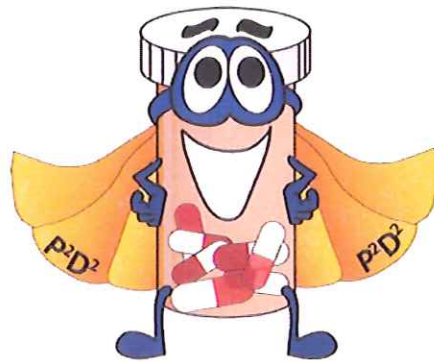


# Language Arts

P<sup>2</sup>D<sup>2</sup>



## **Pontiac Prescription Drug Disposal:**

A Cooperative Program between High School  
Students, Local Officials, and Pharmacies

[www.p2d2program.org](http://www.p2d2program.org)

# Lesson Plan

## Language Arts Lesson—P<sup>2</sup>D<sup>2</sup>

### The Eco-ku

#### Objectives

*Students will:*

1. Work in a cooperative learning environment to employ figurative language, written in haiku format, to express a message of ecological importance to a greater audience.
2. Confer with classmates regarding format, message, and editing issues.
3. Present their “eco-ku” orally to the class along with appropriate illustrations, graphics, and explanations.

#### Illinois State Goals

The lesson plan addresses, but is certainly not limited to, the following Illinois Learning Standards:

2A4a, 2b4a, 3A4, 3B4b, 3B4c, 3C4b, 4B4a, 4B4b

#### Materials

Notebook paper

Pen

Magazines

Construction/printer paper

Markers or other drawing/writing utensils

Tape or glue

Scissors

Stapler

#### Procedure

Background and Overview of the Lesson:

Eco-kus are a hybrid of ancient Japanese poetry and a contemporary awareness of environmental needs in our community. Written in haiku form, eco-kus are created to carry ecology-oriented messages to the public. The eco-ku lesson plan was inspired by the P<sup>2</sup>D<sup>2</sup> project and conceived as a device to interest students who were not ordinarily high achievers in language arts courses, but were heavily invested in local ecology projects. Through their efforts in writing eco-kus, students will be simultaneously exposed to a new form of critical and creative writing as well as given an opportunity to articulate the pro-environmental message of programs such as P<sup>2</sup>D<sup>2</sup>.

In its initial run, the eco-ku lesson was an astounding success, generating interest from both the governor of Illinois and school districts state-wide. Although this lesson plan was designed primarily for high school sophomores and keyed accordingly to the appropriate Illinois Learning Standards, modifications can easily be made for different age levels.

1. The lesson will begin with a teacher led-discussion of the haiku format:

##### Haiku Rules

- Has three lines
- Has 17 syllables
- Has five syllables in the first line, seven in the second, and five in the third

2. Next, analyze and discuss an original composition from the instructor:

Example Haiku written by Mr. Soares

Sitting in the sand.  
Wave touches foot and pulls back.  
Old sand trades for new.

4. Using the Smartboard, explore haikus further on <http://www.haikusociety.com>, discussing content and counting syllables.
5. Eco-ku Explanation: “Haiku-writing is an ancient Japanese practice that tries to capture a ‘moment in time,’ much like a snapshot. For this project, you will consider what you have learned about our environment today and programs such as P<sup>2</sup>D<sup>2</sup>. Ultimately, you will create ‘eco-ku’ based on those concepts. You will either cut out or create three pictures and write an eco-ku poem for each. These three poems need to be turned in as a book with your name on the cover.”
6. In groups of two or three, students should begin discussing haiku and ecology, culminating in the creation of eco-ku. Magazines should be available for students to find pictures that will accompany their eco-ku; conversely, they may create their own pictures by drawing them (or creating them on a computer). For verification purposes, the students will confer with each other on format and syllable count. When a student has created three eco-kus, he or she should use available materials to construct a “book,” gluing or creating a picture for each eco-ku. In addition, the student should add a cover incorporating his or her name into a title.
7. Before students submit their eco-ku books, they will have their work peer reviewed by those in their groups. Any corrections can be made at this time.
8. Finally, students will use their eco-ku books to facilitate an oral presentation replete with any explanations necessary. Students making the oral presentations should be prepared to answer any questions from fellow students concerning the message of their eco-ku. Please see student-created haikus in the section “Sample Student Stewardship Projects to Initiate Action.”

**Rubric**

<i>Timely Completion:</i> Was it done on time? Yes No	_____ (5 pts)
<i>Basic Criteria Met:</i> Did it follow the prescribed pattern? Yes No	_____ (5 pts)
<i>Creativity:</i> Is it imaginative? Eye-catching? Colorful? Neat?	_____ (5 pts)
<i>Correctness:</i> Are there errors in spelling? Grammar? Syllables?	_____ (5 pts)
(Total)	_____ (20 pts)

Developed by Michael Soares, English Department, Pontiac Township High School

Pontiac Township High School Student Examples, 2009  
Eco-ku: Ecology-inspired poems written in haiku form.

Old meds with no clue?  
Just send to P<sup>2</sup>D<sup>2</sup>.  
Make safe energy. By Myles Rich

Don't do wrong, instead  
Be eco-smart, re-claim meds  
P<sup>2</sup>D<sup>2</sup> saves. By Marcus Fultz

Got old, unused drugs?  
Turn them in while you still can.  
Improve our future! By Chase Alford

Pharmaceuticals?  
Be responsible with them.  
P<sup>2</sup>D<sup>2</sup> works! By Megan Schmoeger

To make energy  
Send your expired pills to  
Local pharmacies. By Jake Heller

Do you have old pills?  
Take them to a pharmacy.  
Save our planet now! By Alex DeMattia

Don't flush medicine.  
Take them to a pharmacy.  
Go P<sup>2</sup>D<sup>2</sup>! By Jacqui DeFrees

Got old medicine?  
P<sup>2</sup>D<sup>2</sup> will take them.  
Let's save the planet. By Jacqui DeFrees

Get rid of old pills.  
Let's start saving the planet.  
Go P<sup>2</sup>D<sup>2</sup>! By Jacqui DeFrees

And the winner:

Take back your old pills  
Before fish have many more gills.  
Save the water now. By Liz Howard