National Consortium for Teaching about Asia
2010-2011 Lesson Plans

TABLE OF CONTENTS

Ancient and Modern Japan ...................................................... 1
Pu Yi, the Last Emperor of China ............................................... 3
World History ........................................................................ 5
Rise of the Mongols ................................................................. 7
Terra Cotta Warriors of Emperor Qin’s Tomb .............................. 9
East and West Relationship ....................................................... 13
Atrocities of WWII ................................................................. 15
Japan’s Past and Present ........................................................... 17
The Japanese Samurai ............................................................... 19
The Han Dynasty in China: A Study through Cinema and Inventions 22
Discrimination of Burakumin in Japan ....................................... 28
Asian Studies in Philosophy ...................................................... 30
Globalization and a Changing Economy .................................. 33
Japan’s Interdependence ......................................................... 36
Effects of Radiation Exposure on the Japanese ......................... 38
Shakespeare and East Asian Poets ........................................... 40
Playing with Interpretations in Literature ................................ 43
“Beijing Welcomes You”: Modern and Traditional Beijing during the 2008 Olympics 44
Asian Culture through Film .................................................... 49
Social Studies through Film: Mississippi Masala ....................... 50
Representation of Asian Culture in American Film: Attack on Pearl Harbor 53
Japanese Theater, Art and Music: Madame Butterfly ................. 56
Visual Arts and Film Studies: Mise en Scène ............................ 58
Art and Drawing: The Kimono ................................................ 62
Beauty and Strength: The Mathematical Ratio of the Samurai Blade 65
Neuro Impulses and You: The Ability to Control with Your Mind .................................................. 66
Intro to Computer Art: Murakami’s LV Qr code designs ........... 68
World History of Ancient and Modern Japan

I. **Goal:** Students will understand and emulate the value of respect traditionally ingrained in Japanese Culture both past and present. Students will make a difference in the lives of Japanese citizens surviving the recent disaster.

II. **Instructional Objectives:** Students will recognize the positive character traits that dictate Japan’s culture. Students will also be able to identify examples of Japan’s unique ability to honor tradition while modernizing. Lastly, students will analyze cause and effect relationships in the areas of Japan’s physical geography and reactions to its recent disaster.

III. **Content Outline:**
Classroom content on Japan included the following topics:
- Warring kingdoms (Daimyo), Feudalism in Japan—textbook study
- Samurai—3 D presentations
- Filial piety—identification and roots—teacher lecture and textbook
- Effects of Tsunami and Earthquake
- PowerPoint of Modern/Traditional Japan

IV. **Instructional Strategies:**
Learning activities include:
- A study on Japanese respect and loyalty
- Students to devise a three-dimensional Samurai listing character traits and physical armor
- Students to receive lecture on physical characteristics of Japan (plates, tsunami, earthquake, etc.)
- Teacher developed multi-media PowerPoint of photographs including topics ranging including business, arts, education, faith systems and politics set to Bette Middler’s song “From A Distance”
- Teacher to coordinate a donut sale fundraiser to benefit victims of recent disaster ($426 sent to Red Cross)

V. **Assessment**
- Three dimensional Samurai listing at least 15 character traits
- Reflection essay paper on multi-media PowerPoint

VI. **Materials**
- Journey Across Time textbook
- Hagakure: The Book of the Samurai
- PowerPoint presentation including primary source photographs
- Construction paper
- Cereal boxes
- Scissors
• Markers/colored pencils

VII. Home Learning Extension
• Sales of donuts to family and friends to benefit the people of Japan

VIII. Sunshine State Standards
• LA.A.2.2.1 – cause/effect,
• SS.6.G.1.1. use longitude and latitude to understand the relationship between the U.S. and Japan
• SS.6.G.2.1 explain how major physical characteristics have influenced settlement, interactions and economies of Japan
• SS.6.G.3.2 analyze the impact of human populations on ecosystems
• SS.6.G.4.1 Explain how family relationships influence culture
• SS.6.G.4.4 Analyze the impact of the spread of various belief systems
• SS.6.G.5.3 use geographic tools and terms to analyze how disaster plagues Japan
• SS.6.G.W.1.3 interpret primary and secondary source
• SS.6.G.W.4.4. explain the teachings of Buddha
World History: Pu Yi, the Last Emperor of China

I. Instructional Objectives
- Students will be able to evaluate the significance of the events in China during the last dynasty.
- Student will be able to understand the rules of the Manchu Dynasty and how they were isolated from the common Chinese people and vice versa.
- Students will be able to have access to U.S Government officials and access to the People’s Republic of China where they will be able to compare and contrast them specifically to the rulers of the Manchu Dynasty.
- Students will be able to apply what they have learned by creating a timeline of major Chinese events in Chinese history from the beginning of Pu Yi’s Dynasty to present day China (Group Work.)

II. Introduction
- Students will be asked what the term “Forbidden City” means to them.
- Students will be allowed to make informed guesses in answering the questions “What was forbidden?” and “Who was forbidden?”
- Students will be read aloud a paragraph about the Manchu rulers who took over China in 1644: Deep in the Center of Beijing; Far from the Ordinary People was the Forbidden City; and analysis of the social classes will take places in class

III. Instructional Strategies
- Set Activities Closure
- Student will watch the movie Pu Yi, The Last Emperor of China. After viewing the film, students will be directed to read more about the Forbidden City from its founding until 1949. Half the class will be given a compare and contrast assignment.
- All the necessary review will be done so that the student will be able to understand the meaning of compare and contrast.
- Students writing in response to assignment (Group A) should exchange finished papers with student writing in response with assignment (Group B) and help on another with peer editing before the teachers are submitted to the teacher.

IV. Adaptation
- Concentration will be placed on helping student understand the difference between the old imperial system of government in China, the Communist system
placed in the People’s Republic of China and the three branches of federal system placed in the United States.

V. Discussion Questions
- What is the Forbidden City a place or a prison?
- Why was astronomy so important to the emperors in the Forbidden City?
- Why did the British and the Chinese differ in the views on the sale of opium?

VI. Assessment will be based on the following:
- Class participation
- Student’s reports
- Unit test
- Vocab knowledge
- Group presentations
- Homework assignments

VII. MATERIALS:
- World History book
- Movie, Pu Yi, the Last Emperor of China
- Computer
- BOOKS- China’s Forbidden City- SHEILA TEFFT, The Key, The forbidden City –OLIVER BERNIER
- Maps
- Articles based on the Forbidden City & The Culture of the Revolution, provided by the teacher.
- ESL Strategies-Clarification in native language of the students, Bcc bilingual curriculum

VIII. Sunshine State Standards/CBC
- SS.A.2.4.8
- SS.D.2.4.6
- SS.2.4.3
- FCAT LA.A.2.4.8
- FCAT LA.A.2.4.4
- FCAT LA.E.3.2.1
World History

I. **Goal:** Students will develop a sound understanding of the historical and universal emergence of river civilizations through an examination of the similarities and differences fostered by each civilization’s geography.

II. **Instructional Objectives:**
   A. Students will pinpoint the absolute locations of Harappa, Mohenjo-Daro, and Islamabad, Pakistan.
   B. Students will describe the relative locations of various geographical landmarks in regards to each other.
   C. Students will identify the primary means of production in Harappan economy.
   D. Students will explain the effects of the weather on Harappan economy.
   E. Students will describe Harappan arts and sciences.
   F. Students will describe the achievements of Harappan urban planning.
   G. Students will explain the similarities and differences between Indian caste system and American class system.
   H. Students will explain the similarities and differences between Hinduism and Buddhism.

III. **Content Outline:**
   A. The Significance of Water
      1. Life and living
      2. Sustenance
      3. Current geopolitical concerns
   B. Systematic Agriculture
      1. Domestication of animals/animal husbandry
      2. Regular supply of food
   C. Sedentary Lifestyle
      1. Increased population
      2. More creative time
      3. Arts and sciences
      4. Technology
      5. Monotheistic religions

IV. **Instructional Strategies:**
   A. Set: The “springboard to inquiry” will be the query, “What substance is most important to human survival and Why?”
   B. Activities:
1. Students will break up into groups to discuss and construct a response for presentation.
2. After group presentations and further discussions, student will watch. *An Inconvenient Truth.*

V. **Assessment:** A section test that is a combination of objective and subjective questions will be administered. The questions will be reflective of or identical to the aforementioned Instructional Objectives.

VI. **Materials:**
A. Gore, Albert and Guggenheim. *An Inconvenient Truth.* 2006
E. University of Texas. Perry-Castaneda Library Map Collection.
[http://www.lib.utexas.edu/maps/](http://www.lib.utexas.edu/maps/)

VII. **Home Learning Extension:**
A. Students are to read Chapter Three, Section One, *Early Civilization in India,* pages 68-80, in the textbook, *Glencoe World History.*
B. Students are to address the four *Geography Skills* questions on pages 73 and 74 as well as the six *Reading Check* questions on pages 72, 73, 75, 76, 77, 79.

VIII. **Sunshine State Standards:**
A. **SS.A.2.4.2:** Understand the rise of early civilizations and the spread of agriculture are Mesopotamia, Egypt, and the Indus Valley.
B. **SS.A.2.4.9:** Understand significant social, cultural, and religious features of India, and India conflict with the Moslem Turks.
C. **SS.A.3.4.4:** Know the significant ideas and text of Buddhism, Christianity, Hinduism, Islam, and Judaism, the spheres of influence in age of expansion and their reforms in the nineteenth century.
D. **SS.B.2.4.2:** Understand the past and present trends in human migration and cultural interaction and their impact on physical and human systems.
Rise of the Mongols

I. **Goal:** How did the Mongols live in such a harsh geographical region and what led to the rise of such a huge and ultimately historically important empire?

II. **Instructional Objectives:**
- Students will analyze the impact of geography on the nomadic lifestyle of the Mongols.
- Students will understand the social, political, economic, and religious characteristics of the Mongol.
- Students will analyze the reason for the rise of Ghengis Khan and his methods of creating an empire.
- Students will analyze the changes/continuities of the Mongol lifestyle before and after the rise of the empire.
- Students will compare/contrast the rise of the Mongol Empire to the rise of the Islamic Empire.

