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Writing Haiku and Sijo: Showing the Differences in East Asian Cultures

Grade Level: Grades 9 to 12

Subject: Reading and Language Arts

Most students have written haiku in school. The 3 line 17 syllable Japanese poetic form is a staple of language arts curriculum from about 4th grade on. These short poems are a good writing exercise and an introduction to Japanese culture. However, there is another type of East Asian poetry called a sijo (pronounced SHEE-jo) that is longer, 3 lines but about 45 syllables, and can challenge more advanced students. The sijo can also be a good tool for introducing students to Korean culture and showing the distinction between Japan and Korea.

Japan has been the most familiar East Asian culture in America since World War II. We probably all have some knowledge about their society, their exports, their movies, and, of course, their poetry. However, for the past few decades, we have become stronger trading partners with Korea and more Korean immigrants and students have been coming to America, bringing their unique culture with them. Most Americans have a hard time distinguishing Japanese, Korean, and even Chinese people. Thus, teaching students how to write sijo and how it is different from haiku is a good first step in showing students the often subtle difference between East Asian peoples. Learning about this poetic form can also help Korean and Korean/American students connect with their own culture.

Haiku has become popular because it can be easy to write for beginning poets. Students do not have to worry about rhymes; they simply must compose a three line poem that describes a certain event or image and have 5 syllables in the first line, 7 in the second, and 5 in the third. However, there are some more subtle rules to composing haiku. They should be in the present tense, focus on nature and/or a season, and create a single image in the reader's mind. Thus, such poems remind us of important elements to Japanese culture such as nature, beauty, and impermanence.

A good example would be this classic poem from the haiku master Basho (please note that translations of haiku from Japanese into English often do not have perfect 5-7-5 form):

*Coolness of the melons
flecked with mud
in the morning dew.*

This poem creates a single image of nature in the mind of the reader, a good example of how to write haiku. This poem and others can be found on the *Poem Hunter* website:

<http://www.poemhunter.com/matsuo-basho/>

There are also many books and websites that have great classic and modern examples of haiku and instructions on how to write them.

The case is not the same for sijo. This poetic form has been around for at least 600 years, but not much is known about it in America. Sijo is often about nature, though it does not have to be. Like haiku, it has a 3 line structure, but its form is more complicated and thus the meaning more complex. The entire poem should have around 45 syllables (its syllable count is not as strict as haiku) and thus each line should have about 15 syllables. In addition, each line has a certain function. The first line introduces the theme, the second line develops or expands on the theme, and the third line begins with an ironic twist or surprise then the last part of the line concludes the poem. This irony or surprise at the end of the poem is really what separates the sijo from the haiku.

Here is an example of a 20th century sijo from the Korean poet Yi Ho-u:

Rain
I hear the rain beating, breathlessly on the banana leaves.
All plants begin to sprout, craving nature's grace.
Worried about his farmwork, an old man opens his door and listens.

This poem clearly has a nature based theme like a haiku, but with more syllables and the inclusion of irony it adds more depth to the original image. Also, most classic sijo have a pause in the middle of each line, this adds to the musical quality in the original Korean since the poems were first written to be sung. The Sejong Cultural Society has a great website that explains the sijo in more depth and gives many classic and modern examples of the poems:

http://www.sejongculturalsociety.org/writing/current/resources/sijo_guide.php

Activity: To show the difference between these two poetic forms, have students write a haiku about an image or an incident. Then, have them write a sijo about the same. They will have to add more detail and complexity to the second poem.

For example, have students write a haiku about an outdoor activity they enjoy. Require them to use a season to help create a moment in time. (Note that using a title can give meaning and focus to the image they create):

Spring Mountain Biking

Pedaling through trees

Odor of honeysuckle

Flash of wildflowers

Then, using the same title have students turn the same situation into a sijo, making sure they include an ironic turn at the end:

Spring Mountain Biking

Pedaling through the forest, dappled sun on the handle bars

The sweet smell of honeysuckle and the flash of wildflowers

Almost makes one forget your straining lungs, your burning muscles

This should lead to a discussion on how the poetic forms differ and what that says about the differences between each culture. Both forms can speak about nature, but in a different way. Korea and Japanese cultures are similar, but the two countries see a distinct difference between themselves. American students should begin to understand this difference since there are Korean and Japanese students in American schools.

Lesson Extensions: Students could also be given examples of classical Chinese poetry by [Li Bai](#) and [Du Fu](#) to see if they notice any differences in their subject matter and attitude when compared to Japanese and Korean poetry.

If students enjoy writing sijo and become proficient at it, the Sejong Cultural Society also sponsors a student sijo contest every year. It is free to enter and students can submit online:

<http://www.sejongculturalsociety.org/writing/current/index.php>

Sources:

Higginson, William and Penny Harter. *The Haiku Handbook: How to Write, Share, and Teach Haiku*. Kodansha International: Tokyo, 1985.

Modern Korean Verse in Sijo Form. Trans. Jaihiun Kim. Ronsdale Press: Vancouver, BC, 1997.

Common Core Standards:

CCSS.ELA-Literacy.W.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-12.5 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.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.