

Haiku Poetry

Long ago, poets in Japan listened, watched, and captured the beauty of the earth's songs much as the fragile threads of a spider's web catch and reflect the gold of the morning sun. They did this with the tiniest poems in the world, called *haiku*. A haiku is a poem that is just three lines and seventeen syllables long.

In their haiku, the early Japanese poets caught the colors, sounds, and fragrances of the seasons of the year. They sang of their islands' beauties, from the delicate fragrance of lotus and cherry blossoms to the iridescence of the dragonfly's wing. Their miniature poems were not meant to fully describe a scene or to explain it but rather were a flash, split-second impression.

The old poets are not the only writers of haiku. Today Japanese farmers, shopkeepers, grandparents, and students write it, and because of its strong appeal, haiku is written in many other countries through the world.

One of the earliest writers of haiku was Soin, who lived about 350 years ago. He found beauty in simple, everyday things, chuckling quietly about matters he thought were funny. At that time, some of the earliest European visitors to Japan were Dutch traders, whose customs and language seemed very strange to the Japanese. Especially amusing was the Dutch way of writing from left to right across the page instead of up and down, which is the Japanese way. When Soin saw a flock of wild geese honking across the sky in vee formation, he smiled and wrote:

Wild geese fly

Sideways stretching, across the sky

Like comical Dutch writing!



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DAR Levels 7-9/10

Strategy: Summarizing

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Record the student's oral summary of each paragraph.

Rate the student's written summary of the entire passage (attach summary to this page):

Good response

Shows understanding of information from the passage

Fair response

Shows limited understanding of information from the passage

Poor response

Shows lack of understanding or misunderstanding of information from the passage

Does the student have difficulty distinguishing among main ideas, supporting details, and trivial information?

Y or N

Explain:

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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