

# Journey to the Interior Curriculum Project 2009

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Haiku in action: Utilizing skits in the 1st year high school  
Japanese classroom



Basho (seated) and two friends

## OVERVIEW

This 10-day unit is designed to introduce haiku and their historical context in an interactive manner to 1st year Japanese language students at the high school level.

### Learning objectives:

Communication: learn basic elements of haiku poetry; learn some vocabulary relating to haiku such as 季語, 切れ字, and 俳文; recite haiku in Japanese from memory

Connections: understand the historical context of Matsuo Basho's life; know several important literary and historical events and persons from the Tokugawa period; listen to haiku recited in Japanese

Communities: create an original skit in Japanese revolving around selected haiku

### Performance objectives:

Communication: recite memorized haiku poem; identify key elements of haiku; compose own haiku

Connections: identify key historic events and persons from the Tokugawa period; listen to/read/recite haiku in Japanese; identify key elements of haiku as poetry

Communities: perform a skit in Japanese for an audience

## Resources and references:

芭蕉松雄、おくのほそ道 (角川文庫, 2007)

Basho, The Narrow Road to the Deep North and Other Travel Sketches, transl. by Nobuyuki Yuasa (London: Penguin Books, 1972)

Basho, Narrow Road to the Interior and other writings, transl. by Sam Hamill (Boston: Shambala, 1991)

Blyth, R.H., Haiku (reprint) (Tokyo: Hokuseido Press, 1981-82)

Higginson, William, The Haiku Handbook: How to Write, Share, and Teach Haiku (Tokyo: Kodansha, 1985)

Roth, Hal, Behind the Fireflies (Maryland: Wind Chimes, 1982)

Ueda, Makoto, The Path of Flowering Thorn: The Life and Poetry of Yosa Buson (Stanford: Stanford University Press, 1999)

## Websites:

Issa: <http://haikuguy.com/issa/index.html>. Website and translations by David G. Lanoue

\*Prior to beginning this unit, administer the **Preassessment** (Appendix 1)

## DAY 1

**Objective:** students will be able to define “haiku” and will be familiar with the importance of imagery in haiku

**Resources/materials used:** interesting 8 X 10 colorful photos, digital images, videos of nature; <sup>はいく</sup> **A 俳句 Sampling (famous and otherwise)** ( Appendix 2)

**Anticipatory set:** “You have already taken a preassessment quiz on haiku poetry. Today, we are going to begin our unit on haiku poetry with some images. Look at these four photos/slides/videos. Relax and think creatively about them for a minute. Think about what these images suggest. Do they make you think of anything you’ve done or anywhere you have been? Are they new or unfamiliar? Do they remind you of anything else? What sense do they appeal to?”

[teacher shows students visuals (photos, drawings, videos)]

### Instructional Procedures:

- teacher asks students to generate vocabulary related to poetry based on the images they have seen, and writes on board
- teacher asks students for preexisting knowledge about haiku and uses answers to generate a definition of haiku. A possible definition might be “a Japanese poem of 5-7-5 lines that uses concrete images of nature and that appeals to the senses.”
- teacher reads aloud selected haiku from <sup>はいく</sup> **A 俳句 Sampling** ( Appendix 2) and writes on board. Teacher then asks students to connect sample haiku with the previously-viewed visuals.

### Formative Assessment:

- teacher asks various students for opinions on the connections between the visuals and the teacher-presented haiku poems
- teacher calls on various students to check for understanding of definition of haiku

**Closure/Student Summary of Learning:** students write a one-paragraph response to the question “How do you think haiku differ from other types of poetry? Give two examples.”

**DAY 2**

**Objective:** Student will be able to elaborate on definition of “haiku”

**Resources/materials used:** **Haiku: A Modified Webquest** handouts (Appendix 3); **Basic Background Information for Teachers** (Appendix 4)

**Anticipatory set:**

- teacher asks students for their definitions of haiku, reviews ideas from Day 1
- students volunteer their responses to the homework question

**Instructional Procedures:**

- teacher introduces useful terms/vocabulary/rhetorical devices relating to haiku (Appendix 4)
- teacher provides brief overview of the historical background of haiku, including the life of Matsuo Basho and the Tokugawa period
- teachers explains that the next day’s work will be in the computer lab working on a modified Webquest about haiku and its historical background
- teacher passes out modified Webquest and goes over questions

**Formative Assessment:**

**Closure/Student Summary of Learning:** whole class KWL exercise on board, reviewing information on pre-assessment

**DAY 3**

**Objective:** students will use online computers to complete modified Webquest and generate own questions

**Resources/materials used:** online computer lab; **modified Webquest worksheet** ( Appendix 3)

**Anticipatory set:** “As you follow this modified Webquest and fill in the answers on your worksheet, remember to take notes about topics or terms that you want to learn more about. Use those notes to generate three questions at the end of your worksheet.”

**Instructional Procedures:**

- students use online computers to complete worksheet
- students take notes on topics for further discussion

**Formative Assessment:** teacher circulates around room, checking for comprehension and completion, answering queries

**Closure/Student Summary of Learning:** students will generate at least three questions (and provide possible answers) to three separate topics introduced in the Modified Webquest.

## DAY 4

**Objective:** students will grasp historical background of Matsuo Basho's life and key terms related to haiku

**Resources/materials used:** **Modified Webquest** (Appendix 3); **A 俳句 Sampling** (Appendix 2)

**Anticipatory set:** each student asks the class one of the questions generated at the end of the modified Webquest

### Instructional Procedures:

- whole class discussion of topics researched through modified Webquest
- teacher-led review of important poetic terminology and vocabulary found in the famous poems listed on A 俳句 Sampling handout (Appendix 2 and Appendix 4)
- student takes notes over favorite poem and useful vocabulary

**Formative Assessment:** teacher assesses level of student understanding by guiding class discussion of selected haiku, asking guiding questions and supplying vocabulary to facilitate understanding of haiku poems in the context of previously-discussed poetic terminology

### Closure/Student Summary of Learning:

- students select one Japanese haiku from A 俳句 Sampling handout (Appendix 2) to memorize and recite aloud in class
- students will review material from modified Webquest (Appendix 3) to prepare for multiple-choice assessment tomorrow

## DAY 5

### Objectives:

- students will be able to recite one haiku (in Japanese)
- students will take quiz over historical background information and haiku-related terms drawn from the modified Webquest
- students will understand skit assignment

