



ENVIRONMENTAL LEARNING PROGRAMS CELEBRATE WILDFLOWERS

#15 WILDFLOWER POETRY

CONTENT	Writing poetry about wildflowers. (Adapted from "Poet-Tree," Lesson #5, Project Learning Tree Environmental Education Activity Guide.)
GRADE LEVEL	3-12.
ADDITIONAL SUBJECTS	Science, creative writing, language arts.
OBJECTIVES	To express understanding, viewpoint and feelings about wildflowers through the art of poetry.
PROCESS AND RESEARCH SKILLS	Observation, comprehension, synthesis, composition, and discussion.
PRODUCT	One or more poems about wildflowers.
SUGGESTED LOCATION	In the classroom or under a big tree.
TIME REQUIRED	30 minutes to one hour.
MATERIALS	Paper and pencils.
ACTIVITY AND DISCUSSION	<p>Writing and sharing poems will give your students an opportunity to express their understanding, viewpoint, feelings, values and beliefs about wildflowers and other plantlife.</p> <ol style="list-style-type: none">1. Ask the students to name some of the benefits they derive from wildflowers and other plantlife. What experiences have they had with wildflowers and plants in the out-of-doors? How do wildflowers and the out-of-doors make them feel? Do they have a favorite wildflower or place they like to go to see wildflowers? Do they have any favorite stories about wildflowers? Are there any wildflower issues that concern them?2. Develop a group list of characteristics and attributes of wildflowers, ie: beautiful, fragrant, many colors, etc..3. Review the major parts of speech (nouns, verbs, adjectives, participles, etc.), provide examples and make sure each student understands.



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ACTIVITY AND DISCUSSION CONTINUED

4. Present the following poetic forms:

Acrostic - A poetry form where the first letter in each line, when read vertically, spells the name of something or conveys some other kind of message:

Example

Wildflowers
Escaping the
Environment.
Deciding to live in my front lawn.
Shall I let them?

Windspark - A poetry form that has five lines with the following pattern:

I dreamed
I was... (something or someone)
Where
An action
How

Example

I dreamed
I was a honeybee
In a field of wildflowers
Deciding where to begin
Hungry!

Haiku - A Japanese form of poetry that consists of three lines:

Five syllables
Seven syllables
Five syllables



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ACTIVITY AND DISCUSSION CONTINUED

Haiku (continued)

Example

The golden flower
Tosses in the morning breeze.
Petals fall lightly.

Cinquain - A poem that consists of five lines, each with a mandatory purpose and number of syllables:

The title in 2 syllables.
A description of the title in 4 syllables.
A description of action in 6 syllables.
A description of a feeling in 8 syllables
Another word for the title in 2 syllables.

Example

Flowers
Many colors
Vying for attention
Which one is the most beautiful?
All are!

Diamante - A poem that is diamond shaped, written in seven lines:

noun
adjective adjective
participle participle participle
noun noun noun noun
participle participle participle
adjective adjective
noun



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ACTIVITY AND DISCUSSION CONTINUED

Cinquain (continued)

Example

pollen
golden sticky
rubbing catching clinging
bees butterflies beetles hummingbirds
traveling landing fertilizing
sticky successful
seed

5. Have each student set separately from each other. After sitting quietly for 10 minutes, tell the student to write descriptive words about how wildflowers look, feel, smell and so on. Do wildflowers make any sounds? Are there any other living things near or on wildflowers? How do they feel about wildflowers?
6. Have students write their own poems about wildflowers. Encourage them to try more than one of the described poetic forms.
7. Allow the students to share their poems with the rest of the group (only if they choose to—do not force them to reveal their feelings if they are uncomfortable.) Have them explain the poetic form they used and why they chose it.
8. Ask the class the following questions: Do your poems mention the influence of people on wildflowers? The influence of wildflowers on people? How?

EVALUATION

Completion of assignment.

EXTENSION

Have students select their favorite poems and assemble them into a book. Students may choose to illustrate the poetry. Students may choose to create just one class book or run off enough copies for each student to have his own copy.