

How to Appreciate Haiku and Write haiku (60-90 minutes)

Objectives:

- Learn to understand that “less can be more”, simple things can mean the most.
- Develop observing skills by paying attention to the details of your surroundings
- Enjoy the simple way of life and discover small wonders.
- Capture the moments of “here and now” by exploring the creative usage of words and images.

warm up: (5-10 minutes)

Ask students each to choose a photo (provided either by the teacher or the students) that they think represents themselves or they like most, write about it with a few lines in their own creative ways, then ask some to share them. (Students are asked to keep this for future use)

Main Activities:

Haiku demonstration (20 -30 minutes) with prepared slides:

Explain what haiku is. Discuss briefly the difference between Japanese and English languages, and bring up the famous frog haiku by Haiku Master Bashō to further discuss the images and how different readers can experience them differently, e.g. sadness, liveness or peace etc.

Encourage students to learn “show but not tell”.

Haiku is a short poem form from Japan, traditionally with 17 sounds (syllables). Here is an English translation of the famous haiku by Haiku Master, Matsuo Bashō

5 古池や 切れ字
季語 蛙飛びこむ 7
5 水の音

old pond
a frog jumps in
the sound of water

--Basho

古池や蛙飛込水の音
furu ike ya kawazu tobikomu mizu no oto



Haiku is a short poetry form, originally from Japan with 17 *on* (phonetic units similar to syllables) in a 5, 7, 5 pattern. Most haiku use concrete images to describe natural and human experience, using a two-part juxtaposition as well as simple and objective language to capture a moment and present it as it is.

Haiku has been changed as time has gone by, but the philosophy of haiku has been preserved: the focus on a brief moment in time (here and now); a use of stimulating sensory images; an ability to be read in one breath; and a sense of sudden enlightenment or illumination, or sheer beauty and wonder.

Continue to read 6-8 fine haiku and discuss with students about the words with seasonal reference, the images, and how readers see or feel with them.

(I use some classic haiku from Buson and Issa with games to remove the first or last line, and ask students to fill in the line to create the own haiku.)

Here are some interesting haiku you might choose:

<https://www.poetryfoundation.org/poets/kobayashi-issa>

I also use my own haiku which relate the students or are new to them such as. (special events with a cultural background)

In this way, I hope to encourage students to write haiku about their life and their culture.

I use the following examples for students to discuss whether to use the form of 5/7/5 or not. I also ask them what word links the two images.

Here is a haiku I wrote:

*Chinese new year's eve
sizzling with firecrackers
my mother's dumplings*



*new year's eve
sizzling with firecrackers
my mother's dumplings*



Haiku Writing exercises:

Introduce several ways to write haiku and explain with examples



For www, I will encourage students to be a good observer, go outdoors and observe the surroundings. (According to Basho: “Go to the pine if you want to learn about the pine”) Write what you see, try to avoid subjectivity. (Let the reader "see" the images from your words and experience what that brings to them.)

Ways of practice:

Jot down images that impressed you, relating them in a way that gives a surprise or a lift.

Rewrite others' haiku: (change a line or two to give a new view)

Techniques and Samples I wrote :

The WWW technique

(Use When, Where, What to write haiku)

line 1: Show WHEN the haiku is happening.

line 2; show WHERE it is happening

line 3; show WHAT is happening

Sample:

coming and going
above the lock-down

wild geese

The Movie technique

Write haiku using the following technique:

Line 1: A wide shot.

Line 2: A mid-range shot

Line3: Zoom in for a close-up shot.

