

Lesson Title Keitai Haiku

Class and Grade level(s): Communication Arts, Grades 6-8

Goals and Objectives

The student will be able to:

- recognize the components of a haiku poem
- compare and contrast American and Japanese poems
- use newly-acquired knowledge to compose a haiku

Time required/class periods needed

Three class periods of 45 minutes each.

Primary source bibliography

About Matsuo Basho: <http://www.poetryfoundation.org/bio/basho>

Images of Basho: <https://www.google.com/search?q=basho+image&ie=utf-8&oe=utf-8>

Basho, Matsuo. "Poems on Tanzaku paper." *Yamagata Art Museum*. N.p., n.d. Web. 3 Dec. 2009. <<http://www.yamagata-art-museum.or.jp/jpeg/02.jpg>>.

Buson. "Haiku." *Prentice Hall Literature*. Ed. Pearson Prentice Hall. Penguin ed. Boston: Prentice Hall, 2007. 523. Print.

"Famous Examples of Haiku Poetry." *unknown*. N.p., n.d. Web. 3 Dec. 2009.

<<http://www.edu.pe.ca/stjean/playing%20with%20poetry/Hennessey/examplesofHaiku.htm>>.

Many translations of the frog haiku by famous translators:

<http://www.bopsecrets.org/gateway/passages/basho-frog.htm>

Frost, Robert. "Stopping by Woods on a Snowy Evening." *Prentice Hall Literature*. Ed. Pearson Prentice Hall. Penguin ed. Boston: Prentice Hall, 2007. 608-609. Print.

Sandburg, Carl. "Fog." *Prentice Hall Literature*. Ed. Pearson Prentice Hall. Penguin ed. Boston: Prentice Hall, 2007. 547. Print.

Other resources used

"Index of Selected Artists in the Collection." *Allen Memorial Art Museum*. N.p., n.d. Web. 4 Dec. 2009. <http://www2.oberlin.edu/amam/Buson_ChineseFigures.htm>

Mobiles ring changes in poetic form:

<http://www.thetimes.co.uk/tto/business/industries/telecoms/article2193010.ece>

Blog about keitai culture in Japan: <http://keitaiculture.tumblr.com/>

Haiku Traffic Signs in NYC: <http://www.npr.org/2011/12/03/143053082/haiku-traffic-signs-bring-poetry-to-nyc-streets>

KU CEAS radio show about NY Haiku traffic signs. <https://audioboom.com/boos/911173-0266-new-york-haiku>

Required materials/supplies

Kanji for “haiku” document

Prentice Hall *Literature* textbook: Grade 7

Class set of “Mobiles ring changes in poetic form” article

Keitai haiku rubric

Vocabulary

stanza

syllables

keitai

Basho

Buson

Procedure

Day One

1. Have the kanji for “haiku” (below) displayed on the board. Ask students to do a short journal on what they think it means or symbolizes. Ask students to tell the class their thoughts then tell them these are the Japanese characters, the kanji, for “haiku”
2. Discuss the elements that make a haiku poem a haiku poem.
3. Divide students into groups of 3 or 4. Using the *Literature* textbook, ask students read the selected American poems and haiku and make notes on elements, descriptive words, content. The group can select a recorder for the sheet, or they may trade duties with each poem.
4. To finish for the day have each group, on the back of the notes sheet, create a Venn diagram that compares the American poems to the Japanese poems.
5. Discuss the findings of each group to finish class. Main ideas: All these poems are about nature; each has a distinctive style; the American poems had many stanzas, the Japanese poems, one.

Day Two

1. Anticipatory set: Display the picture of Basho as well as Buson’s artwork for students. Have them write a short journal on what both men think beauty looks like. Remind them of their study of the two authors’ haiku yesterday.
2. Show the Yamagata Art Museum print of Basho’s “Poems on Tanzaku paper”. Ask them if it looks beautiful. Discuss how beauty can be found in many places.
3. Discuss the structure of a haiku, with emphasis the syllable/line count of 5-7-5. Display the website with Basho’s picture and haiku on the board (“Famous Examples of Haiku Poetry”). Have students clap out the syllables.
4. Review Basho and Buson’s haiku in the book again. Count out the syllables together.
5. Compose a class haiku being sure to include traditional elements. Assign homework: Write two traditional haiku about nature.

Day Three

1. Anticipatory set: Have students meet with a partner and exchange their two haiku. They should check each other’s syllable count.
2. Distribute the “Mobiles ring changes in poetic form” article and the article about NYC traffic haiku. Read aloud, stopping to explain difficult vocabulary. Explain that “keitai” is ‘portable’ in Japanese and is short for *keitai denwa* ‘cell phone’. Play the Postcard from Asia about NYC traffic sign haiku.
3. Explain that students are going to break all the rules with tonight’s homework assignment. They get to write a haiku in text messaging language. They can choose to do their “keitai haiku” on a traditional subject (nature) or they can make a more modern one as they viewed in the article or used in NYC.
4. Compose a class haiku in text if necessary.
5. Let students begin to work on their haiku.

Extend this lesson by showing the students the various different translations of Basho’s frog haiku.

Assessment/evaluation

Students will be assessed on their knowledge and application of the objectives and syllable count through their final “keitai haiku” poems.

俳句

haiku