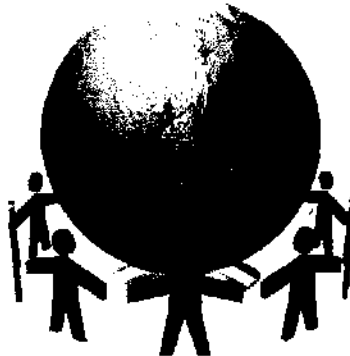


# Integrated Social Studies and the Arts Project

**Meth I**



EDUC 321  
Kim Bohannon  
April 21, 2009

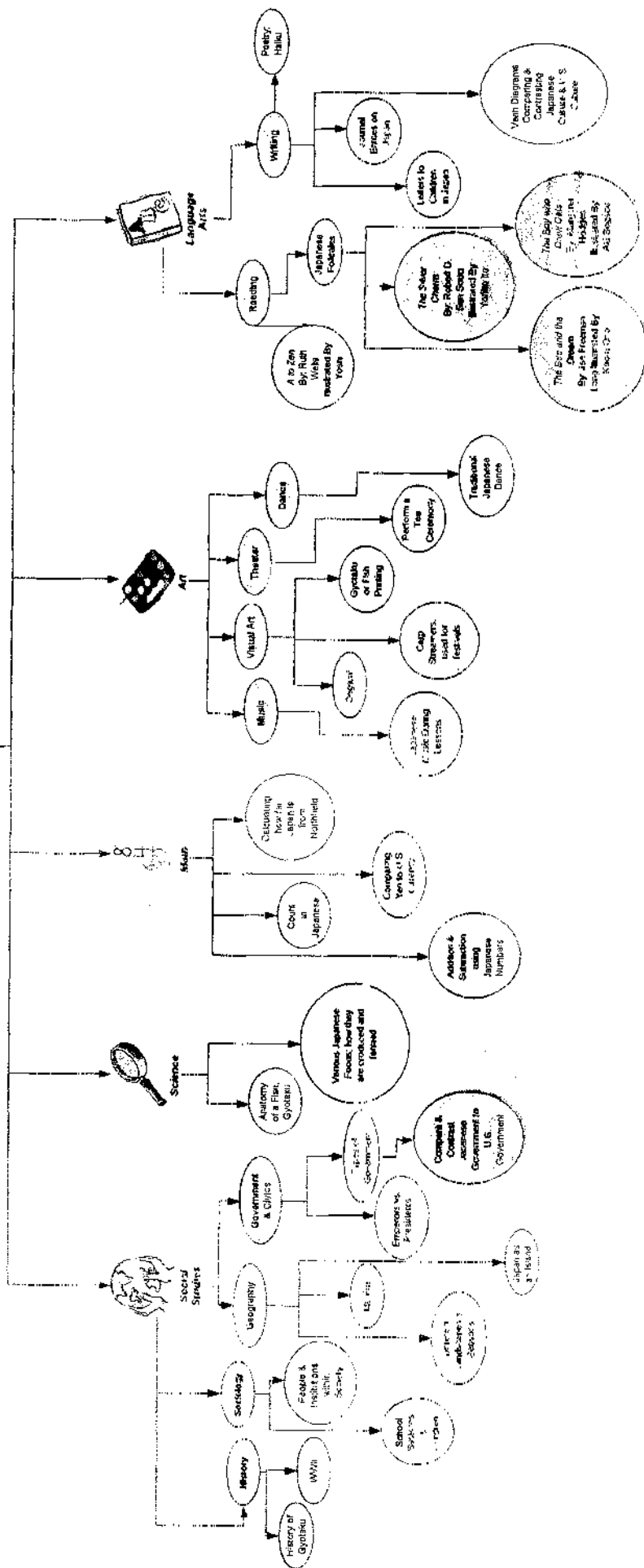
## Table of Contents

- Page 1 ... *Inspiration 8.0 Web*
- Pages 2-4 ... Research Paper on Japan
- Page 5 ... Reference Page
- Pages 6-8 ... Annotated Bibliography
- Pages 9-11 ... Social Studies Artifact Cover Sheet
- Pages 12-17 ... Introductory Lesson on Japan
- Pages 18-24 ... Summative Lesson – Venn Diagrams
  - Pages 25-28... Student Work
  - Pages 29-32 ... Student Activities
  - Pages 33-39 ... Origami Directions & Examples
- Pages 40-41 ... Arts Artifact Cover Sheet
- Pages 42-47 ... Arts Lesson – Gyotaku
  - Pages 48-54 ... Student Work
  - Pages 55-66 ... Reader's Theater – *The Story of the One Inch Boy*  
By: Lisa Blau
- Pages 67-68... Final Reflection
- Pages 69- 70 ... Social Studies Project Rubric
- Pages 71-72 ... Arts Integration Project Rubric





