

# Lesson Three: English (Creative writing: Haikus)

## Lesson plan

### Learning objectives

By the end of the lesson students will:

- Know what a haiku is and how it is structured
- Understand how emotions can be expressed through poetry (specifically haikus)
- Be able to compose a haiku

### Overview

Each member of the class will produce a haiku about the bombings of Hiroshima and Nagasaki. The lesson will begin with a recap of the previous lesson, if applicable, or a summary of the bombings. Then, after an explanation and examples of haikus, students will compose a haiku about the bombings, either from the point of view of someone who agrees with the bombings or from the point of view of someone who disagrees.

### Equipment needed

You will need:

- PowerPoint downloadable from: [www.cnduk.org/information/item/2008](http://www.cnduk.org/information/item/2008)
- The witness sheets from Lesson Two (one set per small group)
- Students' notebooks and writing equipment
- Word banks (p 84)

### Starter (15 minutes)

- If applicable, recap the previous lesson using the PowerPoint, reminding students of the six witnesses. Otherwise, summarise the bombings using the Lesson One PowerPoint
- If applicable, students then spend five minutes discussing the questions on the 'Recap' slide of this lesson's PowerPoint

### Haikus (35 minutes)

- Ask if students know what a haiku is. Display 'What is a haiku?' in PowerPoint, and fill in any gaps in their knowledge.
- Display examples in PowerPoint and talk them through with the students.
- Split the students into small groups (but not the groups they worked in for the trial, if applicable).
- Go through the 'Your task' slide in PowerPoint, including the witnesses slide. Then leave it on the 'You should' slide.
- Give each group a set of witness sheets, a word bank and example haikus. Each student should pick a witness sheet without looking. (Students ideally shouldn't have a character that they represented in the previous lesson, if applicable).
- Students then have 15 minutes to compose a haiku from the point of view of their witness character. They can use the word bank and can write several drafts. If they finish quickly, get them to write one from their own perspective.
- Ask for some volunteers to read their haiku(s) to the class, and explain why they used that language. The rest of the class could guess who their character was. It might be good to ask them to read each haiku a second time.

### Plenary (5-10 minutes)

Discuss

- How can you tell the difference between the haikus that are for the bombing and those that are against?
- Are haikus a good way of expressing emotion? Would another form of poetry be better?

### Differentiation

- Higher ability: students are not given word bank, and should write a haiku from their own perspective as well as their character's.
- Lower ability: students may find it easier to write the haiku just from their own point of view.
- MFL activity: More able students could write the haiku in a Modern Foreign Language that they study.

## Haiku word bank

Fire  
Blazing  
Triumph  
Weapon  
Mountain  
Skin  
Shaken  
Lives  
Drop  
Surrender  
Tremble  
Truman  
Revenge  
Resolution  
Earth  
Crying  
Shattered

Wind  
Rubble  
Sky  
Glass  
Peace  
Victory  
Darkness  
Enola Gay  
Flying  
War  
Shard  
Burn  
Forever  
Taken  
Given  
Little Boy  
Price

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### Examples:

#### **'Untitled',** (Anonymous)

The day it ended  
Oh what else was there to do?  
Peace bought with the bomb

#### **'Nagasaki',** by Antony Owen

Fat man awakens,  
devouring breath, birdsong sky.  
Skeleton city.

#### **'Carbon',** by Antony Owen

Little boy humming  
dragonfly strumming, gamma  
numbing, black rain coming.

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