**Resources/materials used:** **Fill-in-the-blank quiz** (Appendix 5); **Skit Assignment handout and rubric** (Appendix 6)

**Anticipatory set:** students present memorized haiku to class

### Instructional Procedures:

- students take **Fill-in-the-blank** quiz (Appendix 5) over historical background and haiku-related terms
- teacher hands out **Skit Assignment** and rubric for skits (Appendix 6), explains process
- students form small groups and brainstorm possibilities for skits based on haiku-inspired scenes

### Assessments:

- teacher grades Fill-in-the-blank quizzes
- teacher revises teaching plan/plans for re-teaching as necessary based on quiz grades
- teacher circulates classroom to answer questions and offer guidance as small groups brainstorm ideas for skits

### Closure/Student Summary of Learning:

- each group briefly outlines their skit ideas to the class
- ticket-out-the-door: each student recites their memorized haiku again as they exit the classroom



**DAY 6**

**Objective:** students will create skit in Japanese dramatizing selected haiku

**Resources/materials used:** Skit Assignment handout and rubric (Appendix 6)

**Anticipatory set:** teacher reviews skit development instructions, rubric, and tasks timeline

**Instructional Procedures:**

- students re-group and continue planning skit and writing dialogue
- students check off tasks on task timeline as completed

**Formative Assessment:**

- teacher circulates among groups, checking for comprehension, accuracy, and completion of tasks

**Closure/Student Summary of Learning:** students assign typing task to one group member and begin to memorize lines

**DAY 7**

**Objective:** students will memorize lines of scripted dialogue

**Resources/materials used:** Skit Assignment handout and rubric (Appendix 6)

**Anticipatory set:** teacher has students re-group and continue rehearsing skit dialogue

**Instructional Procedures:** small group practice { NOTE: this process may require more than one day }

**Formative Assessment:** teacher circulates among groups, checking for comprehension, accuracy, and completion of tasks

**Closure/Student Summary of Learning:**

- teacher circulates among groups, listens to each group rehearsing
- group representatives doじゃんけんぽ to determine order of skit presentation for next day

**DAY 8**

**Objective:** students will present memorized and rehearsed skits to class

**Resources/materials used:** skit dialogues and props as needed

**Anticipatory set:** students prepare to present skits, in pre-determined order. Set up props as necessary

**Instructional Procedures:**

- students present skits in small groups in pre-determined order
- teacher may videotape skits
- students use rubric to assess group (peer assessment)

**Formative Assessment:**

- group assessment based on rubric
- teacher assesses each group based on rubric; this performance assessment also functions as one post-assessment quiz

**Closure/Student Summary of Learning:**

- if all skits have been presented, teacher leads class through reflection and review of haiku skit creative process, including suggestions for improvement (both in the group work and in the process)
- if all skits have not been presented, continue presentations into Day 9 and conduct reflection/review of process at that point
- inform students that they will be taking a short Postassessment tomorrow; to study, they should review their notes from the Modified Webquest worksheet

## DAY 9

### Objectives:

- students will finish presenting memorized skits
- students will take **Postassessment** quiz (Appendix 7)
- students will begin composing own haiku and own haiga

**Resources/materials used:** skits props; **Postassessment quiz** (Appendix 7); sheets of large white art paper to use as scrolls; coloring tools

### Anticipatory set:

- if all skits have not been presented, continue presentations into Day 9 and conduct reflection/review of process at that point
- if all skits have been presented, students will take short **Postassessment quiz** (Appendix 7)
- “Now, we will celebrate your study of haiku by composing your own poems. Think about a “haiku moment” that you have experienced recently and how you might turn it into an interesting and effective haiku. When you have a draft of your poem, please show it to me. ”

### Instructional Procedures:

- students will finish presenting skits
- students will take Postassessment quiz
- students will begin composing own haiku, in English or in Japanese

### Formative Assessment:

- teacher grades skits according to rubric (this also functions as one post-assessment )
- teacher grades Postassessment quiz to analyze opportunities for re-teaching
- teacher circulates around room, checking that students are on task and are incorporating all poetic elements into their haiku

**Closure/Student Summary of Learning:** students write a one-paragraph response to the question “How do you think haiku differ from other types of poetry? Give two examples.”

**DAY 10**

**Objective:** students will be able to write own haiku, in English or in target language

**Resources/materials used:** images from Day 1; sheets of large white art paper to use as scrolls; coloring tools

**Anticipatory set:** “You have learned a lot about the historical Edo period and about haiku. Please define a “haiku moment” for me. [students offer suggestions, write on board and assemble a workable definition.] Please keep this definition in mind, and also think about the photos that you saw on the first day of this unit.” [teacher displays photos from Day 1]. “Once you have written and illustrated your haiku, we will share them with the class.”

**Instructional Procedures:**

- students either write or revise their own haiku and illustrate
- students share aloud with class

**Formative Assessment:**

- students and teacher make constructive and informed comments about shared haiku

**Closure/Student Summary of Learning:**

- Post student products the classroom (or around the school) as decorations and examples to other classes
- other follow-up and expansion activities:
  - hold a haiku competition
  - “haiku of the day”
  - write or publish a monthly Haiku Newsletter
  - visit an elementary or middle school to share haiku; submit samples to a local newspaper
  - start a “renga” club

## APPENDIX 1: Preassessment

なまえ : \_\_\_\_\_

(24 pts)

1. What is a haiku? (4 pts each)

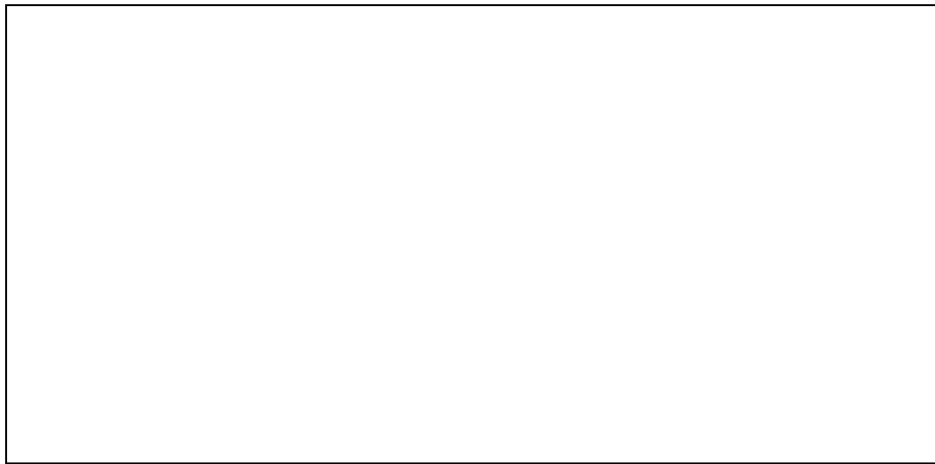
List three qualities and/or characteristics of a haiku poem:

