

## Rangeland Poetry

<b>Created by:</b> IRRRC	<b>Date:</b>
<b>Subject:</b> Science/ Language Arts	<b>Grade Level:</b> 3-5
<b>Time Required:</b> 2-3 45 minute classes	<b>CCS Standards:</b> <u>Speaking &amp; Listening: 5</u> <u>Writing: 7</u>

<b>Overview</b>	Students will use their knowledge of rangelands, wildlife that live on the rangelands, and rangeland plants to create a poem.
<b>Goal(s) &amp; Objective(s)</b>	Students will use previous knowledge of rangelands and apply them as a topic for their poems.
<b>Prerequisites &amp; Materials</b>	<u>Do short course on rangeland- this will give the students background.</u> <b>Materials:</b> 1. Reading materials on Rangelands, wildlife, and Plants.
<b>Teaching Activities:</b> <i>Instructional Approaches/Strategies</i>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Review what rangelands are. Depending on what you want the students to focus on, plants, animals, or both, give a short review of the wildlife, noxious weeds, and other plants found on rangelands.</li> </ol> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Read example poems to class (attached)</li> <li>2. Go over poem attributes that you want them to use such as rhyming, non rhyming, how long you want it to be, if you want one long poem or stanzas etc.</li> <li>3. Have each student pick a topic - plants or animals - then narrow it down to a specific plant or animal.</li> <li>4. Give them time to research about their topics - short general description for ideas. Example: Bighorn sheep- find out where they live, what they eat, &amp; a picture. Yellow Star Thistle- find the environment they thrive in (temperature, land type, near to or far from water) and a picture.</li> <li>5. Have students brainstorm ideas- what they want their poem to say- is it descriptive or does it have a message? They should have lots of adjectives in their poem. (make sure a thesaurus is available).</li> <li>6. Have students begin writing their poem.</li> <li>7. After they have it written, have them workshop it with another student and make necessary revisions.</li> <li>8. Have students write poem nicely in pen or type it on a computer to</li> </ol>

	<p>hand in.</p> <p><b>Closure</b></p> <p>1. After poems are written, have students present them to the class.</p>
<b>Assessment:</b>	<p>Have students hand in their poems;, make sure their poems are about Idaho rangelands &amp; wildlife. Tigers are not found in Idaho's hills, therefore there shouldn't be tigers in there poems.</p>

**Expansion:** Have specific types of poems for the students to model.

**Attached:** Example poems- 2 are contemporary poems, and one (Noxious to the End) is a more "traditional" poem that rhymes.

### Example Poems

### **Noxious to the End**

Pretty to the eye you see,  
Deadly to the mouth you be,  
Fragrance floating sweetly in,  
Venom reaching deathly out.  
Allurement is your key,  
Noxious weeds may be the end of thee.

### **Sage-Grouse**

Under the brush they scurry,  
No time for a walk in the morning sun,  
For the fox is hungry this morning.  
He's energetic and playfully vicious  
Peeking through the Sagebrush  
Stealthily hunting for them now.  
Hush little chicks  
Huddle deep to blend. May your dull gray and brown  
plumage be disguise enough.  
A rustle and he's gone  
A new distraction he has found.  
Safe for awhile the grouse shall stay.

### **Range**

Home on the range is where I'd like to be,  
Running free like an elk and wild like a bear.  
Everything's calm on the range,  
With the wind in your face and the brush at your feet,  
Roaming the range for eternity.