Sample:

loons' calling
scattered diamonds on the lake
the sun rises

CONTRAST technique

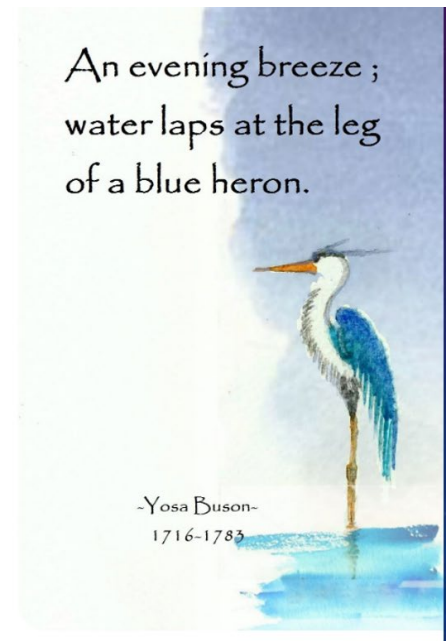
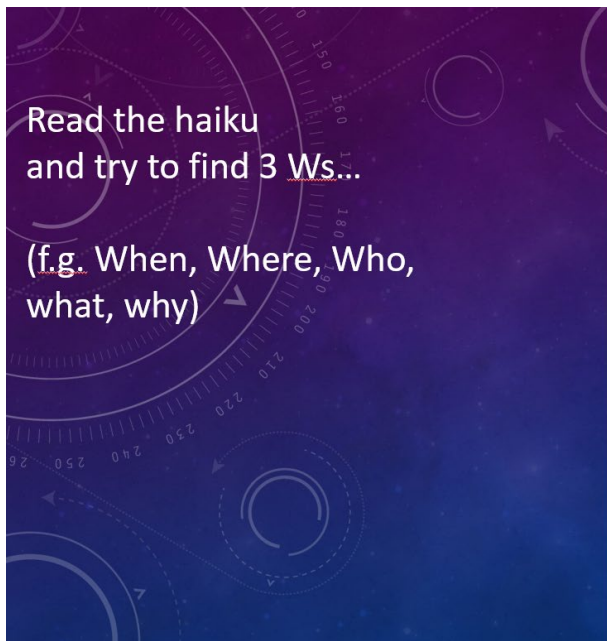
write a scene so that the first part contrasts with the rest of the haiku greatly

Sample:

among the ruins
forget-me-nots blue
morning glory red

*****Tips: You can use slides and animation with some interesting photos to engage students and invite them to explore more through discussions)**

Here is a sample from my Poetry Alive workshop.



Writing exercises could be the followings:

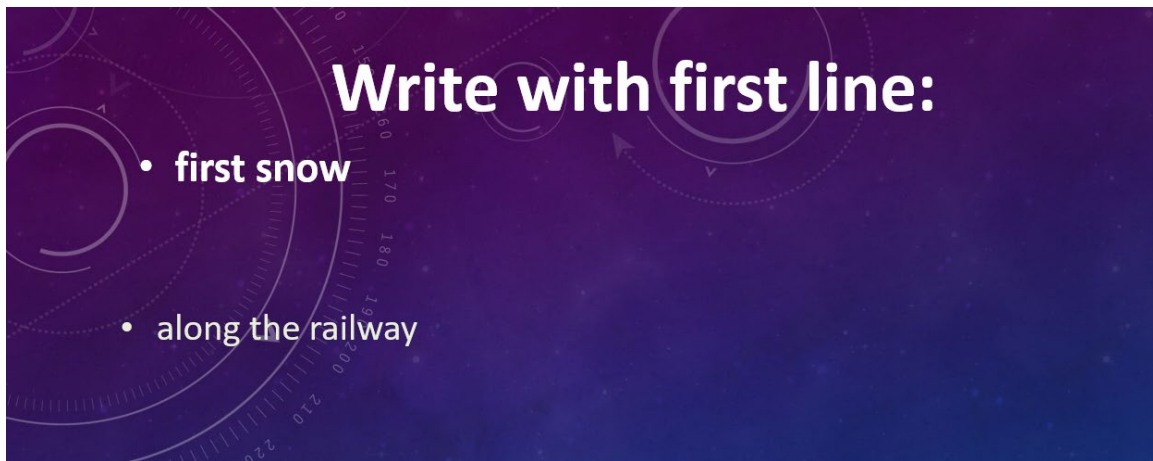
Write about photos:

Remember our warmup game? now ask students to rewrite their writings as haiku.

Ask them to share and discuss the difference before and after.

Here is another writing exercise for fun:

Write haiku using the first lines provided:



Write with first line:

- first snow
- along the railway

Enjoy and have fun!

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