



CAVOC 6th Grade Fall Curriculum- Poet-Tree
(Cedric A. Vig Outdoor Classroom)

Suggested Schedule-

7:50	Homerooms
7:55	Report to Commons, check in, board bus
8:10	Arrive at CAVOC
8:15	Orientation & Large Group Ropes Instruction
8:30	Session I (90 minutes)
10:00	Break – juice served at the lodge (15 minutes)
10:15	Session II (90 minutes)
11:45	Lunch (45 minutes)
12:30	Session III (90 minutes)
2:00	Clean Up
2:15	Walk to bus
2:30	Departure
2:50	Arrive JWJHS – Commons or outside
2:58	Dismissal

--SESSIONS--

PT: Poet-Tree

LL: Looking at Leaves

RO: Ropes Course

Sessions	1	2	3
Time/team	8:30 – 10:00	10:15–11:45	12:30 – 2:00
1	PT	LL	RO
2	RO	PT	LL
3	LL	RO	PT

Poet-Tree

(~ 45 minutes)

Objective for Unit

Students will express their feelings and attitudes about the environment using various forms of poetry.

Students will analyze their own and other people's poetry to discover its full meaning.



DPI Standards for Environmental Education

A.8.3, A.8.4, A.8.6, A.8.7, B.8.3, B.8.4, C.8.1, C.8.2, C.8.5, C.8.6,
C.8.7, C.8.10, C.8.11, F.8.1- Science Standards

A.8.3, A.8.4, A.8.5, A.8.6, B.8.3, B.8.6, B.8.8- Environmental
Education standards

B.8.1, B.8.2, B.8.3, C.8.3, D.8.1, F.8.1- English Language Arts
Standards

Materials

Paper

Pencil

Clipboards

Chart tablet

crayons

Desired Location

Fire Pit and later woods

Resource

Project Learning Tree

Background Information

Writing and sharing poems will give your students an opportunity to express their feelings, values, and beliefs about the environment and related issues in creative and artistic ways. There are many types of poetry that can be written while observing trees in the wilderness.

One example is **Haiku**, which is a Japanese form of poetry that consists of three lines: the first line has five syllables, the second line has seven, and the third line has five again.

