

Haiku Lesson Plan (Day 1) – 4th Graders

Introduction

In order to get ready for a school field trip to the Huntington Botanical Gardens, students will learn about and write their own Haiku poems before and after their visit to the gardens. They will learn about seasonal change and design elements of the Japanese Garden. Students will write various different Haiku poems and create a poetry booklet.

OBJECTIVE:

To introduce students to nature, design elements and seasonal changes in the Japanese Gardens so that they may observe and describe what they see writing Haiku poetry.

MOTIVATION:

Whole group class discussion. Ask students if they have ever heard of Haiku poetry. Explain to students what a Haiku poem is. Haiku Poetry is a three line Japanese poem that usually follows a pattern of 5 syllables in the first line, 7 in the second and 5 syllables in the third. Haiku poems are usually about nature.

MATERIALS:

*Haiku worksheets

*Pen or pencil

DIRECT INSTRUCTION:

1. Share examples of Haiku poems with the class. Demonstrate a visual of a Japanese garden on overhead so that students can preview what they will see at the Huntington Library. Explain to students that Haikus are based on observations in the garden.
2. Introduce the word "*kigo*." This word describes seasonal events such as "cherry blossoms," "autumn evening" and "harvest moon." Haikus usually refer to a time, a place and a season.
3. Select some poems that make reference to the seasons. Ask students to read the selected poem and to help identify which words or phrases refer to something about what time of year it is. Make reference to the different elements in the poems that students may see at the Japanese Garden.

GUIDED PRACTICE:

1. Pass out the Haiku worksheets. Review the syllable counts on the sample Haiku poems. Teacher will model on the overhead how to brainstorm to write a Haiku poem.
2. Teacher will write a Haiku poem with student assistance.

INDEPENDENT PRACTICE:

1. Each student will brainstorm words so that they can write their own Haiku poem.
2. Students will use their brainstorm worksheet to write their own Haiku poem.

SUPPLEMENTARY/ALTERNATIVE INSTRUCTION:

Teacher will work with small groups to assist students who may be having difficulty with the syllable part of the Haiku poem.

ASSESSMENT:

Teacher will collect the rough draft of the Haiku poem and check to see if students used the correct number of syllables for each line.

Diorama Lesson Plan (Day 2) – 4th Graders

INTRODUCTION:

After having attended the Huntington Botanical Gardens, students will reflect on the details and images of the Japanese Garden they saw. Students will review the idea of seasonal changes in the garden and apply their ideas and the imagery they saw by making their own image of a Japanese Garden in the form of a diorama.

OBJECTIVE:

To encourage students to closely observe plants and seasonal changes in the Japanese garden and applying what they observed by making a diorama of their perception of a Japanese Garden.

MOTIVATION:

Whole group class discussion on the images and seasonal details that students saw at the Japanese Gardens. Revisit and reflect elements of what was seen during the visit to Huntington Library.

MATERIALS:

- Shoe box
- Construction paper
- Paint
- Paint brushes
- Glue
- Scissors
- Construction paper
- Crayons
- Colored pencils
- Markers

DIRECT INSTRUCTION:

1. Demonstrate a visual of a Japanese Garden on the overhead so that students can refresh their memory of what a Japanese garden looks like.
2. Demonstrate a model of what a Japanese garden looks like when made in the style of a diorama.

GUIDED PRACTICE:

1. Have students think about what they want their Japanese Garden to look like in their diorama.
2. Distribute the art materials and ask students to use their imagination using all the materials provided to make their Japanese Garden look as authentic as possible.

INDEPENDENT PRACTICE:

1. Each student will work on completing their own personal diorama of a Japanese Garden.

SUPPLEMENTARY/ALTERNATIVE INSTRUCTION:

Teacher will work with small groups or individuals that may need additional assistance with ideas and completion.

ASSESSMENT:

Teacher will have students do a short oral presentation discussing the elements and details of their diorama.

Showcase Gallery and Final Essay Lesson (Day 3) – 4th Grade

INTRODUCTION:

After having written Haiku poems, visited the Huntington Library and made dioramas of a Japanese Garden, students will culminate their prior activities by doing a gallery walk of all the student work and writing a final essay reflection piece on their experience learning about Japanese Gardens.

OBJECTIVE:

To have students reflect on what they learned about nature, design elements, and seasonal changes in the Japanese Gardens.

MOTIVATION:

Whole group class discussion. Ask students to reflect on their experience visiting the Huntington Library, writing Haiku poems and creating their own diorama of a Japanese Garden.

MATERIALS:

*Completed Haiku poems

*Completed dioramas of Japanese Garden

*Paper

*Pencils

DIRECT INSTRUCTION:

1. Explain to students that this will be a type of gallery walk thru where we will get to read every student's Haiku poems and see their diorama creations of a Japanese Garden.
2. Tell students to reflect as they walk around on all the different elements of nature and Japanese Gardens that they wrote about.
3. Tell students to view the dioramas closely and reflect on the elements that were created to make their dioramas look like authentic Japanese Gardens.

GUIDED & INDEPENDENT PRACTICE:

1. Students will walk around viewing the completed poetry and dioramas.

ASSESSMENT:

1. Students will write a Final Essay about their experience learning about Japanese Gardens and visiting the Huntington Library.