

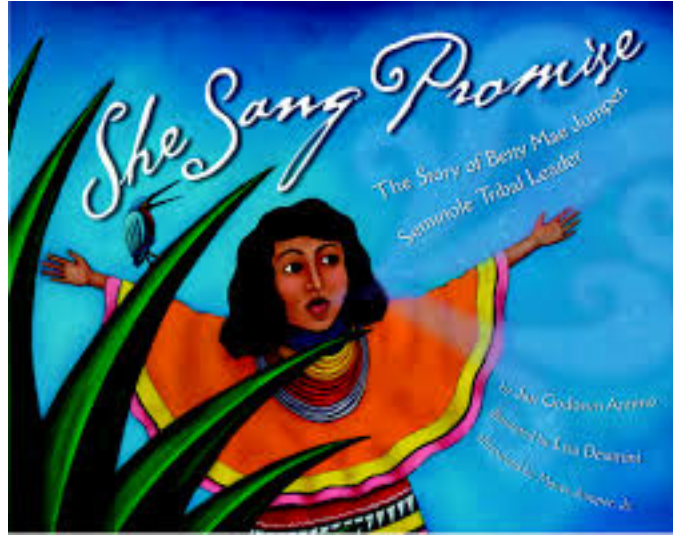
SHE SANG PROMISE: THE STORY OF BETTY MAE JUMPER, SEMINOLE TRIBAL LEADER

By Jan Godown Annino

Illustrated by Lisa Desimini

Afterword by Moses Jumper, Jr.

A Mentor Text Lesson Plan by Marcie Flinchum Atkins



Writing Skills Focus:

Descriptions

Word Choice

- Specific nouns
- Vivid Verbs
- Sensory Words
- Imagery

Target Audience:

3rd grade-5th grade

Objectives:

The student will read with a writer's eye, noticing how specific word choice including specific nouns, vivid verbs, and sensory words all bring depth to a piece of writing.

The student will describe how nouns, verbs, and sensory words can all help develop imagery in writing.

The student will utilize specific nouns, vivid verbs, sensory words, and imagery in their own writing.

The student will revise for imagery and vivid verbs.

The student will work collaboratively with their peers to discuss writing and analyze how the word choice affects the writing.

The student will observe trees in nature and take notes and write descriptions based on those notes and research.

Standards:

Virginia Standards of Learning:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf

3rd Grade

English

3.4, c, d, e, f

3.5 d, f

3.6 i

3.9 b, c, d, e, f, g

3.10 a, b

4th Grade

English

4.4 a, d, e

4.5 b, h

4.6 c, f

4.7 b, c, d, e, f, g, i, j, k

5th Grade

English

5.4 a, b, d, f, g

5.5 b, d, e, i

5.6 b, c, f

5.7 b, c, d, e, f, g, h

Common Core:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

3rd Grade

RI 3.1, 3.2, 3.4, 3.6, 3.7

W 3.2, 3.3, 3.4, 3.5, 3.7, 3.8

L 3.3, 3.5, 3.6

4th Grade

RI 4.1, 4.2, 4.4, 4.5, 4.7

W 4.2, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

L 4.3, 4.5, 4.6

5th Grade

RI 5.1, 5.2, 5.4

W 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

L 5.3, 5.5, 5.6

Text(s):

Annino, Jan Godown and Lisa Desimini (illustrator). *She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader*. Washington, D.C.: National Geographic, 2010.

Other Materials Needed:

- Specific Nouns Worksheet (attached)
- Beginning, Middle, End Chart with Vivid Verbs (attached)
- Draft of a work in progress
- Colored pencils (5 different colors)
- Plain paper for drawing
- Taking a Look at Imagery Worksheet (attached)
- Journal or paper for taking outside to observe
- Online resource on trees:
http://www.sfrc.ufl.edu/extension/florida_forestry_information/forest_resources/trees_of_florida_common_name.html#p
- Field Guide to Trees (in your local area), optional

Lesson:

Setting the purpose:

The purpose of these lessons is to have students take an in depth look at a mentor text rich in word choice, analyze how the word choice can be highly specific, and try using word choice in their own writing. There are several word choice activities in this lesson packet. They can be taught in succession, or the mentor text lessons can be taught over a period of time.

Each area of the lesson on types of word choice—specific nouns, vivid verbs, sensory language, and imagery—have a part focused on utilizing the mentor text AND transferring the skills to the student's own writing.

SPECIFIC NOUNS

Utilizing the Mentor Text

Specific nouns utilize the most specialized word possible. For example, Annino doesn't just say that Betty Mae Jumper ate food. She uses words like "oranges, guava, bananas." This lets us know something about Betty Mae's culture and where she lived.