III. **Content Outline**
- Mongol Empire
- 1100–1600

IV. **Instructional Strategies**
- Show class map and discuss the geographical features of North Eastern Asia.
- Class discussion about North Eastern Asia.
- Class discussion about nomadic lifestyle in North Eastern Asia.
- Discuss Mongols: Brainweb/KWL
- Watch Movie Mongol and take notes
- Discuss the different parts of the GRAPES chart that the movie shows
- Analyze the reasons why and methods that Ghengis Khan used to unify the Mongol Empire
- Compare that to the rise of Mohammad
- Show the map of the Mongolian Empire and discuss the effects of such a huge empire on the various regions of Eurasia.

V. **Assessment**
- Analyze the changes and continuities in political and social structures in the Mongol Empire from 1100–1550.
- Compare and contrast the rise of Ghengis Khan and the political structure he created with the rise of Mohammad and the rise of the Islamic Empire.

VI. **Materials**
- Map of Asia
- Mongol Movie
- Map of Mongol Empire
VII. Strategies
- Class discussion.
- Visual Information

VIII. Home Learning Extension
- Combine the GRAPES charts for the rise of Islam and the rise of the Mongols.
- Look for similarities and differences.

IX. SSS/CBC Standards
Terra Cotta Warriors of Emperor Qin’s Tomb

I. Goals:
- Describe the history of the Terra Cotta Warriors by performing guided research with other students as well as with the teacher.
- Explain the contributions made by this underground mausoleum to China as well as to other cultures.

II. Essential Questions:
- Why is Emperor Qin such an important figure to the history of ancient China?
- Approximately how many years ago did the construction of the underground grave site (mausoleum) begin?
- According to the ancient cultures of China, what was the significance of burying possessions with you when you died?
- In your own words, describe the underground mausoleum.
- According to Qi ‘an, the historian, how is Qin’s tomb different from the other parts of the mausoleum?
- Who contributed to the construction of the burial site?
- What other figures other than the Emperor are buried at the site?
- Where is the burial site located? Why was this site an intended location to build the mausoleum?
- If you had the opportunity to build your own underground burial site, how would you design it? What would you take with you?

III. Lesson Plan Objectives and Key Vocabulary:
- Standards:
  SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
  SS.6.G.1.3 Identify natural wonders of the ancient world.
  SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
  SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
  SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
  SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
  SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.
Key Vocabulary:
- terra cotta
- archaeologist
- warriors
- chariot
- mausoleum
- replica
- excavation
- concubine
- emperor
- kingdom

IV. Evidence of Student Understanding (Assessment) in this lesson:

a. What key knowledge and skills will students acquire as a result of this lesson?
   - History of a Natural Wonder of the World
   - Cultural Differences among groups
   - Map Skills
   - Identify sites in Asia of early human existence
   - Belief systems in the Ancient world

b. What will students be able to do as a result of such knowledge and skills?
   - Describe who the Terra Cotta Warriors were by viewing PowerPoint presentation and by performing group research.
   - Compare and contrast cultural differences between Ancient China and the student’s culture.
   - Present historical information about the construction and design of the Mausoleum/gravesite.
   - Identify the name and location of the site on a map.

V. Materials Needed:

- Terra Cotta Warriors research derived from texts, visuals, web sites, maps PowerPoint presentation, etc.
- Access to computers with bookmarked sites for students to use as resources
- Visuals from textbooks, posters, etc. to promote thinking and questioning sessions
- Smartboard to present visuals and PowerPoint presentations.
- Posterboards, scissors, paint, markers, modeling clay, carving tools
- Rubric to evaluate group presentations and individual projects
VI. Steps to Deliver Lesson:

- Visuals of the Terra Cotta warriors will be shown on the smart board to promote curiosity, critical thinking, and discussion.
- KWL will be presented on the smart board to discuss what they know about the Terra Cotta warriors, what they want to learn about them, and at the end of the lesson, what they have learned about them.
- View PowerPoint presentation as a group and promote questioning session at the end.
- Use visuals to promote critical thinking, communication, and thought-provoking questions.
- Using an internet resource or a dictionary, students should define or explain the key vocabulary terms given.
- Students will use website resources given to research additional, guided information presented in a cooperative group setting.

VII. Specific Activities: (From Guided to Independent)

- Students will participate in KWL activity in guided group setting.
- Visuals will be presented and discussed in whole group instruction
- Cooperative group research
- The teacher will facilitate the cooperative group process by visiting groups, giving suggestions and ideas, and to make sure students are paced and on target with their intended goals of research.
- Students will use given rubrics to present cooperative group presentation using visuals on posters and written information using topics given.
- Students will have a choice to either create/design their own 3 dimensional mausoleums or to create 3 dimensional terra cotta warrior using modeling clay and carving tools.

VIII. Differentiated Instruction Strategies:

Learning Center Activity ideas:
- Students with additional needs will be given hands-on activities with visuals and key vocabulary to integrate activities that will be meaningful and serve their individual needs.
- Creation of maps
- Use of visuals and/or photographs
IX. Technology Integration:

- Visual Media – Film clips from various sources, i.e. BrainPop, History.com, etc.
- Smartboard to present PowerPoint presentation and visuals.
- Use of computers for students to perform their research in groups

X. Lesson Closure:

- Create/Design 3 dimensional underground mausoleum using ideas from presentations and research.
- Create 3 dimensional terra cotta soldier using modeling clay and carving tools.
World Cultures: East and West Relationship

I. Goal
- Respect and acceptance of the diversity (cultural, ethnic, language diversity, or in any other category) goes through an informed and objective knowledge and understanding of what is different. Through the study of a piece of literature (*M. Butterfly* by D. H. Hwang) and a film sequence (Kurosawa’s *Dreams*); students should recognize differences as a possibility of enrichment and empowerment.

II. Instructional Objectives
- Discuss the condition of being different: Easterners and Westerners
- Describe factors causing communication problems (communication style, nonverbal communication, trust, accents, stereotypes, and physical differences)
- Explain values and beliefs that regulate social behavior in the East and West
- Identify leadership issues related to cultural diversity

III. Content Outline
- The historical relationship between the West and East has been conditioned by cultural misunderstanding; political occupation, economic plundering, and military aggression form the European power, particularly during the XIX century and the first decades of the XX century.
- Cultural exchange between the East and the West has also been an uninterrupted process that has resulted mutual influences in all spheres: political, economic, and social.
- Differences in communication styles can make the sender of the message appear to be pushy, rude, aggressive, passive, etc. Factors involved in this are volume and rapidity of speech, tone of voice, and emphasis on key words.
- Nonverbal communication is the sum total of our body's communication. Nonverbal communication has different meanings for different people or groups.
- Trust plays an important role in intercultural, interracial, and inter-gender communication. A lack of trust can result not only in miscommunications, but even in no communication taking place.
- People have accents either because of ethnicity or region they come from. Some people consider them to be less intelligent, less competent, and even less trustworthy.
- A stereotype is a standardized mental picture that one person or group of people has in common about another person or group of people.
- Beliefs about superiority or inferiority associated with physical differences interfere with the communication process.

IV. Instructional Strategies
- Set: Venn diagram to compare and contrast East / West culture and history
- Activities
  - Timeline
Maps (population, language, religion, natural resources)
Concept maps
Graphic organizers
Online activities

- Closure
  What is meant by diversity
  What are some of the major concerns or problems face in a culturally diverse society?
  Do you see stereotyping as a problem in our community?

V. Assessment
- Write a comparative essay between two cultural different societies.

VI. Materials
- Smartboard
- Internet
- Copies of the play “M. Butterfly”
- Kurosawa’s Dream worksheet
- Pen, pencils, markers, card board, rulers

VII. ESL Strategies
- Pictures
- Matching with visuals
- Writing samples

VIII. Home Learning Extension
- Students should work in pair to write a final report on an ethnic and/or religious group present in their community.

IX. Sunshine State Standards / CBC Standards
SS.912.H.1.5
SS.912.W.1.1
SS.912.W.2.17
SS.912.W.2.21
SS.912.W.2.22
SS.912.W.3.3
SS.912.W.3.4
SS.912.W.4.11
SS.912.W.4.12
SS.912.W.6.1
SS.912.W.6.7
SS.912.W.8.3
Asian Studies: Atrocities of WWII

I. Goal: I would like students to become more aware of atrocities committed by both Japanese and Americans during World War II.

II. Instructional Objectives: Students will research one of the atrocities of WWII, complete task and assessment on Web Quest on subject selected, read one of the books on topic, and present in group in Poster Session to other students, teachers, colleagues, and other classes from Michael Krop Sr. High.

III. Content Outline:

- Use Web quest and You Tube to have students research various activities in groups of two or three students to understand the Rape of Nanjing. Students may also read *The Rape of Nanking* by Iris Chang (1997).

- The Rape of Nanking: An Undeniable History in Photographs tells the story in words and more than 400 photographs of the Japanese invasion of China and the sacking of its capital city, Nanking, in 1937-38. Between December 1937 and March 1938 at least 369,366 Chinese civilians and prisoners of war were slaughtered by the invading troops. An estimated 80,000 women and girls were raped; many of them were then mutilated or murdered. Thousands of victims were beheaded, burned, bayoneted, buried alive, or disemboweled. To this day the Japanese government has refused to apologize for these and other World War II atrocities, and a significant sector of Japanese society denies that they took place at all.


- August 6th is the 65th anniversary of the atomic bomb dropped on Hiroshima, by the United States, during the World War II, on August 6th 1945. This was a decisive and significant event in the history of mankind. The atomic bombing of Hiroshima, along with that of Nagasaki on August 9, is to date the only attack with nuclear weapons in the history of warfare. The bomb dropped on Hiroshima killed as many as 140,000 people, while the one dropped on Nagasaki killed as many as 90,000 people. People continued to die even after the bombings, due to secondary illnesses caused by the immense radiation. In both cities, the majority of the dead were civilians. Six days after the bombing of Nagasaki, on August 15, Japan surrendered to the Allied Powers, ending World War II.

