

A Visit To JAPAN

Grades 1/2 Standard-based Unit
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Unit Introduction

This unit consists of ten, one to one and a half hour lessons. It was created for students in a multiage classroom. Students are introduced to very basic facts regarding the geography of Japan and the largest focus of the unit involves learning activities that will help students develop an awareness and appreciation for Japanese culture.

Essential Question

What are the cultural expressions of Japan?

Culminating Activity

The students will work with partners on a charting activity that addresses several aspects of Japanese culture. They will complete the chart with words, phrases, sentences, and pictures to indicate their knowledge of each topic. The students will then participate in a whole class interactive writing process that will allow them to share the information that they have generated about the Japanese culture. The information that the students acquire will include these areas: geography and population distribution, education, games, the arts, food, homes, and holidays and celebrations. The interactive writing activity will culminate with a "class produced" book about Japan, with a copy for each student to share with their families at our Japanese cultural celebration.

Vermont Standards

Vital Results

- 1.1 Students use a variety of strategies to help them read. This is evident when students use a combination of strategies including:
 - a. sounds, syllables, and letter patterns
 - e. self correcting when subsequent reading indicates an earlier miscue.
- 1.13 Students listen actively and respond to communications. This is evident when students:
 - b. restate
 - c. respond through discussion, writing, and using art forms.
- 3.3 Students demonstrate respect for themselves and others.

Fields of Knowledge

- 6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretation, develop solutions for the problems, and plan for the future. This is evident when student:
 - b. Develop a mental map and make a representational map of the major global physical divisions.
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations worldwide. This is evident when students:
 - a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

LESSON PLAN - 1 - LAND AND LOCATION

Standard :

- 1.13 Students listen actively and respond to communication. This is evident when students:
 - c. Respond through discussion and writing
- 6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretation, develop solutions for the problems, and plan for the future. This is evident when student:
 - b. Develop a mental map and make a representational map of the major global physical divisions.

Materials:

1. a trunk or box filled with items from Japan - kimono, chopsticks, dolls, fans, writing, pictures and postcards, food, etc..
2. the book, A Ticket to Japan
3. a globe, student copies of a world map with the continents labeled, a map of Japan, and the Japanese flag
4. train cards for each student

Procedure:

- Bring students to the circle area and explain to them that there are items in the trunk that will give them clues about the country that they are going to study. Show the various items and allow them time to guess. Show them the globe and review the location of Asia, and then Japan. Read the book, A Ticket to Japan.
- Students will then return to their seats and look at their map of the world, do a quick review of the seven continents, and locate Asia, and then Japan, and circle Japan. I will emphasize the size of Japan compared to the rest of the world.
- The children will then get a copy of the map of Japan and label the four main islands, the surrounding water, and draw identifying marks for the mountainous regions. They will go on to color the flag of Japan and discuss the meaning of the Land of the Rising Sun.
- We will then discuss the crowded conditions of the country, focusing on the fact that the population is very large and the area of the country for housing is relatively small. The students will learn about the crowded conditions of the cities, and the reliance of the population of Japan on the train system as transportation to school, work, and many other destinations.
- We will simulate a trip on the train in Japan. Each student will be given a train card, and a classroom area will be designated as the train station. They will pretend to use their cards to enter the station, stand in crowded lines waiting for the train, board the very crowded train and use their card to exit the station also. This will allow them the opportunity to feel the crowdedness which most of them have seldom experienced.
- They will put their copies of the maps and the flag into a folder which will contain all the material they receive as we study Japan.

Assessment Task : Locate Asia and Japan on a world map, label and color the map, discussion

Assesment Method: - teacher observation, written product,discussion

Assessment Tool: Rubric

Criteria:

- demonstrate active listening skills
- locate Asia and Japan on a world map
- label Japan's four main islands and surrounding water correctly
- understands the fact that Japan is a small and crowded country with mountainous regions

Map Rubric

Getting Started	Almost There	Got It!
Easily distracted during the classroom discussion. With assistance, parts of the assessment task can be completed correctly.	May need reminding to listen during the class discussion. With some assistance, the student can correctly locate Asia and Japan on the world map, label Japan's four main islands and surrounding water, and explain that Japan is a small, mountainous, crowded country.	Actively listens during the class discussion. Independently locates Asia and Japan on the world map and correctly labels Japan's four main islands and surrounding water on his/her own map. The student demonstrates understanding that Japan is a small, mountainous, crowded country .

