



Guided Tour, Dunbar State Memorial Description and Curriculum Resources

- Guided Tour:** Paul Laurence Dunbar Home and Visitor Center
- Availability:** September, October, April, May
Tuesday, Thursday, Friday, by appointment
- Time Allowance:** 2 hours on site
- Cost:** \$3.00 admission fee
- Grades:** 1st, 2nd, 3rd, 4th, 5th, 6th, 9th, 10th, 11th, 12th, adaptable to all
Large groups will be divided

Tour Description:

During a guided tour of Dunbar State Memorial, students will be able to learn about the many facets of poet Paul Laurence Dunbar's life. All tours begin in the Visitor Center, where there numerous artifacts on display that belonged to him, including his bicycle (from the local Wright Cycle Shop), clothing, sports equipment and souvenirs from his many trips to the Western United States. The Visitor Center also showcases a number of his books of poetry and prose. A comprehensive collection of his works is available to read or hear through an interactive computer program.

Students are then led through the two-story home that Dunbar shared with his mother, Matilda, during the last years of his life. Recently restored with historically accurate wallpaper and furnishings, the home includes a majority of items owned by the Dunbar's, including the typewriter that Paul composed many of his works.

Social Studies Academic Content Standards Addressed:

History (Chronology)

3rd. Place local historical events in sequential order on a time line.

History (Daily Life)

1st. Raise questions about how families lived in the past and use photographs, letters, artifacts, and books to clarify what is known and what is unknown.

1st. Compare past and present, near and far, with emphasis on daily life including;
a. The roles of men, women, and children; b. The identification of basic human needs; c. Various ways people meet human needs.

2nd. Use historical artifacts, photographs, biographies, maps, diaries, and folklore to answer questions about daily life in the past.

2nd. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.

History (Heritage)

2nd. Recognize the importance of individual action and character and explain how they have made a difference in others' lives.

History (Industrialization)

10th. Explain the effects of industrialization in the United States in the 19th century including: d. Urbanization; e. The emergence of a middle class and its impact on leisure, art, music, literature, and other aspects of culture.

History (Analysis and Interpretation)

12th. Analyze primary source material to see if historical interpretation is supported.

People in Societies (Cultures)

1st. Describe similarities and differences in the ways different cultures meet common human needs including: d. language; e. artistic expression.

1st. Describe family and local community customs and traditions.

3rd. Compare some of the cultural practices and products of various groups of people who have lived in a local community including: a. Artistic expression; b. Religion; c. Language; d. Food.

4th. Describe the cultural practices and products of various groups who have settled in Ohio over time: e. African-Americans.

5th. Compare the cultural practices and products of diverse groups in North America including: a. Artistic expressions; b. Religion; c. Language

People in Societies (Interaction)

5th. Describe the experiences of African-Americans under the institution of slavery.

People in Societies (Diffusion)

2nd. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2nd. Explain how contributions of different cultures within the United States have influenced our common national heritage.

2. Describe the contributions of significant individuals including artisans, inventors, scientists, architects, explorers, and political leaders to the cultural heritage of the United States.

English and Language Arts Content Standards Addressed:

Phonemic Awareness, Word Recognition and Fluency

K. Identify and complete rhyming words and patterns.

K. Distinguish the number of syllables in words by using rhythmic clapping, snapping, or counting.

K. Recognize, say, and write the common sounds of letters.

2nd, 3rd. Identify rhyming words with the same or different spelling patterns.

2nd. Read passages fluently with appropriate changes in voice, timing, and expression.

3rd. Read passages fluently with changes in tone, voice, timing, and expression to demonstrate meaningful comprehension.

Acquisition of Vocabulary (Contextual Understanding)

K. Understand new words from the context of conversations or from the use of pictures within a text.

3rd, 4th. Determine the meaning of unknown words using a variety of context clues, including word, sentence, and paragraph clues.

5th, 6th, 7th. Define the meaning of unknown words by using context clues and the author's use of definition, restatement, and example.

8th, 10th. Define unknown words through context clues and the author's use of comparison, contrast, and cause and effect.

11th, 12th. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast, and cause and effect to advance word study.

Acquisition of Vocabulary (Conceptual Understanding)

8th. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms, and puns.

Acquisition of Vocabulary (Tools and Resources)

K. Determine the meaning of unknown words, with assistance, using a beginning dictionary.

1st. Determine the meaning of unknown words using a beginner's dictionary.

3rd, 4th, 5th, 7th, 8th, 10th, 11th. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features, such as definitional footnotes or sidebars.

