

# Traveling through Wisconsin with Haiku and Frank Lloyd Wright

By: Elizabeth Jorgensen

## > About

In this lesson, students will experience a unique experience to express and reflect—and to develop a deeper appreciation for Wisconsin and for their own lived experiences—through haiku and Frank Lloyd Wright.

My goal is to help our students view haiku as a window into Wisconsin and viewpoints and as a way to process their emotions and lives.

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## > Educator

Elizabeth Jorgensen is a writer and teacher. She is published in *Azalea* (Harvard University), *Edutopia*, *Teachers & Writers Magazine*, *English Journal* and elsewhere. Her memoir, [Go, Gwen, Go: A Family's Journey to Olympic Gold](#), was published in 2019 (Meyer & Meyer Sport). Elizabeth is an avid *Real Housewives* and *sijo* fan; she also loves working out with her trainer, Ryan Bloor at Right Body Fitness. Learn more on her website: [lizjorgensen.weebly.com](http://lizjorgensen.weebly.com)

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## > Standards

This lesson will use Wisconsin learning standards, specifically the following:

- CCSS.ELA-LITERACY.W.11-12.3.C // “Use a variety of techniques...”
- CCSS.ELA-LITERACY.W.11-12.5 // “Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach...”
- CCSS.ELA-LITERACY.W.11-12.10 // “Write routinely over extended time frames...”

Due to the communication and feedback exchanged between students, this lesson will also introduce standards from [Wisconsin's Technology and Communication framework](#) which included the following:

- Empowered Learner (EL)
- Digital Citizen (DC)
- Knowledge Constructor (KC)
- Innovative Designer (ID)
- Computational Thinker (CT)
- Creative Communicator (CC)
- Global Collaborator (GC)

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### > Background

In busy class schedules and curriculums, with many requirements, teachers must get creative with how to implement aspects of other cultures and histories of people from around the world. This lesson incorporates important aspects of Frank Lloyd Wright, Japanese culture and writing into the required lesson objectives for *high school English classes*. This lesson will take place over *two weeks*, with classes meeting every other day for 84 minutes.

### > Objectives

The key goal of this lesson is for students to understand that writing or discussing interesting or inspiring architects and locations is an act that people around the world have engaged in for centuries. The poems and journeys of Basho will be introduced as one historical figure who engaged in this practice. Basho's journeys and poetry offer a unique way to introduce students to a culture that is not normally studied in Wisconsin curriculums.

Students will write haiku poems focused on state-based Frank Lloyd Wright locations. Even if students do not have the means to visit these locations by themselves, most will have some knowledge of these locations. This not only introduces important Wisconsin geography standards of understanding local places, but these well-known places across the state will also make it easier for students to collaborate about topics familiar to all students.

The introduction of haiku offers students the opportunity to see that not all writing involves writing as much as you can about a topic. Haiku allows students to learn about Japanese culture but also focuses on important writing skills such as word choice, brevity, and purpose.

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### > Instructional objectives

- Students will learn about haiku, Japanese culture and Frank Lloyd Wright.
- Students will learn more about their home state, using their own travels and experiences.
- Students will gain perspective on how others view areas by discussing their poems with others.

- By reading examples of the poet Basho's poetry and looking at and discussing primary source woodblock images of his travel locations, students will learn how artifacts, images, and experiences can serve as their writing inspiration.
- Students will learn how to express creativity and communicate in their writing but also how to operate within a given set of rules, accomplished by writing original Haiku and be introduced to the idea of renga poetry and how it's a communication between two or more poets.
- Students will partner and collaborate in renga conversations about Wisconsin experiences and/or landmarks.

> Procedures

- 1) All students will read *Basho and the River Stones* by Tim Myers and *Grass sandals: the travels of Basho* by Dawnine Spivak.
  - a) Students will have a classroom discussion about travel and haiku, Basho serving as a model.
  - b) Students will use the GRAPES culture study technique (Geography, Religion, Politics, Economy, Society) to discuss how Japanese culture is portrayed in the stories. Depending on time, additional research time to learn about time can be given.
  - c) Students will receive a mini lesson which will provide instruction on the parts of a haiku and renga. Connection will be made to previous writing instructions. Examples of each type of poem will be shared. Video options: [Teaching Haiku with Kwami Alexander](#). (This poet is popular with students. He is more well known for his verse poetry so it's neat to see a popular artist introduce another type of poetry)
- 2) Students will journal about their own Wisconsin-themed travels.
  - a) Questions to ponder include:
    - i) What have they seen and experienced in the state of Wisconsin?
    - ii) What do they know about Frank Lloyd Wright?
    - iii) What topics would make for a good haiku?
      - (1) Background information: Students will already have written sijo (and other types of poems). They will understand the importance of narrowing in on a topic, using emotion, story, structure, stylistic devices, etc. In these topics, students will be asked to reference what they already know about what makes a poem.
      - (2) Students will make connections between their experiences and Frank Lloyd Wright.
    - iv) Why might certain experiences serve haiku better than others?

- 3) Teacher will present images of Wisconsin, FLW landmarks, both for students who haven't traveled extensively and also for students who need inspiration.
- 4) Students will explore their topic choices by visiting the particular place's website.
- 5) In doing research, students will read about the place, collect information and also watch any videos available.
- 6) Students will journal about their topic choice in journal entries.
- 7) Students will group with same-grade level partners and share journal entries.
- 8) Students will share journal entries and ideas with the entire class.
  - a) This will help struggling students and also provide additional topic ideas.
- 9) Students will write initial drafts of haiku.
  - a) After initial drafts, students will self and peer edit.
  - b) Students will share haiku drafts with the teacher for suggestions and edits.
- 10) Teachers will set up a Google Slides presentation and give each student editing access. Each student will have a slide. On the slide, they will place their haiku. On the same slide, another student will write a response to the original haiku in the 7-7 form.
- 11) Students and teachers will revisit the student created poems and offer suggestions for revisions and to fix up syllable counts. Note: Teachers will explain that this activity introduced the process of a Renga poem. A real Renga poem continues for 36 stanzas. Depending on time and ability of students, some groups can be given the option to continue their poetry discussions.
- 12) In their journals, and then in small groups, all students will reflect on the renga experience.
- 13) Together, students will read all the reflections.
  - a) What did they notice?
  - b) What did they learn?
  - c) What would they do differently if they did this assignment over again?
  - d) What connections can they make to this experience and *Basho and the River Stones* by Tim Myers and *Grass sandals: the travels of Basho* by Dawnine Spivak?

> Learning outcomes

- Students will read diverse texts and learn about haiku and FLW.
- Students will learn more about how their senses can inspire their own writing.
- Students will write haiku.
- Students will collaborate on renga.
- Students will understand how travel experiences can inspire and influence original art.

> Assessment strategy

- Students will be assessed using [this strategy](#).

## Materials

- *Basho and the River Stones* by Tim Myers
- *Grass sandals: the Travels of Basho* by Dawnine Spivak

## Examples for class use:

- Grass Sandals: Haibun, Haiku and Landscape Woodblock Prints (PDF File from TEA class)
- [Teaching Haiku with Kwami Alexander](#)
- [Travel Wisconsin TV Show clips for inspiration](#)