- Japanese Internment Camps in United States: Web quest and read various authors on subject.

- During World War II the U.S. government forced more than 120,000 Japanese
Americans to leave their homes and along with farms, schools, jobs, and businesses. In some cases family members were separated. From 1942 to 1945, they lived in internment camps. After the December 7, 1941 Japanese attack on Pearl Harbor, President Franklin D. Roosevelt issued Executive Order 9066. This act based on ethnicity permitted the military to bypass the constitutional safeguards of American citizens in the name of national defense. The order excluded persons of Japanese ancestry then living on the West Coast from residing and working in certain locations. This traumatic event culminated in the mass evacuation and incarceration of most Japanese Americans, most of whom were U.S. citizens or legal permanent resident aliens. They were detained for up to 4 years, without due process of law or any factual basis. They were forced to live in bleak, remote camps behind barbed wire and under the surveillance of armed guards. Japanese American internment raised questions about the rights of American citizens as embodied in the first ten amendments to the Constitution.

IV. Instructional Strategies:
Set: Small groups will choose one topic of research, discussion, and later a Poster Board Session at the end of the unit.

V. Activities: Watch two documentaries of Hiroshima and Rape of Nanjing, and movies covering WWII (Japanese and American sides).

VI. Closure: At the end of this unit, I hope some of the ideas that are very sensitive will come to discussion through the movies, documentaries, reading of several different books on the subjects, and finally in the Poster Session at the end of the unit.

VII. Assessment: The students’ presentations on Science Boards will be the ultimate factor in deciding how much they learned and were able to discuss on the various topics. Teachers and peers will grade them on a rubric for discussion and display of topics.

VIII. Materials: Web quest, outside books, movies, documentaries, and poster session at the end of the unit.

IX. Home learning extension: On-going discussion on the various atrocities discussed. The students will also be required to read one book on the topic and in groups complete and science board on the topic.

X. Sunshine State Standards/CBC Standards:
Define and cite examples of ethnocentrism. Develop an understanding for cultures other than one’s own by reading literature, stories, myths, and listening to music and examining art...
World Geography: Japan’s Past and Present

I. **Goals:** Students will be able to understand the impact of humans and their environment as well as understand how Japan’s past has affected its present culture, economy, and environment.

II. **Instructional Objective:** Through cooperative learning, art and class discussion, students will demonstrate they understand how humans affect the environment. Through a cause and effect chart, students will show how Japan’s past has affected their present.

III. **Content Outline:** Vocabulary words include: archipelago, clans, shoguns, samurai, and megalopolis. Content of lesson includes: economic challenges with export restrictions and limited agriculture. Environmental challenges such as acid rain caused by pollution and nuclear reactors and limits on fishing. History will focus on culture: the religions of Shinto and Buddhism and their correlation with nature.

IV. **Instructional Strategies:**
- Key question: How has Japan’s past affected its present?

V. **Activities:** Will open with large group discussion: background knowledge of Japan and will complete the K and W part of a KWL chart. Will then read as a class Ch. 24 Section 1 Section titled “Japan’s History and Government”. Will then show the class four episodes (dealing with the environment/human interaction) from the Akira Kurosawa movie “Dreams” (The Peach Orchard, Mt. Fuji in Red”, “The Weeping Demon”, and Village of the Watermills”). Class discussion on the movie immediately after the episodes. In pairs, students will complete a cause and effect chart on how the past affects Japan’s present with 3 categories: Culture (Religion), Economy, and Environment. Then students will make a poster (draw and color) illustrating humans’ effect on the environment and vice versa.

VI. **Closure:** Complete the KWL chart in their journals (the Learned section)

VII. **Assessment:** Completion of KWL chart, Completed Posters, and Completed Cause and Effect charts will demonstrate acquisition of knowledge and understanding of the lesson.

VIII. **Materials:** The World and It’s People textbook, Film “Dreams”, Journals, Construction paper and writing/coloring utensils.
IX. **Home Learning Extension:** Complete a vocabulary chart (showing the definitions and meanings of the new words), and write a letter to a friend about your 2 week visit to Japan.

X. **Sunshine State Standards/CBC Standards:**
- SS.A.3.3.1:
- SS.B.2.3.9
The Japanese Samurai

I. Goal:
- Students will be able to identify and explain the significance of the Samurai in Japanese culture.

II. Instructional Objectives:
- Japan’s Location
- Increase vocabulary
- Interpreting the History of Japan Time Line to locate the period of the Samurai
- Review the teachings of Buddhism (prior knowledge)
- Distinguish symbols related to the Samurai including Cherry Blossoms, architecture and The Samurai

III. Content Outline:
- History of Qin Shi Huangdi. Story of the Silk Road—examines the history of the Silk Road, trade, and the Han Dynasty.
- Secrets of the Samurai—Explores the science and technology of Samurai sword making and the Japanese history of ritual.
- Between Two Cultures: Japanese in America—Meet Japanese students living in America and the problems they encounter living with two sets of cultures.

IV. Instructional Strategies:
- Hook (What is courage?)
- K – W – L about the Samurai
- Review what we know
- Pre-Test
- Show map of Japan – Discuss
- Preview Vocabulary & complete assignment
- Discuss period of the Samurai from Time Line
- Watch Video Clip from Discovery Education call Secrets of the Samurai
- Complete Venn Diagram of two famous Samurai warriors, including pictures
- Post-Test
- On your own – watch the movie The Last

V. Assessment:
- Participation
- Vocabulary Builder Activity
- Post-Test
- Venn diagram of Samurai and picture of each
- 1-2 page reflection paper on the movie The Last Samurai
- All student work is assessed as part of final grade.
VI. Materials:
- Discovery Education Clip
- Projector & Map transparencies of Japan
- Blank map of Japan
- History of Japan Time Line
- Paper
- Computer and Internet
- Pre-Test and Post Test
- A variety of maps of Japan: Physical and Political
- The movie The Last Samurai at home

VII. ESL Strategies:
- Pair ESL students
- Teacher give individual instruction
- Include Spanish subtitles during film
- Provide dual language dictionaries

VIII. Home Learning Extension:
- Research 2 famous Samurai and complete a Venn diagram on them. The Venn diagram should include: Who, what, when, where, why and how of your Samurai.
- Include a picture of each Samurai either by sketch, or print out.
- Watch the movie The Last Samurai and write a summary of your opinions about the film.

IX. SSS/CBC:
- SS.6.E.2.1 Benchmark Description: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.G.1.7 Benchmark Description: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1 Benchmark Description: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.4.4 Benchmark Description: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.4.1 Benchmark Description: Explain how family and ethnic relationships influenced ancient cultures.
World History: The Han Dynasty in China: A Study through Cinema and Inventions

I. Goals:

- Students will comprehend the political, social and economic characteristics of the Tang Dynasty through the analysis of the movie “The Curse of the Golden Flower.”

- Students will identify the main elements of material culture during the Tang dynasty.

- Students will investigate the Chinese inventions developed during the Tang dynasty.

II. Instructional Objectives:

- Students will complete a timeline with the dynastic chronology of ancient China.

- Students will read and analyze the political, social, economic, and religious characteristic of the Tang dynasty.

- Students will watch and analyze the movie “The Curse of the Golden Flower” answering a questionnaire ad hoc.

- Students will identify scenes in the movie where the idea of a centralized government, protection of national borders, and the use of material elements are shown in the film.

- Students will identify and interpret the concept of social order entrenched in Confucian philosophy within the film.

- Students will identify and interpret the concept of natural order entrenched in Taoist philosophy within the film.

- Cooperative learning: students will break out in small groups to investigate at least six inventions created during the Tang dynasty by reading the book “The Genius of China: 3,000 years of science, discovery and invention.”

III. Content Outline:

This lesson plan will utilize a Chinese movie “The Curse of the Golden Flower” and a Chinese book “The Genius of China: 3,000 years of science, discovery and invention” as the main
pedagogical resources to analyze the impact of the Tang dynasty in ancient China. The main goal of these lesson plans is to know and understand the most important contributions of this dynasty in the field of science and technology.

Visual stimuli represent a valid vehicle to capture the students’ attention and interest. This film is set in feudal China during the 10th century Tang dynasty, a period of female oppression within a male dominated society. The opulence and extravagance of this era is corroded with corruption, treason and palatial intrigue. The choreographic scenes, the symphony of colors, the luxurious costumes and the spectacular scenography invite the viewer to delve into this historical period. Students are surprised to discover that the splendor of imperial courts was not only present in Europe but also in ancient China.

During the Tang and the Song dynasties, China experienced a prolonged golden age, becoming the richest, and most powerful and advanced empire. Urban population grew to a staggering figure of 100 million people. Artisans and scholars made important technological advances. One of the greatest untold secrets of history is that the modern world in which we live is a unique synthesis of Chinese and Western ingredients. Possibly more than half of the basic inventions and discoveries upon which the modern world rests come from China, and yet few people know this. Moreover, modern science arose in Europe in the seventeenth century, but the discoveries and inventions made then and thereafter depended in many cases on centuries of previous Chinese progress in science, technology, and medicine.

The book “The Genius of China” was approved by the Chinese Ministry of Education for use in the national secondary curriculum.

IV. Instructional Strategies:

Set: Large group discussion. All students are responsible for completing a close reading of the textbook on the Tang dynasty. Moderators will prepare lead-in and follow-up questions in order to stimulate and promote the discussion. Observers will record the performance and participation of the members of the class. A scribe will take notes on the main points of the discussion.

Activities:

Day 1 and 2: The teacher will show the movie “The Curse of the Golden Flower.” For homework students will answer the questionnaire prepared ad hoc.