LESSON PLAN - 2 - FAMILY AND GREETINGS

Standard:

- 1.13 Students listen actively and respond to communications. This is evident when students:
 - b. restate
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
 - a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

The book, A Visit To Japan
chart paper and markers for each group
handouts about daily Japanese greetings, and names of family members
paper for greeting cards, samples of Japanese cards and rice paper
waxed paper and construction paper
iron
chopsticks, yogurt containers
Japanese music

Procedure:

- Have students form groups of three. Explain to them that they have a short time [5 - 10 min.] to use the markers and write as much as they can about what they have learned about Japan. Have each group determine who will write, or whether they will take turns. Play Japanese music while they work with their groups. When the time is up ask each group to report out about about what they have learned, and begin a class chart about what they know about Japan.
- Have students come to the circle and read the section of the book, A Visit to Japan that deals with family life. Introduce and practice common greetings such as: good morning, good afternoon, good evening, good night and goodbye. Return to seats and pass out papers with these greetings written and read them together. Pass out paper that has the names of family members and the corresponding Japanese words. Show them the samples of Japanese cards and rice paper and pass them around. Explain to students that rice is a very important food source for Japanese people. Show students pictures of traditional Japanese art and explain how important nature is to the Japanese culture and how it is represented in Japanese art.
- Explain that they will be working in two groups, one group will work independently on greeting cards for a family member, using Japanese words, and the other group will do a teacher directed project making rice paper out of pictures they make from construction paper and ironing them between waxed paper. Students who finish up their projects may get a set of chopsticks and practice picking up and stacking yogurt containers with chopsticks. Play Japanese music while the projects are worked on.
- When time is up add new material to their folder, and explain to students that they will change groups tomorrow so that everyone completes both projects.

Assessment Tasks : Group chart listing what group knows about Japan (on going activity throughout the unit .
Orally greet classmates in Japanese, write Japanese family names on card, create a rice paper card, pick up yogurt container using chopsticks.

Assessment Method: Interview & Observation.

Assessment Tool: Observation Checklist

Criteria:

- restate and use greetings from Japanese vocabulary correctly
- restate and use appropriate Japanese family vocabulary to make greeting card
- recognize Japanese rice paper is a traditional Japanese art form
- thoughtfully and creatively complete rice paper project
- understand the use of chopsticks in Japan, the proper way to hold them, and begins to practice using them

LESSON PLAN - 3 - HOMES AND CUSTOMS

Standard :

- 1.13 Students listen actively and respond to communications. This is evident when students:
- c. Respond by using art forms
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
- a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

The book , A True Book - Japan
handouts about the Japanese home
paper and markers
materials for projects started in lesson two
construction paper for tatami mats project
chopsticks, yogurt cups, Cheerios

Procedure:

- Allow students approximately 5 minutes to discuss new information they have learned in their groups and report out, add to chart. Review greetings and names of family members that they have learned previously
- Bring students to the circle and read the section of the book, A True Book - Japan about the Japanese homes, focus on pictures and discuss similarities and differences to our home.
- Return to seats and pass out handouts about the homes and customs in Japan. Discuss the importance of a traditional tatami room.
- Demonstrate weaving technique to make tatami mats out of construction paper. Pass out supplies and begin project. Children who finish first can help others so that everyone will be done.
- Return to the two projects started in the last lesson, the greeting card and the rice paper project, and change groups so that everyone will have both completed
- Children may practice using chopsticks again when finished, if they have tried stacking the yogurt cups with them, they may attempt eating Cheerios using the chopsticks.

Assessment Task - Listen and participate in discussion and follow directions to make tatami mat

Assessment Method - Interview and observation

Assessment Tool: Observation checklist

Criteria:

- understands the importance of tatami rooms in Japanese homes
- knows that Japanese tatami mats are woven from Japanese natural resources
- listens actively and participates in classroom discussion
- continues to practice using chopsticks correctly

LESSON PLAN - 4 - SCHOOLS, COUNTING, & FOODS

Standard :

- 1.13 Students listen actively and respond to communications. This is evident when students:
- b. restate
 - c. respond using an art form
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
- a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

A personal video of my trip to Japan [the section on the school visit]
the book entitled, If I Lived in Japan,
handouts about lunches [obento] and school in Japan
manipulatives [unifix cubes, etc.] to practice counting with
run offs to make Japanese number flip books, a chart with the Japanese numbers 1-10
construction paper, black tempera paint, paintbrushes
Kanten [Japanese gelatin dessert] already prepared