8th. Define unknown words through context clues and the author's use of comparison, contrast, and cause and effect.

Reading Process (Concepts of Print)

K. Demonstrate an understanding that print has a meaning by explaining that text provides information or tells a story.

1st. Describe the role of authors and illustrators.

1st, 2nd, 3rd. Establish a purpose for reading (e.g., to be informed, to follow directions, or to be entertained).

2nd. Summarize text by recalling main ideas and some supporting details.

4th. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.

Reading Process (Comprehension Strategies)

K, 1st. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.

K. Answer literal questions to demonstrate comprehension or orally read grade-appropriate texts.

5th, 6th, 7th. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.

6th, 7th. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.

6th, 7th. Summarize the information in texts, recognizing important ideas, and supporting details, and noting gaps or contradictions.

Reading Applications: Informational, Technical, and Persuasive Text

K. Identify and discuss the sequence of events in informational text.

K. Tell the main idea of a selection that has been read aloud.

1st. Identify the sequence of events in informational text.

1st. Identify central ideas and supporting ideas of informational text, with teacher assistance.

- 2nd. Use the table of contents, glossary, captions, and illustrations to identify information and to comprehend text.
- 2nd. Arrange events from informational text in sequential order.
- 2nd. Classify ideas from informational texts as main ideas or supporting details.
- 3rd. Use the table of contents, chapter headings, glossary, index, captions, and illustrations to locate information and comprehend texts.
- 4th. Make inferences about informational text from the title page, table of contents, and chapter headings.
- 4th. Identify examples of cause and effect used in informational text.
- 4th. Distinguish fact from opinion.
- 5th. Summarize the main ideas and supporting details.
- 5th. Analyze the difference between fact and opinion.
- 5th. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
- 5th, 6th. Identify and understand an author's purpose for writing, including to explain, to entertain, or to inform.
- 6th, 7th. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents, and online tools (search engines) to locate information.
- 6th, 7th. Analyze example of cause and effect and fact and opinion.
- 6th. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
- 6th. Summarize information from informational text, identifying the treatment, scope, and organization of ideas.
- 7th, 8th, 9th. Assess the adequacy, accuracy, and appropriateness of an author's details, identifying persuasive techniques, and examples of bias and stereotyping.
- 7th. Identify an author's purpose for writing and explain an author's argument, perspective, or viewpoint in text.
- 9th. Analyze the author's development of key points to support argument or point of view.
- 10th. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax, and word choice, that authors use to accomplish their purpose and reach their intended audience.
- 10th. Assess the adequacy, accuracy, and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering, generalities, bait and switch) and examples of propaganda, bias, and stereotyping.
- 12th. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience.

Reading Applications (Literary Text)

- K.** Identify the characters and setting in a story.
- K.** Retell or re-enact a story that has been heard.
- K.** Distinguish between fantasy and reality.
- K.** Recognize predictable patterns in stories.
- 1st.** Provide own interpretation of a story, using information from the text.

- 1st. Identify characters, setting, and events in a story.
- 1st. Identify differences between stories, poems, and plays.
- 1st. Recognize predictable patterns in stories and poems.
- 2nd. Describe characters and setting.
- 2nd. Retell the plot of a story.
- 2nd. Distinguish between stories, poems, plays, fairy tales, and fables.
- 2nd. Identify words from the texts that appeal to the senses.
- 2nd. Identify the theme of a text.
- 3rd. recognize and describe similarities and differences of plot across literary works.
- 3rd. Retell the plot sequence.
- 3rd, 4th, 5th. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction, and non-fiction.
- 3rd. Explain how an author's choice of words appeals to the senses.
- 3rd. Identify stated and implied themes.
- 3rd. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).
- 4th. Describe the thoughts, words, and interactions of characters.
- 4th. Identify the influence of setting on the selection.
- 4th. Determine the theme and whether it is implied or stated directly.
- 4th, 5th. Explain how an author's choice of words appeals to the senses and suggests mood.
- 5th. Explain how a character's thoughts, words, and actions reveal his or her motivations.
- 5th. Explain the influence of setting on the selection.
- 5th. Summarize stated and implied themes.
- 5th. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors, and personification.
- 6th. Analyze the techniques authors use to describe characters, including narrator or other character's point of view; character's own thoughts, words, or actions.
- 6th, 7th. Identify the features of setting and explain their importance in literary text.
- 6th, 7th. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
- 6th. Explain first, third, and omniscient points of view, and explain how voice affects the text.
- 6th. Distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.
- 7th, 8th. Interpret how mood or meaning is conveyed through word choice, figurative language, and syntax.
- 8th, 9th. Identify and explain universal themes across different works by the same author and by different authors.
- 9th. Define and identify types of irony, including verbal, situational, and dramatic, used in literary texts.

