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| Lesson Topic | Samurai Death Poems |
| Class/Grade | Grade 6 ELA |
| Activity Type | Creative writing and presentation |
| Lesson Objectives | The Student will:   * understand when and why samurai wrote their death poems * identify the structure of haiku * write a haiku |
| Essential Questions | Before performing what act of honor did samurai write their death poems?  What essential elements do samurai death poems and haiku share? |
| Standards/  Benchmarks | KSDE Social Studies: 4.3 The student will investigate and connect continuity and change to a contemporary issue.  KSDE Literacy/Common Core: [CCSS.ELA-LITERACY.SL.6.6](http://www.corestandards.org/ELA-Literacy/SL/6/6/) |
| Sources Used | 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 | * iPads/laptops * poster paper * markers * colored paper * scissors and glue |
| Time Requirement | 3 43-minute class periods   1. Research and learning 2. Poem writing   3. Class presentations |

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| Procedure |  |
| Pre-lesson Preparation | Lesson 1:  Students will review vocabulary using Matching Cards strategy  Key Vocabulary:  Samurai  Haiku  Warrior  Japan  Japanese  Bushido  Code of Honor  Harakiri  Seppuku  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 introduction | Lesson 2:  Introduce Haiku and structure of the poem  Students create their Haiku poem |
| Activity | Lesson 3:  Students present their poem.  Students complete self-assessment rubric  Classmates complete presentation rubric |
| Wrap-up |  |
| Extension/  Assessment | 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.

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| Delivery of Poem Scoring Guide |  | | | |
| 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 |
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**STUDENT’S ASSESSMENT OF PERSONAL WORK HABITS AND ACHIEVEMENT OF PROJECT’S LEARNING GOALS**

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| **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). |