Procedure:

- bring students to circle, spend about five minutes practicing greetings they have already learned
- read section of the book about foods and school, discussing similarities and differences
- return to seats and show portion of the video about the Japanese schools, then pass out handout about Japanese schools and picture of the typical Japanese lunch.
- tell class that we are going to pretend that we are Japanese students having a numbers lesson, teach them to stand, bow and say: "onegai shimasu" which means, Please teach me, as students in Japan do.
- point to the chart with the numbers and practice counting to 10 together, hold up cards of random numbers and have students say the appropriate word. Pass out manipulatives and have students practice counting to 10 in Japanese using them with a partner, allow about 10 minutes for this activity
- pass out the number sheets for them to make their flip books, have them continue to count aloud as they work on their books
- give each child a piece of construction paper divided into 10 spaces, a paintbrush, and some black tempera paint. Lead the class through a lesson in making the Japanese calligraphy numbers, practicing in the air a few times, and then making them with paint. Set off in an area to dry when finished.
- Pass out paper that shows a Japanese school lunch and discuss how it differs from our school lunches. Add their new handouts to their existing folders
- Tell children that they are going to sample a Japanese food that is popular during the hot summer months, and give them each a piece of the Kanten.

Assessment Task: As the class works on the flip books, each child is asked to count to 10

Assessment Method: Interview

Assessment Tool: Teacher checklist.

Criteria:

- recall at least two facts about Japanese schools
- restate and count from one to ten using Japanese words and
- manipulatives
- make Japanese number characters adequately using paintbrushes and ink

LESSON PLAN - 5 - ARTS AND MUSIC

Standard

- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
- a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

oaktag cards with Japanese and English words on either side
tape recorder and music for songs {Asia For Kids catalog - Japanese songs for young children},
mens shirts that have been altered for kimonos
hand out with some calligraphy to practice
construction paper and run offs of flowers for ikebana
stencils with Japanese designs
fabric paint, pictures of ikebana in books
chopsticks
Japanese rice cracker mix

Procedure:

- Spend five to ten minutes reviewing greetings, family members names, and counting to 10 using large cards with English on one side and Japanese on the other. Allow students to volunteer to wear a sign on their back and the rest of the class will tell them either the English or Japanese word, and they must say the other word that corresponds with it.
- Tell students that they are going to learn 3 short Japanese songs, Erica -Chan, Kobuta, Kumisan, and tell them the meanings of the songs. For each song, practice saying the Japanese words, listening to the tape and singing along a few times. Explain to the class that these are popular songs for very young children in Japan.
- Return to seats and discuss Japanese calligraphy, how certain symbols stand for words and that it has its origins in China. Pass out worksheet with some simple calligraphy and allow students time to practice. Write a simple message on the board, using a combination of English and Japanese calligraphy and have students decode it. Add this paper to the Japan folder.
- Tell students that they are going to be put into 2 groups, one group will work on stenciling their kimonos and the other will do a ikebana [flower arranging] project. Show students pictures of Japanese flower arranging and discuss it as an art form.
- Children doing the ikebana project should be able to work independently once they have been given directions. The stenciling activity will require more supervision.
- Any students who finish early may practice eating some Japanese cracker mix with chopsticks.

Assessment Task : Class game with vocabulary cards

Assessment Method: Informal Observation

Criteria:

- correctly identifies some of the Japanese vocabulary being reviewed
- actively participates in singing activity
- understands that calligraphy has its origins in China and that the characters stand for pictures
- successfully interprets calligraphy message
- understands that ikebana is the Japanese art form of flower arranging

LESSON PLAN 6 - LITURATURE, MUSIC, DANCE AND ARTS

Standard:

- 1.13 Students listen actively and respond to communications. This is evident when students:
 - c. respond through art forms
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
 - a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing,customs, beliefs)

Materials:

The Crane Wife, a Japanese story
CD player, Japanese CD with music to the Bon Dance,
materials for stenciling kimons and ikebana project

Procedure:

