



ADVENTURES IN WRITING

Lesson Starters

- A. Write a journal entry capturing your own emotions about Pale Male's story.
- B. Spend some time outdoors. Make a list of the various animals you see. Pick one and write a story about that animal's life and some of the hardships it could encounter.
- C. Identify key vocabulary for each section of the film and in many of the activities.
Consider building a class glossary of terms.
- D. Select a scene from the film. Create a skit with dialogue/characters/props about this scene

Lesson Plan 1

My Outdoor Journal for Creative Expression

Objectives

- Students will be introduced to the main characters of the film.
- Students will discuss how one experience in nature changed the course of Frederic's life.
- Students will spend time in nature making observations about what they experience.
- Students will take notes about their experiences.
- Students will begin to creatively express themselves based on their nature observations.

Procedure

Teacher should show the first 10 minutes of *The Legend of Pale Male* to students.

Discuss the following:

1. In the first ten minutes of the film *The Legend of Pale Male*, Frederic, the film's creator, is introduced to the idea of being in and around nature. A new world is opened up to him and he meets others, like Charles, with similar interests. He learns that paying attention to his surroundings offers new insights into the red-tailed hawk and watching this bird becomes a passion. He never realized what an amazing impact nature could have on his own life.

- Students will spend some time outdoors in a park, in a backyard, in a quiet place where they can really absorb the atmosphere. They should sit silently for about 5-10 minutes each day for 3-4 days. Students will record what their five senses discover as they learn to focus their mind in a new way. Here is a sample template to give students:

My Outdoor Journal

Day 1	See Hear Smell Taste Touch	Day 3	See Hear Smell Taste Touch
Day 2	See Hear Smell Taste Touch	Day 4	See Hear Smell Taste Touch

- After students have had a few days to practice this new skill, have them share their discoveries with classmates. Have them compare and contrast others' findings with what they have discovered.
- Have students develop a running list of things they observe about nature. (They might develop a running class list of discoveries around the school.)
- Encourage students to keep this list with them as they are out and about and to discover experiences they would like to share with others through writing, drawing, art, music, photography, etc.
- Sensory observation is a great activity to do every few months as the seasons change. Students will notice new and exciting differences that come with each new season.
- Encourage students to share their nature outlook with others. There are no right or wrong ways to share thoughts about your observations. Sharing will inspire others to create their own expressive nature pieces.

Lesson Plan 2

Journaling and Passions

In the film, Frederic decided to create a wildlife documentary when he discovered Pale Male. This film became a passion of his. Charles had a passion for bird watching, photography, and creating haiku. Lincoln went out and bought a telescope after watching Pale Male. What are your passions or areas of great interest? Create a list of your passions. It might take you a few days to discover all of your passions. Once you have a Passions List, put it in the front of your journal. Whenever you have extra time at school or at home, write about one or two of your strong interests. You can write about whatever you want – maybe how you feel when

you are thinking about your passions, what your goals are in regard to these great interests, things you would like to learn about your them, etc. There are no rules about what you can write about, just write and dwell on those passions.

Lesson Plan 3

Writing Haiku

Objectives

- Students will be introduced to the haiku of Charles Kennedy
- Students will write their own haiku
- Students will use their Outdoor Journal and Passions List that will inspire future writing, drawing, poetry, or other creative expression (see Section I and Section III journal activities)

Introduction

Charles Kennedy, an influential character in *The Legend of Pale Male*, was a haiku poet. He believed that one could capture all elements of nature—big ideas, exciting emotion, and self-awareness—within the few lines of a haiku. He emphasized that haiku must be read aloud to have full impact. Read aloud/listen to a few of Charles' haiku from the book Pale Male & Family:

the hawk
shifts slightly on her nest
closes her eyes

running to join
the shadow
of the hawk

nothing happens
almost nothing
a feather falls

a pigeon
shifts slightly on her nest
closes her eyes

the baby red tail
a sulfur shirt of feather
bursting to fly

the hawk struggles
for position in the wind
swirls up

Procedure

1. Now it's your turn. Begin to develop some haiku of your own. You can focus on the traditional haiku (5 syllables, 7 syllables, 5 syllables, sometimes with a 'turn'—surprise or twist—at the end), or
2. You can focus on words – no more than about 5 words per line.
3. Remember, haiku are better when they are read aloud. Pick your favorite 5 and do a reading with your class.
4. The nature observation journal in Section I for haiku could be used here as stimulus for haiku subject matter.

Refer to the Haiku Writing Exercise below.

Haiku Writing Exercise

1. Pay Attention

Be still and immerse yourself: Be part of the scene and the moment.

Frame a 'snapshot': Gaze at everything in it— trees, bushes, birds, mammals, water, sky, breeze, buildings, colors, objects, insects, people.

Use your five senses: What do I see right around me? Smell? Hear? Feel?

Tap Emotions: How do I feel in this scene? Or perhaps a memory is evoked in this moment.

2. Be Amazed, Amused, or Moved

Curiosity: How does _____ do that? Sing that? Why? What must it be like for that tree-bird-stream- breeze- flower- raindrop- blossom- petal- mountain- lake?

Wonder: This _____ is beautiful, sad, funny, odd, fleeting, rare, a pattern, contradictory, complementary, vibrant, muted.

Imagining: Make simple connections among the elements of the scene, even including yourself in the scene, if you want to.

3. Write

Three short lines: 5-7-5 syllables OR each line simply containing five words or fewer. Write in present tense to capture the 'here and now' of the scene.

Capture the essence of a scene, a feeling or an 'aha moment' in very few words

Invite the reader to share your experience of a mood, a moment of nature, a human insight, a delight of the season.