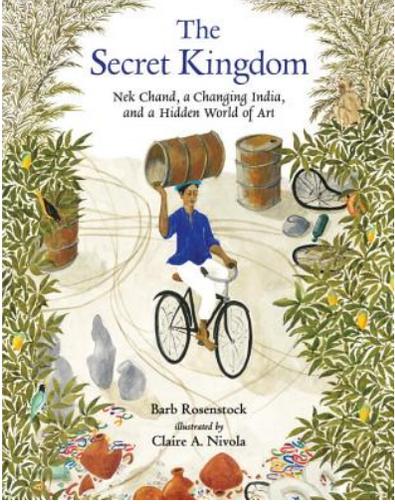
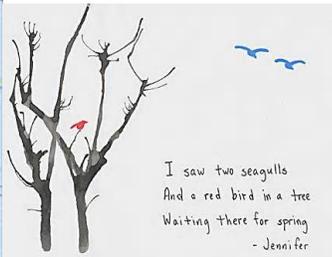


*Haikus for Home: An Art Lesson for the Picture Book, **The Secret Kingdom***

Project Name: Haikus for Home	Project Description:
<p>Time Span: Two One-Hour Classes Grade: 3rd to 5th Educators: Amanda Albanese and Raven Lynn Zeh, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book The Secret Kingdom (Candlewick Press), students will explore textures, colors, and sounds that make them think of home. They will then write descriptive haikus about home and create textural watercolor paintings to accompany.</p>
Essential Question:	Provoking Questions:
<p>What makes a home?</p>	<ul style="list-style-type: none">• What senses trigger thoughts of home?• Can home be a feeling or a memory?• Can the idea of home be expressed through art?• If we leave a home, can we bring it with us?

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Visual Provocation:



I saw two seagulls
And a red bird in a tree
Waiting there for spring
- Jennifer

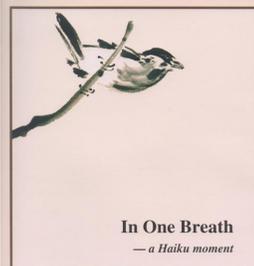


An ominous sky!
At Sunset, black storm clouds hover,
Just too close to home.

Just too close to home.
Invading upon my space.
The night sky threatens.

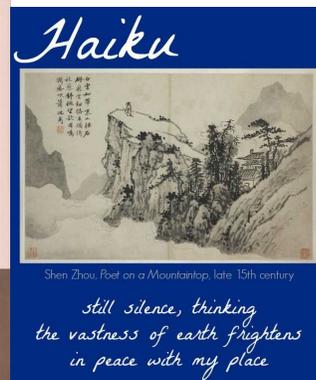
The night sky threatens.
Yet the peace of home prevails,
And I rest assured.

Haiku Iona J. Arkham ©2004



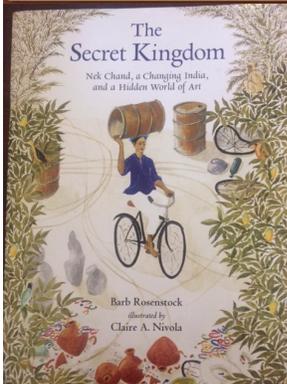
In One Breath
— a Haiku moment

a Haiku Anthology
edited by
Elaine Andre and Sandip Chauhan

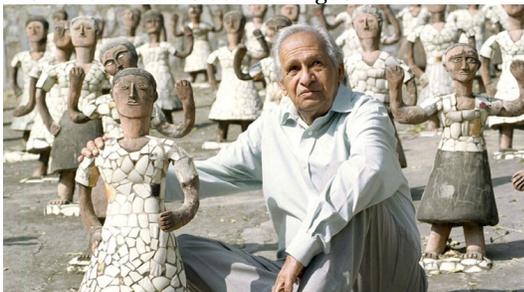


Shen Zhou, Poet on a Mountaintop, late 15th century

still silence, thinking
the vastness of earth frightens
in peace with my place



From Nek Chand's Secret Kingdom



Nek Chand in his Secret Kingdom

For *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

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Maine Learning Results:	Lesson Objectives:	Assessment Criteria:
<p>1. A2 Elements of Art and Principles of Design Students describe features of composition.</p> <p>a. Describe elements of art: color, form, line, shape, space, texture, and value.</p>	<p>1. Students will describe the choices they made regarding texture and color in their paintings.</p>	<p>1. Texture and color</p>
<p>2. A3 Media Tools, Techniques, and Processes Students describe a variety of media and associated tools, technique, and processes, for multiple art forms and genres.</p>	<p>2. Students will experiment with and describe the watercolor techniques they used and how they relate to textural and visual provocations.</p>	<p>2. Watercolor technique</p>
<p>3. CCSS.ELA-LITERACY.W.5.3 Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Students will interpret the theme of home using sensory descriptive words through haiku poetry writing using their own words or appropriated words.</p>	<p>3. Haiku</p>