- Bring children to the circle area, and exchange greetings in Japanese. Tell them that you are going to read them a story that is a piece of Japanese literature. Read The Crane Wife and discuss the events that occurred in the story. Discuss the significance of the crane to the Japanese people, that if you fold a thousand paper cranes, your wish will come true. Show the class a picture of the Sadako statue in Hiroshima, along with the picture of the bombed building still standing in Hiroshima. Tell the story of Sadako contracting leukemia as a result of the atomic bomb, and her attempt to fold a thousand paper cranes before she died. Point out the piles of paper cranes at the base of the statue. Also, demonstrate making an origami paper crane if there is time.
- Next, tell the class that you will demonstrate the movements to the Japanese summer Bon dance, and slowly teach them the movements. Play the music and perform the dance in a circle area several times. Tell the students that they will practice this another day.
- Have students get into the two groups that they were in yesterday and change the activities so that everyone completes the ikebana project and stencils their kimonos.

Assessment Tasks: Bon Dance
Discussion

Assessment Method - Anecdotal notes

Criteria:

- understands the significance of the crane to the Japanese people
- listens to instructions on how to perform steps for the Bon Dance, performs the steps
- recognizes the Bon Dance is a part of Japanese culture

Anecdotal Note Form
(6.13a, 1.13c)

Criteria:

1. understand the significance of the crane to the Japanese people
2. listen to instructions on how to perform steps for the Bon Dance
3. practice performing the Bon Dance
4. recognize the Bon Dance is a part of Japanese culture

Student Name:	Notes:

LESSON PLAN - 7 - LITERATURE, ARTS, VIDEO

Standard

- 1.13 Students listen actively and respond to communications. This is evident when students:
- c. respond through discussion and using art forms.
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
- a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

Video of my personal trip to Japan
Childrens Japanese songs on tape
music for the Bon Dance
pieces of oaktag for Akabuki masks
paper for making Japanese fans
Japanese tea and almond cookies

Procedure:

- Have children come to the circle area and review the songs that they learned previously [Erika-chan, Kobuta, Kumi-san], also practice the ABon Dance
- read and discuss another piece of Japanese literature, The Boy of the Three Year Nap
- Tell the class that they are going to see parts of the video that show some Japanese arts being performed on stage. Play the video and point out the geisha dancers, and the Kabuki players [about 15 minutes of the video]
- Explain the first project, the Kabuki mask. Give the children copies of the masks and allow them time to color , cut out, and put on. Put them in groups of three and have them act out some of the movements they saw on the video
- Pass out different colors of construction paper, 3 pieces to each student. Demonstrate the folding method for making the fans, and staple the pieces together. They can practice some of the dance steps that they saw on the video, end the lesson with some Japanese tea and an almond cookie.

Assessment Task: Listen and actively participate in classroom discussion and activities.

Assessment Method: Observation

Assessment Tool: Anecdotal Notes

Criteria:

- identifies kabuki and dancing as Japanese performing arts
- performance demonstrates new knowledge learned from class discussion and video
- associates masks with kabuki theater
- recognizes the importance of the fan movements in Japanese dancing
- successfully completes both art projects

Anecdotal Notes

Learning Criteria:

1. identifies kabuki and dancing as Japanese performing arts
2. performance demonstrates new knowledge learned from class discussion and video
3. associates masks with kabuki theater
4. recognizes the importance of the fan movements in Japanese dancing
5. successfully completes both art projects
6. any other important characteristics to capture

Student Name:	Notes:

LESSON PLAN 8 - LITERATURE AND GAMES

Standards:

- 1.1 Students use a variety of strategies to help them read. This is evident when students use a combination of strategies including:
 - a. sounds, syllables, and letter patterns
 - c. meaning in context
 - e. self correcting when subsequent reading indicates an earlier miscue.
- 3.3 Students demonstrate respect for themselves and others.
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
 - a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

individual copies of Momotaro, the Peach Boy
copies of story mat and characters to go with Momotaro
copies of strips for charting activity
paper for Gomoku
bamboo skewers, clay, Cheerios, and a die for making a Soroban
tape player and tape of children's songs

Procedure:

- Children will come to the circle area and practice the songs that they have previously learned. Tell class that they will read, with a partner, a Japanese folktale called Momotaro which meant The Peach Boy. Give them a brief introduction to the story and allow them time to read it. Circulate among students to listen and discuss the story while they are reading. When everyone has finished ask children to recall the main events and record them on chart paper. Pass out the strips with the repeating phrase, and use a pocket chart and allow children to bring up the words and pictures to put in the chart. Give each partnership a story mat and pictures of characters so that they can retell the story to each other.

