

Exploring Poetry through Haiku: Journeys

Laura Boddy & Paul Conneally with the Japan Society (2019)

Lesson 3: Exploring different tenses in poetry through Haiku

Learning Objectives:

- Identify the different tenses.
- Understand the importance of using different tenses in poetry.
- Experiment with using different tenses and explain their effect.

Learning Outcomes:

- To understand the importance of writing in the present tense for creative writing.
- To be able to move proficiently between different tenses in writing and explain their effect.
- To refine their awareness of the physical environment and sensory experiences to refine written compositions.

Keywords: reflection, present tense, imagery, syntax, prose, haibun, phrase, fragment

Resources:

- Worksheets: Exploring different tenses (student and teacher version with a modelled example)

Additional Resources:

- Planning Worksheet
- Beyond 5-7-5 Haiku Booklet (see page 8 for information on haibun)
- [Young Poets Network](#) for information about Basho and haibun and links to examples of haibun

Task 1: My journey to school

1. Introduce the Basho quote – ‘to know of the pine, go to the pine’
2. Explain that this refers to the idea that in order to write Haiku, you must experience a place or an event itself. Emphasise that haiku can be written about anything, e.g. ‘to know the car park, go to the car park’.
3. Ask the students to reflect on their journey to school – what are the images and ideas you feel? Students work in pairs – one talks through their journey to school and draws it on the page in front of them, the other student writes down the images that seem significant from their journey.

Estimated Time: 15 minutes

Task 2: Write about the journey

1. Write about the journey to school for 15 minutes. Remind students of the need to focus on the real experience rather than to exaggerate or imagine it – did you smell the fish and chip shop, did you hear a cat screech? etc.
2. Students could use the same **Planning Sheet** as used in Lesson 1 and teachers could support/model as appropriate.

Estimated Time: 20 minutes

Task 3: Becoming 'present' with Haiku

1. Discuss the tense that the students have chosen to write in (past most likely).
2. Now read an example of haiku from the **Exploring Different Tenses Student Worksheet** and discuss why students think haiku is written in the present tense.
3. Ask the students to edit their work and turn it into present tense. Teacher can use the example on the worksheet to model this.
4. What is the difference? Explore the effect of writing in present tense rather than past.
5. Explain that Basho created haiku from haibun (a mixture of haiku and prose. See additional resources for more information). Model how they could turn this description into haiku.
6. Ask the class to reflect on the haiku they have written so far and say which their favourite is and explain why.

Estimated Time: 25 minutes

Extension Activities

- Students should write on another theme and edit their own work. Any experiences are a good subject for haibun. Students could pick somewhere they've been or someone they've met and what happened. They can then create a haiku from the piece, ensuring that their haiku includes a 'phrase' and a 'fragment'.