Read the text together. As you read, list all of the words that are specific to Betty Mae Jumper or her world. Students could list foods, animals, plants, etc. All of these specific things are mentioned in the text and really set the stage for her life as a Seminole woman and also the setting of Florida.

Here are some examples. You can generate a list like this together as you read or after reading and revisiting the text.

Foods	Animals	Plants	Materials (clothing, building)
oranges	alligators	palm tree	patchwork skirts
guava	black bear	orange trees	chickee floors
bananas	swamp mice	cedar	sleep hammocks
corn	frog	strangler fig	Cypress poles
pumpkins	panther	rattle box plant	pelts
sugarcane	rabbit	frost weed	
	snake	Carolina willow	
	chickens	sugarcane	
	cats	pumpkins	
	dog	guava	
	tall crane	corn	
		orchids	
		cabbage palms	
		cypress	

Transferring the Skill to Student Writing

After reading the text and talking about the specific nouns used, students should apply it to their own writing. Students can use the specific nouns worksheet (attached).

For autobiographical writing or personal narratives:

- Students can brainstorm words that apply to JUST them. What foods, plants, animals, or other specific things in their lives could be used that would be unique to their personal stories.

For nonfiction/biographical writing:

- After researching a topic or person for nonfiction writing, students should brainstorm a list of words that could be associated with their topic or person. For example, the words they would use to tell the story of Thomas Jefferson would be very different than the words used to describe Betty Mae Jumper. Using specific language is very important to paint a picture for the reader.

For fiction writing:

- Students who are working on fiction can brainstorm words specific to their character and/or setting. What plants, animals, foods, possessions would be part of their character's world? Make a list. Emphasize that a story that has a maple tree would be a different setting from a palm tree. Both are trees, but both set the story in two different places. Note how Annino really utilizes the plants, animals, and foods of the Seminole Tribe in Florida to bring Betty Mae Jumper's story to life and lend authenticity.

VIVID VERBS

Utilizing the Mentor Text

While reading, or when revisiting the text, search the text for vivid verbs. *Vivid verbs are verbs that are active and paint a picture of what is happening.* They are typically very specific. It is also important to point out how Annino uses words that might be familiar but they are used in a unique way. For example: "noisy black truck **bumps** into view." We don't normally associate the word "bump" with how a truck moves, but it really gives the reader a good visual.

Students can locate vivid verbs from the text. Some examples from the text might include:

"mama alligator **floats** babies on her back"

"spring breezes **tickle** cabbage palm spikes"

"Seminole women **trailing** patchwork skirts"

"swamp mice **fetch**"

"**loosen** sleep hammocks **swung** from cypress poles"

"cloth smiles **unfurl**"

"frog chorus **swells** with night hiccups"

"noisy black truck **bumps** into view"

"Jeep **nuzzles** her"

"Rabbit **beds** down with dog, who is **cuddled** into cat"

"she **wiggles** toes **trapped** inside leather"

"who always **tugged** her home from the dangers of the woods"

Transferring the Skill to Student Writing

Students can continue to work on their own writing—autobiographical, nonfiction about a topic, or fiction. Brainstorm 3 events that happened in their story, or three events that happened in the famous person's life. Think about the beginning, middle, and end.

Students can draw a picture to represent each event. Write a sentence describing what happens. Then they should brainstorm verbs that might be associated with that event. Remember, using familiar words in a unique way has great impact.

Here is a sample for Betty Mae Jumper:

Beginning	Middle	End
[insert picture]	[insert picture]	[insert picture]
Summary Sentence: She lived in the Tiger Family.	Summary Sentence: Betty Mae goes to school.	Summary Sentence: She becomes a leader for her people.
Interesting verbs that could be used to describe this: Fresh air carries the song of a newborn girl She sings promise in her cry Betty Mae eats oranges roasted by the campfire	Interesting verbs that could be used to describe this: She wiggles toes trapped inside leather ... refusing to get sick at the sight of surgery	Interesting verbs that could be used to describe this: Betty Mae travels throughout the Everglades, where families live, interpreting in two Seminole languages.

Students can complete their own Beginning, Middle and End chart (see attached).

SENSORY WORDS

Utilizing the Mentor Text

Take a look at the text on p. 5, 11, 17. Each of these pages is loaded with sensory phrases. The phrases below are not limited to these pages, but they are good examples of sensory phrases used in the book. Students might also notice that some of these sensory phrases contain specific nouns and vivid verbs as well. They are all interconnected.