a) \_\_\_\_\_  
\_\_\_\_\_b) \_\_\_\_\_  
\_\_\_\_\_c) \_\_\_\_\_  
\_\_\_\_\_

2. The Tokugawa period (1600- 1868) was the age when haiku (and other written and performing arts) flourished in Japan. Several social conditions were needed for this to happen. Think of what you know about the 17th - 19th centuries in Japan, and in other parts of the world, and write down three social conditions you think might have helped the arts flourish. (4 pts each)

a) \_\_\_\_\_  
\_\_\_\_\_b) \_\_\_\_\_  
\_\_\_\_\_c) \_\_\_\_\_  
\_\_\_\_\_

3. Write your own haiku poem here, in English. Use the box below for brainstorming. Then, when you have a poem you are satisfied with, write it on the lines below. Give your poem a title and feel free to illustrate it if you choose. Try to use 5 - 7 - 5 syllables. This poem will not be counted as part of your grade, but it is an important part of the lesson plan to see how much you improve by the end of this unit.



Title:

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## APPENDIX 2: A 俳句 Sampling (famous and otherwise)

さくしゃ 作者  (Author, approx. date)	ゆらい 由来  (Source/comments)	はいく 俳句
1) Matsuo Basho; 17c.	Basho, <i>Oku no Hosomichi</i> ; ひらいずみ composed at 平 泉	なつぐさ つわ ゆめ あと 夏 草や/兵 ものどもが/夢 の 跡  Ah! Summer grasses/all that remains/of the warrior dreams (transl. R.H. Blyth)  A thicket of summer grass/ is all that remains/of the dreams and ambitions/of ancient warriors (transl. Yuasa)
2) Matsuo Basho ; 17c.	Basho, <i>Oku no Hosomichi</i> ; haiga by Buson; note reference to Western Paradise (西 木 "western tree" ) and to Priests Gyoki and Saigyô 西行	よ ひと み はな のき くり 世の 人 の/見つけぬ 花 や/軒 の 栗  The chestnut by the eaves/in magnificent bloom/passes unnoticed/by men of this world (transl. Yuasa)
3) Matsuo Basho; 17c.		か えだ からす と 枯れ 枝 に/カラスの止まりけり/  あき く 秋 の 暮れ  On a bare branch/ a solitary crow— autumn evening (transl. Hamill)
4) Kobayashi Issa; 18- 19c.		のみ よなが さび 蚤 どもが/さぞ夜 永 だろ/淋 しかろ  For you fleas too/ The night must be long/ It must be lonely. (transl. Blyth)
5) Kobayashi Issa; 18- 19c.	composed 1813	ひと か あ やなぎ み ことなり 人 あれば/蚊 も有り 柳 /見事也  where there's people/ there's mosquitoes.../ admiring the willow (transl. Lanoue)



6) Kobayashi Issa; 18-19c.		<p>うつ はえ て あし やれ 打 な / 蠅 が 手 を すり / 足 を する</p> <p>Don't swat the fly! / Praying hands, praying feet (transl. Lanoue)</p> <p>Oh do not swat them/unhappy flies/forever wringing their thin hands and legs (transl. anon.)</p>
7) Kobayashi Issa; 18c.	composed 1817	<p>ねこ しんたい こえ ばか 猫 や / 身 体 ぎ り の / う か れ 声</p> <p>fool cat-- putting his whole body/ into his <a href="#">yowl</a> (transl. Lanoue)</p>
8) Yosa Buson; 18c.	composed 1774	<p>な はな つき ひがし ひ にし 菜 の 花 や / 月 は 東 に / 日 は 西</p> <p>Ah the yellow flowers/when the moon is in the east/the sun is west</p> <p>mustard flowers/with the moon in the east/the sun in the west (transl. Ueda)</p>
9) Masaoka Shiki; 19c.		<p>すず かみ ほとけ となり 涼 し さ や / 神 と 仏 の / 隣 ど し</p> <p>in the coolness/gods and Buddhas/ dwell as neighbors</p>
10)member of 2009 Oku no hosomichi study tour		<p>frogs looking on as/ salty water cools my toes./ Or did ice cream drip?</p>
11)Clement Hoyt/20th c	Higginson, p. 169	<p>A Hallowe'en mask/ floating face up in the ditch,/slowly shakes its head.</p>
12)Hal Roth/20th c	Roth [composed upon visiting Antietam, site of a ferocious Civil War Battle]	<p>Waves of summer heat,/ cows huddle/ beneath a sycamore</p>
13) senior in high school; 21c.	Higginson	<p>Wet sand/ tumbling back/ into the sea</p>

## APPENDIX 3: HAIKU: a modified webquest



**TASK:** You may have heard about haiku poetry when you were younger; you may even have composed your own haiku, using lines of 5 - 7 - 5 syllables. But what ARE haiku? What do they tell you about Japanese society and the Japanese view of nature? To better understand the literary form and to gain insight into Japanese culture, you will be using the World Wide Web to locate useful background knowledge about the poetic form, Japanese literature, and Japanese history. This information will help deepen your understanding of poetry as you read Japanese haiku and write your own. As your final project, you and your group will be creating a skit focused around haiku of your choice.

As you fill out this worksheet, remember to think about three questions of your own--these questions can be about any aspect of haiku, or Japanese literature or culture that you would like to know more about; write these at the end of the worksheet.

### I. HAIKU BACKGROUND INFORMATION

Read the background information provided here.

Website: <http://en.wikipedia.org/wiki/Haiku>

### II. HAIKU TERMINOLOGY 俳句の単語

Use the Wikipedia site or these others to find short definitions for the following terms. You may write your definitions in English.

Websites: <http://www.simplytom.com/definitions.txt>

<http://www.writing-world.com/poetry/haiku.shtml>

<http://www.sumauma.net/haikai/haiku-glossary.html>

- a. はいく  
俳句
- b. うたまくら  
歌 枕
- c. きご  
季語
- d. きじ  
切れ字







#### IV.JAPANESE HISTORY 日本の歴史

Read one or two of these websites. Then, fill in the blanks in the paragraph below, in English. Next to the English or romanization, where possible, write the word or name in hiragana or kanji.