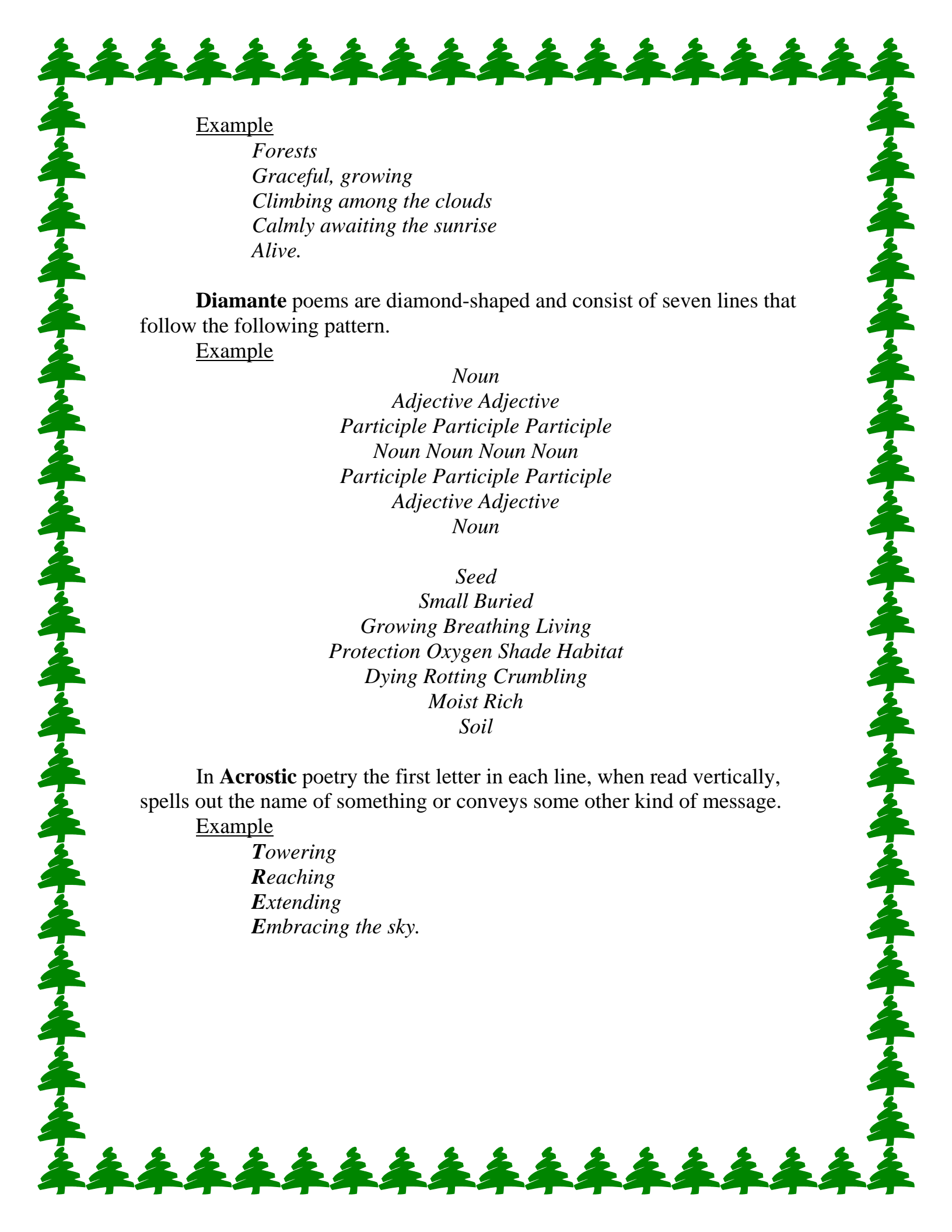
Example

The snow-covered tree

Sparkles in the soft moonlight

The wind rushes by.

Another example is **Cinquain**. Cinquain poems consist of five lines, and each line has a mandatory purpose and number of syllables: 1. the title in two syllables, 2. a description of the title in four syllables, 3. a description of the action in six syllables, 4. a description of a feeling in eight syllables, and 5. another word for the title in two syllables.



Example

Forests
Graceful, growing
Climbing among the clouds
Calmly awaiting the sunrise
Alive.

Diamante poems are diamond-shaped and consist of seven lines that follow the following pattern.

Example

Noun
Adjective Adjective
Participle Participle Participle
Noun Noun Noun Noun
Participle Participle Participle
Adjective Adjective
Noun

Seed
Small Buried
Growing Breathing Living
Protection Oxygen Shade Habitat
Dying Rotting Crumbling
Moist Rich
Soil

In **Acrostic** poetry the first letter in each line, when read vertically, spells out the name of something or conveys some other kind of message.

Example

Towering
Reaching
Extending
Embracing the sky.



