

Day 1: Learn about Haiku Poetry from Japan

Day 2: Learn about Sijo Poetry from Korea and Compare/Contrast to Haiku

Day 3: Students will choose to write either a haiku poem or a sijo poem.

Rationale for the Unit:

My fourth grade students love poetry, art, and theatre. However, our current curriculum only introduces them to American poetry that is dense and very challenging to comprehend. I teach at an environmental studies STEM magnet, therefore, I am always looking for ways to incorporate those themes in my curriculum. The Korean Sijo poetry spoke to me and aligned with our “nature” theme. I know my kids will love learning about the different poetry styles from two different countries/cultures. Additionally, East Asian culture and studies is lacking from our given curriculum and coursework.

Standards Addressed:

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

RL 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Objectives:

- Students will be able to explain the major differences between Sijo and Haiku poems by comparing and contrasting the structural elements of poems.
- Students will write a Sijo or Haiku poem using concrete words, phrases, and sensory details to convey experiences and events with nature.

Lesson 1/Day 1: Haiku Poetry from Japan

Engage: What is Haiku and where did it come from? To engage students in the activity, I will first activate prior knowledge. Many students have heard of haiku before but they may not know where they originated. To begin, we will discuss and write down on a chart, what we believe a haiku is and where it originated from. Then, students will break into small groups to

research and collect information about haiku and its origin. They will use the haiku graphic organizer to collect their information. The graphic organizer has guiding questions to help scaffold for students who need it.

Activity: Today we will learn about haiku poetry, where this form of poetry came from, and read some famous poems. Students will learn about Japan, brief geography and location, history and culture. Students will learn about Basho, his background as the son of a samurai and how he studied poetry under a famous writer, Teitoku.

As a class we will read his work titled,

Furuike ya, kawazu tobikomu, mizu no oto.

Breaking the silence
Of an ancient pond,
A frog jumped into water-
A deep resonance.

We will analyze the poem and discuss the structural elements of a haiku poem. Then, as a class we will go over a non-example and an example from a 4th grade student:

Non-example:

I watched the rain
Drops as they splattered
Into the puddle.

Example:

Soft warm splatterings
Echoing in circles
Settle in the puddle.

Wrap up: As a class, we will take a nature walk outside to observe nature and gain inspiration from our surroundings. We will use our senses to take notes about what we experience. This will be helpful for students who decide to write a haiku poem on Day 3.

Assessment: Following our nature walk, we will have a discussion that will serve as a formative assessment and check for understanding. Some questions to ask are: “What are the structural elements of a haiku poem?” “What are haiku poems mostly written about?” “Where do haiku poems originate from?”

Lesson 2/Day 2: Sijo Poetry from Korea

Engage: What is Sijo and where did it come from? To engage students in this lesson we will start by learning about Korea- geography, history, culture and food. Many students live in Koreatown, or nearby, and are familiar with the culture.

Activity: We will begin the activity by learning more specifically about the history and context of Sijo poetry. Students will learn about the structural elements, purpose, and theme typically found in sijo poetry. Students will work in groups to define and academic vocabulary associated with poetry to gain a better understanding (ex. Lyrical, theme, narrative, syllables, lines). Students will jigsaw the words and share out/act out the definitions they were assigned.

As a whole group we will read a sijo poem written by Yun Seondo (1587-1671):

You ask how many friends I have? Water and stone, bamboo and pine.

The moon rising over the eastern hill is a joyful comrade.

Besides these five companions, what other pleasure should I ask?

We will analyze the poem for the words we just defined. Once students have an understanding about Sijo poetry they will then compare/contrast haiku to sijo using a Venn Diagram.

Wrap up/Assessment: Students will work in pairs to complete the Venn Diagram. Students will then play “Musical Chairs” to share out their venn diagram. Until they have met with at least 4 different partners. Then, as a whole group we will discuss the following, “How are haiku and sijo poetry similar?” “How are they different?” “After learning about both countries and cultures, do you think the culture had an effect on the poetry? Why or why not?”

Lesson 3/Day 3: Write your own poem!

Engage: Just as we did on Day 1, we will take a nature walk outside. Students will pay close attention to the five senses and their experience with nature on this specific day. Students will have a graphic organizer to take notes on their experience with nature and how it relates to the experiences of the author’s we read and learned about from Japan and Korea.

Activity: Teacher will model how to write a haiku poem and a sijo poem from her experiences on the nature walk. After, students will choose the type of poem they would like to write. They will use the lessons from the previous day, the graphic organizers, and the charts I made to help them in their writing. Students will have a peer checklist to edit and provide peer-to-peer feedback. Students’ poems should include the correct style, structural elements, and purpose of the type of poem they chose.

Wrap up: Students will share their poems with the class in a gallery walk. Their published work will be posted throughout the hallway outside our classroom. We will invite other classes to read the poems and learn more about the two forms of poetry from two different countries.

Summative assessment: Students worksheets/graphic organizers will be collected alongside their final poem project. Students will be assessed on their completion, ensuring the poem matches the style, contains correct structural elements, and purpose.

Optional extension: If students wish, they can create a piece of art of their choosing that expresses the feelings conveyed in their poem. The art can be displayed alongside their poem and they can have creative controls of the mediums they choose to use.