Website: <http://www.japan-guide.com/e/e2128.html>

<http://www.japan-zone.com/omnibus/history2.shtml>

[http://en.wikipedia.org/wiki/Edo\\_period](http://en.wikipedia.org/wiki/Edo_period)

The Edo period (also known as the \_\_\_\_\_ Period) began in the year \_\_\_\_\_ when (person's name) \_\_\_\_\_ unified the warring states and established himself as \_\_\_\_\_ (military leader). The Battle of \_\_\_\_\_, in 1600, was crucial in solidifying his power. This period ended in the year \_\_\_\_\_ with the \_\_\_\_\_ Restoration.

The political system of this period was known as the \_\_\_\_\_ system. The government's main goal, to pacify the country, was achieved partially by instituting a system called \_\_\_\_\_, wherein the daimyo and their families were under the tight control of the shogun and had to reside in Edo every other year. The Tokugawa government, also known as the \_\_\_\_\_, saw the Western religion of \_\_\_\_\_ as a negative factor and banned its practice. It also closed the country to trade with the outside, except for the port of \_\_\_\_\_. There was a rigid class system in place: the \_\_\_\_\_ were on the top tier, then came the peasants. Underneath the peasants were the craftsmen, and on the bottom social level were the merchants. This four-level system was known as \_\_\_\_\_.

Popular culture flourished in the cities. Performing arts such as \_\_\_\_\_ were popular, as was puppet theatre ( \_\_\_\_\_ ). In literature, the plays of \_\_\_\_\_

Chikamatsu \_\_\_\_\_ and the travel literature and poetry of \_\_\_\_\_

Basho gained attention. Woodblock prints known as \_\_\_\_\_ gained mass appeal.



### V.MATSUO BASHŌ 松尾芭蕉

Read one or two of these websites. Then, fill in the blanks in the paragraph below, in English. Next to the English or romanization, where possible, write the word or name in hiragana or kanji.

Website: [http://en.wikipedia.org/wiki/Matsuo\\_Bash%C5%8D](http://en.wikipedia.org/wiki/Matsuo_Bash%C5%8D)

<http://www.geocities.com/Tokyo/Island/5022/bashobio.html>

[http://www.japan-101.com/art/matsuo\\_basho.htm](http://www.japan-101.com/art/matsuo_basho.htm)

Matsuo Bashō was the pen name of \_\_\_\_\_, who lived from \_\_\_\_\_ to \_\_\_\_\_.

He was born in (place name) \_\_\_\_\_ and spent many years living in

\_\_\_\_\_, near the \_\_\_\_\_ River. The word “bashō” means

\_\_\_\_\_ in English; he took this name because

\_\_\_\_\_. Bashō was very

well read in Chinese classical literature; he often referred to the works of famous Chinese

philosophers and poets such as \_\_\_\_\_ and \_\_\_\_\_ in his own

writing. Bashō travelled widely, and collected his notes and poetry in a number of travel journals.

One of the most famous is called “Narrow Road to the Interior,” or

\_\_\_\_\_ in Japanese.

Here is one example of a haiku by Bashō that I like (in both English and Japanese):

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I like this poem because

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## VI. MAP SKILLS 地図の知識

Visit these websites to see the journey taken by Matsuo Bashō in his travel journal *Oku no Hosomichi* 奥の細道:

[http://www.sonic.net/~tabine/SAABasho\\_etc\\_Spring\\_2005/basho\\_folder/SAASpring2005\\_Basho\\_01.html](http://www.sonic.net/~tabine/SAABasho_etc_Spring_2005/basho_folder/SAASpring2005_Basho_01.html) (go to “travel map”, and look at the map and the key)

<http://darkwing.uoregon.edu/~kohl/basho/1-prologue/01-1.html> (map of Edo-period Japan)

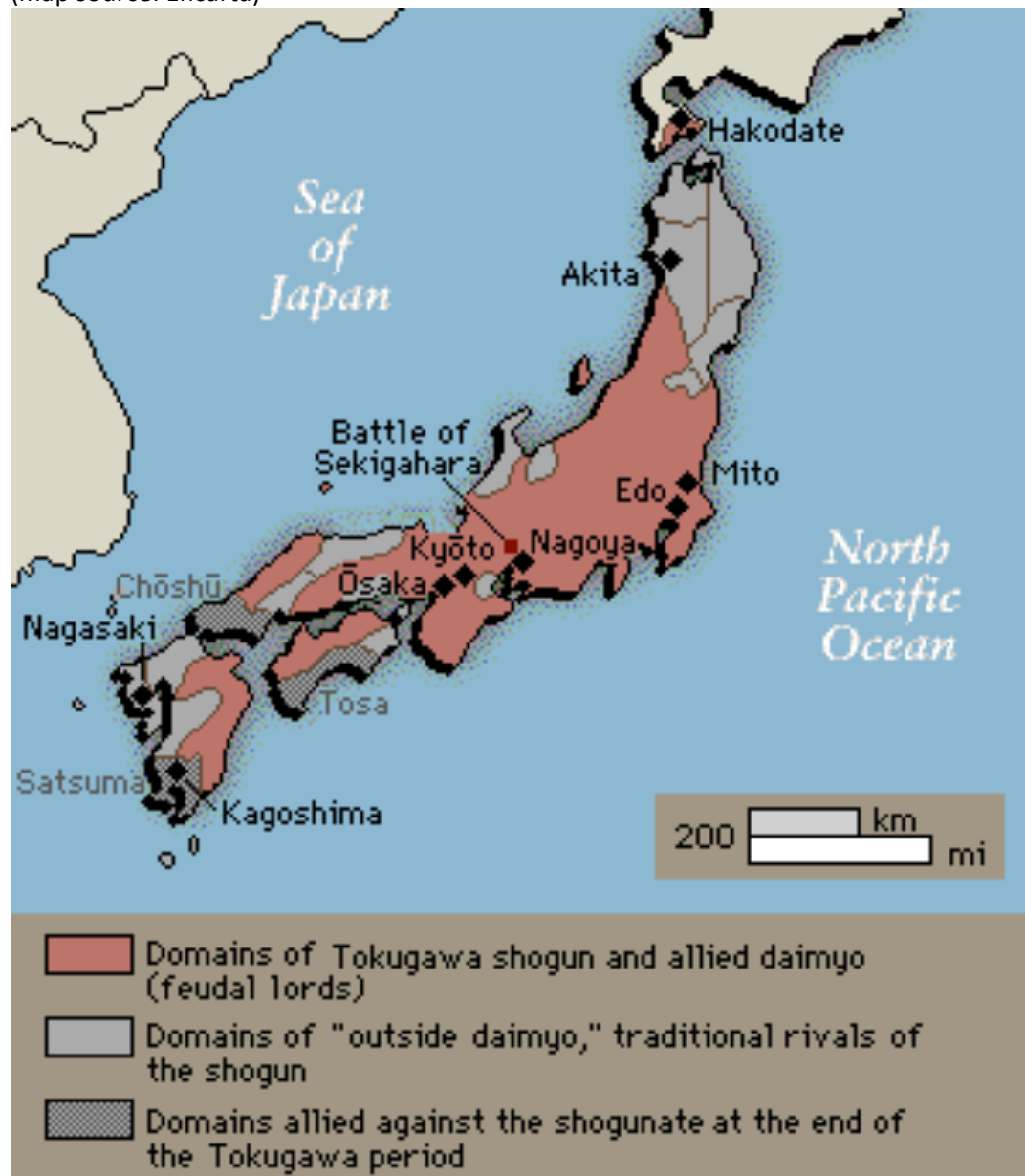
<http://ngm.nationalgeographic.com/2008/02/bashos-trail/bashos-trail-interactive> (click on “view map”)