Questionnaire based on the film “The Curse of the Golden Flower”
1. This film is based on the play *Thunderstorm* written by Cao Yu in 1934 but it is set in the Imperial Court in ancient China around the year A.D. 928. Identify the dynasty in power in this historical time:

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According to what we studied in the unit of ancient China, this dynasty was characterized by a centralized government, an extended territory, encouragement to foreign trade, and the emergence of many inventions that made China one of the advanced civilizations of the time.

1.1. Mention the scenes that provided glimpses of a centralized government:

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1.2. Provide concrete examples of scenes where the expansionism of the empire required precise decisions about securing its borders:

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1.3. Mention at least five elements of the material culture that are shown in the movie:

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2. Summarize the plot of the movie:

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3. Why was the empress given medicinal tea?

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4. Why did the empress embroider golden chrysanthemums? Why was she obsessed with them?

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5. What happened during the Chrysanthemum’s festival?

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6. In the movie there are allusions to the social order. When the family was reunited on a terrace the emperor claimed: “Everyone has his proper placement. It is called natural law. Emperor- Courtier, Father - Son. Loyalty and filial piety.” What school of philosophy in ancient China emphasized these relationships? Explain.

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7. The film also presents a symbolic representation of the natural order. During the Chrysanthemum festival the emperor and his family are sited around a square table that
represents the earth surrounded by a circle that represents heaven. What school of philosophy in ancient China introduced these notions? Explain.

8. Who is the director of this film? Where is he from? What year was the film released? What is the language spoken?

Day 3: Debriefing the film: Large group discussion. All students are responsible for completing the questionnaire prior to class. A moderator designated before this session will prepare a lead-in and follow-up questions in order to stimulate and promote the discussion. Observers will record
the performance and participation of the members of the class. A scribe will take notes on the main points of the discussion. The teacher will evaluate students’ participation.

**Day 4 and 5:** Cooperative learning: students will break out into small groups, each of which will investigate at least six inventions created during the Tang dynasty by reading the book “The Genius of China: 3,000 years of science, discovery and invention.”

**Day 6: Closure:** groups show their final product to their classmates.

V. **Assessment:** Students will be assessed on the basis of a rubric. See appendix.

VI. **Materials:**


VII. **Sunshine State Standards used along this unit:**

SS.A.1.4.4 The student uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.
SS.A.2.4.3 The student understands the rise of early civilizations in China.
SS.A.2.4.8 The student understands the cultural, religious, political, and technological developments of civilizations in Asia.
Discrimination of Burakumin in Japan

I. Goal: I would like students to become more aware of discrimination based on the caste system which is not discussed in Japan or U.S.

II. Instructional Objectives: Students will research the discrimination of the Burakumin (Eta) in Japan. Each student will complete a task and assessment on Web Quest on subject selected, read one of the books on topic, and present in group in Poster Session to other students, teachers, colleagues, and other classes from Michael Krop Sr. High.

Due to the fact that students in the US are aware of discrimination in this country, however, many students may not be aware of the discrimination of Burakumin in Japan.

III. Content Outline:
Student will use Web quest and other on-line reading resources to discover the causes of the discrimination against the Burakumin in Japan. See PowerPoint

IV. Instructional Strategies:
Set: Small groups will choose one topic of research, discussion, and later a Poster Board Session at the end of the unit.

- **Activities:** Students will have to research information from various internet resources. In addition, students will be given information from teacher in a PowerPoint on background of the discrimination of the Burakumin.

- **Closure:** At the end of this unit, I hope some of the ideas that are very sensitive will come to discussion through the movies, documentaries, reading of several different books on the subjects, and finally in the Poster Session at the end of the unit.

V. Assessment: The students’ presentations on 3-Dimensional Science Boards will be the ultimate factor in deciding how much they learned and were able to discuss on the various topics. Teachers and peers will grade them on a rubric for discussion and display of topics.

VI. Materials: Web quest, outside books, watch the movie: Departures, documentaries, and poster session at the end of the unit.

VII. Home learning extension: On-going discussion on the various example of
discrimination discussed. The students will also be required to read one book on the topic and in groups complete and science board on the topic.

- Students should also answer the following questions:
  A. What is the history of the Eta class in Japan?
  B. Where are some of the areas of the Eta class located in Japan?
  C. Why has the Burakumin Liberation League worked to end prejudice toward the Burakumin in Japan?
  D. How are the Burakumin discriminated against in Japan?
  E. Develop a solution that would help the Burakumin in Japan.

VIII. Sunshine State Standards/CBC Standards:
Define and cite examples of ethnocentrism.
Develop an understanding for cultures other than one’s own by reading literature, stories, myths, and listening to music and examining art.

Please see:

1. *The Road to a Discrimination-Free Future* by the Buraku Kaiho Kenkyusho (Buraku Liberation Research Institute).
2. *Long-Suffering Brothers and Sisters, UNITE!: The Buraku Problem, Universal Human Rights, and Minority Problems in various countries.*
   Both books were published in 1981 and purchased in Osaka, Japan in 1989
Asian Studies in Philosophy

I. Overview: It is important for students to understand this because we live in a multicultural and diverse world. The better we understand our differences, the better we can communicate.

- **Essential Questions:** How much do Hinduism, Christianity, Buddhism have in common?
- What stories or symbols or practices or observances do they share?

II. Standards:

- SS.912.H.1.4. Explain philosophical beliefs as they relate to works in the arts
- SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures
- SS.912.H.1.6 Analyze how current events are explained by artistic and cultural trends of the past

III. Vocabulary:

- Zen Buddhism
- Confucianism
- Taoism/Daoism
- Shamanism
- Animism
- Yin Yang
- Mahayana Buddhism
- Hinduism
- Bodhidharma
- Meditation
- Yoga
- Sutras
- Chanting
- Dharma
- Koan
- Mandala
- Tea Ceremony
- Enlightenment

IV. Assessment:

- There will be a quiz on the concepts
- There will be a mandala that students create that will be added to their student portfolio
- Respectful classroom participation and discussion will be assessed by observation
- Writing entries will be discussed for depth of thought and analysis
V. Delivery of Lesson:
- Philosophical Journey introduces Asian philosophical thinking
- Discuss some entries among the class
- KWL about Asian philosophy and religion
- Brief classwork: define vocabulary
- Show images of mandalas. Discuss some of the elements that are observed
- Lecture and discussion on what the mandala is, history and use in various cultures, symbols and purpose
- Provide handouts of mandala templates
- Encourage students to think about mandalas as they would be creating their own working in groups or independently
- Discuss mandala creation

VI. Materials:
- Internet
- Handouts
- blank paper
- colored pencils/pastels

VII. Specific Activities:
- The class will initially listen to teacher as the content of the material is conveyed.
- Teacher will lead discussion as to similarities and differences based on information provided and other background information students may have.
- Students will journal and write based on prompts. They will share these and receive feedback from teacher and classmates. Students will work independently on mandalas, incorporating meaning and color and present them to the class next day.

VIII. Differentiated Instruction:
- Information will be on the board. There will be visuals and handouts.
- Students may work together on mandalas (as long as each turns in their work separately)

IX. Technology Integration
- Using Mimeo, teacher will provide examples of types of mandalas, show clips from approved sources) showing ceremonies of various philosophies/religions for effective.
- Show students approved websites for further research.

X. Lesson Closure:
- Students will design a mandala of their own creation and present them the next day, providing brief discussion as to symbols used and how they are similar or different with at least one other religion/philosophy discussed.
• Students will begin research on assigned group for more detailed enrichment. (student created children’s book)
Globalization and a Changing Economy

I. **Goal:** The students will learn that economic reforms within China have positive and negative effects on society in both rural and urban worlds. They will be able to evaluate the pros and cons and for China’s determine whether ultimately this will create a better society.

II. **Instructional Objectives:**

   a. The students will be able to accurately compare the advantages and disadvantages of a planned economy to a free market economy with at least 75 percent accuracy.

   b. The student, after viewing the documentary China in the Red and engaging in a discussion in will, in writing, evaluate whether the changes will create a better society for China.

III. **Content Outline:**

   A. **Introduction**
      Ways in which life has changed for the people of China since World War II.
      a. In 1949 Mao Zedong was a Communist leader who had complete control of all aspects of the Chinese people.
      b. In 1978 Deng Xiaoping started market reforms to allow for decentralized economic planning.
      d. Economic controls were relaxed but political control still remains very strong.

   B. **Geography in comparison to the US**
      a. Land size: China is slightly smaller than the United States.
      b. Climate: China is like the United States in its great diversity of climate. It is tropical in the south and subarctic in the north.
      c. Population (July 2010 et.) China's population is 4.5 times larger than the population of the United States.
         U.S.: 310,232,863
         China: 1,330,141,295

   C. **Environmental concerns in China.**
      a. Air pollution from reliance on coal.
      b. This produces acid rain.
      c. Water shortages, particularly in the north.
      d. Water pollution from untreated wastes.
      e. Deforestation.
      f. An estimated loss of one-fifth of agricultural land since 1949 to soil erosion and economic development.
g. Desertification.
h. Endangered species are still being sold.

D. Government
   a. Beijing is the capital.
   b. The government type is communist.

E. Executive branch
   a. President HU Jintao (since 15 March 2003)
   b. Premier WEN Jiabao (since 16 March 2003)

F. Economy
   1. Changes in agriculture
      The national cooperatives have been replaced with a system of village and household decision-makers.
   2. Changes in industry?
      a. Local officials and managers now have more responsibility in making business decisions.
      b. There is private ownership of small manufacturing and service industries.
      c. Foreign trade and investment is now encouraged.
   3. Improvements of the economy
      China has become the second largest economy in the world. The United States is number one.

IV. Instructional Strategies:
   Set: Every student will be randomly assigned the identity of one of the people in the film they will view. They will receive a description of their character which then answering questions on a handout called "Meeting the People" the students will move through the class, finding and conversing with people who can answer the questions on their handout. (Note: Students must talk to each of the six other people in answering their questions.)
   Activity: The students view the film and take notes on their character filling out a time line on significant events their character undergoes in their education, career, and personal life. (The viewing of the film may carry over to the next class period.)
   Closure: After viewing the documentary, the students will answer five discussion questions on a sheet of paper followed by participating in class discussion of the answers to these questions.