Japan



## Research Paper Japan Mini-Unit

The topic of my Integrated Social Studies and Arts Project is Japan. The lessons I prepared for my students dealt with a number of cultural aspects within Japan. My students made Venn diagrams comparing and contrasting their own culture with the Japanese culture, made gyotaku art, otherwise known as fish printing, tried sushi and experimented with origami. In order to effectively transfer my knowledge of Japan to my students, I had to research things about Japan such as, basic information, types of food, and various art forms. Fortunately, I was able to find many resources and pieces of children's literature to further my understanding of the Japanese culture.

A piece of children's literature that is particularly knowledgeable about the Japanese culture is called, *A to Zen*, written by Ruth Wells and illustrated by Yoshi. This picture book is in the form of an ABC book, and explains many cultural aspects of Japan such as aikido, chanoyu and ichinisan. This book was particularly helpful in my introductory lesson to Japan, as I used it to introduce my students to the Japanese culture. My students, and I, were introduced to janken through this picture book, which is a form of "rock, paper, scissors" that is played in Japan. Students were also familiarized with kimonos, which are worn by the Japanese on festival days. Lastly, sushi was a piece of interest that was introduced through this story. Not only is sushi a common form of food for those in Japan, but the way it is presented is just as important as the actual taste (Wells, 1992).

Other pieces of children's literature that I offered to my students include a variety of Japanese folktales. These folktales include: *The Boy Who Drew Cats* by Margaret Hodges, *The Bee*

and the Dream by J.F. Long, *Tanuki's Gift* by Tim Myers, *The Silver Charm* by R.D. Dan Souci, and *The Boy of the Three Year Nap* by Dianne Snyder. These folktales offer a variety of information about the Japanese culture, and give readers insight as to how life in Japan is organized. For example, *The Bee and the Dream* mentions types of jobs in Japan, such as collecting and selling firewood, towns such as Naniwa are stated, and vegetation in Japan such as camellia bushes are mentioned (Long, 1996).

Gyotaku, or fish printing, is the art project I chose to integrate into my social studies lessons. Gyotaku is now commonly used for art; however over a century ago Japanese fishermen would use Gyotaku to record the size of the fish they caught (EtherScapes, 2003). The first part of the word, gyo, means fish, and the second part of the word, taku, is a form of rubbing (Schuman, 2002, p. 111). Fishermen would bring these fish prints home to show and save, before eating or selling their fish. There are many different methods of fish printing. A common one includes inking the fish, and then pressing paper directly on the fish. It is just as important to print the scales and eyes, as it is the overall length of the fish. This form of art is now practiced through the use of colorful paints and inks (Schuman, 2002, p. 112).

Kids Web Japan is an information website about Japan that offers a lot of information about the country and Japanese culture. This website is appropriate for children, and offers a variety of activities for children to do. According to Kids Web Japan, three writing systems are used to make up the written Japanese language. These systems are kanji, hiragana, and katakana ("Basic Information," 2009). Kids Web Japan also offers information about school, for example, children in Japan are only required to finish nine years of education. Geography is

another element of this website that children can explore. For example, Tokyo is the capital of Japan, and Mt. Fuji the highest peak in Japan, is an active volcano ("Basic Information: School & Geography," 2009).

It was important that my students were able to grasp the Japanese culture through a variety of ways, one of them including food. According to Ashkenazi and Jacob (2003), school lunches are provided to small children through the government, however middle school and high school ages children are required to bring their own lunches to school (p. 120-121). The single most important food that is prepared for most school lunches is cooked rice. Most students have their own rice container or lunch box that they carry to school with them. It is important for children to have packed lunches, for it allows parents to keep an eye on their child or children's health (Ashkenazi and Jacob, 2003, p. 120-121).

Researching various aspects of the Japanese culture greatly enhanced the lessons that were planned for my students. Being knowledgeable on the Japanese culture provided me with confidence to address questions and comments from my students. Japanese foods, art forms, customs, and basic facts are all areas that make up the Japanese culture, and are important to know in order to teach an effective unit on Japan.