Here are six well known locations visited by Bashō. Draw a line between each location and its furigana . Then match the furigana with one of the well-known attributes.

1)日光	ひらいずみ	flourished in the 11th c.
2)平泉	まつしま	one of the three Dewa sacred mountains
3)多賀城	にっこう	famous for the Kenrokuen garden
4)松島	はぐろさん	home of Tokugawa mausoleum
5)羽黒山	かなざわ	many pine-covered islands
6)金沢	たがじょう	a castle in Tohoku (northern Japan) built in early 8th c.

Now place these six sites (use numbers) in the correct location on the map below.

(map source: Encarta)





**VI.QUESTIONS**

My three questions are:

1)

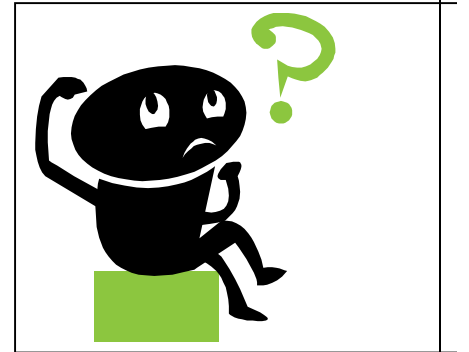
POSSIBLE ANSWER:

2)

POSSIBLE ANSWER:

3)

POSSIBLE ANSWER:



## ANSWER KEY

## Section 1

はいく  
a, 俳句 haiku. Short 5 - 7 - 5 poem; originated from hokku, first three lines of a longer renga

- b. うたまくら 歌枕 a location that is famous because many poems have been written about it
- c. きご 季語 seasonal words, such as “cherry blossoms” or “spring rain”
- d. きじ 切れ字 “cutting words,” such as “ka” or “ya,” that interrupt the flow of the line/poem
- e. ほっく 発句 introductory 3 lines of a longer renga
- f. れんが 連歌 linked verse, alternating 5 - 7 - 5 and 7 - 7 verses
- g. わか 和歌 “Japanese poems” including tanka and choka; modernized in the 19-20th c. by Masaoka Shiki
- h. たんか 短歌 a “short poem” ; 5-7-5 7-7
- i. はいぶん 俳文 brief prose text, often humorous, with haiku embedded in it
- j. はいが 俳画 a water-color or ink drawing accompanied, usually, by a haiku poem

## Section II

Shinto: native Japanese religion that focuses on nature; “shinto” means the “way of the gods” or “kami”; they are housed in Shinto shrines called “jinja.” Many Japanese get married and bring their children to be blessed at the local Shinto shrine. Buddhism and Shinto coexisted until the end of the Edo period.

## Section III

Buddhism: Buddhism arrived in Japan in the 6th c. from China. Early Buddhism was centered in Nara. Tendai sect founded by Saicho in the 9th c.; primary text is the Lotus Sutra. Shingon sect founded by Kukai (Kobo Daishi) in the 9th c.; the primary text is the Dainichikyo. The Jodo sect was founded by Honen in the 12th c., also known as “Pure Land Buddhism.” Its primary doctrine is the “nenbutsu,”

or prayer to Buddha. Zen schools include Soto and Rinzaï. The priest Nichiran founded the Nichiren school of Buddhism.

#### Section IV

The Edo period (also known as the \_\_\_\_Tokugawa 徳川\_\_\_\_ Period) began in the year \_\_\_\_ 1 6 0 0 \_\_\_\_ when \_\_\_\_Tokugawa Ieyasu 徳川家康\_\_\_\_ unified the warring states and established himself as \_\_\_\_Shogun 将軍\_\_\_\_ (military leader). The Battle of \_\_\_\_Sekigahara 関が原\_\_\_\_, in 1600, was crucial in solidifying his power. This period ended in the year \_\_\_\_ 1 8 6 8 \_\_\_\_ with the \_\_\_\_Meiji 明治\_\_\_\_ Restoration.

The political system of this period was known as the \_\_\_\_Bakuhau 幕藩\_\_\_\_ system. The government's main goal, to pacify the country, was achieved partially by instituting a system called \_\_\_\_Sankin kotai 参勤交代\_\_\_\_, wherein the daimyo and their families were under the tight control of the shogun and had to reside in Edo every other year. The Tokugawa government, also known as the \_\_\_\_Bakufu 幕府\_\_\_\_, saw the Western religion of \_\_\_\_Christianity\_\_\_\_ as a negative factor and banned its practice. It also closed the country to trade with outside countries, except for the port of Nagasaki. There was a rigid class system in place: the \_\_\_\_Samurai 侍\_\_\_\_ were on the top tier, then came the peasants. Underneath the peasants were the craftsmen, and on the bottom social level were the merchants. This four-level system was known as mibunsei 身分制 \_\_\_\_.