- When the literature activity is finished tell students that you are going to teach them some Japanese games. Divide the class in half, one half will make Sorobans and practice a place value game, and the other half will play Gomoku on grid paper, making light and dark circles at the intersections. Allow each group time to play, and tell them that they will change groups next time.

Assessment Task :- read and comprehend Momotaro with a partner.
play games correctly and appropriately, taking turns with other children in the group.

Assessment Method: Observation

Assessment Tools: Checklist

Criteria:

Reading Indicators:

- tracks
- self corrects
- uses sounds and meaning for new words
- comprehends
- analyzes and interprets
- understands that Momotaro is a story from Japanese children's literature
- plays games cooperatively with group

LESSON PLAN - 9 - HOLIDAYS AND GAMES

Standards:

- 3.3 Students demonstrate respect for themselves and others.
- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
 - a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

CD of Japanese festival music
my personal video tape with section showing the Tenjin and Gion festivals
resource book on Japanese holidays
paper run offs for carp kite, cray-pas, tissue paper
materials for games Gomoku and Soroban

Procedure:

- Discuss holidays and festivals that we are familiar with, such as Halloween, Thanksgiving, Christmas, etc., and explain to class that in Japan there are many important festivals that are held each year.
- Show the video of the two summer festivals, and explain to children that thousands of people dress in traditional kimonos and take part in the celebrations.
- Read to them about two festivals, Shichi -Go-San[for children turning 7, 5, or 3 during the year] and Childrens Day [Kodomo No Hi] which is celebrated on May 5th. Explain to class that many Japanese families fly a kabuto or carp kite on Children's Day because the carp is a symbol of courage and longevity.
- Pass out materials for making the kite, and allow time for them to color, cut and put on the tail. The kites will then be stapled and hung from the ceiling. Tell the class that they will be listening to Japanese music that is played at many of the festivals as they work on their kites.
- As they finish up work on their kites they may go on to play either Gomoku or Soroban, alternating groups from the previous lesson.

Assessment Task - Class discussion about holidays
Follow directions and make a kite
Game Playing

Assessment Method - teacher observation and student art product

Criteria:

- understands that Japanese holidays are different than ours
- explains the traditions of at least one Japanese holiday
- works cooperatively and respectfully while playing the game
- Listens to and follows directions

LESSON PLAN 10 - MUSIC, DANCE, ASSESSMENT, GAMES

Standard

- 6.13 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide. This is evident when students:
- a. Identify the cultural/ethnic groups in the world and describe by using characteristics of culture (e.g., food, housing, customs, beliefs)

Materials:

music for Bon dance
tape of Japanese children's songs
kimonas
copies of chart activity for children to work on with partners
directions for games Kesekae Ningyo[paper dolls], and Jen Ken Pon[paper, rock scissors], chopsticks and Japanese rice cracker mix

Procedure:

- Gather children in circle area and explain to them that we are starting to prepare for our Celebration Day when we will invite their parents to come in and find out about all we've learned about Japan. Have the children put on a dress rehearsal of their songs and the Bon dance in their kimono, practice each a few times.
- Show the class the charts that have been run off, and read over the different headings for each section of the chart: land and location, education, homes and family life, the arts, food, holidays and celebrations. Form partnerships among the class and tell them that they need to write, or draw, as much as they can under each heading of the chart. They need to take turns coming up with ideas to write down and only once their partner has run out of ideas, can one person say two things in a row. They also should place their initial beside their thought so the teacher can assess individual knowledge. Circulate among students to listen and clarify as needed while students work.
- When finished, show students how to play Jen Ken Pon and provide them with some paper dolls to color and cut out, and play with [Kesekae Ningyo]
- Pass out chopsticks and review proper way to hold them, allow time for them to use them eating cracker mixture.

Assessment Task: Draw or write about the characteristics of Japanese culture on the chart

Assessment Method Written Product

Assessment Tool: Buddy Scoring Guide

Criteria:

- see attached chart.