## References

- Ashkenazi, M., & Jacob, J. (2003). *Food culture in japan*. Connecticut: Greenwood Press.
- EtherScapes. (2003). *Gyotaku by naoki: about gyotaku*. Retrieved April 11, 2009 from <http://www.etherscapes.com/gyotaku/gyotaku.htm>
- Explore japan; basic info: facts. (2009). Retrieved April 11, 2009 from <http://web-japan.org/kidsweb/explore/basic/index.html>
- Hodges, Margaret. (2002). *The boy who drew cats*. New York: Holiday House.
- Long, J.F. (1996). *The bee and the dream*. New York: Dutton Children's Books.
- Montroll, John. (1992). *Easy origami*. New York: Dover Publications.
- Myers, Tim. (2003). *Tanuki's gift*. New York: Marshall Cavendish.
- San Souci, R. D. (2002). *The silver charm*. New York: A Doubleday Book.
- Schuman, J. M. (2002). *Art from many hands: multicultural art projects*. Massachusetts: Davis Publications, Inc.
- Snyder, Dianne. (1988). *The boy of the three year nap*. Boston: Houghton Mifflin Company.
- Wells, Ruth. (1992). *A to zen*. New York: Simon and Schuster Books.

## Annotated Bibliography

Hodges, Margaret. (2002). *The boy who drew cats*. New York: Holiday House.

A young boy, the youngest of many siblings, was told by his father that his clever wit was sure to make him a good priest, rather than a farmer. The boy was soon being guided along the road to priesthood by an old priest in the village. The boy however drew cats all over the priests many screens and the priest asked him to leave, proclaiming that he would make a better artist than a priest. The boy left in search for a large temple in the next village. Without knowing that a goblin had taken over the temple, the boy entered one night and drew cats all over screens he found in the temple, before crawling into a cabinet to sleep. When he awoke, he found the goblin dead in the center of the floor, with blood covering the mouths of the cats he drew. Although this tale is somewhat of a chilling one, it explains in the back that it is about a Japanese artist whose painting were said to be so realistic, that they came to life. I enjoy how this tale explores artists in Japan, and brings in a different cultural aspect than the others. The twist on the ending of this tale gives a different vibe readers might not often feel, which I think enhances the meaning of the story.

Long, J.F. (1996). *The bee and the dream*. New York: Dutton Children's Books.

Shin and Tasuke are two friends who work together collecting firewood, and selling bundles of it at the end of the day. One day while collecting firewood, Shin and Tasuke decide they are tired and are in dire need of a nap. While Tasuke is sleeping, Shin sees a bee fly out of his nose. Tasuke tells him a dream he had about a pot of gold buried under a camellia bush in Naniwa. Shin buys Tasuke's dream, and ventures off to find the pot of gold. Although the pot that he digs up is filled with nothing but air, Shin returns home to find his home is filled with gold, jewels, and expensive cloths. He shares his wealth, and he and his wife live comfortably for the rest of their lives. This story tells of an important saying in Japan, that if you see a bee fly out of someone's nose, you will have good luck. Various cultural aspects of the country are also included in this tale, such as types of jobs, wealth, towns, and vegetation. I really enjoy this tale and the elements of determination, friendship, sharing, and hard work it portrays to readers.

Myers, Tim. (2003). *Tanuki's gift*. New York: Marshall Cavendish.

An old priest, who lives alone, is taken care of by the poor and prays to Buddha each day. When a tanuki, a raccoon-dog, approaches his door one night asking for warmth, the priest lets

him in. The tanuki returns to the priest's hut for the next ten years, each night looking for warmth. The tanuki wishes to repay the priest, and asks him what he can do. The priest wishes for three gold coins so that he can pay people to pray for him. When the tanuki does not return for days, the priest regrets his wish and realizes that friendship is what he wanted all along. The tanuki eventually returns, and both the tanuki and the priest remain friends for many years. This book touches on religion, animals, and many morals which belong to the Japanese culture. This is shown through both text, and illustrations. The book was well written for children, and contained an important moral.

San Souci, R.D. (2002). *The silver charm*. New York: A Doubleday Book.

The young boy in this tale is warned by his parents to never lose his silver charm of a ship, for it brings him good fortune, and to never go near the woods for fear of an ogre. The young boy goes near the woods one day with his fox and puppy, and gets snatched up by an ogre. In order to become free, the young boy gives the ogre his charm, which in turn makes him very ill. The fox and the puppy go in search of the ogre's home to retrieve the silver charm. With the help of a mouse, they are able to bring the silver charm back to the boy, which ultimately restores his health. This book was well written for younger children. The illustrations were well done, and really add to the dynamics of the tale. I enjoyed this story and feel it is relatable to children, whose parents may warn them of something similar, such as never crossing the street alone.

