

Creativity in Seventeen Syllables -Haiku for Learning

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S-CAR

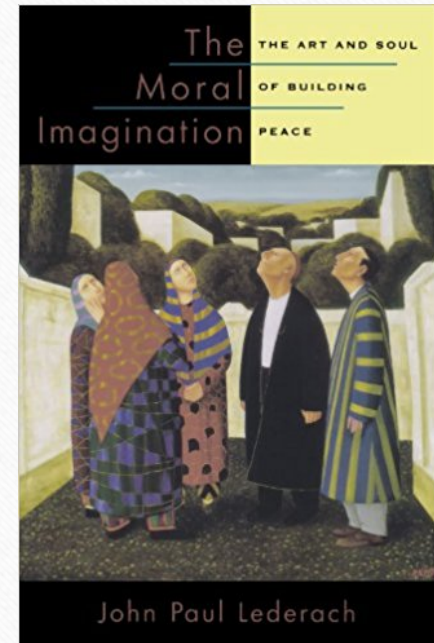
Why use haiku in your classroom?

- Haiku writing can help students think more creatively.
- Creativity activity can open up new learning approaches.
- Achieve complexity through simplicity.
- Observing and describing may surprise you when you experience a “haiku moment,”

teacher and scholar

keen insight deep compassion

a vital union



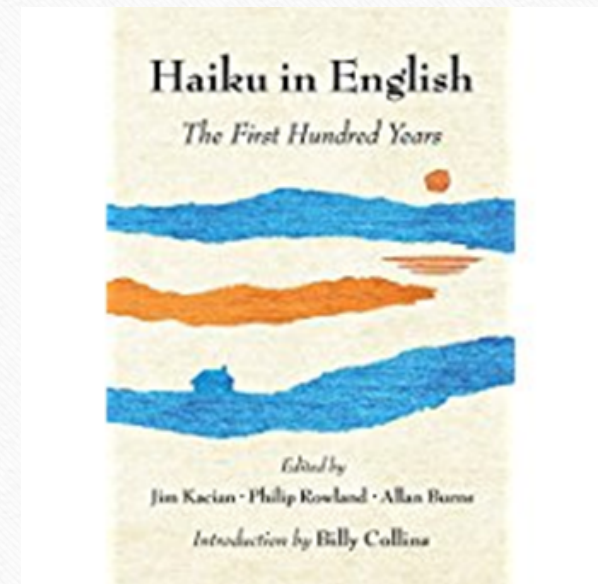
English Language Haiku

- English language haiku is easy to teach and is usually non-controversial
- Your mind should be “in the moment” describing what you observe and think.
- Avoid metaphors and punctuation.

sharpening senses

listening watching thinking

haiku writes itself



Why 17 Syllables?

- Crafting haiku in the 5-7-5 is a good way to start.
- The pattern forces brevity and promotes specificity.
- For experienced haiku writing the pattern can vary, such as a 6-4-6 pattern.

