

Haiku Poetry

(A form of Japanese writing)

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Level and Subject Area:

- 8th Grade
- Language Arts

Length of Lesson:

- Two days (if classes are 40 minutes in length)

Objectives:

- Brainstorm words that relate to our seasons, weather, time of day, or landscape using A-Z lists.
- Write a descriptive haiku poem featuring one of the students nature photographs
- Review and understand syllabication in haiku poetry
- Review the use of a thesaurus to locate the synonyms of words

Ohio Content Standards:

- **WP.8.1** - Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- **WP.8.10** - Use available technology to compose text.
- **WP.8.14** - Use resources and reference materials (dictionaries and thesauruses) to select more effective vocabulary.

Materials:

- Overhead projector
- Chart paper/marker
- Samples of haiku poetry
- Paper/pencil
- Photograph of nature
- A student sample of the haiku and photograph
- "Haiku-the Mood of Earth" by Ann Atwood (the book contains nature photographs with haiku's)

Introduce the Haiku:

- Read a few haiku poems to the class
- Ask students what the poems have in common

- Explain that haiku poems are generally written to describe nature; the most recognized form of a haiku consist of a three-line stanza with a total of 17 syllables; 5-7-5; and the words and phrases do not rhyme.
- The teacher can also discuss how nature influences the Japanese culture and how the haiku is to create visions without pictures. The following links will give you some informational background on Japanese Gardens.

<http://mcel.pacificu.edu/as/students/chee/garden.html>

<http://www.japanesegarden.ucla.edu>

Brainstorming Activity:

- Put the students in seven (7) groups. A group for each A-Z brainstorming list. The brainstorming questions (topics) are to be posted on chart paper. The brainstorming lists are:

autumn, winter, spring, summer, weather, landscape, time of day

Examples of the charts:

What do you see and hear during autumn ?	
A	M
B	N
C	O
D	P
E	Q
F	R
G	S
H	T
I	U
J	V
K	W
L	XYZ

What time of day do things occur?	
A	M
B	N
C	O
D	P
E	Q
F	R
G	S
H	T
I	U
J	V
K	W
L	XYZ

- Have the group of students brainstorm a list of words and sounds related to their given topic. Give the groups 3-5 minutes to brainstorm their topic.
- Once students have generated their lists, post them on the board for the whole class to view.
- Next, have the whole class, for 3-5 minutes, review and add to the A-Z lists.
- Finally, explain to the students that the posted lists will help when creating their own haiku's.

Teach Haiku:

- Write the following haiku examples on the overhead projector, chalk board, or have a copy to hand out to the students.

*This empty mountain!
The thinning trail you travel
is raveled in mist.*

*This emp/ty moun/tain! (5)
The thin/ning trail you tra/vel (7)
is rav/eled in mist. (5)*

*In the pool's shadowy
Pocket lies autumn's plunder
of copper and gold.*

*In the pool's shad/ow/y (6)
Pock/et lies autumn's plun/der (7)
of cop/per and gold. (5)*

- Review the three line stanza and syllable pattern for each haiku with the students. If you need to complete a more extensive review on syllabication use the generated A-Z word lists that the students created.
- Discuss how a haiku poem uses descriptive words to transform a seemingly common nature-related topic into something special or grand.

Writing a Haiku:

- A student example of a nature photograph and haiku writing will be placed on the overhead projector for students to view.
- As a class we will discuss the photo, syllabication pattern, and stanzas of the haiku sample.
- Next, show the students a nature photograph. As a class, using the A-Z list of words and thesaurus for help, create a haiku from the nature photo.
- Finally, have students create their own haiku that relates to a nature photograph they have taken.
- The final copy of the haiku, which is typed, with photograph attached, will be placed into their "Life is Good" writing project binder.

References:

Atwood, Ann. Haiku: the Mood of Earth. New York: Charles Scribner's Sons, 1971.

"Japanese Garden." 11 Apr. 2008 <<http://mcel.pacificu.edu/as/students/chee/garden.html>>.

Rothstein, Dr. Evelyn, and Dr. Diane Gess. Teaching Writing; a Developmental, Systematic, Cooperative Approach for Learning to Write and Writing to Learn. 5th ed. Suffern: The Write Track, 1995.

"UCLA Hannah Carter Japanese Garden." 2005. UCLA. 11 Apr. 2008

<<http://www.japanesegarden.ucla.edu>