



Lesson:

Poet-Tree (or shrub or forb)

Ages:

6th-8th grade

Time:

40-60 minutes

Overview:

Students write poetry to describe a noxious weed.

Goals:

Students form a personal relationship with, and a better understanding of, weeds.

Objectives:

1. Students will be able to explain what the basic elements of a haiku are.
2. Students will be able to describe a particular weed.
3. Students will understand the basic ecology of the weed.
4. Students will create a haiku.

Materials:

Pictures of two or three noxious weeds

Outline:

1. Describe and give examples of a haiku.
2. Students research haikus.
3. Discuss two or three weeds with the students.
4. Have the students write their own haikus about the weeds.

Details: Tell students that poetry can be an effective way to convey feelings or information. Have the students research haikus-where they came from and what their format is-at the library or on the internet. Have them find several haikus they really like and bring them back to the class.

Dissect a few of the haikus with the class. Where did they originate? (Japan). What is their topic? (Nature). What is the format? (First line-5 syllables, second line-7 syllables, third line-5 syllables). Have the students note the descriptive words and feeling of movement.

Today their class will be writing poems about two or three local weeds. Show the pictures of the weeds and give the class a description of the basic ecology of the weed. Also discuss the problems the weed causes.

Now students should write their own haikus about the weeds and their ecology.

Wrap-up/Evaluation:

Have the students copy one of the poems they wrote onto another piece of paper without writing their name on it. Pass out the poems randomly (being sure no one gets their own poem) and have the students evaluate their peers poem. The evaluators should be sure the format is correct, the information is accurate, and the haiku is descriptive and invokes movement.

Modifications:

Students can read aloud their classmates' poems if they find them especially inspiring.

Gather all the students' haikus and the haikus that inspired them and create a class book of poetry. Have the students come up with a name for their book and make a copy for each of them.