

Japan Lesson Plan

TANKA POETRY: JAPANESE POETRY IS NOT JUST HAIKU

Grade Levels:

9 and 10

Length of Time Projected:

One 50 – 60 minute class period

ELA Common Core Standards Addressed:

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- [CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- [CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Targets:

Students will be able to read, write, and analyze Tanka poems.

Students will be able to publish their writing using available technology or through another creative method.

Relevance/Rationale:

Outcomes of this lesson are important in the real world because everyone needs to be able to write original works using technology or other creative means, regardless of what job he/she may have. Students need to be able to comprehend what they read.

Formative Assessment Criteria for Success:

* A checklist of criteria

* Management by walking around as students are working on the assignment in class

Prior Knowledge:

- Familiar with Microsoft Office software and/or Google Docs.
- Written poetry, including Haiku, previously in the school year.
- Read and analyzed poetry

Activities/Tasks:

1. Ask students to take out a piece of paper and a writing utensil to write down the notes from the Power Point.
2. Read and discuss each slide. Remind students that they know what Haiku is because we have written Haiku earlier in the school year.
3. For the assignment, stress the criteria for writing a Tanka poem and the expectations for the final assignment, using the checklist.
4. Give the students time in class to begin the assignment. Remind students that the assignment should be ready to turn in at the beginning of class tomorrow.
5. Check to see student understanding by walking around the classroom.
6. Give students a two-minute warning to ask and answer any questions students may have.

Resources/Materials:

Teacher:

- Tanka Power Point
- Projector
- Computer
- Copies of the Tanka checklist

Students:

- Writing utensil
- Lined notebook paper
- Computer or art supplies (for publishing creatively)

Access for All:

This is a lesson in which all students can participate.

Modifications/Accommodations:

Gifted/Advanced Learners:

- Write more than one (1) Tanka
- Research Tankas and do a presentation for the class

English Language Learners:

- Have students work with a partner to write a Tanka
- Give extended time for the assignment

Learners Reading and Writing Below Grade Level:

- Have students work with a partner to write a Tanka

Learners with Special Education Need:

- Have students work with a partner to write a Tanka
- Give extended time for the assignment'
- Provided guided notes or a copy of the Power Point

Lesson Reflection:



TANKA POETRY: JAPANESE POETRY IS NOT JUST HAIKU

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Elgin High School

HAIKU (Review)

- Haiku
 - 3 lines
 - 17 total syllables
 - 5-7-5 format
 - Usually about nature
 - Known by high school students
 - Example:
 - Waiting for the bell
 - I sit quietly, hoping
 - For release, at last.



TANKA - Format

- About 1,300 years old
 - Older than Haiku
- 5 lines
- 31 total syllables
- 5-7-5-7-7
- No intentional rhyme



TANKA – Misc.

- Purposes:
 - Beauty
 - Express feelings
 - Stir emotions
- Most well-known Japanese poetry
- Originally written as one long line



TANKA - History

- Origins
 - Secret messages between lovers
 - Responded in Tanka format
 - Presentation:
 - On special paper
 - Knotted to a branch or flower
- Contests held



TANKA – Example 1

- **KWAN-KE (in Japanese)**
- Kono tabi wa
Nusa mo tori-aezu
Tamuke-yama
Momiji no nishiki
Kami no mani-mani.

- **KWAN-KE (translated to English)**
- I BRING no prayers on coloured silk
To deck thy shrine to-day,
But take instead these maple leaves,
That grow at Tamuké;
Finer than silk are they.



TANKA Questions

1. What word or phrase sticks out in your mind? Why?
2. Describe the imagery in the poem.
3. What response do you have to this poem?
4. In your opinion, what does the poem mean?

TANKA #2

- *Sending my soul away
To where the moon has sunk
Behind the mountain,
What shall I do with my body
Left in the darkness?*

- Monk Saigyō (1118-1190)



TANKA - Questions

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TANKA – YOUR TURN TO WRITE

- Write your own Tanka poem.
- Publish in a creative way!

- Remember:
 - 5-7-5-7-7
 - 5 lines total
 - No intentional rhyme
 - Subject – beauty or feelings
- DUE AT THE BEGINNING OF CLASS TOMORROW

SOURCES

- <http://www.ahapoetry.com/tanka.htm#thanks>
- <http://www.poets.org/viewmedia.php/prmMID/5793>
- <http://www.sacred-texts.com/shi/hvj/>
- <http://www.tankasociety.com/>
- <http://www.themetpress.com/tankacentral/poetsindex.html>