

Haiku Series

Due Dates:

HAIKU SERIES DRAFT DUE FRIDAY, OCT. 7TH via google docs, share with molly.vasich@mpls.k12.mn.us.

REVISED HAIKU DUE FRIDAY, OCT. 14TH- share a NEW google doc titled “revised haiku” with molly.vasich@mpls.k12.mn.us.

Haiku- Hai·ku - a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world.

Haiku Series Description: Include five Haiku that feed off one another (not separate poems) pertaining to the unit topics/content we’ve covered i.e the prison industrial complex, police violence, security culture in schools or community. Haiku must incorporate sensory language from the natural world i.e rain, sunlight, or wind.

Haiku Series Rubric:

	A	B	C	D
Structure	Poet consistently uses the haiku structure (5 syllables, 7 syllables, 5 syllables) in a series of five haiku.	Poet has used haiku structure across the majority of poems in a series of five haiku.	There is some evidence that poet has used haiku structure in submitted poems.	There is little to no evidence that poet has used haiku structure in any of their poems.
Literary Devices	Across the haiku series, poet intentionally integrates two literary devices at least once across all 5 haiku. These devices could include a simile, metaphor, symbol, personification, or imagery.	Across the haiku series, poet is sometimes intentional at integrating two literary devices in their series of haiku. These devices could include a simile, metaphor, symbol, personification, or imagery.	Across the haiku series, there is some evidence that the poet integrates literary devices in their series of haiku. These devices could include a simile, metaphor, symbol, personification, or imagery.	Across the haiku series, there is little to no evidence that the poet has integrated literary devices in their haiku. These devices could include a simile, metaphor, symbol, personification, or imagery.
Topic/ Content	The subject of the haiku series critically responds to systemic racism and topics covered in unit 2. The haiku series intentionally and creatively integrate reference to nature/natural world.	The subject of the haiku series relates to the themes of systemic racism and topics covered in unit 2 and there is some evidence that the poet is responding critically to these themes. The haiku series integrates reference to nature/natural world.	There is some evidence that subject of the haiku series relates to the themes of systemic racism and topics covered in unit 2. There is little evidence of critical response. The haiku series mentions an aspect of nature, but it is not fully integrated or connected to the rest of the poem.	There is little to no evidence that the subject of the haiku series relates to or responds critically to the themes of systemic racism and topics covered in unit 2. The haiku series doesn't mention an aspect of nature/natural world.

Voice	<p>Poet's word choice is unique and intentional in order to convey originality.</p> <p>Poet's perspective (point of view) is clear and consistent.</p>	<p>Poet's word choice is typically unique and intentional but there are places that they could be more original and specific.</p> <p>Poet's perspective (point of view) is mostly clear and consistent.</p>	<p>Poet's word choice is sometimes intentional, but there are several places that could be specific.</p> <p>Poet's perspective is not consistent, is somewhat unclear, and/or doesn't consistently demonstrate originality.</p>	<p>Poet's word choices are not specific and do not demonstrate intentionality.</p> <p>Poet's perspective doesn't demonstrate originality and/or it is unclear.</p>
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