*Innumerable
raindrops on the reservoir—*

I stop to count some

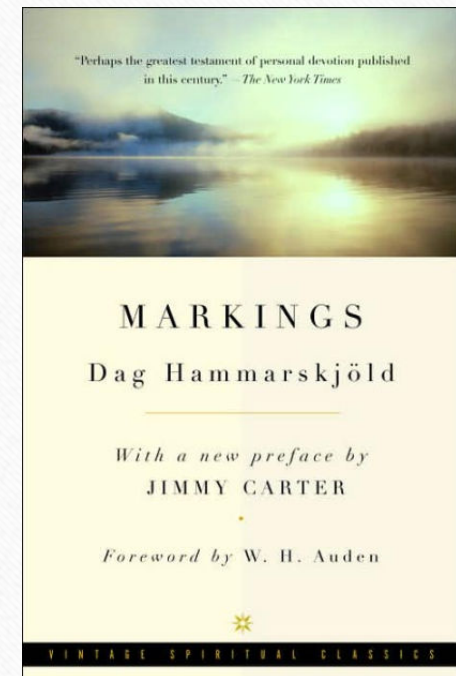
- Billy Collins

In the castle's shadow

the flowers closed

long before evening

- Dag Hammarskjöld



Haiku in Classroom

Listen to the trees

To the wind, the sea, the sky

Listen and reflect

- Meghan Wallace

The man who knows peace

Has found it within himself

To share with the world

-Sean Tontz

Collaboration,

Co-create positive peace

alongside others

- Amanda Moore

T-shirt on a dad

at children's science center

Math easy as π

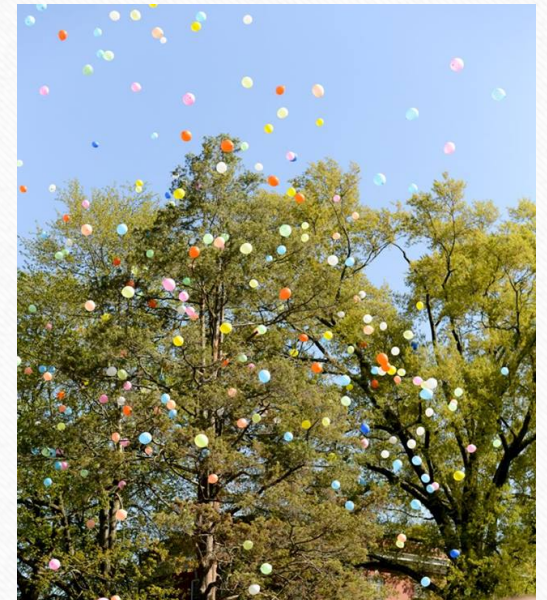
look under the holly

solar images on ground

new view of eclipse



In a classroom, you can provide describable objects or images.



www.redif.com

Andy Zahn

Creativity in Seventeen Syllables -Haiku for Learning

English Language Haiku (ELH):

- Your mind should be “in the moment”
- Describe what you observe and think.
- Avoid metaphors and punctuation.
- Start with 27 syllables, a 5-7-5 pattern.

“Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”

— Albert Einstein

Kikaku composed a haiku on a red dragonfly in a rice field:

*Take a pair of wings
from a dragonfly, you would
make a pepper pod*

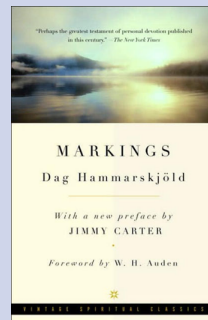
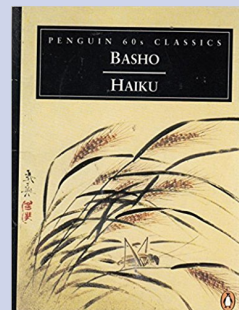
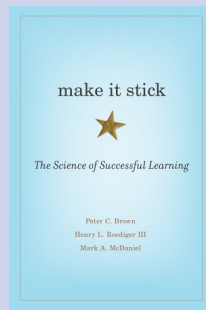
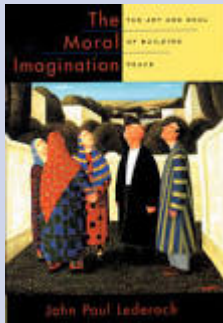
His teacher, Basho said, “that is not a haiku. You kill the dragonfly; you want to give life to it, you must say:”

*Add a pair of wings
to a pepper pod, you would
make a dragonfly*

- Kenneth Yasuda, *The Japanese Haiku*

Tools and Processes:

Aesthetics – Retention – ELH – Japanese Haiku – Peacemaker



References:

- Aesthetics - **The Moral Imagination: The Art and Soul of Building Peace 1st Edition** by [John Paul Lederach](#)
- Retention - **Make It Stick: The Science of Successful Learning 1st Edition** by [Peter C. Brown](#), [Henry L. Roediger III](#), [Mark A. McDaniel](#)
- **Haiku in English: The First Hundred Years 1st Edition** by [Jim Kacian](#), [Philip Rowland](#), and [Allan Burns](#) (Editors)
- **Haiku (Penguin Classics 60s)** by [Matsuo Basho](#) and [Lucien Stryk](#) (Translator)
- **Markings** by [Dag Hammarskjöld](#) a [Leif Sjöberg](#) (Translator),