

The Heart of the Tree

LEARNING OBJECTIVES

- Learning the tremendous value of planting trees, not just for yourself, but for the benefit of future generations, and to make the earth safe and rich.
- Reading and reciting the poem with the correct rhythm and emphasis.
- Answering questions on the poem.
- Learning words, meanings, spellings, pronunciation, rhymes.
- **Outcome:** Planting trees—it is a timeless process that ensures a better, safer and more enriched life on earth for human beings and for all creatures.
- Understanding the poem well.
- Learning to pronounce perfectly by reciting the poem.

Read and Understand	<ul style="list-style-type: none"> ➤ This is a beautiful poem by Henry Cuyler Bunner, an American poet, who wrote stories, novels and plays in the 19th century. This poem describes the beauty and benefits of planting trees, the advantages it brings not only to the one who plants them, but to every creature, to future generations and to the earth. ➤ Read aloud and enjoy the rhythm, rhyme and meaning of the poem. ➤ Explain the poem clearly to the students so that they understand how the poet is explaining the value of planting trees. ➤ Explain words unfamiliar to the students and those created by the poet: 'anigh', 'mother-croon', 'far-cast', etc. Also explain why words are used as they are: 'flag of breezes' [because it rises into the sky like a flagpole on which breezes flutter like flags], 'a shaft of beauty' [because they stand tall like a shaft], 'tender rain' [because it nourishes like a mother], 'years that fade and flush again' [because winter stops all greenery for a season before the circulation of sap begins again in spring like the flushing of a face], 'the harvest of a coming age' [for the rich harvest not only of the orchards and trees, but the young people and creatures of the future generations], 'far-cast thought of civic good' [by planting trees that take time to grow, the planter is thinking of the good of future generations, which makes him a good citizen], 'His blessings' [God's blessings on the neighbourhood, the country and all the land and creatures]. ➤ Discuss the exercises and ask the students to answer them orally, before writing the answers down. ➤ Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.
Word Power	<ul style="list-style-type: none"> ➤ Tell the students to do the exercise on their own. ➤ Ask them to use the dictionary to find the meanings of the word pairs.

<ul style="list-style-type: none"> ➤ Help them, if required. ➤ They can write the meanings of the words in their notebooks. ➤ Write the answers on the board and let the partners check. 	
<ul style="list-style-type: none"> ➤ Exercise A: Brush up on the meaning and use of alliteration, especially in poetry. ➤ Give examples from the book on your own. Tell the students to think of examples of their own too. ➤ Then, let them do the exercise with their partners. ➤ Announce the answers and the students can check their work. ➤ Exercise B: Explain the exercise and let the students find the rhyming words. ➤ Announce the answers and their partners can check. 	Appreciating the Poem
<ul style="list-style-type: none"> ➤ Make groups of five students and give them time to find the information and do the project. ➤ Share the projects with the class. 	Project Work/ AIL Activity