

Haikus

Waves

Rushing to the shore
Crashing - surging frantic foam
Cool ripples withdraw

• • • •

Rain

Pitter pattering
It starts with a single drop
Then the sky opens

• • • •

Pond

Calm still tranquil place
Miniature lake, teems with life
Peaceful home for ducks

• • • •

Canal

Handmade waterway
Transport Victorian goods
Barges chug along

• • • •

Beach

Sandy coastal banks
Dog walks and holiday folk
Breathe the salty breeze

• • • •

Storm

Hear distant rumbles?
The disturbance rolls nearer
A flash! It begins.

• • • •

Waterfall

Tumbling gracefully
Carving her own path southward
Cascading beauty

Questions

1. Which haiku contains a waterbird? Tick one.

- ☐ waves
- ☐ pond
- ☐ canal
- ☐ beach

2. Draw **four** lines and match each haiku subject to its description.

Waves

Pond

Waterfall

Beach

A small area of still water.

Powerful lines of water moving across the sea.

An area of sand or pebbles next to the sea.

A river falling from a high place.

3. Which haiku is **not** about a naturally made body of water? Tick one.

- ☐ pond
- ☐ waves
- ☐ canal
- ☐ waterfall

4. Look at this haiku. Underline the phrase which describes the sound of the rain.

Pitter pattering
It starts with a single drop
Then the sky opens

5. Find and copy one word that means the same as 'calm'.

6. Which haiku is about a dramatic weather event?

7. Which haiku is your favourite? Explain why.

Questions

1. Which of the haikus is about a way of moving goods around? Tick one.

- ☐ pond
- ☐ canal
- ☐ storm
- ☐ beach

2. Draw **four** lines and match each item to its owner.

Rain

Beach

Storm

Pond

A small still area of water.

A violent weather event.

An area of sand or pebbles
next to the sea.

The way water falls from the
clouds to the ground.

3. Which of the haikus is about a good place for a dog walk? Tick one.

- ☐ pond
- ☐ canal
- ☐ storm
- ☐ beach

4. Look at this haiku. Underline one word which means the same as 'disruption'.

*Hear distant rumbles?
The disturbance rolls nearer
A flash! It begins.*

5. Find and copy one word which means the same as 'down'.

6. Give one example of alliteration from the haiku collection.

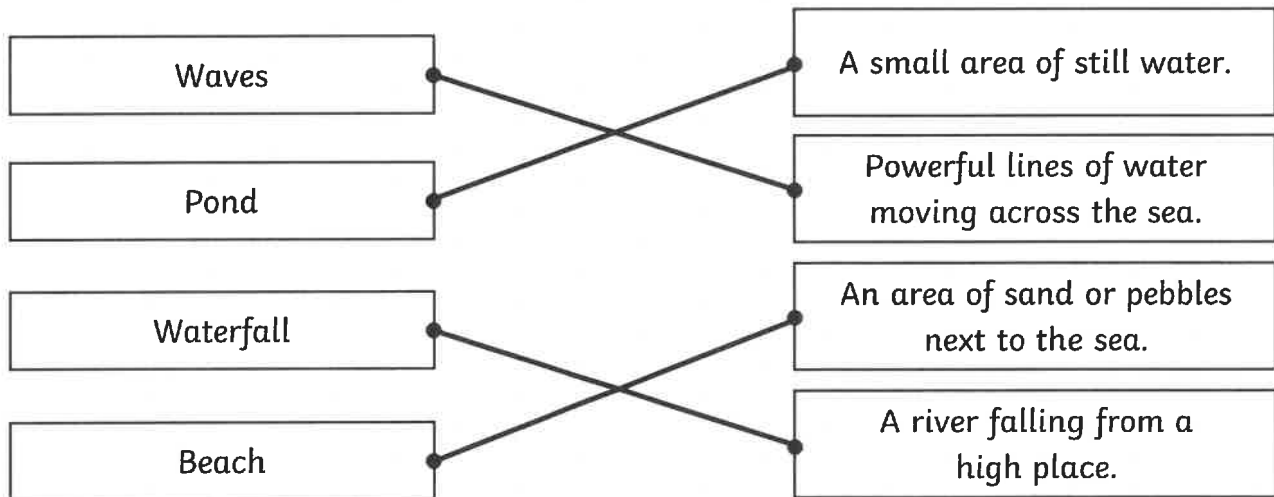
7. What is special about the haiku style of poetry?

