**Action and Rhyme (Poetry)**

**Section 1**

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| 00:00:01 | TEACHER: Now, I want you to keep your lesson goals and words to know in mind as we begin to answer your lesson question, how is a poem used to tell the story of a war hero? Now, we've already explored the idea that a poem can include action and conflict and tell a story just as prose does. Now, we're going to specifically be looking at a |
| 00:00:23 | war hero by the name of Barbara Fritchie. You can see her pictured here in this piece of art. So it's important that you understand her background a bit before we start talking about the poem and how it tells her story. So let's get started. |

**Section 2**

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| 00:00:01 | TEACHER: Meet Barbara Frietchie, born in 1776. And she died in 1862. Now, she was born in Pennsylvania to German immigrants. And she married her husband, John Frietchie, and lived in Frederick, Maryland. She was considered an American patriot and was loyal to the North during the Civil War, so much so that she defied the |
| 00:00:27 | Confederate army when they came into her town of Frederick, Maryland. Now, it's important to know that her story is not a proven fact. But it has indeed raised her to the status of a historical legend in American history. Now, let's get a little bit of background information on the Civil War so you can understand what was taking |
| 00:00:51 | place during Barbara Frietchie's lifetime. Now, it's important to know that there were a lot of differences and disagreements between the states during the early 1860s. So the North and the South had a very big disagreement-- just one of many-- about slavery. So as a result of this, the Southern states wanted to pull |
| 00:01:20 | away from the Union so we would no longer be one union, but instead two. So this sparked the Civil War. Now, the Civil War began in Fort Sumter in Charleston, South Carolina, in April of 1861. Now, a year later, George Stonewall Jackson led Confederate troops past Barbara Frietchie's home. And when he did this, she waved a Union flag. |
| 00:01:52 | So remember, she was a supporter of the Union. In 1863, President Lincoln declared the Emancipation Proclamation, which freed enslaved people. Now, it wasn't until 1865 that the Civil War ended in Virginia and Congress approved the 13th Amendment, which abolished slavery altogether. So it's important to understand what was going on during this time period so that you can begin to get a |
| 00:02:26 | sense of why Barbara Frietchie is considered a female Civil War hero. |

**Section 4**

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| 00:00:02 | TEACHER: The poem "Barbara Frietchie" tells the story, so it's going to have story elements, one of which is setting. Now, setting is the time, place, and social environment in which the events of a text occur. It can be fictional or historical. Now, there are certain questions that you can ask to help you determine the setting, but I want to provide |
| 00:00:24 | you with one big clue. We understand the historical time and place in which this poem takes place. And that is during the Civil War. So that's a big clue about the setting. Now, let's look at some other questions we can ask to help you determine setting. First of all, where is the story taking place? |
| 00:00:49 | What time of year is this happening? Are there clues about the weather? And are there descriptions of the scenery? Now, when you're asking these questions, you want to look for words and phrases in the poem that will help you answer then. So let's look at an excerpt from the poem and apply these questions. |
| 00:01:13 | So as I read, I want you keep these four questions in mind and see if you can determine and understand the setting. "Up from the meadows rich with corn, clear in the cool September morn, the clustered spires of Frederick stand green-walled by the hills of Maryland. Round about them orchard sweep, apple- and peach-tree fruited deep, fair as the garden of the Lord to the eyes of the famished rebel horde, on that pleasant morn of the |
| 00:01:43 | early fall when Lee marched over the mountain wall,-- over the mountains winding down, horse and foot, into Frederick town." So let's look at the very first question. Where is the story taking place? Well, we know that it's taking place in the hills of Maryland, specifically in Frederick town. So that is very clear to us. |
| 00:02:06 | Now, let's look at our second question. What time of year is this happening? Well, we have some more clues. We understand that it's happening in September and that this is the early fall. So now, we know the time of year that it's taking place. Now, what about clues to the weather? Well, if you understand September and fall, you might |
| 00:02:33 | already have a sense of the type of weather that might have been taking place during this time. But we have some other clues here. It's clear and it's cool. In addition to that, it's pleasant. So the setting so far is very pleasant and calm and peaceful, isn't it? Now, what are some of the other descriptions of the |
| 00:02:57 | scenery that can help you really visualize where this story is taking place? Well, a couple of other things you can notice is we have meadow rich with corn. We have clustered spires of Frederick standing in the distance. So that that's the tops of the houses and the peaks of all of the buildings. |
| 00:03:19 | We also have all of these orchards full of apple and peach trees. So here, we have this beautiful description taking place of this pleasant scene. But what is happening? What might change that setting? Now, I want you to keep these questions in mind as you try to understand the effect of this setting on the reader. |
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**Section 6**

