

Blackout Poetry

Grade Level: 3-6

Objective: Students will use select language and details from an informational text to create a new perspective on a topic as blackout poetry.

Common Core: CCSS.ELA-Literacy.RL.6.1; RL.6.2; RL.6.4; RL.6.10; RI.6.2; RI.6.4; Ri.6.7; RI.6.9; RI.6.10W.6.2; W.6.3; W.6.4; W.6.9; W.6.10; RL.6.10

Social Science Standards: SS.IS.1-7.3-5; SS.IS.1-8.6-8; SS.CV.2-3.4; SS.CV.4.5; SS.CV.1-5.6-8; SS.G.3-4.5; SS.G.1-4.6-8; SS.EC.2.4; SS.EC.1-2.5; SS.EC.1-3.6-8; SS.EC.FL.3.4; SS.EC.FL.1.6-8

What You Will Need:

- *When Green Becomes Tomatoes: Poems for All Seasons* by Julie Fogliano | ISBN: 1596438525
- Black Markers
- IAITC Seasons Ag Mags
- Examples of Blackout Poetry or the video: “How to make a Newspaper Blackout Poem” at <https://youtu.be/wKpVgoGr6kE>

Directions:

1. Without giving away the season or the titles/dates, read selected poems from one season of *When Green Becomes Tomatoes*. (Recommendations: “July 10,” July 28, “August 30”).
2. Have the students guess the season or the specific date they associate with the poems.
3. Discuss what clues lead to each guess and what language the author used to communicate the sounds, smells, feelings of that season.
4. Provide each student an IAITC Seasons Ag Mag.
5. Divide the class into four groups. Assign each group one of the four pages (seasons) of the ag mag to read and discuss. *Do the specialty crops described remind you of your experiences with Summer, Spring, Autumn or Winter?*
6. Provide an example of blackout poetry, or go to <https://youtu.be/wKpVgoGr6kE> for a demonstration.
7. Independently, the students will create a blackout poem of their season page by crossing off text, leaving behind only the words they feel are necessary to describe their selected season (i.e. What does the season feel like?).
8. Challenge the students to use 20 words or less in their poems.
9. Bring together groups of four so that one person from each season group is represented. Share the poems.
10. Illustrate your poems for added creativity visuals.

Lesson Extenders:

- Reverse engineer the poems: Have students partner up and share their poems. Using his or her partners poem and an IAITC Ag Mag as inspirations, have each student write a narrative story.

Haiku Calendar

Grade Level: 3-6

Objective: The students will learn about the changes of the seasons and their effects on Earth's systems by writing and performing poetry.

Common Core: CCSS.ELA-Literacy.RFS.3.4; RL3.10; SL.5.6

NGSS: Earth's Systems: 3-ESS2-1; 3-ESS2-2;
Earth's Place in the Universe: 5-ESS1-2; MS-ESS1-1

Background:

A Haiku is a traditional type of Japanese poem. It usually consists of three lines and exactly 17 syllables (five syllables in the first line, seven in the second, and five in the third line). A haiku traditionally contains a *kigo*, a word that gives a clue to the season of the poem.

Examples of Haiku

RENDEZVOUS (*after Shiki*)

Once more as I wait
for you, night and icy wind
melt into cold rain.

— Phillip Appleman

from THE HERON'S NEST

The Milky Way streams—
a farmer bends to his work
widening a ditch

—H. F. Noyes (Greece)

What You Will Need:

- *When Green Becomes Tomatoes: Poems for All Seasons* by Julie Fogliano | ISBN: 1596438525
- Construction Paper
- Season/Month Labels
- Hat
- Tape
- Scissors
- Markers
- Note Cards
- Coloring Utensils
- Paper
- IAITC Calendar
<http://agintheclassroom.com/TeacherResources/TeacherResources.shtml>
- IAITC Seasons Ag Mag
- Scented spray (fall, winter, spring, and summer scents)
- Various other decorations at your discretion

Haiku Calendar

Directions:

1. Prepare a room transformation by identifying each corner as a different season. Emphasize each of the seasons by spraying scented spray, changing lighting, or adding different decorations as you see fit.
Recommended: Follow the stages described in IAITC's Apple Blossom Tree activity to depict a tree in each of the four seasonal areas.
2. Prepare a hat filled with the names of the seasons and/or months of the year.
3. Add labels to each wall indicating where each month would fall in relation to the seasons, creating a calendar around your room.
4. Review Haiku poetry with the students sharing the examples on the previous page. It may be helpful to create a haiku as a class.
5. After reading the two example poems on the previous page, have the students guess the seasons and identify kigo (clues).
6. Discuss what the poems mean (no right answer) and how the poems do not *directly* state the time of year.
7. Have each student select 3 seasons or months from the hat, replacing their pick after each selection (they may end up with more than one of the same season/month). Have each student write a haiku on a note card about just one of their selections, being sure to include kigo, or a clue about what season the poem might be about.
8. Have each student read their first haiku aloud, while the other students guess which season or month it is from.
9. Next, have the students write a new haiku about their second season. This time, they also create a visual picture or cut out to add to the appropriate wall or corner.
10. For the third poem, ask the students to go to the appropriate area and take inspiration from the decorations and room transformation to include in their poem. For further inspiration, students can turn to IAITC's Seasons Ag Mag, the IAITC calendar, or [When Green Becomes Tomatoes](#)
11. Tape these final poems to the wall in their respective area and allow the students to gallery walk the room reading the poems.
12. Discuss some important take-aways about each month. *How would the poems change if the seasons were Planting season and Harvest Season?*



Lesson Extender: Make a representation of the Sun in the center of the room. Then make a representation of the Earth. As the Earth moves around the sun, and through the calendar year, how does the Earth's tilt, and its distance to the sun change? How does this effect seasonal shift?