



Quarrybrook

EXPERIENTIAL EDUCATION CENTER

Program Title: **The Art of a Journey**

Theme: Poetry and art can inspire us to create our own storybooks about our journeys through Nature.

Audience: 3rd grade students

Common Core Standards:

ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Goals: Students will enjoy a reading of *The Barefoot Boy*, a poem by John Greenleaf Whittier, adapted to a children's book by Lisa Greenleaf. The story follows a boy's journey through the fields and woods of his farm home and is told through Whittier's inspiring words and Lisa Greenleaf's beautiful illustrations. The students will then take a ramble through the woods, paying attention to their experiences so that they can create their own mini-book, complete with a written story and accompanying illustrations, that reflects their personal walk through Nature that day.

Objectives:

- **What are the objectives?** Students will listen to Whittier's poem, following its key themes. Students will go on an inspiration hike and use their senses to describe the environment around them. Using paper, pencils, and crayons, students will write a short story about their walk through the woods. Students will also create illustrations to go with their stories.
- **How will they be measured?** Through group discussion, students will identify key elements and themes within the reading. Students will conduct physical activities that require them to use their senses. Students will each write and illustrate their own storybook.

Program Outline:

Activity 1: WORD ZOOM (30 min.) – This activity gets the students warmed up and excited about the process of writing. Using individual words, students will work together to unscramble a short statement. We will talk about the type of sentences we are creating and how we can use our senses and observations of the world around us to create a flowing story.



Grown-ups will be asked to help with this activity by working with a sub-group as their team leader. They will help the children to assemble a sentence with their word cards, and encourage their team to share their sentence when we hear from the entire group.

Activity 2: THE BAREFOOT BOY READING (30 min.) – Next, we will take the group to a comfortable place to sit and enjoy a reading of *The Barefoot Boy* by John Greenleaf Whittier. This book is an adapted version of his 19th century poem, beautifully illustrated, with inspirational meaning. We will talk together about some of the major ideas and happenings within the story and then let the students know that they will be writing their own stories today.

Activity 3: INSPIRATION HIKE (30 min.) – We will then enjoy a ramble through the Quarrybrook woods and waterways. We will spend some time with everyone sitting silently by themselves, listening to all the sounds around us. Students will be encouraged to think about how they might use their senses to describe the environment around them.



All adults will be helpful in reminding students to stay quiet so the other children can listen and observe in relative silence.

Activity 4: BOOK MAKING (30 min.) – We will end the journey back in our original story circle and give students the materials they need to write and draw their own stories. They will have blank booklets, pencils, and crayons, and copies of different nature stories to refer to for ideas.



Teachers and chaperones will be most helpful in guiding the students with their ideas and helping them to stay on task. Grown-ups are welcome to create their own story and drawings too!

Conclusion/Wrap-up: We will reflect on some of the inspirational moments the students had during their adventure on the trail and let them share their books, as they are so far. They will be encouraged to continue developing their storybooks after they leave Quarrybrook.