



**School/Grade/CT(s):** School/Grade: PS84, 3<sup>rd</sup> Grade Date: February 24th, 2016

Teaching Artists: Felipe Galindo / Molly Goldman

Teachers: Ms. Bolton, Ms. Rosario, Ms. Browne, Ms. Windle, Ms. D'Annunzio, Ms. Marsh, Ms. Geddes, Mr. Yam.

## **Lesson #: 12**

**Theme of Lesson:** Haiku

**Restating of Inquiry Question:** How can we use poetry and visual art to explore how culture shapes community in various countries. What do cultures have in common and how are they different? What can art tell us about these cultures?

**Opening Ritual** We will do our beginning chant

Objective: To empower students and build community

**Brief Description:** "Think something good, say something good, do something good." We will incorporate arm movements.

### **Intro Activity**

**Objective:** To define Haiku as an easily accessible form of poetry about everyday themes and to introduce comics as a poetic illustrative device

**Activity Name:** Defining Haiku form and haiku comic demonstration

**Brief Description:** As a group we will define haiku and talk about its form and changing traditions. We will look at some examples of haiku and talk about how students can use the form to create short poems. We will demonstrate how to make a three panel comic illustrating the haiku using visual metaphors.

### **Main Exercise**

**Objective:** To create a haiku comic using the cultural and community themes discussed in previous lessons

**Activity Name:** Haiku comic

**Brief Description:** Using a provided template, students will compose a haiku inspired by their community and culture (food, music dance, fairy tales, traditions, etc.) Then they will illustrate the haiku in a three panel comic using poetic and non-literal imagery.

### **Closing Ritual**

**Objective:** To re-focus students attention and bring a conclusion to CWP time.

**Activity Name:**

**Brief Description:** Group movements, stretching, “I have a voice...”

**Multiple Intelligences Addressed:**

**Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal;  
Intrapersonal;  
Naturalistic; Existential**

**Classroom Teacher Role:** Provide support and help us uphold the usual classroom culture.

**Creative Elements** (skill and theme; i.e. ensemble and love)

**Skill(s):** writing, brainstorming, revision, metaphor, simile

**Theme(s):** word choice, repetition, community, culture, collaboration

**Artists/ Authors/ Works of Art** (to be presented as models for skills/themes identified above): Poems from diverse worldwide authors (previously presented) and samples of previous years mural lines.

**Reflective Anecdotes/Student Development:** *(optional)*

### **Outcomes**

Students will gain insight into the process by which poetry is made. Students will create personal, authentic poems and learn to implement a poetic device. They will reflect on their own lives in order to make creative choices.

### **Common Core Anchor Standards**

See New York State Common Core Anchor Standards for ELA/Literacy one-pager attachment.

Identify *at least two* anchor standards this lesson engages. Provide code for each anchor standard identified.

Examples: **R.CCR.3** (R = Reading; CCR = College & Career Readiness; anchor standard #)

**L.CCR. 6** (L = Language; CCR = College & Career Readiness; anchor standard #)

<b>Reading</b>	R.CCR.4, 5, 3, 2
<b>Writing</b>	W.CCR.4, 3, 10, 11
<b>Speaking &amp; Listening</b>	SL.CCR.6, 1, 3, 5
<b>Language</b>	L.CCR.4, 1, 2, 3, 5