V. Assessment: Participation in discussion and grading of written work. The students write a short essay explaining whether they agree or disagree with the following statement:" Although the impact of economic reform has been difficult for some Chinese, ultimately this will create a better society."
VI. **Materials:** Copies of the "Meeting the People" assignment sheet/Character name Tags

Copies of "Viewing Character Timeline" assignment sheet

Video tapes of China in the Red, PBS or access to its website for online viewing (proxima and projector screen needed)

VII. **Home Learning Extension:** Students are to visit the world fact book website and bring at least seven comparison of the US and China not presented in class.


VIII. **Sunshine State Standards/CBC Standards:**

LA.1112.2.2.2, LA.1112.2.2.3, LA.1112.6.2.4, SS.912.E.1.3
Japan’s Interdependence

I. Goal: identify Japan, identify 20 km exclusion zone, find similarities between US and Japan

II. Instructional Objectives:
   • The student will use new vocabulary that is introduced and taught directly.
   • The student will use background knowledge of subject and related content areas, pre reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose and organization of a reading selection

III. Classroom Activities
   • Do Now: What is the name of Japan’s capital
   • Students will be divided in groups of four, and then each group will select a student to the tracing of Japan’s map.
   • Students will read an article about the Hachiko Coalition
   • Student will identify on the map Sendai, the region most affected by the earthquake
     i. The 20 mile exclusion zone
     ii. Students will read Earthquake in Japan from Washington State Department of Health

IV. Areas of Interaction
   • Approaches to learning
   • Community services
   • Health and social education
   • The environment
   • Homo Faber (man the maker)

V. Vocabulary
   • Prefecture
   • Coalition
   • Exclusion zone
   • Positive injunction

VI. Resources
   • tracing paper
   • coloring pencils
   • handouts about Japan facts,
   • Map of Japan (4),
   • Hachiko Coalition: Animal Rescuers Defy Orders,
   • Enter TEPCO Radiation Exclusion Zone to rescue starving pets
   • Group Rubric
VII. SSS

- LA. 7.1.6.1.
- LA. 7.1.7.1.
Effects of Radiation Exposure on the Japanese

I. Goal: To gain basic understanding on radiation and its dramatic effects on body

II. Instructional Objectives:
- Students will recognize the effects of radiation poisoning.
- Types of radiation
- What lead to the radiation leakage in the power plants in Japan
- What can be done to attenuate the effects of radiation poisoning
- How can those affected ameliorate the radiation exposure?
- Things that can be done to improve the situation
- The help the United States has given Japan.

III. Instructional Objectives
- Students will create and present a power point on the effects of radiation exposure on the Japanese
- Students will become familiar with the events that lead to the nuclear plants leaking.
- Students will learn substances that can protect and or ameliorate the effects of radiation on the body.
- Students will learn the foods most likely to have the highest radiation “cure” rate

IV. Content Outline
- Types of radiation
- American aide to Japan
- Non-ionizing radiation vs. ionizing radiation
- Effects of Radiation
- Foods to attenuate effects of radiation

Instructional Strategies: A brief presentation on types of radiation will be presented followed by the following prompt: Illustrate in a power point presentation the effects of radiation sickness due to radiation poisoning. Include some of the following topics: What possible effects will the Japanese be subjected to due to the present situation in Northern Japan? How will other areas of Japan and possibly the world be affected? Will the diet of the Japanese people have an attenuating effect on the exposure to the radiation from the nuclear plant?

V. Activities
- Each student will produce a power point presentation with at least 10 slides
- Students will present their power points to the class.
- At the end, discussions will speculate on the future problems facing the Japanese.
- Further discussion on United States Aide to the Japanese.
- Students will create the presentations at home for homework.

VI. Materials
   - Power point presentation
   - Articles on Smart Board

VII. Home Learning Extension

Extra credit: compare this to the exposure the Japanese suffered through, when Nagasaki and Hiroshima were bombed during WWII. Does not include title or bibliography. 10 slides.

VIII. Benchmarks

   SC.F.1.2.1  SC.G.1.2.2  SC.G.2.2.2  SC.G.2.2.3  SC.H.1.2.3  SC.H.1.2.4  SC.H.1.2.5
   SC.H.3.2.1  SC.H.3.2.2  SC.H.3.2.4
Shakespeare and East Asian Poets

I. Objectives
Students will: learn about various poetic forms including sonnets, blank verse, and haiku; be able to think critically about Western and Eastern poetic forms; analyze the importance of features of poems, such as their titles; be exposed to Asian poetry and other art forms (woodblock prints, film); trace the history of performances of Shakespeare in Japan; read “Macbeth” in its entirety, view a Japanese movie version of “Macbeth,” and be able to address artistic, aesthetic and cultural differences between them.

II. Lesson Plan

Day 1
• Begin poetry unit: Read “How to Eat a Poem” without the title and ask students what they think the subject is. (Answers will vary.) Tell them the title and reread the poem; discuss poem titles. Why are they sometimes straightforward, sometimes misleading or mystifying, sometimes absent? Mention that by convention, poems without titles, like Shakespeare’s sonnets, are usually referred to by the first line.
• Read aloud Billy Collins’ poem, “Reading an Anthology of Chinese Poems of the Sung Dynasty, I Pause to Admire the Length and Clarity of Their Titles.” Elicit literary devices/figurative language (repetition, alliteration, metaphor, symbolism, etc.). What is this poet saying about Chinese poetry? Is there humor in the poem? Which parts? Does this poet consider long, specific, literal titles helpful or not?
• Following the reference to Lu Yu, have one student read aloud “At Ta-an…” Ask what they notice about the poem. (Answers will vary, but may include: the title is longer than the poem; there is some of the same information in both title and poem.) What makes the poem the poem? Why is it more poetic than the title?
• Elicit student responses to the question, “What is poetry?”

Day 2
• Literature textbook, pp. 582-584: Have students look at and apply visual thinking strategies to woodblock print by Hiroshige. What is the mood of the print, and how does the artist create it? How does it seem different from Western art?
• Introduce/review the poetic form of haiku. Have students read the two haiku by Matsuo Bashō. Ask them to identify the elements that make them haiku (lines, syllable count, images and symbols of seasons).
• Pre-reading Shakespeare: Review meter, iambic pentameter, blank verse. Introduce “Macbeth” and read the cast of characters/dramatis personae.
• Assign students parts and read aloud/discuss “Macbeth,” Act I.

Day 3
- Read *The Haiku Handbook*, Chapter 1: “Why Haiku?” (pp. 3-6) and discuss key points.
- Teacher read-aloud, sonnets 18 and 116; small groups find points of comparison and contrast between the two poetic forms, then share with class.
- Quiz on Act I of “Macbeth.”
- Read aloud/discuss “Macbeth,” Act II.

**Day 4**
- Historical overview of Shakespeare in Japan: Brief discussion of English stage productions by foreign residents of Yokohama in the mid- to late nineteenth century.
- Quiz on Act II of “Macbeth.”
- Read aloud/discuss “Macbeth,” Act III.

**Day 5**
- Shakespeare in Japan: Brief discussion of early (late nineteenth century) *kabuki* performances of Shakespearean plays, including “The Merchant of Venice.”
- How can Shakespeare’s plays be appreciated when his words are not used? Elicit students’ ideas; answers will vary, but may include the universality of Shakespeare’s themes and the challenge of translating his poetry into vastly different languages.
- Quiz on Act III of “Macbeth.”
- Read aloud/discuss “Macbeth,” Act IV.

**Day 6**
- Shakespeare in Japan: Brief discussion of *bunraku* performance of “The Tempest” and rock opera of “Hamlet.”
- Quiz on Act IV of “Macbeth.”
- Read aloud/discuss “Macbeth,” Act V.

**Day 7**
- Quiz on Act V of “Macbeth.”
- Briefly note the characteristics of *noh* drama that students can look for in the film.
- View film “Throne of Blood” (“Kumonosu-jō”), a retelling of “Macbeth” in medieval Japan

**III. Materials**

Handouts/copies:
- “How to Eat a Poem” by Eve Merriam
- “Reading an Anthology of Chinese Poems of the Sung Dynasty, I Pause to Admire the Length and Clarity of Their Titles” by Billy Collins
- “At Ta-an…” by Lu Yu
• Sonnets 18 (“Shall I compare thee to a summer’s day?”) and 116 (“Let me not to the marriage of true minds”) by William Shakespeare
• McDougal Littell Literature, 2009
• The Haiku Handbook by William J. Higginson and Penny Harter; Kodansha International, 1985
• “Macbeth” by William Shakespeare
• “Seven Stages of the Reception of Shakespeare in Japan: 1885-1996” by Minami Ryuta
• DVD or videotape of “Throne of Blood” (1957; directed by Akira Kurosawa)

IV. Sunshine State Standards
• LA.7.2.1.1

Additional Resources

Ashizu, Kaori. “What’s Hamlet to Japan?”

Aya, Mimura. “Japanese Rock Opera ‘Hamlet.’”
http://sia.stanford.edu/japan/INTRO/ROCKHAML.HTM
Playing with Interpretations in Literature

I. Overview - Big Ideas: Enduring Understandings – It is important for students to understand that not all plays are "Shakespearean." A play is never performed the same twice and is a medium purely based on the interpretation of the director/actors, etc.

II. Essential Questions – Why did Kurosawa choose to portray Macbeth the way he did? Can any play be interpreted in other ways? Are certain performances better than others? Why or why not?

III. Lesson Objectives and Key Vocabulary:

IV. Standards - LA.1112.1.6.2, LA.1112.1.7.1, LA.1112.1.7.2, LA.1112.1.7.6, LA.1112.2.1.8, LA. 1112.2.2.3, LA.1112.5.2.2

V. Evidence of Student Understanding (Assessment) in this Lesson:

- Key understanding that plays are scripts, written to be interpreted without a set meaning already embedded.
- Discussion of play/film throughout the lesson.
- Report based on their arguments concerning Kurosawa's film.