Vocabulary:	Materials:	Instructional Resources:
<ul style="list-style-type: none"> ● The Secret Kingdom ● Senses ● Haiku ● Syllable ● Sound clip ● Watercolor ● Texture ● Color 	<ul style="list-style-type: none"> ● Sound clips ● Textural provocations ● Sound provocations ● Thesauruses ● Cut-out words ● Letter stencils ● Mirrors ● Booklets ● Graphite pencils ● Watercolor paper ● Watercolor paints ● Watercolor pencils ● Water cups ● Palettes ● Sponges 	<p>Student Resources</p> <ul style="list-style-type: none"> ● Station table-toppers ● Goal table-toppers ● Planning booklet with prompts for experimentation ● Textural provocations ● Sound provocations ● Haiku samples ● Words from <i>The Secret Kingdom</i> to be printed and cut out ● World map ● Watercolor samples ● “Goals” sign

For **The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art**,
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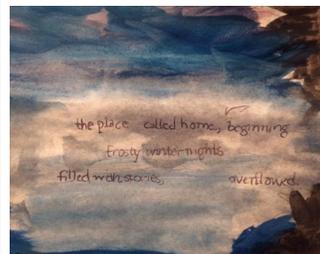
	<ul style="list-style-type: none"> ● Salt ● Plastic wrap ● Paper towels ● Crayons 	<ul style="list-style-type: none"> ● Recording studio steps and agreements sign ● Exit tickets ● http://soundbible.com/ <p>Teacher Resources</p> <ul style="list-style-type: none"> ● https://www.haikuchronicles.com/podcasts/e31-haikuwall-india ● https://www.thehaikufoundation.org/omeka/search?query=india&query_type=keyword&record_types%5B%5D=Item&record_types%5B%5D=File&record_types%5B%5D=Collection&record_types%5B%5D=SimplePagesPage&record_types%5B%5D=Exhibit&record_types%5B%5D=ExhibitPage&submit_search=Search ● https://www.poetryfoundation.org/articles/69597/gha-shahid-ali-tonight ● https://www.haikuchronicles.com/ ● http://www.npr.org/2011/12/03/143053082/haiku-traffic-signs-bring-poetry-to-nyc-streets ● https://www.poetrysoup.com/poems/about/haiku_home_poems ● https://www.poetryfoundation.org/learn/glossary/terms/haiku-or-hokku
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Direct Instruction:	Evidence of Making:
<p>Preparation</p> <ul style="list-style-type: none"> ● Students will read The Secret Kingdom by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press) before the lesson begins. ● Materials will be arranged and brought to the classroom before the lesson begins. <p>Day One</p> <ol style="list-style-type: none"> 1. Class opens with a quick activity to practice using descriptive language. They blindly feel textual provocations and take turns choosing a word to describe what they feel. 	

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2. The group has a discussion about **The Secret Kingdom**, the senses, and home, using a world map as a visual provocation and loosely guided by the questions:
 - Does home have to be in a specific location?
 - Can home be a feeling?
 - How are those feelings created?
 - Can they be created through different senses?
 - How can artists use words to create feeling?
4. Students are shown examples of and introduced to their project inspired by the book, which includes:
 - A haiku using sensory-descriptive language about home.
 - A watercolor painting using textures and colors that remind them of home (with the written haiku included).
 - A sound clip chosen from a broad library that reminds them of home.
 - Exhibition of the works in the form of a video, including images of their watercolor pieces, recordings of their descriptive poems, and chosen sound clips.
5. Students are introduced to the following stations:
 - A large watercolor station with color and textural provocations (including plants, fabrics, feathers, ceramics, etc.) and materials for various watercolor techniques with the goal of identifying techniques they want to use.
 - A writing station with thesauruses, mirrors, word cut-outs for appropriation, and copies of *The Secret Kingdom* with the goal of writing a haiku inspired by home.
 - A sound station with sound provocations (including shakers, kazoos, silverware, bells, etc.) and computers for accessing soundbible.com with the goal of finding a sound clip inspired by home.
6. Students are broken into three groups and instructed to begin at a designated station. Students use the associated pages in their booklets and station table-toppers for guidance.
7. While students work, they are provided support through demonstration of different techniques, provision of definitions, assistance in problem-solving, and provoking questions including:
 - What colors/textures inspire you?
 - What emotions can color/texture provoke?
 - What colors/textures make you think of home?
 - What sounds/words inspire you?
 - What emotions can sounds/words provoke?
 - What sounds/words make you think of home?
8. Students move between these stations as they complete their work or as directed. Additional independent stations are introduced for students who prefer to work independently



