

W.4: LESSON PLAN

Title

Fresco Imagery and Haiku

Subject

Writing

Grade

K-5

Time

1 hour

Purpose

After viewing the imagery in the fresco, students select and 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.

Key Questions

1. What elements of nature do you notice in the fresco?
2. What is the relationship between imagery and written text?
3. How can we use Haiku to tell a story?

Values

Creativity, Imagination, Making Connections

Materials & Resources

[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; Examples of fresco images; Additional Resources; Haiku Examples

Activities

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.
 2. Using the images in the Images Handout, create and present the images to the students in a slideshow. Ask students to select one of the images they are most curious about.
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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.
 4. Then, using the descriptions in the [image guide](#), teach students about each image from the Image Handout. Ask them to write down key words they hear. Additionally, ask them to write down any words they hear that relate to nature. As a class, consider how the fresco depicts nature.
 5. Discuss the history and meaning of Haiku. See additional resources. 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.
 6. Teach students how to identify and count syllables in a word. Using the handout, show students examples of Haiku. As a class, using “The Old Pond” by Matsuo Bashō, have students clap their hands or tap their feet 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 Image Handout, 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 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.

Evaluation/Assessment

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

Examples of Fresco Images



Bison of Altamira (NW16)



Mexican Coat of Arms (NW10)



The Ant (SW20)



Foods of the Americas (NW19)



Quinto Sol (SW8)



Corn (SW13)



Jaguar Warrior (SW12)



Horno oven (SE16)



Female Figure with Basket (SE12)



Bowl of Colorful Potatoes (NC2)

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

"Haiku." *Poets.org*.

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

"Haiku (or hokku)." *Poetry Foundation*.

<https://www.poetryfoundation.org/learn/glossary-terms/haiku-or-hokku>

"Bashō." *Poetry Foundation*.

<https://www.poetryfoundation.org/poets/basho>

Guenther, Leanne. "Haiku." *Kid Zone*.

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

Haiku Examples

Example I:

In Kyoto
hearing the cuckoo,
I long for Kyoto.

“In Kyoto” by Matsuo Bashō, 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 Bashō

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

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>