Popular culture flourished in the cities. Performing arts such as \_\_\_\_Kabuki 歌舞伎\_\_\_\_ were popular, as was puppet theatre ( \_\_\_\_Bunraku ぶんらく\_\_\_\_). In literature, the plays of Chikamatsu \_\_\_\_Monzaemon もんざえもん\_\_\_\_ and the travel literature and poetry of

\_\_\_Matsuo 松尾\_\_\_\_\_ Basho gained attention. Woodblock prints known as \_\_Ukiyoe 浮世絵\_\_\_\_\_ gained mass appeal.

## Appendix 4: Basic Background Information for Teachers

### (1) Haiku terminology

はいく

俳句 haiku: a three-line poem of 5 - 7 - 5 syllables each; originated from hokku, first three lines of a longer renga

歌枕 utamakura: A location that is famous because many poems have been written about it

きご

季語 kigo: seasonal words, such as “cherry blossoms” or “spring rain”

きじ

切れ字 kireji (“cutting words,”): short words such as “ka” or “ya,” that interrupt the flow of the line/poem and indicate a transition

ほっく

発句 hokku: introductory 3 lines of a longer renga

れんが

連歌 renga: linked verse, alternating 5 - 7 - 5 and 7 - 7 verses

わか

和歌 waka: “Japanese poems” including tanka and choka; modernized in the 20th c. by Masaoka Shiki

たんか

短歌 tanka: a “short poem” ; 5-7-5 7-7

はいぶん

俳文 haibun: brief prose text, often humorous, with haiku embedded in it

はいが

俳画 a water-color or ink drawing with accompanying haiku

きこうぶん

紀行文 kikobun: travel literature, such as Basho’s *Oku no hoso michi*, that combines literature and poetry

### (2) Historical background

まつおばしょう

松尾芭蕉 **Matsuo Basho** (1644 - 1694): Born in Iga, he rose to fame in Edo for his clear poetic style; travelled, visiting famous sites, seeking inspiration. *Oku no hoso michi* (The Narrow Road to the Deep North) is his most famous work

とくがわじだい

徳川時代 **Tokugawa jidai**: Also known as the Edo Period, from 1603 to 1868. The Tokugawa rulers moved the capital to Edo (present-day Tokyo), closed the country to outside influences, and generally ruled peacefully. Well-known for the flourishing of literature, art, and other aspects of Japanese culture that are known as “traditional” today, such as the tea ceremony.

とくがわけやすし

**徳川家康 Tokugawa Ieyasu**: the first ruler of the Tokugawa period. Known for conquering the warring states and unifying Japan, then declaring himself “shogun” (general) and moving the capital to Edo to get away from the influence of the Imperial Court in Kyoto.

せき はら

**関が原 Sekigahara**: site of the decisive battle where Tokugawa Ieyasu consolidated his hold over Japan; considered to be the unofficial beginning of the Tokugawa period.

しんとう

**神道 Shinto**: the way of the gods. Considered to be the indigenous Japanese religion. Nature and the 神 kami (gods) that are believed to exist there are the centers of the religion. The physical center of

とりい

worship is the shrine, demarcated by a gate called a 鳥居 torii. Coexisted with Buddhism until the late 19c; established as the state religion in 1868. Many Japanese get married and bring their children to be blessed at the local Shinto shrine.

ぶっきょう

**仏教 bukkyo**: Buddhism. Buddhism arrived in Japan in the 6th c. from China. Early Buddhism was centered in Nara. The Tendai sect was founded by Saicho in the 9th c.; its primary text is the Lotus Sutra. The Shingon sect was founded by Kukai (Kobo Daishi) in the 9th c.; its primary text is the Dainichikyo. The Jodo sect was founded by Honen in the 12th c.; it is also known as “Pure Land Buddhism.” Its primary doctrine is the “nenbutsu,” or prayer to Buddha. Zen schools include Soto and Rinzai. The priest Nichiren founded the Nichiren school of Buddhism.

めいじいしん

**明治維新 Meiji ishin**: Meiji Restoration in 1868. Ended the rule of the Tokugawa family and opened Japan to the West. The Emperor was restored to power as society modernized and Westernized.

かぶきのう

**歌舞伎 and 能 Kabuki and Noh**: two popular performing arts that flourished during the Tokugawa period

## Appendix 5: Fill-in-the-blank Background Knowledge Quiz

名前：\_\_\_\_\_

## A. Fill in the blanks with the correct letter from the word box below. (20 pts)

1. The title of one of Matsuo Bashō's travel diaries is \_\_\_\_\_
2. One famous site that Bashō visited on his journey to the north was \_\_\_\_\_, where there are many pine-covered islands.
3. A \_\_\_\_\_ is a word that "cuts" the flow of the poem.
4. A "kigo 季語" is a \_\_\_\_\_ word.
5. A word or name in a poem that has many connotations and links the poem to the past or to a famous site is a \_\_\_\_\_.
6. Shingon Buddhism was founded by \_\_\_\_\_ in the 9th c. and uses the Dainichikyo as its primary text.
7. The \_\_\_\_\_ period was from 1600 - 1868. During this time, arts such as (8) \_\_\_\_\_ and (9) \_\_\_\_\_ (puppet theatre) flourished.
10. The first three lines that begin a longer poem or linked verse are known as \_\_\_\_\_.

あ。俳句 <small>はいく</small>	い。歌 枕 <small>うたまくら</small>	う。発句 <small>ほつく</small>
え。真言 <small>しんごん</small>	お。歌舞伎 <small>かぶき</small>	か。松 島 <small>まつしま</small>
き。江戸 <small>えど</small>	く。Pure Land	け。和歌 <small>わか</small>
こ。season	さ。短歌 <small>たんか</small>	し。奥の細道 <small>おく ほそみち</small>
す。ぶんらく	せ。弘法大師 {空海} <small>こうぼうだいし (くうかい)</small>	そ。切れ字 <small>ぎ じ</small>
た。禅 <small>ぜん</small>	ち。神道 <small>しんとう</small>	つ。幕府 <small>ばくふ</small>

続く →→→→

- B. Choose TWO terms from the word bank above that you have NOT yet used. Give short definitions for each. (8 pts)

11.

12.

BONUS: Use hiragana to write the name of the person who gained control over the warring states and, after the Battle of Sekigahara, first established the Tokugawa era.



