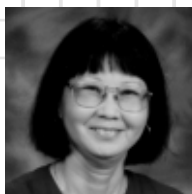




# ISSA NO HAIKU

## —Enjoying Haiku—



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### PURPOSE

With Kobayashi Issa's haiku, students learn about seasonal awareness, the feelings of Japanese people, feelings toward nature, compassion to animals, and expressions of loneliness, happiness, and sadness. The lesson includes haiku recitation with pause, pictures of the haiku scenes with *hiragana* writing, a biography of Issa, and the geography of Issa's birth place, Nagano. The lesson casts Nagano in a global perspective through discussion of the winter Olympics in 1998. It also features origami, role-playing of haiku scenes, counters for birds and horses.

### POINTS TO BE STUDIED

#### LANGUAGE OBJECTIVES

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> <li>❖ Expressing locations</li> <li>❖ Expressing a location with an event and the time of the event</li> <li>❖ Counting birds and animals</li> </ul>	<ul style="list-style-type: none"> <li>❖ ながのはほんしゅうにあります</li> <li>❖ いっさはながのでうまれました, いっさは1763ねんにうまれました, 1998ねんにながのでふゆのオリンピックがありました</li> </ul>	<ul style="list-style-type: none"> <li>❖ ~にあります, 1763ねん, ふゆ, 1998ねん, オリンピック, ~でうまれました, (~ねん)にうまれました, いちわ, にわ, さんば~, いっとう, にとう, さんとう~</li> </ul>

#### CULTURAL OBJECTIVES

- To learn how to understand feelings and thoughts expressed in haiku
- To be aware of the seasonal sense in haiku
- To learn about "ma" (space/interval) in haiku and understand the rhythm for reading haiku
- To fold origami

#### OTHER OBJECTIVES

- To learn the biography of Issa
- To explore the geography of Nagano, the birthplace of Issa
- To learn about old Nagano as well as modern Nagano
- To enjoy rhythm of haiku by recitation
- To obtain a global perspective by using the Internet to find out about the winter Olympics held in Nagano in 1998

**SOURCE MATERIALS****Lesson 1***Sumi-e* (ink painting) samples**Lesson 2**

Map of Japan

Flash cards

Internet-connected computers

**Lesson 4**

Origami

Instruction of folding *suzume* (Handout #1\*)**PROCEDURE****LESSON 1: Introduction of Haiku****1. Explanation of haiku** (13 mins.)

- The teacher explains the rules of haiku, gives a brief history of haiku, and explains about the key seasonal word and the correct way to read haiku with "ma" (spaces/intervals) between the 5-7-5-syllable phrases. The teacher introduces a haiku: うまそうな ゆきがふうわり ふわりかな.
- The class divides into three groups, and each group recites and memorizes one phrase. The class practices several times with all three phrases.
- The teacher asks a volunteer to recite the phrase for the group, then ask another volunteer to recite all three phrases for points.

**2. Reading and writing hiragana** (12 mins.)

The students write the haiku, with spaces between three phrases, in *hiragana* in their notebooks. They distinguish the three phrases of 5, 7 and 5 syllables and recite the haiku again.

**3. Drawing a picture of the haiku from imagination** (15 mins.)

The teacher shows some examples of *sumi-e* (ink painting), and explains about "ma" (space/interval). The students then draw a picture based on the haiku. If they cannot finish the project in class, they must take it home for homework.

**LESSON 2: Biography of Issa and Geography of Nagano****1. Presentation of Issa's biography** (7 mins.)

The teacher points to the location of Nagano on the map. After giving information on Issa, the teacher writes key sentences on the board:

❖ いっさはしなのでうまれました。(Issa was born

in Shinano, a town in north Nagano.)

❖ いっさは1763ねんにうまれました。(Issa was born in 1763.)

❖ しなのはながのにあります。(Shinano is in Nagano.)

❖ ながのはほんしゅうにあります。(Nagano is in Honshu.)

❖ 1998ねんにふゆのオリンピックがありました。(The winter Olympic Games were held in Nagano in 1998.)

