

Lesson Title: Samurai Death Poems

Class and Grade Level(s): Grade 6 ELA

Goals and Objectives

The Student will:

- understand when and why samurai wrote their death poems
- identify the structure of haiku
- write a haiku

Time required/class periods needed:

3 43-minute class periods

1. Research and learning
2. Poem writing
3. Class presentations

Primary source bibliography:

Nancy Hope, Samurai PowerPoints:

Part 1: <https://www.youtube.com/watch?v=hxzbVodF39I>

Part 2: <https://www.youtube.com/watch?v=ZkZKe7tarnI>

Samurai Videos:

<http://www.history.com/topics/samurai-and-bushido/videos> (THERE ARE SEVERAL VIDEOS IN A ROW ON THIS SITE INCLUDING A CORONER'S REPORT)

How to Haiku: <https://www.youtube.com/watch?v=geSmDE57Amg>

Many videos on Samurai history and culture:

<http://www.watchknowlearn.org/SearchResults.aspx?SearchText=samurai>

Required materials/supplies:

iPads/laptops colored paper
poster paper scissors and glue
markers

Vocabulary

Samurai

Haiku

Warrior

Japan

Japanese

Bushido
Code of Honor
Harakiri
Seppuku

Procedure:

Questions:

Before performing what act of honor did samurai write their death poems? (seppuku)
What essential elements do samurai death poems and haiku share? (References to nature)

Lesson 1:

Students will review vocabulary using Matching Cards strategy
Students in groups of two will research the essential questions and share their answers.
Students will view video (6 Fascinating Facts about the Samurai) and compare and contrast their findings with video information:
<https://www.youtube.com/watch?v=PZibJOB4LkM>

Lesson 2:

Introduce Haiku and structure of the poem
Students create their Haiku poem

Lesson 3:

Students present their poem.
Students complete self-assessment rubric
Classmates complete presentation rubric

Assessment/evaluation

Student Feedback Rubric: Students will fill out a presentation rubric (below) for their peers. This is used strictly for student feedback and presenter reflection purposes.

Student Self-Assessment: Student will fill out a rubric (below) on their own presentation for reflection purposes.

Teacher Rubric: Teacher will complete a rubric of their own devising for student grade

--

Students use this rubric to assess their peers.

Delivery of Poem				
Verbal				
Student is loud enough for everyone to hear	1	2	3	4
Words flowed without interruption	1	2	3	4
Uses enthusiasm in tone of voice	1	2	3	4
Speaks clearly	1	2	3	4
Non-Verbal				
Student makes eye contact	1	2	3	4

**STUDENT'S ASSESSMENT OF PERSONAL WORK HABITS AND
ACHIEVEMENT OF PROJECT'S LEARNING GOALS**

Category	4	3	2	1
Learning	Clear understanding of ideas/concepts presented in project guidelines	Some understanding of ideas/concepts presented in project guidelines	Limited understanding of ideas/concepts presented in project guidelines	Little understanding of ideas/concepts presented in project guidelines
Time-management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one or more part of project.	Tend to procrastinate, made it difficult to gget things done by the deadline.	Did not get project done by the deadline and has to adjust deadline or project expectaions to complete
Focus on task	Consistently stays focused on task and what needs to be done. Very self-directed	Focuses on the task and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Needs reminders to keep on-task	Rarely maintains focus on the task and what needs to be done.
Attitude	Never is publicly critical of the project or work of others. Always has a positive attitude about the task.	Rarely is publicly critical of the project or the work of others. Mostly has a positive attitude about the task.	Occasionally is critical of the project or the work of other's. Attitude about the task is sometimes positive, sometimes not.	Critical of the project or the work of others. Often has a negataive attitude about the task(s).