<p>Land an Location Draw and write about where Japan is located and what it looks like</p>	<p>Education Draw and write about going to school in Japan</p>	<p>Home and Family Life Draw and tell about Japanese homes and families</p>
<p>Arts Tell about many different kinds of Japanese art, draw pictures</p>	<p>Food Name as many Japanese foods as you can , draw pictures</p>	<p>Holidays and Celebrations Tell about at least 2 Japanese holidays – draw pictures to show how they are celebrated</p>



The Celebration Day will be scheduled for approximately one week later after the last lesson. During that week, use about 10 -15 minutes a day from Writing Workshop time to do some interactive writing with students about what they have learned about Japan. Each day focus on a different aspect of Japanese culture. The information that the children generate from these interactive writing sessions will be used to prepare a book for each child. Allow time for each child to decorate the cover and pages of their book. These books can be shared with older students. These older "book buddy" students are given a checklist to help them assess the first and second grade student's ability to read their books and answer questions about Japanese culture.

Questions for Buddies to ask first and second grade students:

1. What is the name of the continent that Japan is part of?
2. How many main islands is Japan made up of?
3. What is the land like in Japan?
How much space do people have in Japan?
How does this compare to living in Vermont?
4. How many facts can you tell me about Japanese homes?
5. How many facts can you tell me about Japanese schools?
6. How many Japanese words can you say correctly?
7. How many different forms of Japanese art can you tell me about?
8. Please count from 1-10 in Japanese.
9. Tell me about as many different Japanese holidays as you can, with as much information as you can give me about each one.
10. What are some common Japanese foods?
11. Can you show and explain to me the correct way to hold and eat with chopsticks?
12. How many Japanese games do you know how to play? What can you tell me about them?
13. What does the word culture mean?
14. How does listening and participating help you learn?
How well do you think you are doing this now?
15. What does it mean to treat someone with respect? How well do you think you do this?

TEACHER INFORMATION

Which students are meeting the standard?

Questions 1,2 & 3 measure standard 6.7b

Questions 4-13 measure standard 6.13c

Question 14 measures standard 1.13c

Question 15 measures 3.3.

Standard 1.1 is assessed by the teacher earlier in the unit and ongoing in other units through out the school year

Meeting the standard:

6.7b: Student receives scores of 3 on all three questions and previous unit assessment supports that this student has met the standard.

6.13c: Student receives at least eight 3 ratings, with no scores lower than a 2 rating, and previous unit assessment supports that this student has met the standard

1.13c: Student receives a score of 3 and previous unit assessment of this standard supports that this student has met this standard

3.3: Student receives a score of 3 and previous unit assessment of this standard supports that this student has met this standard

Almost Meeting the Standard

6.7b: Student receives scores no lower than 2 on all three questions and previous unit assessment supports that this student is almost meeting the standard.

6.13c: Student receives scores no lower than 2 on questions 4-13 and previous unit assessment supports that this student is almost meeting the standard.

1.13c: Student receives a score of 2 and previous unit assessment of this standard supports that this student is almost meeting the standard.

3.3: Student receives a score of 2 and previous unit assessment of this standard supports that this student is almost meeting the standard.

Getting Started

6.7b: Student receives a score of 1 on one or more of the three questions and previous unit assessment of this standard supports that this student is just getting started on this standard

6.13c: Student receives scores of 1's and possibly some two's on questions 4-13 and previous unit assessment of this standard supports that this student is just getting started on this standard.

1.13c: Student receives a score of 1 and previous unit assessment of this standard supports that this student is just getting started on this standard.

3.3: Student receives a score of 1 and previous unit assessment of this standard supports that this student is just getting started on this standard.

Name of Student: _____ Name of Buddy _____

How Much Does My Buddy Understand About Japanese Culture? (Buddy Scoring Guide)

Please circle the number that tells how well the first or second grade student you are working with can answer your questions.

1 = tried but needed a lot of help

2 = partially answered the question or needed a little help

3 = answered the question well and did not need any help

My partner :

1. Knows that Japan is part of Asia	No	1	2	3
2. Knows that Japan is made up of 4 main islands	No	1	2	3
3. Tells about Japan being very crowded with lots of mountains	No	1	2	3
4. Tells at least 2 facts about Japanese homes	No	1	2	3
5. Tells at least 2 facts about Japanese schools	No	1	2	3
6. Says at least 4 common Japanese words correctly	No	1	2	3
7. Names at least 3 Japanese art forms	No	1	2	3
8. Counts to 10 in Japanese	No	1	2	3
9. Tells about 2 Japanese holidays	No	1	2	3
10. Names at least 2 common Japanese foods	No	1	2	3
11. Demonstrates the correct way to eat with chopsticks	No	1	2	3
12. Plays at least 2 Japanese games correctly	No	1	2	3
13. Explains what the word culture means	No	1	2	3
14. Listens well and willingly participated	No	1	2	3
15. Demonstrates respect for others	No	1	2	3

