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## W.4: LESSON PLAN

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<b>Title</b>	<b>Fresco Imagery and Haiku</b>
<b>Subject</b>	Writing
<b>Grade Level</b>	K-5
<b>Time</b>	1 hour
<b>Purpose</b>	After viewing the imagery in the fresco, students research an image and make connections between imagery and written text by writing a Haiku that reflects real or imagined experiences or events inspired by the fresco.
<b>Key Questions</b>	<ol style="list-style-type: none"><li>1. What real or imagined experiences do you notice in the fresco?</li><li>2. What is the relationship between imagery and written text?</li><li>3. How can we use Haiku to tell a story?</li></ol>
<b>Values</b>	Creativity, imagination, making connections
<b>Materials &amp; Resources</b>	Virtual tour of the fresco; fresco image guide, images NW6, NW16, NW10, NW19, SW12, SW13, SW20, SE 12, and SE16; paper and pencil; colored pencils and markers; Suggested Images Handout; Haiku Examples Handout; Additional Resources
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Lead students through a virtual tour of the fresco. What do they see? Ask students to use their 5 senses (Sight, Taste, Hearing, Smell, Touch) to imagine what is happening in some of the images. Ask them to share their thoughts as a group.</li><li>2. Using the images in the Suggested Images Handout, present the images to the students in a slideshow. Ask students to pick one of the images they are most curious about.</li><li>3. On a piece of paper, have students write down words or phrases that describe the image they selected. Remind them to think about the 5 senses.</li></ol>

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4. Then, using the descriptions in image guide, teach students about the experiences and events of each image from the Image Handout. Ask them to write down key words they hear and learn. Consider how the fresco imagery depicts nature.
  5. Discuss the history and meaning of Haiku. Remind students of the connection between imagery and written text, and how the two come together in the art of Haiku, with particular reference to nature. See additional resources for support.
  6. Teach students how to identify and count syllables in a word. Show students examples of Haiku in the Handout. As a large group, using "The Old Pond" by Matsuo Basho, have students clap or tap their foot as they count the syllables in each word. Try again with a different Haiku from the handout.  
See <https://www.kidzone.ws/poetry/haiku1.htm> for a worksheet that teaches syllables.
  7. Looking at the image they selected from the fresco, ask students to write a Haiku. Ask them to think about the words and phrases they wrote earlier about the image, and what they learned about the experiences and events of the images.
  8. Then, ask students to illustrate their Haiku, thinking about the different symbols and images in the fresco image they wrote about.
  9. "Publish" the students' poems by hanging them up on the wall. As a class, do a gallery walk, giving students the opportunity to read their poems aloud.

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**Evaluation/Assessment**

Share results of the lesson with the NHCC; formative and summative assessment (e.g. Edutopia; CRLT); state assessment tools.

**Additional Resources:**

"Haiku The World's Shortest Poem." *Web Japan*. 02 February 2016.  
[https://www.youtube.com/watch?v=3ip\\_JgdqB1Y&feature=emb\\_rel\\_pause](https://www.youtube.com/watch?v=3ip_JgdqB1Y&feature=emb_rel_pause)

"Haiku." *Poets.org*.  
<https://poets.org/glossary/haiku>

"Haiku (or hokku)." *Poetry Foundation*.  
<https://www.poetryfoundation.org/learn/glossary-terms/haiku-or-hokku>

"Basho." *Poetry Foundation*.  
<https://www.poetryfoundation.org/poets/basho>

Guenther, Leanne. "Haiku." *Kid Zone*.  
<https://www.kidzone.ws/poetry/haiku.htm>

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## Examples of Haiku

Example I:

*In Kyoto  
hearing the cuckoo,  
I long for Kyoto.*

"In Kyoto" by Matsuo Basho, Translated by Jane Hirschfield

From: <https://www.poetryfoundation.org/poems/48708/in-kyoto->

Example II:

*An old pond!  
A frog jumps in—  
the sound of water.*

"The Old Pond" by Matsuo Basho

From: <https://poets.org/glossary/haiku>

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Example III:

*Over the wintry  
Forest, winds howl in rage  
With no leaves to blow.*

“Over the Wintry” by Natsume Sōseki

From: <https://www.readpoetry.com/10-vivid-haikus-to-leave-you-breathless/>

Example IV:

*Green and speckled legs,  
Hop on logs and lily pads  
Splash in cool water.*

From: <https://www.kidzone.ws/poetry/haiku.htm>

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**Suggested Images**



**Ship and Sea Animal**



**Bison of Altamira**



**Mexican Coat of Arms**



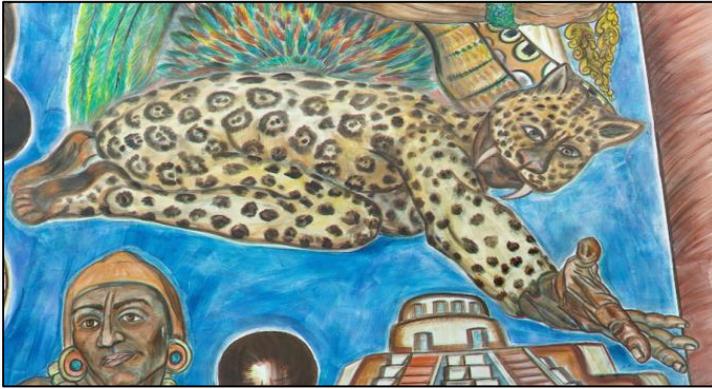
**Foods of the Americas**



Ant



Corn



Jaguar Warrior



Horno



**Female Figure with Basket**