As the teacher presents flash cards, alternating the subject nouns and place names, the students practice the sentences orally.

**2. Review of the haiku** (10 mins.)

Challenge for points: award points to the groups for correct recitation.

**3. Writing review** (10 mins.)

Group competition: a representative from each group writes the complete haiku on the board. Neat, accurate writing earns five points.

**4. Writing on the picture** (10 mins.)

Each student writes the haiku neatly, with spaces ("ma") in his/her picture. The students turn in the completed paper with writing.

**5. Accessing a website** (3 mins.)

The teacher directs students on how to get information about the 1998 Nagano Olympics from the Internet. The students earn extra credit for performing this information search.

**LESSON 3: Animals in Issa's Haiku****1. Review of haiku recitation** (5 mins.)**2. Other haiku by Issa** (15 mins.)

The students write other haiku by Issa on the board. The teacher explains their meanings and the students try to find the seasonal key words.

■  
❖ すずめのコ そこのけそこのけ おんまがとおる  
❖ せみなくや つくづくあかい かざぐるま  
❖ ひるめしを ぶらさげている かかしかな

**3. Review of key sentences with teacher's questions** (10 mins.)

■  
❖ いっさはどこでうまれましたか。  
❖ いっさはなんねんにうまれましたか。  
❖ しなのはどこにありますか。  
❖ ながのはどこにありますか。

**4. Analyzing the haiku** (10 mins.)

The teacher analyzes すずめのことこのけそのけおんまがとおる, and asks the students to identify animals in the haiku, saying: *どんなどうぶつがいますか*. The teacher introduces the proper counters for sparrows (いちわ, にわ, さんば...) and horses (いっとう, にとう, さんとう.....).

## LESSON 4: Origami

### 1. Folding origami (10 mins.)

The teacher informs the students of today's activity, origami folding, saying: *きょうはすずめをおりましよう*, and asks the class helper to pass out the origami paper. The students each select a color of origami, saying: *あかいおりがみをください*. The class helper reads out each color, saying: *あかいおりがみをもっているひと*, and the students respond with はい and hold up their origami paper. The teacher gives instructions on folding origami, using the following vocabulary: *うえ* (up), *した* (down), *さんかく* (triangle), *おって* (fold), *はんぶん* (half), *まんなか* (center), *はね* (wing).

### 2. Writing name on the back of a wing (5 mins.)

The class helper collects the finished origami *suzume*, saying: *すずめ、ください*. Each student responds with はい、どうぞ.

### 3. Playing a game (10 mins.)

Haiku recitation game, with the teacher awarding the origami *suzume* as point counters.

In pair work, each group gains one *suzume* if a pair of students in the group recites the haiku correctly. In "one from the group," if one student recites the haiku perfectly, the group earns two *suzume*. When a group earns a *suzume* point, the students ask for the color they want by saying (あかい) *すずめをください*.

### 4. Counting the *suzume* (5 mins.)

Each group counts the *suzume* they won, using the proper counters: *いちわ, にわ, さんば*.

### 5. Collecting the *suzume* (5 min.)

The teacher and the class helper collect all the *suzume* for grading, saying: *すずめ、ください*. The students respond with はい、どうぞ.

### 6. The class counts the *suzume* (5 mins.)

いちわ, にわ, さんば, よんわ, ごわ, ろくわ, ななわ, はちわ, きゅうわ, じゅうば, じゅういっば, じゅうにわ, じゅうさんば, じゅうよんわ, じゅうごわ

## LESSON 5: Role-playing

The class reviews the haiku and role-play with a skit.

## LESSON 6: Singing and Talking (Rap Style)

Review the biography of Issa and geography of Nagano with handout #2. The students discuss the Nagano Olympics and sing "Furusato (Handout #3)," the theme song of the Nagano Olympics.