VI. Materials Needed: Copies of Macbeth, Copy of Throne of Blood

VII. Steps to Deliver the Lesson:

- Post-Macbeth Reading // Direct instruction on how the play we just read, Macbeth, is similar to a screenplay or TV script. It's written to be interpreted.
- Show Throne of Blood in order to show a popular interpretation of Macbeth, as well as a segue into the fact that these interpretations are not simply based in a Western context.
- During the viewing, students take notes.
- After the viewing, students will assimilate their information in order to formulate an argument they will present in the following lesson.

V. Specific Activities: (From Guided to Independent)
“Beijing Welcomes You”: Modern and Traditional Beijing during the 2008 Olympics
Chinese Language and Culture

I. Goal: To introduce students to Chinese culture using a popular music video; to enhance students’ pronunciation and enrich their vocabulary.

II. Instructional Objectives:
- Students will watch the Chinese-language music video “Beijing Welcomes You”, a feature song for the 2008 Summer Beijing Olympics
- Students will know Beijing’s most renowned sites and locations, get familiarized with almost a hundred Chinese modern pop artists, enrich their Chinese language learning and enhance their listening skills.

III. Content Outline:
Beijing Welcomes You: Song by various artists from the album “The Official Album for the Beijing 2008 Olympic Games”
Released: April 17th, 2008
Genre: Mandarin pop
Language: Mandarin
Length: 6:58 min
Writer: Albert Leung
Composer: Ze, Zhaolei

IV. Instructional Strategies:
Set: The teacher will start talking about Beijing, what students can recall about this capital city, find it in the map of China, learn how to say and pronounce Beijing in accurate Chinese language 北京 and finally mention about the 2008 Beijing Summer Olympics, which students might be very familiar with. The teacher will introduce the city of Beijing to students, locate it on the map (see attached) and make a general class discussion. Some students might have already been in China so they might be able to share their experiences, some might have watched the Olympics and be familiar with some sights (Connection).

The teacher will play the video “Beijing Welcomes You” and make comments on the song, which comprises of over 80 famous artists and entertainers from China, Hong Kong, Taiwan, Singapore, Japan, Korea, and overseas Chinese from Germany and USA.
Activities: The teacher has prepared the lyrics with the Chinese characters, the pinyin pronunciation, and the meaning in English language for students to watch and listen a second time (see attachment). The teacher will keep on adding comments, especially on the Chinese language pronunciation, what they have understood and learned from the video.

Closure: Students will listen and sing along with the lyrics. Students will also have to prepare a project related to this musical video (see attachment). Students will recognize, relate and apply their Chinese language knowledge using the video as an instructional tool. This will guide them to a better understanding of Chinese culture and modern pop artists.

V. Assessment: This project is planned to enrich the student’s Chinese language and cultural learning. Students will be attracted to modern pop art and will be assessed on their project. One grade will be given for the board that they prepare and another grade for their oral presentation. (see attached rubric)

VI. Materials:
Teacher: computer, internet
Students: computer, internet connection, and flash drive to carry the video they will presented in class.
Project board: 8X10 board, printer, and markers, glue, and craft material

VII. ESL Strategies: This project is quite visual and very little English is required. But these students will be provided with dictionary or computer time in the classroom so they can go to the online dictionary and be able to understand the requirements for the project.

VIII. Home learning extension: Project is to be prepared at home; students will use internet connection to make a research on current Chinese artists and be familiarized with pop artist singers that Chinese young students of their same age like.

IX. Sunshine State Standards/CBC Standards
Culture: (FL.B.1.4)
The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices.
Standard 1:3. Identifies and discusses various aspects of the target culture
Connections: (FL.C.1.4)
The student reinforces and furthers knowledge of other disciplines through foreign language.

Where is Beijing?
Chinese II - Project

Chinese II students will choose a singer from the musical video “Beijing Welcomes You” and make a research on this artist. Project can be done individually or in groups of 2-3 students.

Must prepare:
- 8X10 board. Include: pictures; type the artist name in Chinese, fast fact, 3-5 sentences about this artist. Where he/she is from, career highlights.
- Oral presentation: 6 to 8 minutes. Bring a musical video sample of him or her.

Next Class: Advise who is in the team, and who you are going to research on.
2 weeks later Project due. Presentation

Beijing Welcome You Music Video Project - Rubrics

Board Presentation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements</td>
<td>The board includes all required elements and follows the directions given with plenty of details and additional information.</td>
<td>The board includes all required elements and follows the directions given.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing and did not follow direction.</td>
</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the pictures used on the poster reflect an exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the pictures used on the poster reflect student creativity in their creation and/or display.</td>
<td>The pictures are sloppily glued on the board, and no creativity was intended.</td>
<td>No pictures are included.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>
## Oral Presentation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic, and makes it clear that an extensive research has been made on the selected artist.</td>
<td>Shows a good understanding of the topic, and we can see that some research has been made on the selected artist.</td>
<td>Shows understanding of parts of the topic, and made little research on the selected artist.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or cannot be understood OR mispronounces more than one word.</td>
</tr>
</tbody>
</table>
Asian Culture through Film

I. **Goal:** This mini in-service will give any interested teacher an introduction to the history of East Asia in hopes that the teacher will introduce their students to this culture as well.

   The main goals include: Through the use of film clips we will create a general awareness of the East Asian culture.

II. **Instructional Objectives:** The teachers will have an open discussion about myths, stereotypes on the Asian culture. These responses will be recorded on the board for discussion. The smart board will display several facts about the Asian culture and handouts will be available.

III. **Content Outline:** Simple facts will be provided to each teacher on a handout. A list of films will also be provided on a handout. Both of the handouts are attached.

IV. **Instructional Strategies:**
   - **Set:** Large group discussion about myths and/or stereotypes on the Asian culture.
   - **Activities:** Films clips with discussion
   - **Closure:** Handouts and questions

V. **Assessment:** Feedback from the teachers on topic.

VI. **Materials:** Smart board, handouts and the clips from the following films
   - Departures, Yojiro Takita
   - The Bad News Bears, Go To Japan, John Berry
   - The Last Samurai, Edward Zwick
   - The Curse of the Golden Flower,

VII. **Home Learning Extension:** View one of the suggested Asian influenced films before showing your students.

**Sources:**
- [www.chinese-culture.net](http://www.chinese-culture.net)
- acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinfact.html
Social Studies: Mississippi Masala

I. Overview - Big Ideas:

- **Enduring Understandings** – It is important for my students to view this film because they will understand people come to the United States from all over the world. Some immigrants come because they want to, and others are forced to flee as refugees. Refugees leave because of natural disaster, persecution, or disease.
- **Essential Questions** – Why have any of the student’s families left their home country? How have these families adapted to living in the United States? What values did they bring to their new country from their home country? Which values did they keep? What new values did they learn?

II. Lesson Objectives and Key Vocabulary:

**Immigrant, refugee, imperialism, colony, kaalu, coup de tat, displace, tradition, racism, citizen, generation, ethnocentrism, regime, majority group, minority group**

- **Standards**
  - SS.6.G.1.4.-Utililize tools geographers use to study the world
  - SS.6.G.2.2-Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations
  - SS.6. G.2.6- Explain the concept of cultural diffusion, and identify the influences of the different ancient cultures on one another.
  - SS.6. G.4.1-Explain how family and ethnic relationships influenced ancient cultures
  - SS.6. W.1.1- Use timelines to identify chronological order of historical events

III. Evidence of Student Understanding (Assessment) in this Lesson:

- **What key knowledge and skills will students acquire as a result of this lesson?**
- **Because of this lesson, students will have the skills to identify continents, countries, states, and cities. Students will have the skills to identify colonialism and its effects in the United States, Africa, and abroad.**
- **Because of this lesson, students will have the skills to identify social groups, a key element in understanding culture. They will be able to recognize the majority group, the group with the most numbers, wealth, and power from the minority group those people with less numbers, wealth and power in a society.**
- **Students will understand the role of immigration that leads to cultural diffusion in a society.**
- **What will students be able to do as a result of such knowledge and skills?**
• Students will be able to draw free form maps of continents, countries, states, and cities.
• Students will be able to research and identify majority and minority groups in any society.
• Students will be able to site examples of cultural diffusion in the United States.
• Both formative and summative assessments are included

IV. Materials Needed: (Include primary sources you will use in this lesson)

Copy of Movie: Mississippi Masala
Maps of the United States, Africa, Uganda, Asia, India, Mississippi from
www.printableworldmap.net
Graphic Organizers: KWL, Think-Pair-Share, Time Line Activity, Vocabulary Development, Character Map, Storyboard, Text and Self Connections from:
www.enchantedlearning.com

V. Steps to Deliver the Lesson/ Specific Activities: (From Guided to Independent)

• Students are told they will view Mississippi Masala later on in the week. Students begin a KWL about Africa and India but not finishing it though.
• Students are asked to write and define key vocabulary: colony, imperialism, native, refugee, displace, coup de tat, kaalu, tradition, culture, cultural diffusion, ethnocentrism
• Students pick one word to do vocabulary development chart and share with the class
• Students complete maps of United States and Mississippi, Africa and Uganda, Asia and India
• Students will view Mississippi Masala
• Students will complete Think Pair Share graphic organizer about movie
• Students will complete Character Map about favorite character
• Students will create storyboard about film
• Students will revisit and complete KWL’s
• Students will complete Text to Self Graphic Organizer
• Students will complete teacher created post test of film
• Students complete project assignment

VI. Differentiated Instruction Strategies:

• Students will be placed in groups based on cognitive abilities for extension project.
• Group 1: Lowest Level: Create a foam board collage of the movie Mississippi Masala: Main characters, plot, story line, pictures, and short review of film
• Group 2: Moderate Level: Create a PowerPoint presentation of Uganda history as a British colony to independence.
- Group 3: Highest Level: Create a PowerPoint presentation on the regimes of Milton Obote and Idi Amin. Explain the human rights violations, deaths, ethnic expulsions, corruptions, and economic wasteful spending habits, and arbitrary laws and offenses.