Snyder, Dianne. (1988). *The boy of the three year nap*. Boston: Houghton Mifflin Company.

A lazy, sleepy boy, who takes naps each and every day, is pressured by his mother to find a job. The boy, Taro, dresses up as the ujigami one night as a plan to relieve himself from doing work. He jumps in front of a merchant, and tells him that his daughter is meant to marry Taro (himself). The reluctant merchant obeys, and approaches Taro's mother the next day. In order to provide a suitable house for his daughter, the merchant repairs Taro and his mother's home and adds many rooms to its existing walls. Taro's mother, who figures out his plan, explains to the merchant that without a job, Taro would not make a suitable husband. The merchant therefore requires Taro to work for him, which proves Taro a lesson, that without hard work, you are not likely to succeed. I feel this tale is relatable to students, who may be reluctant to do chores their own parents ask them to do. This story contains a fine moral, with a clever ending.

Wells, Ruth. (1992). *A to zen*. New York: Simon and Schuster Books.

Various elements of the Japanese culture are introduced through this ABC-type picture book. Aikido, a form of martial arts, chanoyu, a tea ceremony practiced in Japan, and ichinisan, the Japanese number system, are a few key fundamentals of the Japanese culture which are

mentioned. This picture book is also written to open from left to right, instead of right to left, and the pages are to be read from right to left, instead of left to right. This is how Japanese books are written, which greatly adds to the cultural aspect this book presents. I really enjoy this book, for it is filled with an abundance of information that is easily understood by elementary school students. It is also relatable to the culture children may experience in the United States, and gives children a better understanding of the lives children lead in Japan. This book is a great reference to begin a unit on Japan.

# Teacher Portfolio Artifact Cover Sheet

## **ACEI STANDARD #: 2.4 Social Studies**

- 2.4** Candidates know and understand major concepts and modes of inquiry from the social studies.
- Candidates demonstrate knowledge and understanding of the themes, concepts, and modes of inquiry drawn from the social studies that address:
    - (1) culture
    - (2) time, continuity, and change
    - (3) people, places, and environment
    - (4) individual development and identity
    - (5) individuals, groups, and institutions
    - (6) power, governance, and authority
    - (7) production, distribution, and consumption
    - (8) science, technology, and society
    - (9) global connections
    - (10) ideals and practices
  - Candidates demonstrate in-depth knowledge and understanding of how the major and themes of social studies are integrated across academic fields.
  - Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
  - Candidates use their in-depth knowledge of the social studies to provide K-6 students with multiple explanations and highly integrated learning experiences.
  - Candidates help K-6 students demonstrate an understanding of the integration across the academic fields of the social studies.
  - Candidates plan and implement engaging learning experiences in which K-6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence.

## **ACEI STANDARD #: 2.8 Connections across the curriculum.**

- 2.8** Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

## **ACEI STANDARD #: 3.1 Integrating and applying knowledge for instruction.**

- 3.1.1** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

## **ACEI STANDARD #: 5.1 Practices and behaviors of developing career teachers**

**5.1. Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.**

- Candidates can work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment
- Candidates focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances
- Candidates can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population
- Candidates can identify, access, and use technology-based resources in support of their professional development
- Candidates demonstrate a commitment to the professional codes of ethical conduct

**NAME OF ARTIFACT: Social Studies Project and Teaching Experience**

**TYPE OF ARTIFACT: Lesson Plan for Social Studies**

**Brief description of artifact:**

For my introductory to Japan lesson, I read my students the children's picture book, *A to Zen* written by Ruth Wells and illustrated by Yoshi. This picture book is setup in an ABC format, which allowed my cooperating teacher and I to go through and pick out pages for me to read, which we felt were important and informational for the students to know. Some of the pages I chose to read include information on sushi, kimonos, and aikido. I checked the pronunciation of many of the Japanese words that I was unfamiliar with before reading them to my students. I also practiced reading the story aloud before I read it in class. I asked students questions during the story about their own lives, and in which ways they were similar or different to the lives of students in Japan.

After reading the story, my students listed differences and similarities between culture in Northfield, MA and the Japanese culture, which I wrote on a large piece of paper I brought. We did this activity together as a whole class. Together we wrote down similarities and differences for about 5-10 minutes. Once we were done, we took a break to stretch and move around.