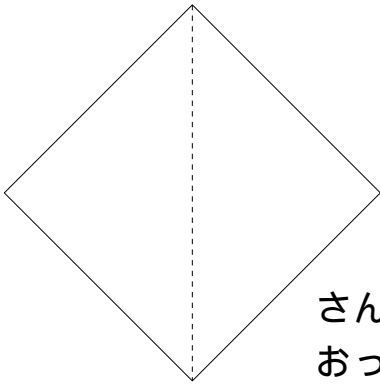
### From the committee

By incorporating such elements as geography, history, traditional events, and plants, this is a culturally stimulating plan that gives children a glimpse of various aspects of Japan. These themes could be pursued even further through activities in which the students compare Japanese culture with their own. It would be interesting to extend the comparison of the concept of "ma" to include the Chinese in addition to the Japanese and Western perspectives.

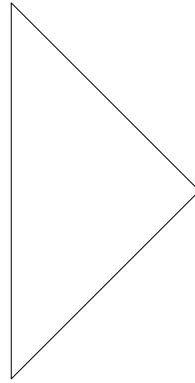
### Answers to question 1 of the worksheet on page 55

1. はい 2. はい 3. いいえ (いっさは1763ねんにうまれました) 4. はい
5. いいえ (1998ねんにながのでふゆのオリンピックがありました) 6. はい
7. いいえ (はいくは5,7,5のくでできます) 8. いいえ (ながのはほんしゅうにあります)
9. はい 10. いいえ (「すずめのこと.....」のはいくは、はるのはいくです)

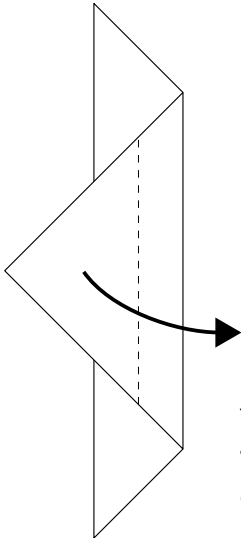
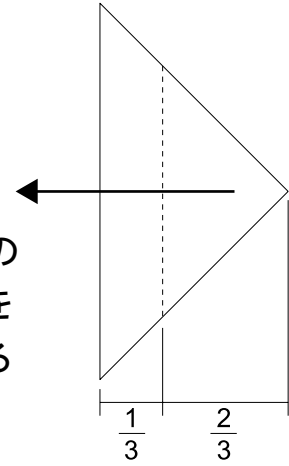
## HOW TO FOLD SUZUME



