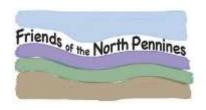


Past and Present Haiku



Objectives

- Describe the passing of time
- Understand an historic environment
- Observe the present environment
- Describe environmental changes
- Express ideas concisely
- Share their work

Questions

- What is the rhythm pattern of a haiku poem?
- Who would have been here in smelting days?
- What words could you use to describe smelting?
- What words describe the Arches today?
- What change(s) would you like to show?

The Big Picture

Using Haiku to express changes in and around Dukesfield Arches contrasting its past as a smelt mill with its woodland setting today.

Age: Years 4, 5 6 and 7 English KS2, KS3

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The Lure

Sensory experience of the woodlands and riverside at Dukesfield Arches Standing against, touching and observing the listed building

Stickability

- Smell, tactile, visual and sound experiences during the visit to the Arches
- Visual stimulus of reconstruction drawings on interpretation panels

Peer and self assessment

- Reading aloud, counting beats & hearing rhythm
- Reading peers' work and suggesting alternate vocabulary to evoke meaning
- Reciting own poem to group, choosing appropriate location to perform from

Key words

- Smelting = the industrial process of extracting metal from ore using heat
- Conservation = the action of improving historic and/or natural heritage for the future
- Syllables = the number of beats in each word

Differentiation

- Vocabulary sheet with suggested words grouped in themes: Past/Present; Natural/cultural; Smell/Sound/Sight
- Examples of haikus by other schools
- Use the Dukesfield Family Trail as inspiration

www.dukesfield.org.uk