing Green" 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"> <li>• Two pieces of paper, pencil, surface to write on</li> <li>• The student packet for ELA, Grade 4, Lesson 12 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul> <p>Ok, let's begin!</p>	
<p><b>Intro</b> (4 minutes)</p> <p>If you joined me for lesson one in this series, we talked about how the poem "The Echoing Green" was set 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.</p> <p>The poem we are using for this set of lessons is set post-Revolutionary War in 1789 – six years post (or after) the war.</p> <p>In lesson one, I introduced you to the author, William Blake. He did not live in America; instead, he lived in England, the country that the American colonists were fighting against. Remember, if you enjoy the poem, you can find his poems on the internet or in your local library.</p> <p>This is the second 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. Yesterday, we considered the characters and setting of the poem. I hope you finished your summary from yesterday. To help you remember what we discussed, here is what I wrote. As I</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence in their ability to discuss the structural elements through the writing about the poem.</p> <p>Students connect to the information about the Revolutionary War and William Blake from past lessons.</p>

<p>read, think about how yours is similar or different than what I wrote.</p> <ul style="list-style-type: none"> <li>• “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. Stanza two opens with Old John sitting under an oak tree and ends with children playing. The setting does not change in stanza two. Finally, in stanza three, mothers are holding babies, and brothers and sisters are gathering around their mothers. Stanza three is still set in the large field, but the time of day has changed to evening. The three stanzas in “The Echoing Green” by William Blake are set in a field, but the time of day changes from morning to evening, and many characters are performing actions throughout the stanzas.</li> <li>• Did you have a chance to make an illustration of the poem? I can visualize the green field where kids are playing from morning to evening while the older folk watch.</li> </ul>	<p>Students reflect on the characters and setting from lesson one of this series.</p>
<p>Because we dug into the characters and setting in lesson 11, we will now focus on the structural elements that Blake used to create his poem. The elements we will learn about today are stanzas, repetition, rhythm, and similes. Structure is the way something is organized, so we will be thinking about how William Blake used stanzas, repetition, rhythm, and similes to organize 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 in the first two sets of lessons.</p>	
<p>During our reading today, we will capture details about the structural elements. Go ahead and write “The Echoing Green” by William Blake at the top of one piece of paper. [Pause.] I also want you to copy this chart. [Show Slide 1 or structural elements 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.</p>	<p>Students create chart.</p>
<p><b>Teacher Model/Read-Aloud</b> (16 min)</p> <p>Just like I said during lesson one, 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</p>	

change the way you understand the poem. 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. Again, our time together today will be spent making sense of the structural elements. I bet you remember quite a bit of the poem from lesson one.

[Show Slide 2 or chart with stanza 1.]

**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 with stanza 2.]

**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 with stanza 3.]

**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,**

Student listen to the first read of the poem.

**On the darkening Green.**

**Ready to analyze the structural elements?** [Pause.] **Let's go!**  
**Yesterday, we started a conversation about stanzas which are divisions in poetry, like paragraphs in essay writing.**  
[Show structural elements chart.] **Do you remember how many stanzas are in the poem?** [Pause.] **You are correct! There are 3 stanzas.**

**Now, you listen as I reread stanza one.** [Show stanza one chart.] **Think about what is being described.**

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.

**What is described in stanza one?** [Pause.] **Stanza one is describing the morning on the green. I am going to add today's notes in green. I am going to write morning on the Green.** [Beside stanza one write *morning on the Green* in green.]

**Let's do same for stanza two. I will read. You think about what is happening in stanza two.** [Show 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.

**What is described in stanza two?** [Pause.] **Stanza two is about Old John laughing and remembering being young. I will add that to my chart on the side.** [Add to stanza chart in green - *Old John laughing and remembering being young* ]

Finally, let's do the same for stanza three. I'll read; you think about what is happening. [Show 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.

What did you hear happening? [Pause.] I heard the *weary kids coming in from the Green at the end of day*. [Add to stanza chart.]