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| 00:00:01 | TEACHER: Now, we've already begun to answer the lesson question, how is a poem used to tell the story of a war hero? Now, remember that we've already looked at how setting is part of a story. And it's included in that home "Barbara Frietchie." Remember, Barbara Frietchie is our Civil War hero. Now, I want you to look again at this picture. |
| 00:00:24 | You can see the setting. Now, I want you to think about how the poet uses words and phrases to make that setting come alive. That's part of how he's using story elements in the poem. Now, the next thing that we want to look at is how the events are sequenced in a poem, because sequencing action is one way that we tell a story. So let's look at that next. |
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**Section 7**

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| 00:00:02 | TEACHER: Now, when you're telling a story, typically you tell the events in the order in which they occur. That is called sequencing. And we're dealing with a poem that's telling a story, so you can bet you're going to find sequencing of events. So, we're going to apply these three steps as part of a strategy to help us identify and make connections among the actions, the events that are happening in the poem. |
| 00:00:29 | The first thing I want you to do is look for the very first action by finding verbs. Right? Verbs are action words. That's a great place to start. Second, you're going to look at how the first action leads to another action, and you're going to find that that leads to another and to another. |
| 00:00:51 | That will then allow you to think of the events as steps on a path. So there's a logical progression happening as you're learning about the story of Barbara Fritchie. Now let's apply this strategy to this passage from the poem. Now, sequencing is very important because it helps you understand the events and the connections among those events. |
| 00:01:14 | So, as I read, I want you to be on the lookout for number one in our strategy. Look for the very first action. And you can do this by keeping your eye out for a verb. Follow along as I read. "On that pleasant morn of the early fall when Lee marched over the mountain wall, over the mountains winding down, horse and foot, into Frederick town, 40 flags with their |
| 00:01:38 | silver stars, 40 flags with their crimson bars, flapped in the morning wind; the sun of noon looked down and saw not one." Did you spot the very first action by identifying a verb? What did Lee do? Lee marched. He marched over that mountain wall. What event followed that particular action? |
| 00:02:02 | Well, then he is winding down, horse and foot, into Frederick town. So we're seeing his progression into the town. Remember, we have this pleasant morning, this pleasant September morning, and now suddenly we have these men, these Confederate soldiers, marching into the town. Now, we know that they're Confederate soldiers because |
| 00:02:27 | they are carrying the Confederate flag. And he's got lots of men with him coming into this town. Now I want you to apply this strategy to yet another passage so that you can make connections among the events. |

**Section 9**

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| 00:00:02 | TEACHER: Now that you've applied the strategy for identifying how actions are connected in a sequence of events, it's time to look at how actions can lead to conflict and to resolution. Now this might sound familiar when you're talking about stories. Right? But maybe you've never really explored it in poetry. |
| 00:00:22 | Remember, the poem that we're reading is telling a story, so we have a lot of these literary elements, these story elements, such as action, conflict, and resolution. Now, let's begin by talking about conflict. That is the problem or struggle in a story. And it is typically resolved at the end of the story. So the reader is following along and getting caught up in the tension as the main character of the story tries |
| 00:00:52 | to overcome, or conquer this conflict. Sometimes, at the end of the story, it's resolved and it's a happy ending. Sometimes conflict is resolved and it's not a happy ending. So you never know what you're going to get. That is how we're drawn in and we like to follow along in a story. Now sometimes action can create conflict, and sometimes |
| 00:01:18 | it does not. So let's talk about action that does create conflict. Consider this line, here, for the poem. Remember, this was our first action. "Lee marched over the mountain wall." Well that's obviously going to create conflict, because Lee and his army, their marching into Frederick, Maryland, and that is going to put them in direct conflict with Union |
| 00:01:43 | supporter, Barbara Frietchie. Now let's look at an action that does not create conflict, "the sun of noon looked down and saw not one." Now that's action, because the sun is looking down and not seeing anyone. But it's not creating any conflict. Now as you read the full poem, I want you to pay very close attention to actions that lead to conflicts, and see if the |
| 00:02:12 | story has a final resolution. Now it's time for you to see if you can understand how action can lead to conflict. |

**Section 11**

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| 00:00:01 | TEACHER: You've been hard at work looking at how a poem can be used to tell a story, so I think it's time that you meet the poet John Greenleaf Whittier, born in 1807 and died in 1892. He was a famous American poet. He was born on a farm in Massachusetts. And he was a well-known abolitionist, meaning that he supported the freedom of enslaved people. |
| 00:00:27 | In fact, he used his writing to voice his opinion about this very topic. He was a writer of poetry and journalism. Now, why did he write about Barbara Frietchie? Well, he obviously recognized and appreciated the courage of this woman. |