CELEBRATION DAY

Ask parent volunteers to come in and help with cooking in the morning. These are the dishes they will prepare:

- Umani - a beef dish
- Kyuri-momi - a cucumber salad
- rice balls and nori with soy sauce
- almond cookies, Akanten and tea

Use plywood sheets and cinder blocks to create low tables which will be covered with paper tablecloths, and pillows for sitting on. Wearing their kimonos, the children will perform their songs and dance for their parents. After this performance, they will sit at the tables and eat the food they have prepared, while Japanese music is being played.

When they have finished eating, the children will bring their parents to the display of all the Japanese projects they have worked on; the rice paper, ikebana, fans, tatami mats, etc..., read their book about Japan to them, and go through their folder of work.

There will also be activities for the parents to participate in, such as learning some of the greetings and Japanese vocabulary, practicing some Akanji writing, learning to count to 10, and playing some of the games that the children have learned.

This whole unit of study, along with the final culminating activity, will provide students with a good understanding of the concept of culture, and an appreciation of the Japanese culture in particular.

RESOURCES

Multicultural Explorations by Mary Ann Heltshe and Audrey Burie Kirchner, Teacher Idea Press, Englewood, Colorado, 1991.

Hands on Heritage, Japan Activity Book by Mary Jo Keller, Edupress, Dana Point, Ca.

Japan - A Literature Based Multicultural Unit by Betsy Franco, Evan-Moor Educational Publishers, Monterey, Ca.

Introductory Japanese The California Association of Japanese Language Schools Inc., Los Angeles Ca. 1992

A Ticket to Japan by Tom Streissguth, Carolrhoda Books Inc., Minneapolis, Mn., 1998

A Visit to Japan by Peter and Connie Roop, Heinemann Library, Des Plaines, Ill., 1998

A True Book - Japan by Ann Heinrichs, Childrens= Press, New York

Next Stop Japan by Clare Boast, Heinemann Interactive Library, Des Plaines, Ill. 1998

If I Lived in Japan by Roseanne Knorr, Longstreet Press Inc., Atlanta, Georgia, 1995

Count Your Way Through Japan by Jim Haskins, Carolrhoda Books Inc., Minneapolis, Mn., 1987

Food and Recipes of Japan by Theresa M. Beatty, The Rosen Publishing Group, PowerKids Press, New York, 1999

The Boy of the Three year Nap by Dianne Synder, illustrated by Allen Say, Houghton Mifflin Co., Boston, Ma., 1988

Tree of Cranes by Allen Say, Houghton Mifflin Co., Boston, Ma., 1991

Thanksgiving at Obaachans by Janet Mitsui Brown, Polychrome Publishing, Chicago, Ill., 1994

How My Parents Learned to Eat by Ina Friedman, illustrated by Allen Say, Houghton Mifflin Co., Boston, Ma., 1984

Chopsticks from America by Elaine Hosozawa-Nagano, illustrated by Massayuki Miyata, Polychrome Publishing, Chicago, Ill., 1994

Peach Boy and other Japanese Favorite Stories, Charles Tuttle Publishing Company, Rutland, Vt., 1958

Colors of Japan by Holly Littlefield, illustrated by Helen Bycrs, Carolrhoda Bks., Minn., Mn, 1997

MUSIC

Sing N= Learn Japanese by Tazuko Inui and Selina Yoon, Master Communications, Cincinnati, Ohio

Soh Daiko, a cd of Japanese taiko drumming

Music of Japanese Festivals, a cd of traditional festivals that are held throughout the year in Japan

VIDEOS

Families of Japan Families of the World Videos

Big Bird Visits Japan Sesame St. Video

ONGOING CENTER ACTIVITIES

- practice Akanji writing
- play games they have already learned
- practice using chopsticks
- use websites on the internet
- watch segments of videos
- practice origami projects
- listen to Japanese music using headphones
- read/look at books
- use flashcards with partner to practice vocabulary
- do Japanese craft projects

SPECIAL GUESTS AND PERFORMANCES

- Burlington Taiko Drummers
- Fumi and Mao [two Japanese women from the Burlington area] teach class the Bon Dance
- demonstration of the Japanese tea ceremony.