For the summative piece of my project, I had my students make Venn diagrams relating to the information we wrote together in the previous lesson. My students used the chart they made as a resource to fill in their Venn diagrams. My students worked in pairs to do this activity, and my cooperating teacher had plastic circles for the students to use to make tangible Venn diagrams. The students wrote their differences and similarities on small strips of paper that I cut before the lesson began. Students spent 10-15 minutes working on their Venn diagrams.

In order to enhance the cultural aspect of this lesson, I bought sushi for my students to try and origami paper with directions to make simple origami animals and shapes. My cooperating teacher also had kimonos and chopsticks for the students to try on and practice with. I brought in a variety of Japanese folktales for my students to read as another option once

they finished their Venn diagrams. While my students worked, I played Japanese music for them to listen to. This entire activity took about an hour, as students had many stations to visit and activities to try.

**Brief description of how artifact demonstrates ACEI Standards 2.4 and 2.8:**

The lessons I prepared most definitely addressed the culture in Japan, and the ways in which people live their lives in comparison to how we live our lives in the United States. I gave students a variety of activities to choose from that relate to the Japanese culture. Students were able to experiment with chopsticks, make origami, try sushi, and wear kimonos. I incorporated geography by showing students where on the globe Japan is located in comparison to the U.S. Reading, writing, and even geometry were incorporated into my introductory and summative lessons. Students were encouraged to ask questions about the Japanese culture, while being respectful and keeping in mind that their culture was simply different from their own. I researched many of the things I spoke to my students about, in preparation to answer any anticipated questions.

All of the information that students were introduced to on Japan, was factual and real life information. The activities that students participated in, such as trying sushi, were all actual activities that exist and are practiced in Japan. Students were therefore made aware of the Japanese lifestyle, and how it is similar or different from their own.

It was important for my cooperating teacher and me to let the students know that although Japan is far away, it is a civilized and advanced nation that functions in many ways as the United States does. My cooperating teacher therefore allowed me to show the students articles from a Japanese newspaper that she had, displaying advertisements for pets, cars, and toys. The students were surprised to see that like the United States, Japan had many of the same toys.

The activities I chose were all developmentally appropriate, and related to the New Hampshire standards for social studies.

Attached is the assignment that generated this artifact and the artifact scoring rubric completed by a Keene State College instructor.

**Social Studies and Arts Integration Project  
Japan – Introductory Lesson**

Name: Ashley Lorrain

Date: April 13, 2009

Grade Level: 2

Subject: Social Studies

Topic: Japanese Culture

**Purpose:**

The purpose of this lesson is to introduce my students to the Japanese culture by recognizing the similarities and differences when compared to their own culture, in Northfield, MA.

**Curriculum Standard:**

NH Curriculum Standards for Social Studies – Grade 2

SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)

(Retrieved on April 11, 2009 from:

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>)

**Objective(s):**

Given the book, *A to Zen*, students will list at least five similarities and five differences between the Japanese culture and the culture in Northfield, MA, as a whole class.

**Materials Needed for Learning Experience:**

**Teacher:** The picture book, *A to Zen*, large chart paper, origami paper, origami instructions and Japanese music

**Student:** Pencil

**Anticipated Length of Learning Experience:**

- Introduction & Reading the Story – 15-20 minutes
- Listing Similarities and Differences – 10-15 minutes
- Origami Making (if time) – 20 minutes

**Student Grouping:**

I will read the story to the entire class. Students will then work together as a whole group to list similarities and differences between cultures. If there is time, students will work individually to mold origami animals of their choice.

**Prerequisite Knowledge:**

**Teacher:** I will need to know the information in the story I will be reading, *A to Zen*, and how to pronounce the Japanese terms within the story. I will also need to familiarize myself with the Japanese culture, in order to answer any anticipated questions my students might have.

Pronunciation Examples:

- Aikido = Ahy-kee-doh
- Chanoyu = Chah-naw-yoo

Basic Info. About Japan:

- Major islands that make up Japan include: Hokkaido, Honshu, Shikoku, Kyushu, and Okinawa
- Neighboring countries: Republic of Korea, China, and Russia
- The Japanese language has three writing systems: kanji, hiragana, and katakana
- Tokyo is the capital

**Student:** Students will need to know what similarities and differences are, and certain things about their own culture that they can compare to the Japanese culture. For example, in Japan they eat meals while sitting on the floor, while in Northfield, students most likely eat while sitting in chairs.

**Procedure:****1. Introduction:**

I will first start off by telling the students that the next few activities I will be doing with them will be on Japan, specifically the culture. I will introduce the story I am going to read to them, which is all about the Japanese culture, and ask them to listen carefully to the information they hear. I will remind them of good listening skills, and to keep in mind anything interesting they hear that they would like to talk about after the story.