"soft fur tufts"

"frog chorus swells with night hiccups"

"fresh air carries the song of a newborn girl"

"noisy black truck bumps into view"

"eats oranges roasted by the camp's fire"

"on shivering nights"

"sugarcane stalks shoot up to the sky"

"in the snow-chilled mountain air"

Notice that Annino didn't just rely on sense of sight. She allows the reader a *multi-sensory experience with sight, sounds, touch, smells, and even taste*. This text is rich with sensory details, and as mentioned before, the sensory details are often very specific to Betty Mae Jumper's life.

Transferring the Skill to Student Writing

Take a look at a previous draft, or if students do not have a current working draft of a work in progress, they can write a draft using some of the details from the first two activities. Have students use colored pencils (5 different colors). Assign each sense a different color. For instance, smell=green, taste=red, touch=blue, etc. Have students place a dot in the appropriate color for each sense in their drafts. At a glance students can see which colors are more prevalent and which ones are lacking.

Often, students will notice that they rely heavily on sight. While it isn't necessary to incorporate every single sense on a page, it is good to incorporate two or three. Sight is a given. If they can incorporate two other senses beside sight, then it will give their stories richness.

The specific words and vivid verbs brainstormed earlier can certainly lend themselves to incorporating senses. Sometimes, the writer can use verbs and nouns that are so specific that they elicit some sort of sensory detail.

IMAGERY

Utilizing the Mentor Text

Imagery is being able to create images using words. Images can be created with many different types of words, including the ones previously mentioned in these lessons (specific nouns, vivid verbs, sensory words). All of these can help contribute to the creation of images that the reader can see in the mind as he/she reads.

Each student can have drawing paper to draw as the teacher reads. As the teacher reads, she should not show the illustrations, but just let the students try to form pictures in their minds as they hear the words.

Some good samples of writing with vivid imagery include p. 11 and 17. As you read aloud, do not show the illustrations at first. Simply let the students draw what they “see” in their minds. Have students compare their pictures. It is likely that they will have very similar elements in their pictures. If students notice this, point out that this is because the writer did a good job of creating images with her words.

Transferring the Skill to Student Writing

Have the students write a descriptive paragraph about what life would be like one evening in their families. If they are writing nonfiction about a famous person who they’ve researched, they can write a paragraph that describes what typical family life might have been like for that person. This is an opportunity to create an image with words utilizing specific nouns, vivid verbs, and sensory details.

Students can then share their paragraphs in small groups, in partners, or in a whole group setting. The students that are listening should draw what they see in their minds as the writer reads the paragraph. If the pictures lack similar elements or details, then they can discuss with the writer what things they had difficulty picturing. This can help the writer revise. Each listener could also fill out a sheet for the writer to refer to when revising (Taking a Look at Imagery Worksheet attached).

Extension Activities

Have students observe trees outside. With teacher and student knowledge, identify trees in the area (use a field guide, if needed). Students can journal about a particular kind of tree, paying attention to using specific nouns, imagery, and sensory words.

Compare the local tree to trees that Betty Mae Jumper would have seen (like the cabbage palm). If you live in Florida, you can compare and describe two different native Florida trees.

Students can use online resources

http://www.sfrc.ufl.edu/extension/florida_forestry_information/forest_resources/trees_of_florida_common_name.html#p to research what the trees look like and common characteristics. Encourage students to use that factual information and write about it using language that is more poetic, like Annino has done in her book.

Other Resources:

Jan Godown Annino's Website:

<http://bookseedstudio.wordpress.com/books/>

Lisa Desimini's Website:

<http://www.lisadesimini.com/>

Seminole Tribe:

www.seminoletribe.com

Specific Nouns

Specificity is using words in such a specific way that they reveal the setting, character, or other story elements in a unique way.

Think about your nonfiction topic, your personal story, or your fictional story and brainstorm words. Be as specific as possible.

PLANTS	ANIMALS	FOODS	POSSESSIONS

Beginning, Middle, End (Using Vivid Verbs)

BEGINNING	MIDDLE	END
Picture	Picture	Picture
Sentence describing what happens in the beginning of the story.	Sentence describing what happens in the middle of the story.	Sentence describing what happens in the end of the story.
Brainstorm Vivid Verbs:	Brainstorm Vivid Verbs:	Brainstorm Vivid Verbs:

Name: _____

TAKING A LOOK AT IMAGERY

Draw a picture of the images you see when listening to the writer's paragraph.

What is one thing you were able to see clearly in your mind?

What is one thing you wanted to see better as you listened to the paragraph?

Name: _____

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