

## Vocabulary adds to Meaning

This activity accompanies “The Garret,” from *The Complete Poems of Paul Laurence Dunbar* by Paul Laurence Dunbar, record number 5087.

**Activity Title:** Vocabulary adds to Meaning

**Description:** The students will define unusual words in the poem, and then explain the meaning of the poem.

**Subject:** Reading/Language Arts

**Skill:** Vocabulary

**Behavioral Objective:**

- The student will define unusual words in the poem, and then use the definitions to explain the meaning of the poem.

**Materials:**

- “The Garret” poem, available in audio and print form at <http://etc.usf.edu/lit2go/>
- Paper and pencil
- Dictionary
- Vocabulary sheet (below)

**Procedures:**

Read the poem with the students, or have them read it on their own. Discuss with the students the main idea of the poem. Then, have the students work individually to find definitions of unusual words in the poem, and then explain the meaning of the poem and how the definitions of the words helped them to understand the poem (sheet below).



Name \_\_\_\_\_

Date \_\_\_\_\_

Vocabulary from "The Garret"

Use a dictionary to define the words below, and then answer the question.

1. **Garret:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Ply:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Aerie:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **Bore:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. **Duns:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **How did the knowledge of the vocabulary words help you to understand the poem? Give specific examples.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