Answers

1. Which haiku contains a waterbird? Tick one.

- ☐ waves
- ☒ **pond**
- ☐ canal
- ☐ beach

2. Draw **four** lines and match each haiku subject to its description.



3. Which haiku is **not** about a naturally made body of water? Tick one.

- ☐ pond
- ☐ waves
- ☒ **canal**
- ☐ waterfall

4. Look at this haiku. Underline the phrase which describes the sound of the rain.

Pitter pattering

It starts with a single drop

Then the sky opens

5. Find and copy one word that means the same as 'calm'.

tranquil

6. Which haiku is about a dramatic weather event?

The Storm haiku is about a dramatic weather event.

7. Which haiku is your favourite? Explain why.

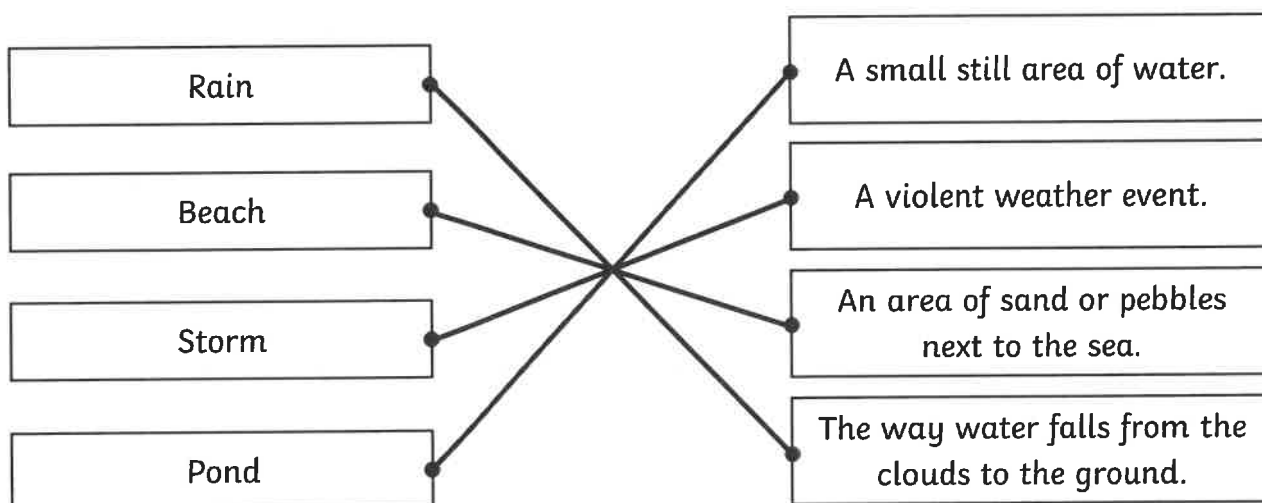
Pupils' own responses, such as: My favourite haiku is Waterfall. I really like it because it paints a picture in my mind of the water tumbling down and crashing into a pool below.

8. Compare the **Pond** haiku with the **Waterfall** haiku.

1. Which of the haikus is about a way of moving goods around? Tick one.

- ☐ pond
- ☒ **canal**
- ☐ storm
- ☐ beach

2. Draw **four** lines and match each item to its owner.



3. Which of the haikus is about a good place for a dog walk? Tick one.

- ☐ pond
- ☐ canal
- ☐ storm
- ☒ **beach**

4. Look at this haiku. Underline one word which means the same as 'disruption'.

*Hear distant rumbles?
The disturbance rolls nearer
A flash! It begins.*

5. Find and copy one word which means the same as 'down'.
southward

6. Give one example of alliteration from the haiku collection.

Accept either: frantic foam or pitter pattering.