10th. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues, and soliloquies.

10th. Analyze the author's use of point of view, mood, and tone.

11th, 12th. Compare and contrast motivations and reaction of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society) using specific examples of characters' thoughts, words, and actions.

11th, 12th. Explain how voice and narrator affect the characterization, plot and credibility.

11th, 12th. Evaluate the author's use of point of view in a literary text.

Paul Dunbar Poetry Glossary:

allegory. A metaphorical narrative in prose or verse in which frictional figures and actions usually represent truths or generalizations about human existence.

alliteration. The repetition of consonant sounds at the beginning of words (e.g., winter wind).

alphabetic principle. The assumption underlying alphabetic writing systems that each speech sound or phoneme of a language has its own distinctive graphic representation.

ambiguities. Statements or arguments used in a work that may have more than one meaning or interpretation.

analogy. A method of explaining something unfamiliar by using a comparison of similar, more familiar things; a form of reasoning in which one thing is inferred to be similar to another in a certain respect, on the basis of the known similarity between the things in other respects (e.g., part to whole, synonym and antonym, degree or cause and effect).

anecdote. A brief narrative of an interesting, unusual or biographical event often used to illustrate a point.

antonym. A word opposite in meaning to another word. (e.g., good and bad).

artifact. A material object of a culture such as a tool, and article of clothing, or a prepared food.

assonance. The close repetition of middle vowel sounds (e.g., rain and plain).

bias. An inclination of temperament or outlook; a personal and sometimes unreasoned judgement.

cause and effect. An organizational structure of text in which there is a description of events and their causes or consequences. Often, a single cause will have more than one effect, and a single event may have more than one cause.

characterization. The method an author uses to create the appearance and personality of imaginary characters in a piece of fiction; often developed by describing a character's physical appearance, by revealing a character's nature through the character's speech, thoughts, feelings, or actions, by using the speech, thoughts, feelings or actions of other characters and by using direct comments from the narrator.

chronological. An organizational structure of text in which events are placed in the order they occur in time.

coherence. The quality of a piece of writing in which the ideas are clearly arranged so a reader can follow the progression from one idea to the next.

comparison and contrast. An organizational structure of text in which a description of similarities and differences among two or more things occurs.

comprehension. The process in which a reader constructs meaning through interaction with text; accurately understanding what is written or said.

concrete image. When a speaker or writer uses words that induce audiences to call up “pictures” in their minds by appealing to their senses of taste, smell, hearing, touch, and sight.

conflict. The struggle between opposing forces that brings about the action within a story or drama; can be internal (within a character) or external (between a character and an outside force).

connotation. The attitudes and feelings associated with a word as opposed to a word’s literal meaning.

consonance. The repetition of identical consonant sounds before and after differing vowel sounds (e.g., stoke/luck).

construct meaning. The process of understanding what is read through the interaction with text.

context clues. Information a reader may obtain from a text that helps confirm the meaning of a word or group of words.

conventions. The accepted rules of written and spoken language.

counter-argument. A point or statement in opposition to the argument being made in the written document of speech.

cultural institution. As established custom, practice or relationship of importance in a society.

cultural perspective. The complex set of meanings, attitudes, values, and ideas belonging to a cultural group.

cultural practice. A pattern of behavior accepted by a society.

cultural product. A tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.

culture. Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

decode. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. *Note.* To learn to read, one must learn the conventional code in which something is written in order to decode the written message.

description. One of the four traditional forms of composition in speech and writing that gives a verbal picture of a character and an event, including the setting in which they occur.

dialect. A form of language as it is spoken in a particular geographic area or by a particular social or ethnic group.

dialogue. A conversation between two or more characters in a work that is used by writers to give insight into the characters themselves.

diction. Clarity and distinctiveness of pronunciation; choice of words in speaking or writing.

