

Exploring Poetry through Haiku: Journeys

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Lesson 2: Describing the World Around Us through Haiku

Learning Objectives:

- Understand the purpose and impact of a Haiku.
- Explore the key message and connotations of a text.

Learning Outcomes:

- Understand the key elements of Haiku.
- Develop communication skills in English by exploring the use of the senses in description.
- Produce written work to illustrate their comprehension, and provide a foundation for the production of further work.

Keywords: sensory language, imagery, kigo, phrase, fragment

Resources:

- Worksheet: Describing the World Around Us
- Video: [How to Haiku: Beyond 5-7-5](#)

Additional Resources:

- Worksheet: Writing Haiku

Task 1: The Frog and Old Pond Haiku

1. Show the Frog and Old Pond Haiku in English and Japanese.
2. What do you think this is? What do you notice about it (Haiku? How many syllables is it – in Japanese? How about in English?)

Estimated Time: 5 minutes

Task 2: How to Haiku – Beyond 5-7-5

1. Introduce the idea of Haiku by showing the video, **How to Haiku: Beyond 5 7 5**.
2. Ask students to note down some ideas about haiku on their worksheet **Describing the World Around Us**. Then discuss what they think a haiku is. What should we do? What shouldn't we do?

Estimated Time: 15 minutes

Task 3: Exploring the world around us

1. Introduce the idea that haiku is an *exploration of the world around us through language*.
2. Read through the range of haiku on the worksheet, and discuss the language, form and structure. (Perhaps start by asking the students to choose their favourite and then explore what they like about it).
3. Explain the idea of a 'phrase' and a 'fragment' as a summary of a haiku. Students then should identify the phrase and the fragment.
4. Ask students to discuss what the key connotations of these haiku were. What was the feeling or idea the author wanted to express? How would they capture this experience into a few words? You could also tell students that haiku normally contain a 'kigo' - a word or phrase linked to a particular season and ask if they can identify any here.
5. To help students with the next activity, ask them to reflect on the images on the worksheet and jot down key words and descriptions that come to mind. Give prompts to encourage ideas and then ask for three or four of their 'best' words. Write these on the board and explore the connotations of these words together.

Estimated Time: 20 minutes

Task 4: Re-imagining the scene

1. This can be a homework activity if there is limited lesson time. Students write a haiku, using a phrase and a fragment – based on the original image of the frog and the pond.
2. Ask students to share their haiku by reading them aloud twice.

Estimated Time: 20 minutes

Extension Activities

1. Extend the exercise and ask students to write a series of haiku. If time allows, you may wish to try writing haiku outside and give students the **Writing Haiku** worksheet as a guide.
2. Students to provide feedback to their peers after hearing their haiku.