

LITERACY learning springboards

Pappus

Plants, poems and Haikus

Use any leaves to inspire Haiku poems

Aim: To make detailed and microscopic observations of leaves and write a Haiku

Activity:

- Reading aloud to the class, introduce examples of various types of poetry, e.g. rhymes, acrostics and Haiku.
- Clap the syllables to reinforce the rhythm of Haiku: seventeen syllables, in three lines of five, seven, and five syllables.
- For each group, print a range of short poems, some of which are NOT Haiku, so they can work out which ones meet the criteria.
- Outside, each group collects a range of different coloured and shaped leaves.
- Investigate the leaves with magnifiers, recording detailed observations.
- Use this stimulus to suggest descriptive language, to write the Haiku.
- Source or print off a selection of paint shade cards (from paint or DIY store websites) to match the colours likely to be found in the plants. Where near-matches can be made, ask pupils to use the name given by the paint company within their Haiku.
- Each person reads their own Haiku to the group and /or the class.



IMAGE Matso Basho by Hokusai

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Success criteria:

- ✓ I understand and can use the conventions of a Haiku poem to write my own
- ✓ I can incorporate my knowledge of the characteristics of plants into my poetry

Resources:

- Any leaves pupils find in the school grounds or beyond
- Magnifiers or jewellers' loupes
- Paint manufacturers' colour matching cards (or print off from their websites)

Inspiration for Poetry

A poison Tree – poem by William Blake

Aim: To develop vocabulary that expresses emotions and understand the use of an extended metaphor.

Activity:

Read the poem A Poison Tree by William Blake.

- Identify language in the poem that is effective in showing an emotion (foe, wrath, wiles). This is a short and deceptively simple poem about repressing anger, lack of communication and the consequences of doing so.
- Look at how the extended metaphor is used as the tree grows and bears poisonous fruit.
- How could you write a poem representing an emotion using a poisonous or stinging plant?
- Can pupils think of a strong emotion and use a plant to express that through e.g. a stinging nettle and anger – see also Vernon Scannell's Nettle poem.

More springboards:

- Literacy springboard - Poetry activities related to nettles.

Success criteria:

- ✓ I understand the use of extended metaphors
- ✓ I understand and can explain the social and historical context of the poem.
- ✓ I can analyse the language, context, structure and form of the poem, in order to develop a deeper understanding of its meaning.

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I waterd it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.