**2. Body of Learning Experience:**

Next I will read the following pages in the story that I have marked. The book I will be reading is an ABC book with a lot of text. I therefore marked a few pages that my cooperating teacher and I felt were appropriate, and interesting, for the students to see and hear.

Once I have read the story, I will ask students to help me brainstorm similarities and differences between the Japanese culture, and their culture in Northfield. I will ask students to share their ideas aloud, so that I can write them down on a large piece of chart paper that we will refer back to in my summative lesson.

This will be an opportunity for students to ask questions, and soak up any new information they learned about Japan.

### **3. Conclusion:**

I will ask students to keep in mind the similarities and differences they mentioned, for we will relate them to another activity. If I have time, I would love for the students to make their own piece of origami. It is an activity on one of the pages I will be reading to them, and I think they would really enjoy it. I will therefore have simple directions on different origami animals and shapes they can choose from, and work on, until they are ready for snack. If we have time to try origami, I will play Japanese music while they work.

### **Assessment:**

I will adjust my teaching in order to meet the immediate needs of all students in all and any ways in which it is needed. For example, if students do not understand my directions, I will answer questions. If students are not able to think of similarities and differences, I will go back to certain pages in the story. Problems that arise will be addressed once they are specified. I will know that the lesson's objectives have been met once students give me a list of similarities and difference to write down. Students will be aware of the facts they have learned, from the amount of information they tell me.

1. **Formative:** I will know the students have understood the information I read to them through the similarities and differences they list between the Japanese culture and their own culture. The questions that they ask about the Japanese culture will also inform me that they have grasped new pieces of information about Japan.

2. **Summative:** The summative form of assessment will be addressed in the second lesson of my mini-unit.

**Child Guidance (Behavioral):**

<b>Proactive Considerations:</b>	<b>Reactive Considerations:</b>
<p>I will address any questions the students may have, and think of questions that might arise beforehand so that I can address them before we begin.</p>	<p>I will ask students to be respectful of the lesson I am teaching, and remind them that I am just learning to teach, so it is important that they are listening, which will in turn help me become a better teacher.</p>
<p>I will ask the class what good listening skills look like, and ask them to demonstrate them for me during the lesson. I will also ask students not to call out, and to raise their hands if they have a similarity or difference.</p>	<p>If students have difficulty attending, I will address the issue right away, by asking students to give me their undivided attention. If students are talking during the story, I will ask them to find a different person to sit next to.</p>
<p>Students will work together as a class to recite a list of similarities and differences for me to write down.</p>	<p>I will allow students to ask questions after I give them directions, and make sure they understand exactly what they are supposed to be doing. I will clarify any confusion by taking as much time as the students need to understand what they will be doing.</p>
<p>I will choose a variety of students who raise their hands after I ask a question, and I will try not to call on the same student twice. I will encourage those who do not raise their hands to speak by asking them if they have any similarities or differences they'd like to share.</p>	

**Child Guidance (Cognitive):**

<b>Needs for Lesson Participation:</b>	<b>Modification Required:</b>
<p>The most challenging skill that I think will be hard for some students to overcome, will be listening intently to the story, and remembering the information they heard. I will encourage students to listen and hold onto a fact or idea they thought was interesting while I read, so that they have less to remember.</p>	<p>Students will be able to see the similarities and differences between the cultures through the visual I will be writing on.</p> <p>Students will work together as a whole class, and will therefore be able to listen to one another in order to learn new facts.</p>

The story I read may be confusing and too factual for some, since it does not have a storyline. I will therefore ask the students questions about the story, and summarize it at the end.

Those students, who are not as advanced with comprehension, will have a hard time following along. It will therefore be important that they listen to their peers mention similarities and differences once the story is over. Students that do well with comprehension will have the opportunity to raise their hands.

I will verbally tell the students the instructions they need to know. Students who have questions with the instructions they are given, will have the opportunity to ask me. I will be as specific as possible when giving directions. This includes the origami activity if there is time. Students will be informed of the materials they will need to use.

#### **Resources Used:**

*Explore japan; basic info: facts.* Retrieved April 11, 2009 from

<http://web-japan.org/kidsweb/index.html>.

*Frameworks and lesson plans* (n.d.). Retrieved April 11, 2009, from

<http://www.nheon.org/frameworks/>.

Montroll, John. (1992). *Easy origami*. New York: Dover Publications.

Wells, Ruth and Yoshi. (1992). *A to zen*. New York: Simon and Schuster Books for Young Readers.