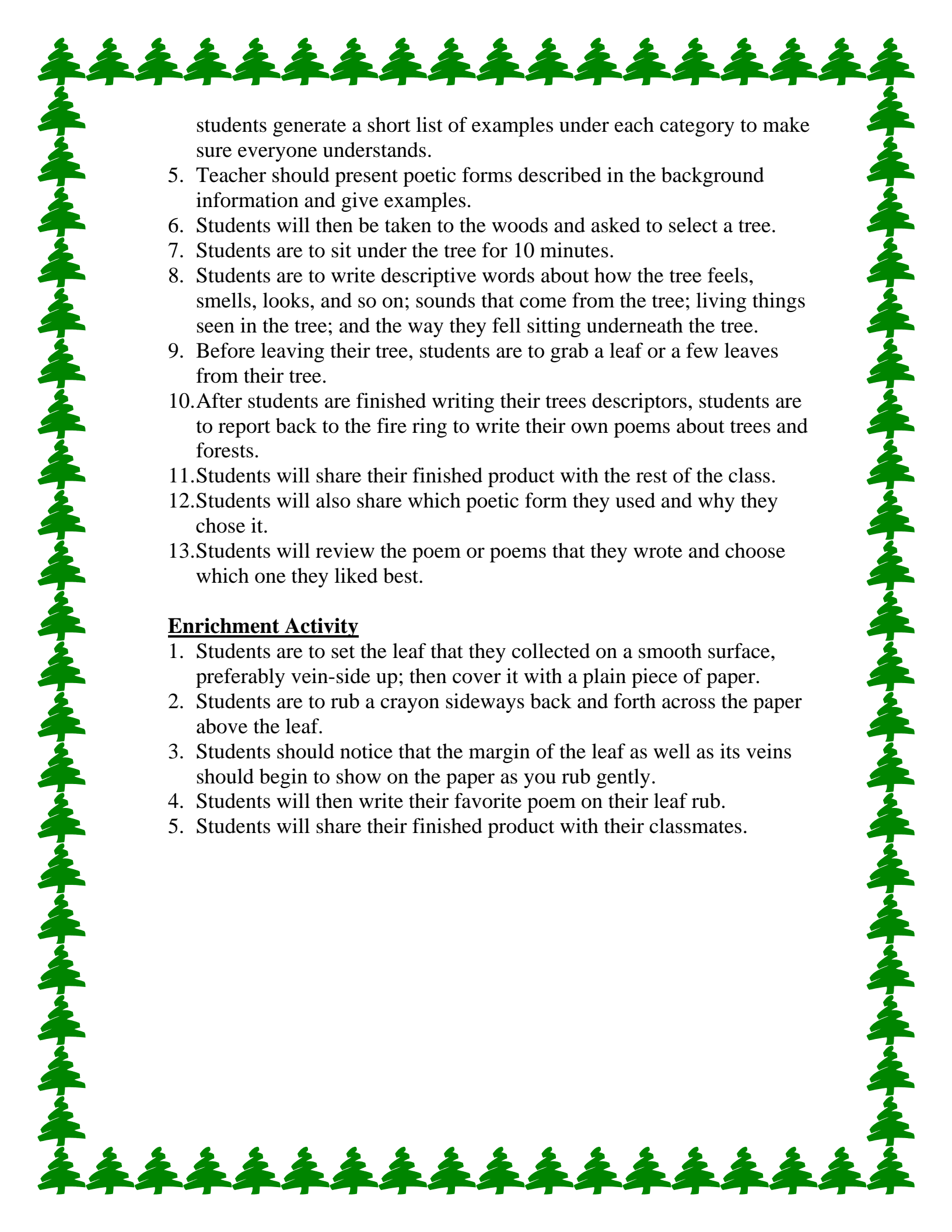
The words in **picture poetry** form a picture of what is happening in the poem.

Example

*Branches
Shade rubber
Fruit clothes
Paper wind barrier fuel
Furniture resource nuts
Tree houses maple syrup parks
Multiple uses seeds oxygen
Lumber habitat energy
Building materials
Baseball bats leaves
Photosynthesis
Roots
Gum
Cork
Books
Paint
Cocoa
Sponge*

Activity

1. Teacher will start discussion with students asking them to name some benefits they derive from trees and forests.
 - What experiences have they had with trees and forests?
 - How do trees and forests make them feel?
 - Do they have any favorite neighborhood trees?
 - Any special wooded places they like to visit?
 - Any favorite stories about forests or trees?
 - Any forest issues that concern them?
2. Teacher will direct students to come up with a list of characteristics and attributes of trees and forests.
3. Tell students that they are going to have an opportunity to create a book of poetry expressing their ideas and feeling about trees and forests.
4. Review with the students the major parts of speech (nouns, verbs, adjectives, participles, etc.) Write these on the chart tablet and have



students generate a short list of examples under each category to make sure everyone understands.

5. Teacher should present poetic forms described in the background information and give examples.
6. Students will then be taken to the woods and asked to select a tree.
7. Students are to sit under the tree for 10 minutes.
8. Students are to write descriptive words about how the tree feels, smells, looks, and so on; sounds that come from the tree; living things seen in the tree; and the way they felt sitting underneath the tree.
9. Before leaving their tree, students are to grab a leaf or a few leaves from their tree.
10. After students are finished writing their trees descriptors, students are to report back to the fire ring to write their own poems about trees and forests.
11. Students will share their finished product with the rest of the class.
12. Students will also share which poetic form they used and why they chose it.
13. Students will review the poem or poems that they wrote and choose which one they liked best.

Enrichment Activity

1. Students are to set the leaf that they collected on a smooth surface, preferably vein-side up; then cover it with a plain piece of paper.
2. Students are to rub a crayon sideways back and forth across the paper above the leaf.
3. Students should notice that the margin of the leaf as well as its veins should begin to show on the paper as you rub gently.
4. Students will then write their favorite poem on their leaf rub.
5. Students will share their finished product with their classmates.