Let's move to the chart I had you create at the beginning. [Pause.] What did you notice about the stanzas? [Pause.] Take a moment and jot your notes in your chart. [Pause.]. I was thinking that the stanzas represent a full day – starting with morning, going through midday, and ending with evening. [Add to structural chart.]

- Now think about how Blake used these stanzas. [Pause.] Blake used the stanzas to separate the three parts of the day. I am going to write that in my chart. [Add to structural elements chart.]
- What changes in each stanza of the poem other than the time of day? [Pause.] I notice the Green changes over the day. During the first two stanzas there is a laughing and playing, and it is bright. The author used words like “merry bells” and talked about the singing birds, but in the last stanza it gets quieter and darker. The author used words like weary and darkening Green. [Add to chart – stanza 1 and 2= bright and cheery; stanza 3 = quieter and darker.]

We are now going to consider how William Blake used repetition in his poem. Repetition is the repeating of words and phrases. [Reference structural elements chart.] Let's think about how Blake used the repetition. We have read the poem several times now. Can you think of anywhere you heard repeating words or phrases? [Pause.] From my memory, I can remember hearing the title, or parts of the title, “The Echoing Green”, repeated.

- Green is repeated at the end of each stanza. In stanza's one and two, “On the Echoing Green” is used

Students consider impact of stanzas and add to the chart.

Students consider how Blake used repetition and add to structural chart.

