

The Poetic Verse of a Wetland

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School or Agency: Northern Kentucky University student

Grade Levels: 3-8

Subject Areas: Language Arts, Science, Social Studies

Science Topic: Wetlands/Nature

Summary: Students will learn about poetry and wetlands. They will take a field trip to St. Anne's Wetland and write poems about what they see.

Core Content: NS.K-4.1: Science as Inquiry (3rd-4th grade)

NS.5-8.1: Science as Inquiry (5th-8th grade)

NS.K-4.3: Life Science (3rd-4th grade)

NS. 5-8.3: Life Science (5th-8th grade)

NS.K-4.6: Personal and Social Perspectives (3rd-4th grade)

NS.5-8.6: Personal and Social Perspectives (5th-8th grade)

Objectives:

1. Students will be able to form poetry about St. Anne's wetland.
2. Students will be able to form observations about the wetland and express it through their poetry.
3. Students will be able to better combine science and language arts.

Materials:

- Paper
- Pens or pencils
- Clipboards

Procedures:

1. Students will have learned about the different types of poetry; haiku, cinquain, acrostic, diamante, shape poetry, wind spark, and free verse.
2. Students will then practice writing poems in all of these forms and then take a vote on which two types they like the best and the two poetry types with the highest number of votes will be the types that the whole class will use for their poems.
3. Once they have voted on the two forms they like the best, explain to them that they will be going on a field trip to St. Anne's wetland and once they get there, they will write a poem about the wetland in one of the two forms they voted on. If you would like for your class to have a historical background on the wetland, show them the website. This information could be incorporated into the students' poems, if they choose to do so.
4. After the class has arrived at the wetland, divide them up into five groups. Explain to them that every member of group one will write individual poems about station one, group two will write individual poems about station two, group three will write individual poems about station three, group four will write individual poems

- about station four, and group five will write individual poems about station five. Explain to them that they should also listen to the sounds around them, so that they may include sounds in their poems as well. Assign at least one adult chaperone to each group.
5. Next, take group one with their chaperone to station one and point out the paw paw trees and the native spice bushes. Point out the evidence of bare soil under the invasive specie, honeysuckle and compare it to the vegetated soil under the paw paw trees and spice bushes. Ask the students if they have questions about anything in the station. Once there are no more questions, instruct them to start writing their poems.
 6. Then take group two with their chaperone to station two and point out the sycamore and cotton wood trees. Also, have the students look around for frogs, but explain to them that may find frogs at every station, but it is not a guarantee that any frogs will be found. Ask them if they have any questions and once there are no more questions instruct them to begin writing their poems.
 7. Then take group three with their chaperone to station three and point out the pin oak trees. Ask the group if there are any questions and once there are no more questions, instruct them to begin writing their poems.
 8. Next, take group four with their chaperone to station four and show them the tulip poplar, while pointing out signs of sewer easement, ecological succession, and the honeysuckle taking over. Point out the may apples to them. Explain to them that the may apples are poisonous to humans. Also tell them that the may apples are most likely located between stations four and five but they can include them in their poems if they would like to. The may apples are considered to be a spring wild flower so they may not be present during the time of your visit. Tell them that they may find turtles around this area, but, as with the frogs, it is not guaranteed they will find them. Ask them if they have any questions and once no more questions are asked, tell them to start writing their poems.
 9. Next, take group five with their chaperone to station five and show them the beech trees and the garlic mustard plants. Explain to them that the garlic mustard plants are non-native and an invasive species. Ask them if they have any questions and once no more questions are asked, instruct the students to begin their poems.
 10. When you are certain that all of students have finished their poems, you may leave the wetland.
 11. Once you are back in the classroom, go around the room and have students volunteer to share their poems.
 12. They will then re-write their poems and turn them in for a grade.
 13. You could also have some of the students include poison ivy in their poems. Point out that it is dangerous and should not be touched.

Assessment Techniques: Students will earn participation points for visiting the wetland. Students will be graded on their poems by using the poetic form chosen correctly, effort shown, and showing both an understanding of the poetic form and the wetland.

Resources: Activity adapted from Project Learning Tree

American Forest Foundation, Project Learning Tree, Environmental Education Pre K-8 Activity Guide, “Poet-Tree”, copyright 2006, 2007, 2008, 2009.