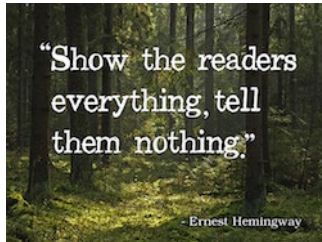


Grade 6 English Language Arts

Week of January 25 – January 29

Lesson 3: Journey to the Fishing Grounds



Today, you will be reading and responding to a poem that shows everything and tells very little. Then, you will be a creative thinker and write your own a poem, using vivid **imagery**.

What is the secret to "showing" a scene? Use imagery to create a picture.

Here's how:

- Specific details.
- Sensory details - sights, hearing, touch, or even taste or smells.
- Strong action verbs. (looms, winding, pedaled, sought, absorbed, lapping, hummed)
- Creatively applied adverbs. (menacingly, casually, reluctantly, seemingly)
- Interesting nouns.
- Tantalizing adjectives! (majestic, grass-filled, endless, fairyland, gentle, peaceful, salty)

These details breathe life into your writing and project the reader into the scene to become a part of it.

Do you have a favourite view? Do you have an activity that makes you think of certain smells and sounds? Or do you have a concept (like creativity) that can be described using sensory details?

In this lesson, you will visit another "show, don't tell" poem. Then you will try to write one of your own.

Stat'limx Fishing: Night Air, was written by a, Indigenous author who writes about connections to the land and creatures on it. If you've ever been to a longhouse, Pow Wow, canoe race, or other event, you have probably tried smoked salmon - the subject of this poem.

Complete the reading and responses as explained in the Learning Guide.

Statl'imx Fishing: Night Air

By Lila Wallace

On the Fraser River rocks remain warm
from day sunlight
The river thundering, transforms to muffled sloshing,
its movement
demands space as water splashes rock

Away from urban lights
I wait
Meteor showers spray and streak across
the sky, layers of black and blue with spaces
appear to shift, stars at home
in the sky

Now, out of sync two satellites cross quickly
And high above the river bed, sound of gathering
tension,
several BC rail engines haul northern logs
Frenzied sparks on rails toss bickering light
at midnight

Laughing, talking, we stop: rocks falling, rolling
through sage brush and choke-cherry bush
We strain to see upward to piercing darkness
then velvet stillness

We await the wind spirit, that down rush of nightly hot
air
that sweeps along the Fraser River
to wind dry sockeye salmon



(Poem Source: Tea and Bannock Stories: First Nations Community - SFU.ca. (n.d.).
Retrieved April 10, 2016, from http://www.sfu.ca/uploads/page/24/tea_and_bannock.pdf)

(Images Source:
<https://marniej.wordpress.com/first-nations-poetry/>)

4.1D Show Don't Tell – Journey to the Fishing

Grounds Statl'limx Fishing: Night Air

1. **First reading:** Try to get the "gist" of the poem below - a sense of what the poem is about and a sense of how it may be read.

Statl'limx Fishing: Night Air

By Lila Wallace

On the Fraser River rocks remain warm
from day sunlight
The river thundering, transforms to muffled sloshing, its
movement
demands space as water rams rock
Away from urban lights
I wait
Meteor showers spray and streak across
the sky, layers of black and blue with spaces
appear to shift, stars at home
in the sky
Now, out of sync two satellites cross quickly
And high above the river bed, sound of gathering tension several
BC rail engines haul northern logs

Frenzied sparks on rails toss bickering light
at midnight
Laughing, talking, we stop: rocks falling, rolling
through sage brush and choke-cherry bush
We strain to see upward to piercing darkness
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We await the wind spirit, that down rush of nightly hot air that
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to wind dry sockeye salmon

(Poem Source: Tea and Bannock Stories: First Nations Community - SFU.ca. (n.d.). Retrieved April 10, 2016, from http://www.sfu.ca/uploads/page/24/tea_and_bannock.pdf)

2. Second reading: Can you figure out the meaning of the three words/phrases in the poem as you read it? (Point form definitions.)

A) muffled sloshing –

B) frenzied–

C) bickering light–

English 6

4. Third+ reading:

Remember, good readers answer questions using evidence from the text. You can be a sleuth by going back to the details in the text to find answers. You have two areas to explore:

A. For each category, record a phrase used by the author to "show" (rather than tell)? (Point form is fine.)

- i. Sight -
- ii. Sound -
- iii. Touch -
- iv. Strong Action Verb -
- v. Adjectives (describing words) -

B.

i. How does the author feel about fishing in the night air? (Complete sentence(s).)

ii. What evidence in the poem that supports your answer? For this, you will find lines or quotes that show how the character feels. (Complete sentences.)