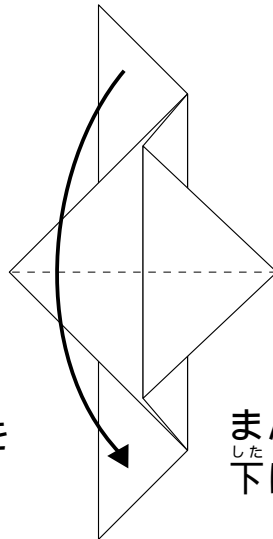
さんかくに  
おって



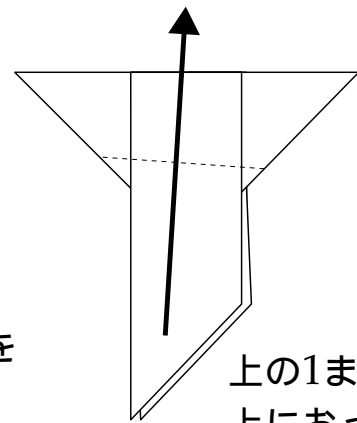
ぶん  
に  
3分の2の  
ところを  
ひたひ  
左におる



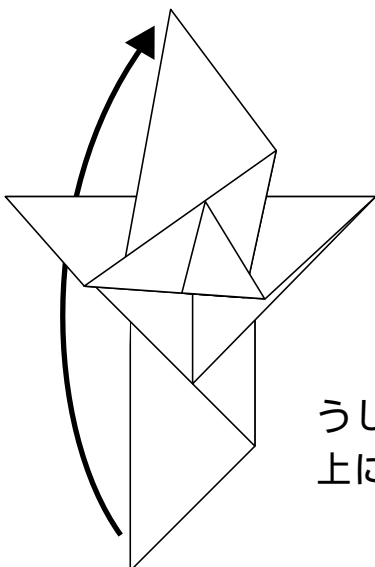
うえ  
上の1まいを  
おりかえす



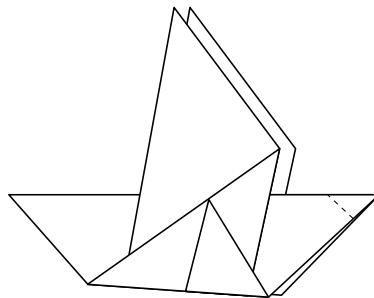
まんなかを  
した  
下におる



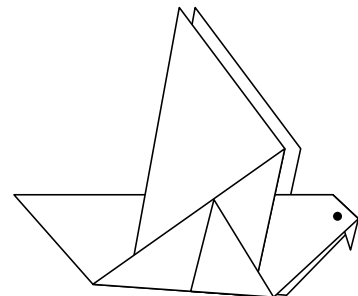
上の1まいを  
上におって



うしろのはねも  
上におる



なかにおって



め  
目をいれるとできあがり

## WORK SHEET

### なまえ \_\_\_\_\_

1. Circle “はい” or “いいえ” If it is “いいえ,” write the correct answer.

- |                                |    |     |
|--------------------------------|----|-----|
| 1. ながのはとうきょうのとなりです。            | はい | いいえ |
| 2. ながのはほんしゅうにあります。             | はい | いいえ |
| 3. いっさは1300ねんにうまれました。          | はい | いいえ |
| 4. しなのはながのにあります。               | はい | いいえ |
| 5. 1997ねんにながのでふゆのオリンピックがありました。 | はい | いいえ |
| 6. いっさはすすめとはなしました。             | はい | いいえ |
| 7. はいくは7, 5, 7のくでできています。       | はい | いいえ |
| 8. ながのはきゅうしゅうにあります。            | はい | いいえ |
| 9. ながののオリンピックのうたは「ふるさと」です。     | はい | いいえ |
| 10. 「すすめのこ…」のはいくはあきのはいくです。     | はい | いいえ |

2. Fill in the missing *hiragana* and complete the haiku.

すず \_\_\_\_\_ の \_\_\_\_\_ そ \_\_\_\_\_ のけ \_\_\_\_\_ このけ お \_\_\_\_\_ まがと \_\_\_\_\_ する

3. Write the names of the four islands in *hiragana*.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

4. Write Issa's birth place in *hiragana*.

\_\_\_\_\_

5. Write Issa's full name in *hiragana*.

姓 \_\_\_\_\_ 名 \_\_\_\_\_

# Nagano Olympic's Closing Song

## ふるさと

*mf* 文部省唱歌

1. う さ ぎ お い し か の や ま  
2. い か に ろ い ま し す か ち の ち は し ま  
3. こ こ ろ ぎ し を は た し て

こ ぶ な つ り し か の か が わ  
つ っ が の つ な ひ し や か も え ら きん  
い つ つ の ひ に か え ら

*p*









ゆー め は いー ま も めー ぐー りー て  
あー め は かー ぜ に つー けー てー も  
やー ま は あー お き ふー るー さー と

*mf*

わ す れ が た き ふ る さ と  
お す も れ い が た き ふ る さ と  
み ず は い き よ き ふ る さ と

TJReference

### HOW TO COUNT

~こ		~だい	
~ほん <sup>1</sup>		~ひき <sup>2</sup>	
~さつ		~とう	
~まい		~にん <sup>3</sup>	

- 1 いっほん、にほん、さんほん、よんほん、ごほん、ろっほん、ななほん(しちほん)、はちほん、きゅうほん、じっほん(じゅっほん)
- 2 いっひき、にひき、さんひき、よんひき、ごひき、ろっひき、ななひき(しちひき)、はっひき、きゅうひき、じっひき(じゅっひき)
- 3 ひとり、ふたり、さんにん、よにん、ごにん、ろくにん、しちにん(ななにん)、はちにん、きゅうにん(くにん)、じゅうにん