

Do Ho Suh: Capturing a Moment



GRADE LEVEL: THIS LESSON CAN BE ADAPTED FOR MULTIPLE AGE GROUPS.

“I just didn’t want to sit down and cry for home. I wanted to more actively deal with issues of longing”

VOCABULARY

Haiku
Visual
Imagery
Descriptive language
Translucent

MATERIALS

Haiku template
Pencil

BEFOREHAND

Tour Do Ho Suh’s Passages at the CAC
Collect materials
Collect examples of haikus, both traditional and modern, to share with the class.

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DISCUSSION

Visit the CAC and tour Do Ho Suh's exhibition, Passage.

Introduce haiku, a Japanese poetic form. Limited to only a few words, these short poems are non-rhyming, set in the present tense and follow a prescribed syllabic pattern.

Introduce the haiku template. This is a common haiku formula used by poets in the west and is a bit longer than the traditional Japanese poem. It is composed using 17 syllables in a 5-7-5 pattern.

Traditionally this poetic form focuses on nature and includes a "seasonal word" however modern haiku has broadened to include urban landscapes and even humor. In the essay, Contemporary Haiku: Origins and New Directions (www.webdelsol.com), A.C. Missias states: "Haiku is more than a form of poetry; it is a way of seeing the world. Each haiku captures a moment of experience; an instant when the ordinary suddenly reveals its inner nature and makes us take a second look at the event, at human nature, at life."

Discuss Do Ho Suh's use of reconstructed spaces, translucent material and actual rubbings to capture a moment in time-visually communicating his memories of home and connections to his past.

Discuss the artist's statement "I just didn't want to sit down and cry for home. I wanted to more actively deal with issues of longing." How is this reflected in his exhibition, Passages?

Discuss how the word "home" means different things to different people. What does it mean to you? Explore whether it refers to more than the physical structure. Does it also include people, memories, culture and history?

Discuss how both artists and authors use different mediums to express themselves. An artist uses visual imagery while an author paints a picture for the reader with descriptive language



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PROCEDURE

Introduce examples of the 17 syllable, 5-7-5 structure for haiku poetry and share examples of both traditional haiku centered on nature and as well as modern haiku that includes city imagery. Consider writing several haiku poems together with the class.

Have the students close their eyes and think about home. What do they see? Have them focus on the image that first comes to their mind- for example the sound of the front door opening, their mother's voice, sitting at the breakfast table or the color of their room....

Using the Haiku template ask the students to brainstorm descriptive words and then nouns that describe their individual image of home.

Instruct the students to write a haiku about this particular memory. Encourage them to create a visual image for their readers using descriptive language and colorful nouns.

Have the students share their poems and discuss why they believe this was the first image to appear in their thoughts when asked to think of home.

EVALUATION

Evaluate the student's participation in class discussion.

Evaluate the student's ability to capture a moment with the use of descriptive language.

Evaluate the student's poem for structure and content.

Evaluate the student's ability to present their poetry to the class.