## Fill-in-the-blank Background knowledge quiz KEY

名前：\_\_\_\_\_

## A. Fill in the blanks with the correct letter from the word box below. (20 pts)

- The title of one of Matsuo Bashō's travel diaries is し。奥の細道<sup>おく ほそみち</sup>
- One famous site that Bashō visited on his journey to the north was か。松島<sup>まつしま</sup>, where there are many pine-covered islands.
- A そ。切れ字<sup>ぎ じ</sup> is a word that "cuts" the flow of the poem.
- A "kigo 季語" is a こ。season word.
- A word or name in a poem that has many connotations and links the poem to the past or to a famous site is a い。歌枕<sup>うたまくら</sup>.
- Shingon Buddhism was founded by せ。弘法大師<sup>こうぼうだいし</sup> { 空海<sup>(くうかい)</sup> } in the 9th c. and uses the Dainichikyo as its primary text.
- The き。江戸<sup>えど</sup> period was from 1603 - 1868. During this time, arts such as (8)\_ お。歌舞伎<sup>かぶき</sup> and (9) す。ぶんらく (puppet theatre) flourished.
- The first three lines that begin a longer poem or linked verse are known as う。発句<sup>ほっく</sup>.

あ。俳句 <sup>はいく</sup>	い。歌枕 <sup>うたまくら</sup>	う。発句 <sup>ほっく</sup>
え。真言 <sup>しんごん</sup>	お。歌舞伎 <sup>かぶき</sup>	か。松島 <sup>まつしま</sup>
き。江戸 <sup>えど</sup>	く。Pure Land	け。和歌 <sup>わ か</sup>
こ。season	さ。短歌 <sup>たんか</sup>	し。奥の細道 <sup>おく ほそみち</sup>

す。ぶんらく	こうぼうだいし (くうかい) せ。弘法大師 {空海}	ぎ じ そ。切れ字
ぜん た。禅	しんとう ち。神道	ばくふ つ。幕府

続く →→→→

- C. Choose TWO terms from the word bank above that you have NOT yet used. Give short definitions for each. (8 pts)

11.

12.

BONUS: Use hiragana to write the name of the person who gained control over the warring states and, after the Battle of Sekigahara, first established the Tokugawa era.

とくがわいえやす

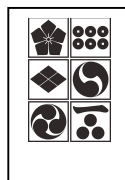
## Appendix 6: DRAMATIZING HAIKU

### Creating your own haiku skit in Japanese

Overview: You have learned that haiku poems try to capture a moment (a “haiku moment”). Your group will be choosing one (or more) haiku, in Japanese, and using that as a basis for a classroom skit. Your skit will be telling a story about the “moment” described by the haiku; that is, your skit will dramatize either the scene leading up to the haiku or the scene that follows the haiku. In other words, give the haiku some context. To do so, your skit dialogue must have some action and some movement. However, since you will be using Japanese, you must keep your dialogue relatively simple. See the examples below.

#### Your skit must include:

- 1) an historical (Edo period) setting
- 2) one (or more) haiku in Japanese
- 3) one character for each person in the group (animal characters are welcome)
- 4) vocabulary that you already know, with a maximum of five new words
- 5) a typed/word processed dialogue in Japanese (additional romaji is optional) that has been proof-read by 先生。
- 6) memorized lines



**Example A:** Basho's haiku <sup>ふるいけ</sup>古池や <sup>とこ</sup>かわず <sup>みず</sup>飛び込む <sup>おと</sup>水の音

Setting: a park in Edo, on a nice quiet summer day; this skit LEADS UP TO writing the haiku

Characters: Basho, his friend Sora, a dog, and a frog

[Opening scene: Basho and Sora are walking Basho's “dog” through the park]

<sup>きょう</sup>今日 <sup>てんき</sup>天気は <sup>いい</sup>いいですね。

Sora: そうですね。そして、ここは <sup>いぬ</sup>しずかですね。犬の <sup>なまえ</sup>名前は <sup>なに</sup>何ですか。

Basho: 犬の 名前は スポット です。

[Spot looks up and barks. It begins to rain (special effects) . Basho notices the drops of water on the pond and hears a sudden splash as the “frog” croaks and jumps into the pond]

<sup>あめ</sup>あ、雨です。かえるも <sup>か</sup>います。そらさん、ペンを貸して <sup>くだ</sup>下さい。古池や、かわず飛び込む、水の音。

Sora: それは いいはいくですねえ！

**Example B:** Basho's haiku ふるいけ と こ みず おと 古池や/かわず飛び込む/水の音

Setting: outside the window of Basho's hut, where Basho has just finished composing his "old pond" haiku and is repeating it out loud; this skit FOLLOWS the creation of the haiku

Characters: Basho, his friend Sora, and a dog

[Opening scene: Sora is walking by Basho's window]

Basho: ああ、そらさん、こんにちは。

Sora: こんにちは。

あたらし き くだ  
Basho: そらさん、この新しい はいくを 聞いて下さい。

古池や/かわず飛び込む/水の音。

とり  
Sora (looks questioning): そうですね。かえるはちょっと。。。鳥はどうですか。鳥は お水  
す いぬ  
が 好きです。それとも、犬は どうですか。犬も お水が 好きです。 ["dog" barks in agreement]

ばん  
Basho (angry): 何ですか。かえるですよ。かえるが 一番いいですよ。

Sora: でも、かえるは おもしろくないです。

Basho (angrier): ええ？ 何と言いましたか。

ばんごはん じかん  
Sora: ああ、すみません、晩御飯の時間です。さようなら。

## Haiku Skit Time-line and Check-list

- € choose at least one haiku in the target language
- € brainstorm a context for the haiku (pre- or post- creation).
- € begin to write dialogue for your script. Assign one group member to be the “scribe”. The script must be in Japanese, and include the haiku. Make sure your script meets the requirements listed above.
- € once the dialogue has been written, assign a group member to type it
- € submit typed skit to 先生 for proof-reading
- € once your skit has been proofread, revise and re-type; make enough copies for all group members
- € memorize lines, prepare props and/or costumes; rehearse
- € PRESENT YOUR SKIT TO THE CLASS!