Diffusion. The spread of people and, ideas, technology, and products among places.

digraphs. Two successive letters that make a single sound (e.g., *ea* in bread or *ng* in sing).

discrimination. Unfair treatment of a person or group based on a variety of prejudices.

dynamic character. A character who undergoes a change during the course of a story.

entrepreneur. An individual who organizes the use of productive resources to produce goods or services.

explicit. Fully or clearly expressed; definite.

expository. A spoken or written composition, intending to set forth or explain. *Note.* Good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve this purpose.

fable. A story intended to enforce a useful truth, especially one in which animals speak and act like human being.

figurative language. Language enriched by word images and figures of speech.

first person narration. Narration in which the point of view is that of the main character.

flashback. The technique of stopping chronological action in a story and shifting to an earlier period to introduce additional information.

flat character. A character with only one outstanding trait or feature.

focus. The center of interest or attention; in writing, the central idea.

foreshadowing. The technique of giving clues to coming events in a narrative.

hyperbole. A figure of speech which uses a deliberate exaggeration (e.g., hair and hare).

hypothesize. To make an assertion about something assumed by not positively known.

imaginary. Words and phrases that create vivid sensory experiences for the reader.

implicit. To be assumed but not directly expressed.

inference. A general conclusion drawn from information that is given.

inflection. The process or result of changing the form of a word to express a syntactic function without changing the word's grammatical class, as *run* to *ran* or *runs*.

irony. The recognition of the difference between reality and appearance/ includes *situational irony* in which there is a contrast between what is intended or expected and what actually occurs; *verbal irony* in which there is a contrast between what is said and what is actually meant; and *dramatic irony* in which words or actions are understood by the audience by not by the characters.

language. The systematic use of sounds, signs, and symbols as a method of communication; in writing, the choice of words used to convey meaning.

limited point of view. The vantage point in which a narrator tells the story in the third person but often confines himself or herself to what is experienced, thought, and felt by a single or limited number of characters.

literal meaning. The actual meaning of a word or a phrase.

literary element. A component of a piece of literature such as a plot or setting in a story.

main idea. The gist of a passage; the central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the state or implied major topic of a passage and the specific way in which the passage is limited in content or reference.

metaphor. A figure of speech in which an implied comparison is made between two unlike things (e.g., he's a tiger).

monologue. An extended speech in a drama or a narrative that is presented by one character.

mood. The feeling or atmosphere that a writer creates for a reader; a reflection of an author's attitude toward a subject or theme.

narrative. One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order.

nuance(s). A delicate shade of difference.

omniscient point of view. The vantage point in which a narrator is removed from the story and knows everything that needs to be know.

onomatopoeia. Words whose sound imitates their suggested meaning, (e.g., *buzz*, *hiss*, and *clang*).

pace. The rate at which something moves; the rate at which a writer moves the action or information; the rate a speaker uses in delivery.

parody. A literary or musical work in which the style of an author or work is closely imitated for comic effect or in ridicule.

persona. A voice or character representing a speaker or narrator of literary work.

perspective. A specific point of view in understanding or judging things or events.

persuasive. One of the four traditional forms of composition in speech and writing that moves the reader by argument or entreaty to a belief or position.

plot. The careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition (background), rising action, climax, falling action, and denouement (resolution).

point of view. The perspective of attitude of a narrator of a piece of literature.

primary source. Firsthand information, such as an eyewitness account. An account of an event by someone who was present at the event.

pun. The usually humorous use of a word in such a way as to suggest two or more of its meanings or the meaning of another word similar in sound; a play on words. (e.g., the substitution of the slogan *visualize world peace* with *visualize whirled peas*.)

resolution. The point in a literary work at which the chief dramatic complication is resolved.

rhetorical devise. A method used in writing or speaking in which language is used to influence or persuade an audience.

round character. A character who is complex and multi-dimensional.

satire. A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society.

scope. The extent of an author's treatment of a subject.

secondary source. A source that is reporting on or analyzing information from another source. An account of an event by someone who was not present at the event.

sensory details. Details perceived by sight, hearing, smell, or any mode by which one perceives stimuli outside or within the body.

sequencing. The arrangement in which things follow in a logical order or a recurrent pattern; a following of one thing after another in time.

setting. The time and place of the action of a literary work.

standard of living. A person's or group's level of material well-being, as measured by education, housing, health care, and nutrition.

static character. A character who does not change during a story.

style. An author's distinctive manner of expression.



subplot. The secondary action of a story that reinforces or contrasts with the main plot.

symbol. A concrete thing used to suggest something larger and more abstract. **tempo.** The rate of speed in which a presentation is given.

theme. A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary work or work of art. *Note.* A theme may be stated or implied, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

tone. The reflection of an author's attitude toward his or her subject.

topic. The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage or whole belong.

transitions. Words or phrases that help explain relationships between sentences and allow a reader or writer to move from one idea to another.

unknown words. Words that are unfamiliar to a reader in both print and meaning.

viewpoint. The stance or vantage point from which a story is narrated.

word origins. The history or etymology of words; the meanings of roots and affixes.

Paul Laurence Dunbar State Memorial is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.