#### **Lesson Reflection:**

This lesson went well. The students were engaged in the piece of children's literature I read to them, and they seemed to express an interest in the Japanese culture. My students gave me many similarities and differences to write down once I finished the story, and there was little area for confusion. Mrs. Johnson is very knowledgeable in the Japanese culture, and she was able to tell the students many stories that related to the book I read, which the students enjoyed. My students are starting to grasp the idea that other cultures around the world are technologically advanced like their culture in Northfield. Other countries have cars and wear normal clothes, just as they do. I feel this will progress as their unit on Japan continues.

If I were to teach this lesson again, I would have my students take a short break to get up and stretch in-between finishing the story, and writing down similarities and differences between cultures as a class. By the end of the lesson, the students were very antsy and itching to get up and move around. This made it hard for them to stay focused throughout the entire lesson. Overall, I felt this lesson went well, and I think my students really enjoyed the story I chose. Although they were ready for a break towards the end, they showed interest by continuing to talk about Japan throughout the day.

**Social Studies and Arts Integration Project  
Japan – Summative Lesson**

Name: Ashley Lorrain

Date: April 15, 2009

Grade Level: 2

Subject: Social Studies

Topic: Japanese Culture

**Purpose:**

The purpose of this lesson is to enhance my student's understanding of the Japanese culture, by recognizing the similarities and differences between the culture in Japan and the culture in Northfield, through the use of Venn diagrams.

**Curriculum Standard:**

NH Curriculum Standards for Social Studies – Grade 2

SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)

NH Curriculum Standard for Writing – Grade 2

W:IW:2:1.1: Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)

(Retrieved on April 11, 2009 from:

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>)

**Objective(s):**

Given the chart we made as a class on the similarities and differences between the two cultures, students will work in pairs to create their own Venn diagram by writing at least five differences and three similarities between each culture.

**Materials Needed for Learning Experience:**

**Teacher:** The picture book: *A to Zen*, similarities and differences chart, Venn diagram circles, paper, Japanese music, sushi, soy sauce, kimonos, chopsticks, small pieces of

sponge, small pieces of origami, Japanese folktales

**Student:** Pencil and paper

**Anticipated Length of Learning Experience:**

- Introduction: 10 minutes
- Venn Diagram Activity: 30-40 minutes
- Sushi Taste-Testing – While students are working.
- Practicing with Chopsticks, Japanese Folktale Reading, Kimono Wearing, and Origami – Stations students can travel to once they are finished with their Venn diagrams: 30 minutes

**Student Grouping:**

Students will work in pairs to create their own Venn diagrams on similarities and differences between the Japanese culture and their own culture in Northfield, MA. I will call student pairs up during the activity to try a piece of sushi, which relates to a page in the book, *A to Zen*, that we read in the introductory to Japan lesson.

Once students are finished with their Venn diagrams, they will be allowed to wander to different stations that will be set up around the classroom. Group size will depend on the amount of students at each station, for they will not be assigned to a group.

**Prerequisite Knowledge:**

**Teacher:** I will need to know the information in the story I read, *A to Zen*, and how to pronounce the Japanese terms. I will need to be familiar with the similarities and differences that the students listed the day before.

Pronunciation Examples:

- Aikido = Ahy-kee-doh
- Chanoyu = Chah-naw-yoo

Similarities Between Northfield and Japan Listed in Class:

- Wear shoes
- Drive
- Eat sushi
- Sleep on futons
- Wear uniforms

Differences Between Northfield and Japan Listed in Class:

- Shoes are taken off in Japanese school

- Japanese students clean their schools and serve food
- Shoes are faced towards the street when in Japan for easy access to put on and walk outside
- Chopsticks are used regularly in Japan

**Student:** Students will need to be aware of the similarities and differences that we listed in the previous lesson. They will need to recall the information that they have been taught about Japan thus far.

### **Procedure:**

#### **1. Introduction:**

I will first ask the students to help me summarize the information about Japan that we went over in the previous lesson. We will refer back to the chart paper, and the similarities and differences that were listed as a class. I will then explain to them that they will be working in pairs to make their own Venn diagrams in order to relate the Japanese culture, to their own culture. I will reiterate to them what a Venn diagram is. Students will be writing their similarities and differences on strips of paper, and placing those strips accordingly using plastic circles that open up to make Venn diagrams.

Before letting the student pairs get to work, I will tell them that I have brought sushi for them to try, and that I will be calling them up by pairs to try it. I will tell students that those pairs that I see working well together will be asked to come try sushi first. I will play Japanese music while the students work.