### NOTES:

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## Rubric for classroom skit

	4	3	2	1
presentational	outstanding dramatic effect; lines memorized and delivered with great expression	good dramatic performance; lines memorized and delivered with enthusiasm	some lines memorized; delivery is somewhat hesitant	few - no lines memorized; weak delivery and dramatic presentation
dialogue	coherent and flows well; clear setting and context; very clear relationship with haiku; quite creative	easy to understand; good flow; relationship to haiku is clear; creative	mostly comprehensible; relationship to haiku is fairly clear; some creativity	difficult to understand; unclear link to haiku; lacking in creativity
articulation/ pronunciation	all language is clear and easy to understand; error-free pronunciation	most language is clear and understandable; few errors in pronunciation	language is clear; some errors in pronunciation	difficult to understand; several errors in pronunciation
haiku	context is clear and makes sense; group members clearly understand the meaning of the poem; Japanese is memorized	context makes sense; group members understand the meaning of the poem; Japanese is memorized	context is fairly clear; group members understand most of poem; Japanese is mostly memorized	context is unclear; the poem is not understood; Japanese is poorly memorized
group participation	excellent group participation	good all-group effort	most of the group participated	lacking in group effort
teacher evaluation				

SCORE: \_\_\_\_\_/20

## Appendix 7 : Post-assessment quiz

なまえ : \_\_\_\_\_

A. Cross out the word that does not fit. (2 pts. each) Then write what the three remaining words have in common, in English. (4 pts. each)

Example: a. <sup>いぬ</sup>犬      b. <sup>ねこ</sup>猫      c. <sup>とら</sup>虎      d. ~~えんぴつ~~  
[these are all animals]

1. a. <sup>えど</sup>江戸      b. <sup>とくがわ</sup>徳川      c. <sup>さんいんこうたい</sup>参院交代      d. <sup>めいじ</sup>明治

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2. a. <sup>ほっく</sup>発句      b. <sup>れんが</sup>連歌      c. <sup>げんじものがたり</sup>源氏物語      d. <sup>わか</sup>和歌

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3. a. <sup>てんだい</sup>天台      b. <sup>しんとう</sup>神道      c. <sup>ぜん</sup>禅      d. <sup>しんごん</sup>真言

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4. a. <sup>てれび</sup>テレビ      b. <sup>のう</sup>能      c. <sup>ぶんらく</sup>文楽      d. <sup>かぶき</sup>歌舞伎

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5. a. <sup>ひらいずみ</sup>平泉      b. <sup>まつしま</sup>松島      c. <sup>かなざわ</sup>金沢      d. <sup>ながさき</sup>長崎

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B.Circle the correct response. (2 pts. each)

6.The following statements about Matsuo Basho are all true except

- a. he invented the English term “a haiku moment”
- b. he published a travel journal called *Oku no hosomichi*
- c. he lived for a long time in Edo
- d. he was one of the first to popularize the “haiku” format

7. The following statements about haiku are all true except

- a. haiku usually follow a 5 - 7 - 5 format
- b. poetic devices include seasonal words and allusions to famous places
- c. haiku must rhyme
- d. haiku can be about everyday situations or events

8. The following statements about Edo period history are all true except

- a. the Edo period is also known as the Tokugawa period
  - b. the capital during this period was Kamakura
  - c. the military government during this time is known as the bakufu
  - d. the dates of this period are from 1600 - 1868
-



9. Write your own haiku poem here, in English. Use the checklist to make sure you earn all points. Use the box for brainstorming. Then write your poem on the lines below. (12 pts.)

CHECKLIST:

\_\_\_ does my poem have the correct number of syllables? (3 pts)

\_\_\_ does my poem include a 季語<sup>きご</sup>? (3 pts)

\_\_\_ does my poem capture a moment? (3 pts)



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Post-assessment quiz **KEY**

なまえ : \_\_\_\_\_

48 pts total

A. Cross out the word that does not fit. (2 pts. each) Then write what the three remaining words have in common, in English. (4 pts. each)

Example: a. <sup>いぬ</sup>犬    b. <sup>ねこ</sup>猫    c. <sup>とら</sup>虎    d. えんぴつ  
[these are all animals]

1. a. <sup>えど</sup>江戸    b. <sup>とくがわ</sup>徳川    c. <sup>さんいんこうたい</sup>参院交代    d. <sup>めいじ</sup>~~明治~~  
 \_\_\_\_\_ these are all aspects of the Edo (Tokugawa) period \_\_\_\_\_

2. a. <sup>ほっく</sup>発句    b. <sup>れんが</sup>連歌    c. <sup>げんじものがたり</sup>~~源氏物語~~    d. <sup>わか</sup>和歌  
 \_\_\_\_\_ these are all kinds of poetry \_\_\_\_\_

3. a. <sup>てんだい</sup>天台    b. <sup>しんとう</sup>~~神道~~    c. <sup>ぜん</sup>禅    d. <sup>しんごん</sup>真言  
 \_\_\_\_\_ these are all sects of Buddhism \_\_\_\_\_

4. a. <sup>てれび</sup>~~テレビ~~    b. <sup>のう</sup>能    c. <sup>ぶんらく</sup>文楽    d. <sup>かぶき</sup>歌舞伎  
 \_\_\_\_\_ these are all performing arts popular in the Edo period \_\_\_\_\_

5. a. <sup>ひらいずみ</sup>平泉    b. <sup>まつしま</sup>松島    c. <sup>かなざわ</sup>金沢    d. <sup>ながさき</sup>~~長崎~~  
 \_\_\_\_\_ These are all sites visited by Basho on his Okunohosomichi trip \_\_\_\_\_

B. Circle the correct response. (2 pts. each)

6. The following statements about Matsuo Basho are all true except

- a. he invented the English term “a haiku moment”
- b. he published a travel journal called *Oku no hosomichi*
- c. he lived for a long time in Edo
- d. he was one of the first to popularize the “haiku” format

7. The following statements about haiku are all true except

- a. haiku usually follow a 5 - 7 - 5 format
- b. poetic devices include seasonal words and allusions to famous places
- c. haiku must rhyme
- d. haiku can be about everyday situations or events

8. The following statements about Edo period history are all true except

- a. the Edo period is also known as the Tokugawa period
  - b. the capital during this period was Kamakura
  - c. the military government during this time is known as the bakufu
  - d. the dates of this period are from 1600 - 1868
-

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9. Write your own haiku poem here, in English. Use the checklist to make sure you earn all points. Use the box for brainstorming. Then write your poem on the lines below. (12 pts.)

CHECKLIST:

\_\_\_ does my poem have the correct number of syllables? (3 pts)

\_\_\_ does my poem include a 季語<sup>きご</sup>? (3 pts)

\_\_\_ does my poem capture a moment? (3 pts)

\_\_\_ does my poem show movement and/or action? (3 pts)



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