



Title: Energy Haiku			
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Course: GT Science, Physical Science, Earth, Environmental Science and Language Arts			Duration: 20-minute lesson and 30-minute class or take-home assignment
Grade: 9-12			
Objective: Students will demonstrate an understanding of energy by creating a Haiku and illustration with a potential or kinetic energy theme.			
Summary of Lesson: Students are given examples of Haikus and the rules of creating Haikus. Then they are given time in class to create their own Haiku from a lesson over energy. Completed Haiku will be written on a poster with color illustrations.			
Arkansas Standards:			
CODE	Grade	SLE	STANDARD
G/T		C.1.7-12.8	Create unique products or ideas by combining, organizing, redesigning, reversing, or substituting concepts or materials
Earth Science	9-12	ES-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
		ES-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
Environmental Science	9-12	EVS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).



Chemistry	9-12	CI-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
Language Arts	9-12	RL.9-10.4 RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
		W.9-10.1. D W.11-12.1. D	Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
		W.9-10.2. D W.11-12.2. D	Use precise language and domain-specific words to manage the complexity of the topic

Teacher Excellence Support System (TESS):

1c: Setting instructional outcomes, 1d: Demonstrating knowledge of resources, 1e: Designing coherent instruction, 1f: Designing student assessments, 3b: Using questioning/prompts and discussion, 3c: Engaging students in learning, 3d: Using assessment in instruction.

Instructional Strategies and Practices:

Nonlinguistic Representations- Use physical models and physical movement to represent information.

Bloom's Level: Highest Level Only

Creating

Materials and Resources:

- Butcher paper
- Colored pencils
- Markers
- Construction paper
- Funny Haikus
 - <https://www.poetrysoup.com/poems/haiku>

Note: Websites may change over time. If this website is no longer available, use the key words “funny Haikus” to find more current resources.



Formative Assessment:

1. Students present their completed Haiku poster to the class. They must explain how their illustration relates to their Haiku theme.
2. Teacher completes rubric during student presentation and gives instant feedback.
3. Exit ticket-define kinetic and potential energy and give an example of each.

Notes to Teacher:

Previous knowledge includes an introduction to Kinetic and Gravitational Potential Energy formulas and definitions.

Student Activity

1. Read funny Haiku's aloud to students.
2. Teacher prompts discussion about the rules of creating a Haiku based on the Haikus that were read in class.
3. Students create a Haiku rough draft that is approved by instructor. Once approved the student creates a poster of their Haiku and an illustration that is related to the overall theme.
4. If students do not finish in class, they may take this home and bring it back for the next class period. (Self-paced)
5. Distribute Exit Slip as students leave class. Due the following class period.

Examples of finished product:



Remember that a haiku consists of three lines of text. The first line has 5 syllables, the second has 7 syllables and the third has 5 syllables.



Each haiku must have a color illustration of the same theme of the haiku.

Teacher Information Sheet/Student Handout: A printable copy of the Teacher Information Sheet and Student Handout are available at:

<https://arkansasenergyrocks.com/educators/lesson-plans-9-12/>.



Teacher Information Sheet
Energy Haiku | Rubric for grading the foldable

	Points Possible	Points Earned
Main Idea <ul style="list-style-type: none"> ● Theme of Haiku related to kinetic or potential energy. 	5	
Follows Haiku Rules <ul style="list-style-type: none"> ● Poem consists of three lines of text. ● First line has 5 syllables ● Second line has 7 syllables ● Third line has 5 syllables 	5	
Illustration <ul style="list-style-type: none"> ● Poster contains artwork related to the theme of the poem. ● Artwork has a minimum of three colors 	5	
Overall Appearance of Poster <ul style="list-style-type: none"> ● Words are neat and legible. ● Turned in on time. 	5	
Total Points Earned	20	



Student Handout
Energy Haiku | Exit Slip

Define kinetic and potential energy and give an example of each

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