



Lesson Title: The History of the Haiku

Curriculum: Arts, Humanities, Language Arts, and Technology

Grades: 3-5

Atomic Learning Lessons:

Kid Pix Deluxe 4 –

Section A: Lesson 1-3, 6-7, 9

Section D: Lesson 1,5

Section F: Lesson 1-3

Prerequisites: Basic knowledge of Kid Pix 4, Internet skills, & scanning.

Washington State EARLS Correlation:

Arts: 1.1, 3.3

Communication: 2.5

Reading: 1.5

Writing: 3.1, 3.5

NET Indicators: Grades: K-5 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Purpose:

Students will:

- Learn about the history and characteristics of haiku.
- Correctly answer questions about haiku.
- View samples of haiku.
- Create an original haiku using general haiku characteristic guidelines.
- Use Kid Pix to type and illustrate their haiku.

Description

Students learn about the history and characteristics of haiku poetry and use Kid Pix to present original haiku.

Keywords:

Haiku, Kid Pix, Japan, poem, poetry

Materials Needed

- Computer with Internet access (optional)
- Kid Pix and Kid Pix slide show software
- Books on poetry

Activities:

Show students examples of haiku and use a computer projector to demonstrate writing haiku. (See below: General Characteristic Guidelines for Haiku)



**I lie belly-up
In the sunshine, happier than
You ever will be.**

*A rainy morning
cranes walking on the river
looking for crayfish.*

By Kendall



Go through the history of Haiku and its characteristics. (See below)

Haiku History:

The haiku form was developed in Japan and later became popular in the United States. Haiku is the shortest form of poetry in Japan. It tells a story or suggests a mental picture of something that happens in nature. Many descriptive words are used in haiku. The modern form of haiku dates from the 1890s and developed from earlier forms of poetry, hokku and haikai. The great Japanese master of haiku was Matsuo Basho (1644-1694). The name *Basho* means "banana tree" and was adopted by the poet when he moved into a hut located next to a banana tree.

General Characteristic Guidelines for Haiku:

Haiku consists of 17 syllables and usually three lines. There are five syllables in the first line, seven in the second, and five in the third. The lines do not rhyme. Each haiku must contain a *kigo*, or season word, that indicates the season in which the haiku is set. For example, cherry blossoms indicate spring, snow indicates winter, and mosquitoes indicate summer, but the season word isn't always that obvious. The poem contains a "cutting" or division between two contrasting parts. In English, the first or second line usually ends with a colon or long dash to indicate this cutting. In writing haiku, contemplate nature and the present moment. Use verbs in the present tense, and choose each word very carefully.

Have students close their eyes and imagine themselves walking through the woods, lying in the grass, walking through a field, etc. Create on the board a list of how words and expressions the students are feeling about the nature that surrounds them.

Have the students create Haikus first on paper. Take care to create as the examples show above. Have all the spelling and characteristics of their Haikus corrected before going to the computer.

Hint: I always had trouble teaching all the rules of syllabication. So try this instead, Have the class repeat the word Olympia. Next have them say the word again this time without opening their mouth. Also, have them use their fingers to count the breaks in each word. . O lym p ia (4 syllables) It's a good idea to do this as a whole class activity. It makes it a lot easier to count syllables & have some fun. After a few times practicing the whole class will be humming away.

Make sure each line has: 5 syllables
7 Syllables
5 syllables = 21 syllables total
A word relating to nature & 3 lines.

- Have student's type and illustrate their haiku on the computer, using Kid Pix.
- After the students create their haiku illustrations in Kid Pix, the teacher can combine the slides into one class haiku presentation, using a Kid Pix slide show.
- Show presentation to students. Run the presentation for parents at an open house or other school event.

Assessment:

To assess student understanding of haiku, elicit student responses to the following questions:

- In what country did haiku originate? (Japan)
- What year does the modern form of haiku date from? (1890s)
- What is the usual subject of haiku? (Nature)
- How many syllables does a haiku have? (17)
- How many lines does a haiku usually have? (Three)
- How many syllables should each line have? (first -- 5, second -- 7, third -- 5)
- what verb tense should you use when writing haiku? (present)
- Does haiku rhyme? (no)

Grade students on class participation and appropriate application of haiku guidelines.

- Have students type and illustrate their haiku on the computer, using Kid Pix.
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- Show presentation to students. Run the presentation for parents at an open house or other school event.

Extension Activity: Print the Kid Pix presentation, and make a class book of haiku for everyone to enjoy. The class book could be sent home with a different child each day to share with his or her family.