7. What is special about the haiku style of poetry?

Pupils' own responses, such as: The haiku style of poetry is special because it has rules about how many syllables can be in each line. This means that the poet has to be very specific and precise about the word and language they choose to use.

Questions

1. How is the tree described in the first stanza? Tick one.

- ☐ heavy
- ☐ wide
- ☐ great
- ☐ proud

2. Number the events from 1-4 to show the order in which they happen in the poem.

	Job and Ike saw the tree.
	A rope is looped high in the tree.
	Job and Ike go towards the tree.
	The tree falls to the ground.

3. **Find** and **copy one** words from the second stanza that means the same as **cut**.

1. _____
2. _____

4. What tools are used in this poem?

5. How long did the tree felling take?

6. Give **two** pieces of evidence from the text which show that chopping down the tree is difficult.

1. _____
2. _____

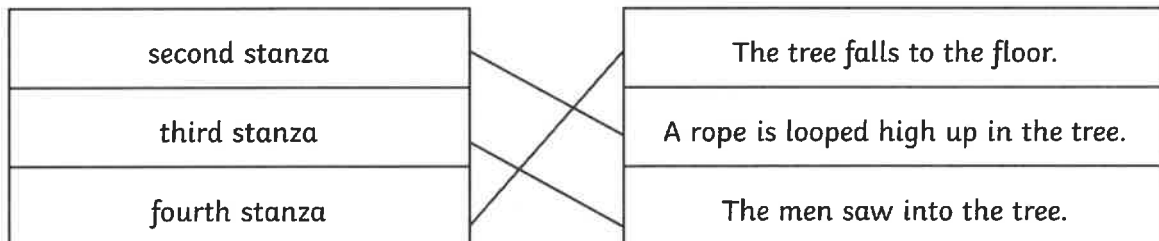
7. Why do you think the tree had to be cut down?

Answers

1. Which of these tools are carried by the 'executioners'? Tick **two**.

- ☒ **two axes**
- ☐ two hampers
- ☒ **a long limp two-handled saw**
- ☐ a chainsaw

2. Join the boxes to match each date to the important event that happened on it.



3. List **two** things that lie on the ground around the tree.

Accept any two of the following: the chips; the moss; fallen leaves.

4. How old is the tree?

The tree is 200 years old.

5. Find and copy a word or phrase from the first stanza which implies that the tree is going to die.

Accept either of the following: executioners; (bears the) death-mark (on its side).

6. Why do you think that **Job and Ike rush aside**?

Pupils' own responses, such as: Job and Ike rush aside because the tree is about to fall and they don't want to get hurt.

7. Explain why the tree **shakes all its neighbours throughout**.

Pupils' own responses, such as: Due to its size, the tree is heavy and causes the ground (and other trees) to shake as it falls.

8. How do you feel about the tree being cut down? Explain your answer.

Pupils' own responses, such as: I feel sad that such an old tree has been cut down – it seemed determined to stay standing for as long as possible.

Throwing a Tree by Thomas Hardy

8. How do you think the poet feels about the tree being felled? Explain your answer.

9. Are Job and Ike portrayed as good or bad people in the poem? Explain your answer.

Answers

1. How is the tree described in the first stanza? Tick one.

- ☐ heavy
☐ wide
☐ great
☒ **proud**

2. Number the events from 1-4 to show the order in which they happen in the poem.

3	Job and Ike saw the tree.
2	A rope is looped high in the tree.
1	Job and Ike go towards the tree.
4	The tree falls to the ground.

3. **Find and copy one** words from the second stanza that means the same as **cut**.

