

Fall

Poem by Sally Andresen Stolte

Change

Poem by Charlotte Zolotow

How do we respond to NATURE'S mysteries?

COMMON CORE

RL 4 Determine the meaning of words and phrases as they are used in a text. **RL 10** Read and comprehend literature.

How do we respond to the mysteries and beauties of the natural world? Many times, we try to find a connection between the natural world and our own human world. We look at animals and see some of our own traits. We look at the mysterious changes that take place in the world of nature and we think of changes that take place in our own lives. In the poems you are about to read, two poets look at nature and let their imaginations go to work.

QUICKWRITE What aspect of the natural world do you find amazing or puzzling or even frightening or disgusting? Think of an animal or a plant or a natural event that you are curious about, or in awe of. Write a paragraph telling what it is, how it makes you feel, and what it makes you think of.

Meet the Authors

● TEXT ANALYSIS: IMAGERY

Imagery is created by the use of **sensory language**—words and phrases that appeal to the senses of sight, hearing, touch, smell, and taste. Poets use imagery to create vivid descriptions or express a strong idea in only a few words.

*The winter
still stings
clean and cold and white*

In these lines from “Change,” the word *white* appeals to your sense of sight, while the words *stings* and *cold* appeal to your sense of touch. As you read “Fall” and “Change,” record examples of imagery and note the sense or senses each example appeals to.

	Taste	Sight	Touch	Smell	Hearing
“Fall”					
“Change”		“white”	“stings,” “cold”		

● READING SKILL: UNDERSTAND REFRAIN

When you read a poem, you will sometimes come across a **refrain**, the same word, phrase, or line repeated several times. Poets often use refrains to emphasize a particular word or idea or to establish a mood. Refrain can also help develop a poem’s rhythm, or beat. In “Change,” for example, the second line of most stanzas repeats the word *still*. This repetition emphasizes that the seasons are always the same from year to year.

*The summer
still hangs* (lines 1–2)

*The autumn
still comes* (lines 6–7)

*The winter
still stings* (lines 10–11)

*The spring
still comes* (lines 14–15)

As you read, look for repeated words, phrases, and lines. Consider why the poet might have chosen to repeat them.

Sally Andresen Stolte born 1947

Lifelong Inspiration

Sally Stolte was raised on a farm in Iowa and remembers watching the geese fly over the fields each fall. It was this scene that she captured in the haiku poem you are about to read, which she wrote for a high school English assignment. Today, Stolte lives in Minnesota. Her interests include reading, quilting, and, birdwatching.



Charlotte Zolotow born 1915

Natural Observer

As a young woman, Charlotte Zolotow worked for a publishing company. Walking to work each day, she passed a park, and saw how the park changed with the seasons. She told her boss that it might be a good topic for a children’s book. Zolotow ended up writing that book, the first of many in a writing career that has lasted more than 70 years.



Complete the activities in your **Reader/Writer Notebook**.

Authors Online



Go to thinkcentral.com. KEYWORD: HML6-601

Fall

Sally Andresen Stolte

The geese flying south
In a row long and V-shaped
Pulling in winter. **A**

A **IMAGERY**

Which of the five senses (sight, hearing, taste, touch, and smell) do the details in this poem appeal to? Record your answers in your chart.

**Analyze
Visuals** ▶

Do the geese in this image seem to be coming or going? Explain.



Change

Charlotte Zolotow

The summer
still hangs
heavy and sweet
with sunlight
5 as it did last year.

The autumn
still comes
showering gold and crimson
as it did last year.

10 The winter
still stings
clean and cold and white
as it did last year. **B**

The spring
15 still comes
like a whisper in the dark night. **C**

It is only I
who have changed.

Analyze Visuals ▶

What details in this painting suggest change?

B UNDERSTAND REFRAIN

Reread the poem's first three **stanzas**, or groups of lines. Why do you think the poet chose to repeat the line at the end of each stanza?

C IMAGERY AND SIMILE

Find the **simile**—the comparison using *like* or *as*—in lines 14–16. What does the simile help you hear? Why is it a good comparison?



Comprehension

1. **Clarify** What event in nature is the speaker observing in the poem “Fall”?
2. **Recall** According to the speaker in “Change,” which season comes “like a whisper in the dark night”?
3. **Represent** Divide a piece of paper into fourths and sketch the mental picture you get of each season based on the descriptions in “Change.”

Text Analysis

4. **Examine Imagery** Line 3 of “Fall” describes the geese “Pulling in winter.” Think about why the poet might have chosen to use the word *pulling*. What image does this create in your mind? Be specific in your description.
5. **Understand Refrain** What is the refrain in “Change”? How does the refrain remind us that the speaker’s life is different from the yearly cycle of the seasons?
6. **Analyze Imagery** Look back at the chart you completed as you read these poems. Note which of your five senses the poems appeal to most often. Which seasons in the poems seem to appeal most to the sense of touch, and which ones appeal more to the sense of sight?

Extension and Challenge

7. **Creative Project: Poem** A **lyric poem** is a short poem in which a speaker expresses personal thoughts and feelings. Write a lyric poem about your favorite or least favorite season. Include imagery that appeals to the senses. Try also to use a simile that tells what the season reminds you of.
8. **Inquiry and Research** Do some research on the science behind why birds such as wild geese migrate. Why do some kinds of birds migrate while others do not? Present your findings to the class.

COMMON CORE

RL 4 Determine the meaning of words and phrases as they are used in a text. **RL 10** Read and comprehend literature. **W 7** Conduct short research projects to answer a question.

How do we respond to NATURE’S mysteries?

One of these poets looks at geese flying south. The other thinks of the four seasons. What other mysteries of nature could be the subject of poems?

Language

◆ GRAMMAR IN CONTEXT: Maintain Subject-Verb Agreement

The verb in a sentence must always **agree in number** with the subject of the sentence. This means that if a subject is singular, its verb must have a singular form. If the subject is plural, its verb must have a plural form. Be especially careful when forming sentences that begin with *here* or *there*, and when forming questions.

Original: There **was** too many **leaves** to count.

Revised: There **were** too many **leaves** to count. (*The subject leaves is plural, so the verb should be plural too.*)

PRACTICE Choose the verb form that agrees in number with the subject in each of the following sentences.

1. Here (comes, come) the new season.
2. (Is, Are) the leaves starting to change color?
3. My sister (rakes, rake) the leaves in the yard.
4. There (is, are) no colors prettier than autumn's colors.

*For more help with subject-verb agreement, see page R65 in the **Grammar Handbook**.*

READING-WRITING CONNECTION



Increase your understanding of the poems “Fall” and “Change” by responding to this prompt. Then use the **revising tip** to revise your writing.

WRITING PROMPT

Short Constructed Response: Analysis

Write at least **one paragraph** in which you present and explain your response to one of these poems, or to both of them. First, cite clearly how you felt about the poem—did you like it, dislike it, feel confused by it? Then explain your response using details from the poem.

REVISING TIP

Do the verbs in your sentences agree in number with their subjects? If not, revise your writing so that your verbs and subjects are in agreement.



L1 Demonstrate command of the conventions of grammar.

W2 Write informative/explanatory texts to convey ideas.

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