- Sensory Poem Sample
https://docs.google.com/document/d/e/2PACX-ivRq9EqCn8JOFDLSVF4qZS9Xo28b0Fq0DjnWSoWE Dzt82LQwUqbYoC lOpJpb5DW8_6u933pJNGusX4_D/pub

*Haikus for Home: An Art Lesson for the Picture Book, **The Secret Kingdom***

9. With five minutes left of class, students are requested to clean up their area, replace the materials they are using, and complete an exit ticket. They may talk quietly with those around them.
10. Students are thanked for their time and involvement and informed that they will be working on their final watercolor pieces during the next class. The group says goodbye.

Day Two

1. Class opens with a brief reflection about last class guided by the following questions:
 - What kind of textures were you drawn to?
 - What sounds did you brainstorm?
 - What descriptive words did you use?
2. Students are informed of the schedule and goals for the rest of the day, with a reminder that these goals can be found on their table toppers:
 - Complete your haiku about home.
 - Brainstorm sounds that remind you of home.
 - Complete your textural painting.
 - THEN record your video.
3. Students start working on their watercolor pieces with a reminder of the guidelines:
 - Use at least one textural watercolor technique learned in experimentation on Wednesday.
 - Use at least one color or texture that makes you think of home.
 - If you want, you may include your written haiku in your composition using written text, appropriated text, or stencilled text.
4. Students who have not completed their haikus are provided support and assistance.
5. Students are told that after they complete the first three goals, they should clean up their work spaces and may take turns in the recording studio in pairs. They are accompanied into the designated “recording studio” space and inform them of the process (recording a video of their painting while reading their haiku and playing their sound clip) as well as the agreements (posted in the space):
 - Use a respectful volume in the space.
 - Be a helpful teammate.
 - No speaking during recording.
6. Students that finish recording may work with the sample watercolor pieces from last class to develop potential arrangements for exhibition.
7. With fifteen minutes left of class, students are given a five minute warning.

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<ol style="list-style-type: none"> 8. With ten minutes left of class, students are asked to clean up the space. 9. When they have finished cleaning, the group gathers for a brief reflection. Students talk among themselves and complete an exit ticket. 10. Students are thanked for their time and involvement. The group says goodbye. 											
<p>Clean up:</p>	<p>Technology:</p>										
<ul style="list-style-type: none"> ● Materials are returned to their designated homes. ● Tools used with wet materials are washed. ● Tables are cleaned. ● Materials that fall on the floor are picked up. ● Work is put in a safe place. 	<ul style="list-style-type: none"> ● Projector ● Laptops ● Internet 										
<p>Accommodations/Modifications:</p>											
<ul style="list-style-type: none"> ● Students with textural aversions may have the option to look at the provocations while feeling them or choose descriptive language based on the appearance of the texture. ● Students who are seeking an extra challenge or are having difficulty working with the prompt may modify their poems to include words only from <i>The Secret Kingdom</i>. ● Students who have not completed their work from day one may finish before beginning their watercolor pieces on day two. ● Students may be given the choice to write or dictate when developing their poems. ● Stencils will be available. 											
<p>Assessment:</p>											
<p>Formative Assessment (Day One)</p> <p>Students raise their hands to indicate:</p> <ul style="list-style-type: none"> ● That they have finished their haiku. ● That they have brainstormed sounds. ● That they have experimented with watercolors. <p>Students complete an exit ticket with the prompt: “What textures or descriptive words will you use in your final piece?”</p> <p>Evidence of work in booklets is noted in the following format:</p> <table border="1" data-bbox="191 1587 992 1797"> <thead> <tr> <th></th> <th>NOTEBOOK</th> <th>HAIKU</th> <th>SOUND</th> <th>WATERCOLOR</th> </tr> </thead> <tbody> <tr> <td>Student Name</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			NOTEBOOK	HAIKU	SOUND	WATERCOLOR	Student Name				
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Summative Assessment (Day Two)

Students discuss and complete an exit ticket with the following questions:

- What sense did you enjoy working with most? Why?
- What watercolor techniques helped you to reproduce your desired textures or colors?
- How can writing help you communicate your ideas?