Accept any two of the following: chop; gash; hewn.

4. What tools are used in this poem?

In this poem, two axes (with heavy heads shining and wide) and a long limp two-handled saw (toothed for cutting great boles) are used.

5. How long did the tree felling take?

It took less than two hours to cut down the tree.

6. Give **two** pieces of evidence from the text which show that chopping down the tree is difficult.

Accept any two of the following: it requires strong tools (axes and a two-handled saw); actions such as 'swing axes' and 'chop away'; it doesn't come down easily – they have to tug the rope then pull some more; it takes nearly two hours; there are several stages involved, such as chopping, sawing and pulling.

7. Why do you think the tree had to be cut down?

Pupils' own responses, such as: I think that the tree had to be cut down because it was very old so it might have become dangerous.

8. How do you think the poet feels about the tree being felled? Explain your answer.

Pupils' own responses, such as: I think the poet is upset and disappointed because he describes the tree fellers as executioners, which has negative connotations, and he describes the tree as proud which is a positive thing.

9. Are Job and Ike portrayed as good or bad people in the poem? Explain your answer.

Pupils' own responses, such as: I think Job and Ike are portrayed as bad people in the poem because they are referred to as 'executioners', which has negative connotations.

Throwing a Tree

by Thomas Hardy

The two executioners stalk along over the knolls,
Bearing two axes with heavy heads shining and wide,
And a long limp two-handled saw toothed for cutting great boles,
And so they approach the proud tree that bears the death-mark
on its side.

Jackets doffed they swing axes and chop away just above ground,
And the chips fly about and lie white on the moss and fallen
leaves;
Till a broad deep gash in the bark is hewn all the way round,
And one of them tries to hook upward a rope, which at last he
achieves.

The saw then begins, till the top of the tall giant shivers:
The shivers are seen to grow greater with each cut than before:
They edge out the saw, tug the rope; but the tree only quivers,
And kneeling and sawing again, they step back to try pulling
once more.

Then, lastly, the living mast sways, further sways: with a shout
Job and Ike rush aside. Readied the end of its long staying powers

The tree crashes downward: it shakes all its neighbours
throughout,

And two hundred years' steady growth has been ended in less
than two hours.

Questions

1. Which of these tools are carried by the 'executioners'? Tick **two**.

- ☐ two axes
- ☐ two hampers
- ☐ a long limp two-handled saw
- ☐ a chainsaw

2. Join the boxes to match each date to the important event that happened on it.

second stanza
third stanza
fourth stanza

The tree falls to the floor.
A rope is looped high up in the tree.
The men saw into the tree.

3. List **two** things that lie on the ground around the tree.

1. _____
2. _____

4. How old is the tree?

5. Find and copy a word or phrase from the first stanza which implies that the tree is going to die.

6. Why do you think that **Job and Ike rush aside**?

7. Explain why the tree **shakes all its neighbours throughout**.

8. How do you feel about the tree being cut down? Explain your answer.

Questions

1. ...**Till a broad deep gash in the bark is hewn all the way round...**

What do the words **gash** and **hewn** mean? Tick one.

- ☐ hole
- ☐ cut
- ☐ wound
- ☐ tie

2. How is the tree described? Tick all that apply.

- ☐ shining and wide
- ☐ proud
- ☐ tall giant
- ☐ living mast

3. **Jackets doffed...**

What does **doffed** mean in this phrase?

4. List **three** things that are done to the tree.

- 1.

- 2.

- 3.

5. Find and copy **two** words from the third stanza which show that the tree only moves slightly.

- 1.

- 2.

6. How does the poet try to make the reader feel sorry for the tree? Give at least **two** examples from the text.

7. Describe the stages of the tree felling process in your own words.

8. How do you think Job and Ike feel about their task? Explain your answer.

9. Find an example of personification in the poem. How does this make you feel about the tree?

10. Why do you think that the tree is being chopped down? Explain your answer.