VII. Technology Integration:

Movie Mississippi Masala shown on SMARTBOARD, Student presentations shown on SMARTBOARD, detailed Maps shown on SMARTBOARD.

VIII. Lesson Closure:

Students reflect on assignment. Students grade each other’s work using rubric. Students display works in class.
Representation of Asian Culture in American Film: Attack on Pearl Harbor

I. Goal: The goal is that students will be able to describe the events that lead to the Japanese attack on Pearl Harbor on December 7, 1941 and to evaluate significance of the event after learning geography, background and watching the movie Tora, Tora, Tora.

II. Instructional Objectives: After covering the related geography and background that lead to the attack on Pearl Harbor, and watching the movie, Tora, Tora, Tora, students will be able to:
   - Identify geographic locations relevant to the events leading up to the attack and to the actual attack.
   - Describe events that lead to the Japanese plan to attack Pearl Harbor and the strategy involved.
   - Describe and analyze disagreements and disputes between both American and Japanese military officers regarding actions taken by their respective leaders and military and intelligence received prior to the attack.
   - Evaluate American missteps prior to the attack and the significance of the attack.

III. Outline:
   - Geography Activity: identify and plot relevant geographic locations on a map
   - Cover background-what drove the US and Japan apart in the 1930’s & 1940
   - Watch movie
   - Discussion/Analysis:
     - 2 scripts, 2 production crews combined (essentially, 2 films)
     - Richard Fleischer, the director, had made documentary film about WWII after seeing much footage, newsreels
     - Well known Japanese director, Akiro Korosawa co-wrote screenplay, was originally hired to direct the Japanese portion, was let go by 20th Century Fox
     - Contrast-Japanese military-formal, orderly, proper, meticulously prepared vs. American forces-much more relaxed/not strictly sticking to the book, alert, but unprepared; did not expect attack on Pearl Harbor (expected in Malaysia, closer to SE Asia)
     - Sunburst at dawn seen as a good omen
     - Diplomatic and strategic maneuvers
     - Was this really a surprise? Why or why not?
     - Officer looks suspiciously at Japanese courier- prelude to Internment?
     - Technology used (communication/radar, ships/aircraft carriers, submarines, planes, bombs)
IV. Instructional Strategies:
- **Set:** Review battle or war strategies already discussed where the element of surprise, naval strategy and planning were used (Punic Wars-Hannibal surprise attack, Persian Wars-Spartans held off Persians who were lead into a naval battle by the Athenians)

V. Activities:
- Geography Activity
- Class discussion regarding European colonies in SE Asia, proximity of Japan to Pearl Harbor
- Class will watch movie and students will be instructed to note disagreements between American and Japanese military leaders, Japanese diplomatic maneuvers and missteps that lead to the attack on Pearl Harbor

VI. Closure: Class discussion regarding students’ observations.

VII. Assessment: Students will fill out an Event Triangle in which they will synthesize the Attack on Pearl Harbor and evaluate its historic significance. These will be reviewed and graded by myself.

VIII. References/Works Cited:
Department of Defense; Pearl Harbor: 50th Anniversary Commemorative Chronicle. 1991
IMDB.com, Internet Movie Database
Wikipedia.com

Materials:
- Film
- Writing materials for class and group discussion/organization of ideas & Event Triangle

IX. Home Learning Extension: Complete Event Triangle

X. Meets Competency Based Curriculum Standards:
• **Geographic Understanding:**
  o Develop an understanding of fundamental themes of geography (absolute and relative location, place, human environment and interaction)
  o Organize and present information and ideas, orally and in writing
  o Use appropriate vocabulary, define and clarify problems, offer solutions
  o Build skills in and develop critical thinking and decision making

• **Historical Awareness:**
  o Describe historical World War II event and analyze its global impact
  o Understand current and historic events from perspectives of diverse cultural and national groups.
  o Analyze military, political and economic events that lead to the attack on Pearl Harbor

• **Cultural Awareness:**
  o Explain the concept of culture and identify the components of a culture
  o Define and clarify problems, judge information related to a problem, solve problems and draw
Japanese Theatre, Art and Music: Madame Butterfly

I. **Goal:** Children shall identify the Opera “Madame Butterfly”, its music, customs, traditions and Cultural History.

II. **Objective:** Children shall sing and perform the play.

III. **Content Outline:**
- Madame Butterfly Storyline
- Composer
- How to Make an Opera (Ingredients)
- Meet the Cast (Characters)
- Noh and Kabuki Theatre
- Japanese Tea Ceremony
- Japanese Kimono
- Japanese Art
- Geography “Where is Japan?”
- Traditional Instruments
- Japanese Puppet Theatre

IV. **Instructional Strategies**
- Overview of “Opera Fun time”
- CD Excerpts and musical highlights
- Songs
- Creating Character Masks

V. **Assessment**
- Call and Response Questions
- SINGING

VI. **Materials**
- Opera Fun time Booklets
- Masks

VII. **ESL Strategies**

VIII. **Home Learning Extension**
- Using a Shoe Box, create one of the Scenes using Recycling items.

IX. **Role Playing**

X. **Sunshine State Standards/CBC Standards**
MUS 1.2.1, MUS 3.3.4, MUS 2.5.1

**Resource:**
- www.HistoryforKids.com
- www.music.Indiana.edu.com
- www.umbc.edu.com
Opera Funtime
(Pations of the Opera MDCS)
Puccini CD Highlights “Madame Butterfly”
Visual Arts and Film Studies: Mise en Scène

IX. Overview - Big Ideas:

- Enduring Understandings – It is important for film students to understand this because mise en scène is a fundamental skill needed to produce beautiful and visually meaningful student short films; the students will also understand the effects culture has on film.
- Essential Questions – What are the essential elements of mise en scène? How is mise en scène used in film production? How does Akira Kurosawa create meaning through mise en scène? How can students use mise en scène and the work of other filmmakers as they produce their own student short films? What effect does culture have on film?

X. Lesson Objectives and Key Vocabulary:


XI. Evidence of Student Understanding (Assessment) in this Lesson:

Key Knowledge

- Definition of mise en scène: a French term used in film to describe the design aspects of a production. The term literally means, “put in the scene.” It refers to all of the things that appear before the camera and their arrangement. The elements of mise en scène:
  - Dominant Image
    a. What is our eye attracted to first and why?
  - Negative Space
    a. What empty spaces draw our eyes or throw the dominant image out of balance?
  - Subsidiary Contrasts
    a. What are the main eye stops after taking in the dominant?
  - Shot and Camera Placement
    a. What type of shot? How far away is the camera from the action?
  - Angle
    a. Is the audience/camera looking up/down on the subject? Is the camera neutral (eye level)?
  - Color Values
a. What is the dominant color? Are there contrasting foils? Is there color symbolism?

- Lens/Filter/Film Stock
  a. How do these distort/comment on the photographed materials?

- Density
  a. How much visual information is packed into the image?

- Composition
  a. How is the two-dimensional space organized? Does the lighting create an illusion of three dimensions?

Form
  a. Open or closed?

- Selection of objects
  a. What scenery, props, objects are in the frame? What do they reveal about genre, location, time period, mood, or atmosphere?

- Framing
  a. Tight or loose?

- Depth
  a. On how many planes is the image composed?

- Character Placement
  a. What part of the framed space do the characters occupy?

- Staging Positions
  a. Which way do the characters look in relation to the camera?

- Character Proxemics
  a. How much space is there between the characters?

- **Goal:** The student, after screening *Dreams* by Akira Kurosawa, will analyze the mise en scène of three individual frames from the film utilizing the 16 elements of mise en scène, and explain in a typed report how the director uses mise en scène to convey meaning.

- **Assessment:** In small groups, the students will analyze the mise en scène of three specific frames from the film (precise time codes must be provided). An explanation on how Kurosawa utilizes mise en scène to create meaning must be included for each frame. Each group must turn in a final typed report, complete with images of the stills.

**XII. Materials Needed:** *Dreams, Rashomon, Seven Samurai,* and *Ran* by Akira Kurosawa, “The Mise en Scene of Conflict: Akira Kurosawa” article, DVD player, LCD projector, laptops with Internet access and editing/photo applications, mise en scène notes, film journals
XIII. **Steps to Deliver the Lesson:** (By this lesson, the students will have studied and been tested on the elements of mise en scène and analyzed the mise en scène of three magazine advertisements.)

- Introduce the students to filmmaker Akira Kurosawa, including a brief biography, director trademarks, and sample films from his filmography (show scenes from *Rashomon*, *Seven Samurai*, and *Ran*). Ask the students to identify common elements in the scenes you have screened (style, motifs, characters, setting, etc.).
- Introduce *Dreams* with a brief synopsis and things to look for, including cultural aspects. Tell the students to take detailed notes on the film and its mise en scène (keep the time code on screen). The students may also jot down questions they may have for discussion. Screen the film.

XIV. **Specific Activities: (From Guided to Independent)**

In a whole-group discussion, review the film’s general mise en scène. Also, answer any questions they wrote as they screened the movie. Then, the students will complete a specific analysis in a small-group setting focusing on the group’s chosen three frames from the film.

XV. **Differentiated Instruction Strategies:** Large and small-group settings; visual and auditory learning modalities are also addressed

XVI. **Technology Integration:** Use of laptops and photo/editing applications to complete report; online resources

XVII. **Lesson Closure:**

Examine the mise en scène of films from other cultures. The students will subsequently apply the elements of mise en scène and the work of other filmmakers to produce beautiful and visually meaningful student short films.

