

# Warm-Up

## Action and Rhyme in a Poem about a Female Civil War Hero



### Lesson Question



### Lesson Goals

Read the poem “Barbara Frietchie” by John Greenleaf Whittier.

Identify action and conflict in Whittier’s

events in “Barbara Frietchie.”

Explore

in rhyming couplets.



### Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

	a set of two lines of poetry, each of which ends with a rhyme
	the time, place, and social environment in which the events of a text occur
	the problem or struggle in a story
	the order of events in a text

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### Poetry as Storytelling

Poetry has been used to  audiences and tell stories for hundreds of years.

Poetry is known for sounds and rhythm.

The  and the rhyme would bring these stories to life for the audiences.

**Instruction**  
Part 1

Action and Rhyme in a Poem about  
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Slide

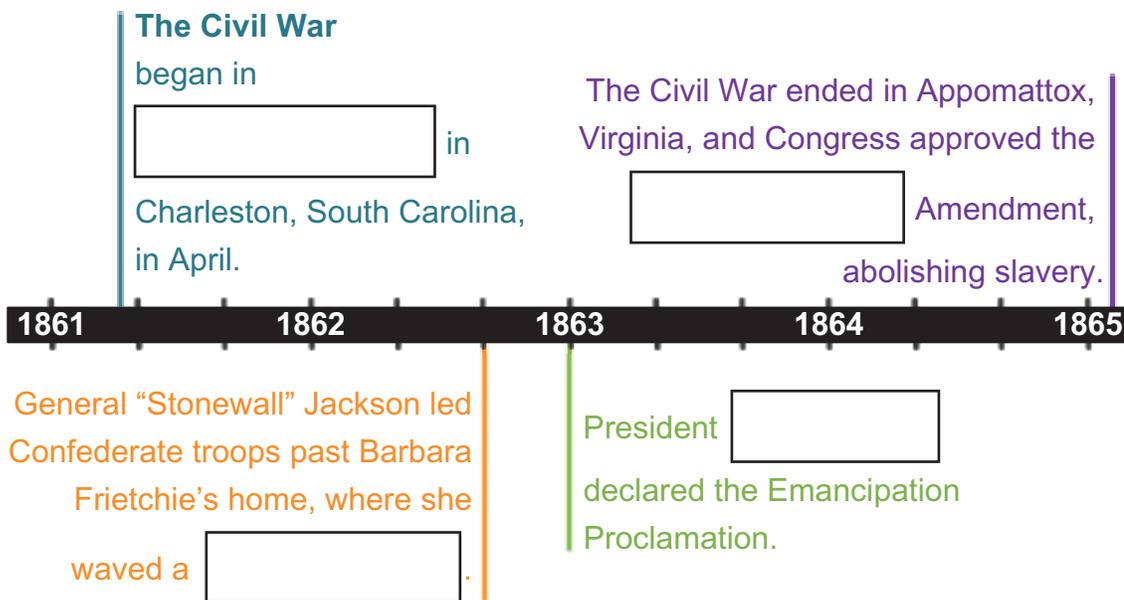
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**Barbara Frietchie (1766–1862)**

- Was born in Pennsylvania to  immigrants
- Married John Frietchie and lived in Frederick, Maryland
- Was considered an American  and was loyal to the North during the Civil War
- Defied the Confederate

**The Civil War**

**The Civil War: 1861–1865**



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### Setting

**Setting** is the time, , and social environment in which the events of a text occur. It can be fictional or historical.

To determine the , ask:

- Where is the story taking place?
- What  of year is this happening?
- Are there clues to the weather?
- Are there  of the scenery?

### Understanding the Setting

- is the story taking place?
- What time of year is this happening?
- Are there clues to the ?
- Are there descriptions of the ?

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 orchards sweep,  
Apple- and peach-tree fruited deep,  
Fair as a garden of the Lord  
To the eyes of the famished rebel horde,  
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.

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### Sequencing Events in a Poem

**Sequence** is the  in which events occur.

1. Look for the first action in the text by finding .
2. See how the first  leads to another action.
3. Think of the  as steps on a path.

### Sequencing Events from “Barbara Frietchie”

Sequencing is a strategy that helps readers understand events.

1. Look for the  action in the text by finding verbs.
2. See how the first action  to another action.
3. Think of the events as  on a path.

*Circle the verbs in the passage.*

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.  
 Forty flags with their silver stars,  
 Forty flags with their crimson bars,  
 Flapped in the morning wind: the sun  
 Of noon looked down, and saw not one.

—“Barbara Frietchie,”  
 John Greenleaf Whittier

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### Actions Leading to Conflict and Resolution

**Conflict** is the problem or  in a story. It is usually resolved by the  of the story.

Action that creates :

- “Lee marched over the mountain wall”

that does not create conflict:

- “the sun / of noon looked down, and saw not one”

Pay attention to actions that lead to conflicts and see if the story has a final .

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### John Greenleaf Whittier (1807–1892)

- Was a famous American
- Was born on a  in Haverhill, Massachusetts
- Was an abolitionist
- Wrote as a poet and a

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Part 2

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### Rhyming Couplets

A **rhyming couplet** is a  of two lines of poetry, each of which ends with a .

*Underline the rhyming couplets in the poem.*

She leaned far out on the window-sill,  
And shook it forth with a royal will.

“Shoot, if you must, this old gray head,  
But spare your country’s flag,” she said.

–“Barbara Frietchie,”  
John Greenleaf Whittier

# Summary

## Action and Rhyme in a Poem about a Female Civil War Hero



**Lesson Question**

How is a poem used to tell the story of a war hero?



**Answer**

*Use this space to write any questions or thoughts about this lesson.*