<p>at the end of stanza. I am going to underline it on my chart. [Underline in green on stanza charts.]</p> <ul style="list-style-type: none"> <li>• <b>Why is it an Echoing Green?</b> [Pause.] <b>What does the word echoing tell you?</b> [Pause.] In stanzas one and two, there are lots of noises so I think he used the word echoing because the noises are bouncing off each other – the birds singing and the children playing. The whole Green, or field, is echoing.</li> <li>• <b>In stanza three, how is the Green described?</b> [Pause.] It is called the “darkening Green” to show the time of day is changing. Think about when you have been playing outside. During the day, the color green is bright when the sun is out, but as the sun starts to set, the same grass starts to look darker. That is why Blake called this the darkening Green. [Underline in darkening green on stanza chart.] <b>Let’s add that to what we noticed about repetition.</b> [Add stanzas 1 and 2= Echoing Green; Stanza 3 = darkening Green.]</li> <li>• <b>Now, let’s think.... Why did the author use the repetition to describe the Green?</b> [Pause.] I think he used the repetition to <i>show the changes in the Green</i> over the course of the day. [Add to chart.]</li> <li>•</li> </ul> <p>From our readings of poem, I remember another repetition in the first and last stanzas.</p> <ul style="list-style-type: none"> <li>• <b>Do you remember anything else?</b> [Pause.] I remember the sun was mentioned in the first stanza and the last stanza. [Underline the sun in green on stanza charts and add to structural chart.]</li> <li>• <b>In the first stanza, Blake’s words were: “The sun does arise” and in the last stanza, “The sun does descend”. What do you think Blake mentioned the sun twice?</b> [Pause.] I think he chose to repeat the sun so he could show how the sun was changing from the beginning to the end – arising, or going up in the morning, and then descending or going down in the evening. [Add to chart – <i>to show the sun changes.</i>]</li> </ul> <p>I bet you already guessed that we are going to look at rhythm now. Rhythm is a regular repeated pattern of sounds. Rhythm has a lot to do with the number of syllables in the line of a poem. I am going to place stanza one so you see it. [Show stanza one.]</p> <ul style="list-style-type: none"> <li>• <b>Look at the first line. How many syllables does it have?</b> [Pause.] “The sun does arise” has 5 syllables. [Say in a way to chop the syllables and hold up your fingers to five.]</li> </ul>	<p>Students consider how Blake used rhythm and add to chart.</p>
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<ul style="list-style-type: none"> <li>• You try the next line. How many syllables? [Pause.] “And make happy the skies” has 6 syllables.</li> <li>• We don’t have time today, but if you were to count the syllables in the lines of the stanzas one and two, you would find out that most have 5 syllables with a few having 6 syllables.</li> <li>• Let’s notice the last stanza. I counted these syllables, too; most of them have 6 or 7 syllables with a few having 5 syllables.</li> <li>• I want you to read through stanza 3. Notice how you read it. [Pause.]</li> <li>• How do the syllables change the rhythm throughout the poem? [Pause ] When I read it out loud, I noticed the syllables of the words cause me to read stanzas one and two faster than stanza three. [Add to chart – <i>stanza 1 and 2 faster; stanza 3 slower.</i>]</li> <li>• How does that make you feel as you read the poem? [Pause.] Did you notice a difference? [Pause.] When I read stanzas one and two, I felt more upbeat and happy because the sentences have less syllables, but when I read stanza three, it caused me to slow down and read more calmly because there are more syllables. I think Blake used the rhythm of the syllables to cause us to read the stanzas differently and feel differently as we read. [Add to chart – <i>read and feel different when reading the stanzas.</i>]</li> </ul> <p>And finally... similes! Similes are figures of speech in which things different in kind or quality are compared by the use of the words like or as. Blake does this in stanza three. [Show stanza three.] Look at stanza three. Do you see like or as anywhere? [Pause and then circle “like” in green.] “Like birds in their nest”</p> <ul style="list-style-type: none"> <li>• What is Blake comparing to the birds in a nest? [Pause.] He is comparing how the children gather around their mothers. I am going to underline this in green and draw an arrow to the previous two lines so we will remember what was being compared. [Draw on stanza chart.]</li> <li>• Let’s add that to our other chart, too. We noticed that <i>birds in a nest were compared to children around their mothers.</i> [Add to structural chart.]</li> <li>• Why would Blake use this simile? [Pause.] Jot some notes on your chart. [Pause.] I think he used the simile to help us visualize in our heads. I know how birds are squeezed together in a nest which helped me imagine the children grouped tightly around their</li> </ul>	<p>Students consider how Blake used similes and add to chart.</p>
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<p>mothers when they return home from the Green. [Add to chart – <i>used to give more description.</i>]</p>	
<p><b>Guided Practice</b> (3 min)</p> <ul style="list-style-type: none"> <li>• Again, I am so overwhelmed by how much information we have gained by looking at the structural elements of “The Echoing Green” today! [Refer to chart.] We have thought deeply about how William Blake used the structural elements of stanzas, repetition, rhythm, and similes. Now, I want us to prepare to write about the structural elements.</li> <li>• If you remember, I said we were going to write about the structural elements of the poem from our notes. Notice that our chart sets up our paragraph rather nicely. We have each structural element, what we noticed, and how William Blake used it. We can work our way through the chart to create our paragraph.</li> <li>• As always, 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 discuss the structural elements? Write down your thoughts at the bottom of the chart. [Pause.] Here is what I thought – William Blake used stanzas, repetition, rhythm, and similes to provide structure to his poem, “The Echoing Green” [Show chart – revealing only the introduction.]</li> <li>• Now, we need to look at our information about the stanzas from our chart. Say out loud how you might summarize what we wrote about the stanzas. [Show chart – revealing sentence.] I wrote two sentences: One structural element William Blake used was three stanzas. He used the stanzas to show how morning turned to evening.</li> <li>• We will now write about repetition. Think how you might transition into repetition. Try to write it on your paper. [Pause.] Blake incorporated two main repetitions in the poem – the sun and the Green.</li> <li>• [Optional – Show Slide 5.]</li> <li>• Guess what? [Pause.] You get to write now. You will finish writing about the repetitions of sun and Green, and then write about rhythm and similes, using your chart as you go.</li> </ul>	<p>Students begin writing structural elements paragraph with help of teacher.</p>
<p><b>Independent Work</b> (1 minute) [Show Slide 6.] Here is your task: Write a paragraph about how William Blake used the structural elements of stanzas, repetition, rhythm, and similes in his poem, “The Echoing Green”.</p>	<p>Students finish structural elements paragraph independently.</p>

## PBS Lesson Series

<p>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>When you are finished, get creative. Draw a picture of the children around their mothers like birds in a nest!</p>	
<p><b>Closing</b> (1 min)</p> <p>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>	

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