XVIII. **Resources:**

- Mise en Scène: [http://www.cod.edu/people/faculty/pruter/film/15points.htm](http://www.cod.edu/people/faculty/pruter/film/15points.htm)
  - Explains and provides specific examples on the topic.
  - An article on the topic and Kurosawa specifically
  - Examines each dream sequence in the film and how each contributes to the whole work
• *The New York Times* review of the film:

• *Dreams* on the Internet Movie Database:

• Akira Kurosawa on the Internet Movie Database:
  [http://www.imdb.com/name/nm0000041/](http://www.imdb.com/name/nm0000041/)

  o Article explains the film's cultural significance
Art and Drawing: The Kimono

I. Goal: Students increase their understanding of Japanese culture by studying the evolution of the kimono. Students learn about the history and significance of kimonos through online or library research. Students compare Japanese kimonos to formal attire in their own culture, gaining a better understanding of clothing’s cultural significance. Students draw and label an example of a kimono and write a descriptive paragraph about the kimono’s design and cultural significance.

II. Instructional Objectives
Students will:
- conduct Internet or library research to learn about the history and significance of kimonos in Japanese culture;
- identify key design elements that differentiate types of kimonos and define their symbolism;
- understand that different kimonos are appropriate for specific genders, social statuses, and settings;
- compare Japanese kimonos with formal attire from another culture; and
- apply traditional design principles to create a new kimono.

III. Content Outline
- Ask students to share images and ideas that come to mind when they think of Japan and Japanese art.
- Then ask them to describe how they think Japanese people dress. Record and briefly discuss their responses. Show students a picture of a kimono and read the History of the Kimono on the Kids Web Japan site. Ask students what they think the kimono can reveal about Japanese culture.

IV. Instructional Strategies
- Set
1. Explain to students that they will design a kimono of their choice. Students may wish to use their handout from Activity 1 for examples of kimonos or they can do additional Internet or library research that has been completed for home learning. They should draw, label, and color their designs on a separate piece of paper using the coloring materials.
2. Instruct students to write a descriptive paragraph about their kimono. They should include:
   1. a description of the key style elements
   2. the cultural significance of the kimono
   3. a description of the type of person who would wear the kimono, including gender, age, and
social status
4. a place where their kimono might be worn
5. at least three interesting facts about their kimono.

3. After students complete their work, have a few present their drawings to the class. Students should explain the information from their descriptive paragraphs, including the cultural significance of their kimonos. Discuss as a class the cultural significance expressed in their kimono designs. Arrange the designs on a bulletin board to help inform others about this aspect of Japan’s culture.

Activities

**Activity 1:**
Students learn about the history and significance of kimonos through online or library research.

Directions:
1. Have students work individually. Distribute the Kimono Design Challenge Handout (PDF). Students should research the answers with library or Internet resources that explain the traditions and styles of the kimono. They can start with the following online resources:
   • Kids Web Japan: Virtual Culture Kimono
   • MIT: JP Net—Kimono
2. Have students build their own virtual kimono on the Virtual Culture Kimono section of the Kids Web Japan Web site.
3. Have students assemble as a whole group to share their research experiences and what they learned about the history and significance of the kimono.

**Activity 2:** Students compare Japanese kimonos to formal attire in their own culture to better understand clothing’s cultural significance.

Directions:
1. Distribute the Discussion Questions Worksheet to have students compare Japanese kimonos with formal wear of their own culture. Students may work individually.
2. Discuss the similarities and differences they noted on their worksheets. Some prompts include: Who wears formal attire, to what functions, in what places, at what times? Are these different in Japanese culture compared to the student’s culture? How are they the same?

Closure

**V. Assessment**

Grade students

4 points = A  Students receive points for the inclusion of the following elements

Illustration:
• Kimono 4 design elements
• Labels showing at least 4 different kimono elements
Paragraph:
• Description of key design elements of their kimono
• Description of person who wears the kimono
• Where the kimono could be worn
• At least three interesting facts about kimono

VII. Materials Required:
• Computer with Internet access
• Kimono Design Challenge Handout (PDF, Adobe Reader required)
• Kimono or Black Tie? Handout (PDF)
• Drawing paper
• Coloring materials
• Scissors

VIII. ESL Strategies
Pair ESL students with appropriate group for adequate cooperation

XI. Home Learning Extension
view Kimonos at home prior to lesson have students list key design elements

X. Sunshine State Standards/ CBC Standards

3. Knows the effects and functions of using various organizational elements and principles of design when creating works of art. (VA.A.1.2.3)

2. Understands how artists have used visual languages and symbol systems through time and across cultures. (VA.C.1.2.2)

This lesson was adapted from a lesson developed by DC Geographic Alliance Teacher Consultant Lola A. Boxley for Geography Action! Asia.
Beauty and Strength: The Mathematical Ratio of the Samurai Blade

I. Goal: To demonstrate how Mathematics can play a role even in the making of a Samurai sword.

II. Instructional Objectives:
- Students will recognize the concept and idea behind a ratio.
- How Mathematics involved in everything around us.
- Realize that Chemistry and Mathematics are complementary to one another.
- Learn how metals and steel are composed by a ratio of elements.
- Learn Aspects of engineering in relation to metal work and tensile strength.
- Will receive a history lesson of Japan and introduction of how the Samurai sword came to be.
- Learn how biomechanics are involved in wielding the blade.
- Learn about Japan’s culture.

III. Content Outline
- What is a ratio
- Begin video on “The Master”
- Carbon Ratio in Steel
- History of Japan and culture related to the Sword
- Relate subject matter to various interconnecting disciplines.

Instructional Strategies: Students will be shown the video “The Master.” This video from History International gives the historic account of Masamune and the birth of the Samurai Sword. As video is being played it will be paused during points to be further explained upon relating to Physics, Chemistry, History, Biomechanics as well as Mathematics. In showing this video and explaining how all these various academic disciplines are all connected. Students will then realize how Mathematics touches and impacts other subject areas.
Neuro Impulses and You: The Ability to Control with Your Mind

I. **Goal:** To bring awareness of robotics, the importance of technology’s every growing role in society and to illustrate how something one may lose such as vision, mobility, limbs or hearing can be restored through the aid of robotic implants and a form of cybernetics.

II. **Content Outline:** Introduce students to cutting edge technology: animals and humans being controlled through electrical impulses. The brain’s inner workings, nerve cell communication, complexity of the brain, drug impact, sections of the brain, component of brain parts, and the workings of the lobes of the brain.

III. **Instructional Strategies:** Key Question: Can you run a robot through just thoughts? Power Point Presentations activate prior knowledge by asking them to recall knowledge and forecast what they envision as to possibilities.

IV. **Activities:** Students will be asked to design (draw, explain and name) a robot to ameliorate a particular physical problem.

V. **Closure:** Discussion will follow the presentations made by the students. Students will ask questions of each presentation.

VI. **Assessment:** Students will be placed in groups and asked to “create” or design an idea for a robot and compete with different classes.

VII. **Materials:** Power point presentation, clips of movies.

VIII. **Home Learning Extension:** Short term: students will research Japanese scientists and their robots. Long term: Students will design or “create” or design an idea for a robot that would improve the life of a disabled person using “thought waves” by labeling how and where electrodes might be attached.

IX. **Sunshine State Standards:** SC.B.2.4, SC.C.1.4, SC.F.1.4, SC.H.1.4, SC.H.2.4, SC.H.3.4

X. **Sources:**

• http://www.youtube.com/watch?v=Hq1vjdGpMwI
• http://www.youtube.com/watch?v=ejcbC2g0ttI
• http://www.youtube.com/watch?v=-pxFyiWwZTE&feature=fvw
• http://www.youtube.com/watch?v=SSaBOd4pQpM
• http://www.youtube.com/watch?v=TK1WBA9XI3c
• http://www.youtube.com/watch?v=ilSt6CoRQPe
Intro to Computer Art: Murakami’s LV Qr code designs

I. **Goal:** Students will be introduced to the work of Japanese Designer/ Artist Takashi Murakami and his work with the Louis Vuitton Brand. Students will become familiar with the purpose of Qr codes in present day society as well as its host of applications. Students will explore the stylistic quality of Murakami’s work and how it is use in the co-branding of his products as well as those of the Louis Vuitton Company.

II. **Objectives:** The student will do a think, pair, and share exercise and write a reflection in their sketchbooks. The student will create a series of three stylized QR codes.

III. **Content Outline:**
- Brief definition and history of Qr codes as they relate to business.
- Background info on the artist: Takashi Murakami
- Various visuals examples of Murakami’s art, Murakami qr codes, and Murakami designed LV products.

IV. **Instructional Strategies**

**Session 1:**
- Teacher hands out and summarizes the overview of the art of Takashi Murakami and his connection the Louis Vuitton company.
- Draws connections between art, design, and marketing.
- Student will get in groups and do a “Think, Pair, Share” exercise. They will write their opinion in their sketchbooks. They will answer the following: Things they found out, Things that they found interesting, What questions they still have.
- Teacher will discuss results with the class as a whole.
- Student will create a series of three stylized QR codes.

**Session 2-3:**
- Students will finish the creation of the series of three stylized QR codes.

V. **Assessment:** This will be done through Class activities, Journal reflections, Critiques, and the creation of a Pop surrealist piece.

VI. **Materials:** Adobe Photoshop, sketchbook, PC, overhead projector, handouts, Proxima, Printer
VII. **ESL Strategies:** Visuals, Hands-on, Group activities

VIII. **Home Learning Extension:** Write a reflection in sketchbook on a piece created by Murukami discussed in the lesson; include an example of the chosen piece as well as a critique using “Feldman’s four steps” of critiquing art.

IX. **SSS/ CBC’s**

a. VA.A.1.4.1  
b. VA.B.1.4.1  
c. VA.B.1.4.4  
d. VA.C.1.4.1  
e. VA.C.1.4.2  
f. VA.D.1.4.1  
g. VA.D.1.4.1

X. **Resources**

Wikipedia.org  
http://en.wikipedia.org/wiki/Takashi_Murakami  
http://en.wikipedia.org/wiki/QR_codes  

Louis Vuitton  

eangadget.com  
STUDENT WORK:
NOTES

Takashi Murakami for Louis Vuitton.