#### **2. Body of Learning Experience:**

While students are working on their Venn diagrams, I will call students pairs up one at a time to try a piece of sushi. This will also emphasize the Japanese culture, and the cultural similarities and differences that exist between Northfield, MA and Japan. Once students have listed at least five differences and three similarities about the two cultures, or as much as they can think of, I will walk over and take a look at each Venn diagram. Those students that finish early will be able to make a piece of origami, read through the Japanese folktales that I have borrowed from the library, try on kimonos that Mrs. Johnson is supplying, or experiment with chopsticks by picking up small pieces of sponge and origami. Students will be able to wander to different stations, regardless of how many students are at each one. There is a small number of students in my class, and fortunately they work well together and are able to have that freedom.

#### **3. Conclusion:**

Once everyone has finished with their Venn diagrams, tried a piece of sushi, and visited each station, I will call the students back to circle to reflect on their experiences. I will ask students what they felt about the sushi and what they think of the Japanese culture and how it differs from their own. Students will be given the opportunity to ask questions and share their thoughts about what they have learned.

### **Assessment:**

I will adjust my teaching in order to meet the immediate needs of all students in all and any ways in which it is needed. For example, if students do not understand my directions, I will answer questions. If students are not able to think of similarities and differences, I will go back to certain pages in the story, or the chart we wrote together. Problems that arise will be addressed once they are specified. I will know that the lesson's objectives have been met once students complete their Venn diagrams. Students will be aware of the facts they have learned, from the amount of information they fill their Venn diagrams with.

1. **Formative:** I will know students have become familiar with the Japanese culture through the questions they ask during our reflection at the end of the lesson.
2. **Summative:** The amount of information that the students fill their Venn diagrams with will indicate the amount of information that they have learned about Japan. If the students are able to write down five differences and three similarities, I will know that they have a good grasp on the Japanese culture and how it differs from their own.

**Child Guidance (Behavioral):**

<b>Proactive Considerations:</b>	<b>Reactive Considerations:</b>
<p>I will address any questions the students may have, and think of questions that might arise beforehand so that I can address them before we begin.</p> <p>I will ask the class what it looks like to work together, and to remember to share and be respectful of each other's ideas. Taking turns writing different similarities and differences is another issue I will address before letting them begin.</p> <p>Students will work in pairs in order to share thoughts and hear different ideas. Pairs will be picked using the puzzle piece system Mrs. Johnson uses.</p> <p>I will choose a variety of students to help me summarize the similarities and differences we talked about during the introductory lesson, and I will not call on the same student twice. I will encourage those who do not raise their hands to speak by asking them if they have any similarities or differences they'd like to share.</p>	<p>I will ask students to be respectful of the lesson I am teaching, and remind them that I am just learning to teach, so it is important that they are listening, which will in turn help me become a better teacher.</p> <p>If students have difficulty attending, I will address the issue right away, by asking students to give me their undivided attention. If students pairs are arguing, I will ask them to work alone, and they will not be called first to try the sushi.</p> <p>I will allow students to ask questions after I give them directions, and make sure they understand exactly what they are supposed to be doing. I will clarify any confusion by taking as much time as the students need to understand what they will be doing.</p>

**Child Guidance (Cognitive):**

<b>Needs for Lesson Participation:</b>	<b>Modification Required:</b>
<p>The most challenging skill that I think will be hard for some students to overcome, will be remembering the information they heard. I will encourage students to listen to one another, and refer back to the class chart we did if they have trouble.</p> <p>Students may be discouraged while writing a Venn diagram since it is not something they</p>	<p>Students will be able to see the similarities and differences between the cultures through the visual I will be writing on. They will also have partners to assist them.</p> <p>Students will work in pairs, and will therefore be able to assist one another with completing</p>

do very often. Working in pairs will help promote ambition and excitement.

the Venn diagram.

Those students, who are not as advanced with writing and comprehension, will have a partner to help guide them through what they are supposed to be doing. Students will also have a chart to help aid them with writing their Venn diagrams.

I will verbally tell the students the instructions they need to know. Students who have questions with the instructions they are given, will have the opportunity ask me. I will be as specific as possible when giving directions.

### **Resources Used:**

*Frameworks and lesson plans* (n.d.). Retrieved April 11, 2009, from

<http://www.nheon.org/frameworks/>.

Montroll, John. (1992). *Easy origami*. New York: Dover Publications.

Wells, Ruth and Yoshi. (1992). *A to zen*. New York: Simon and Schuster Books for Young

Readers..

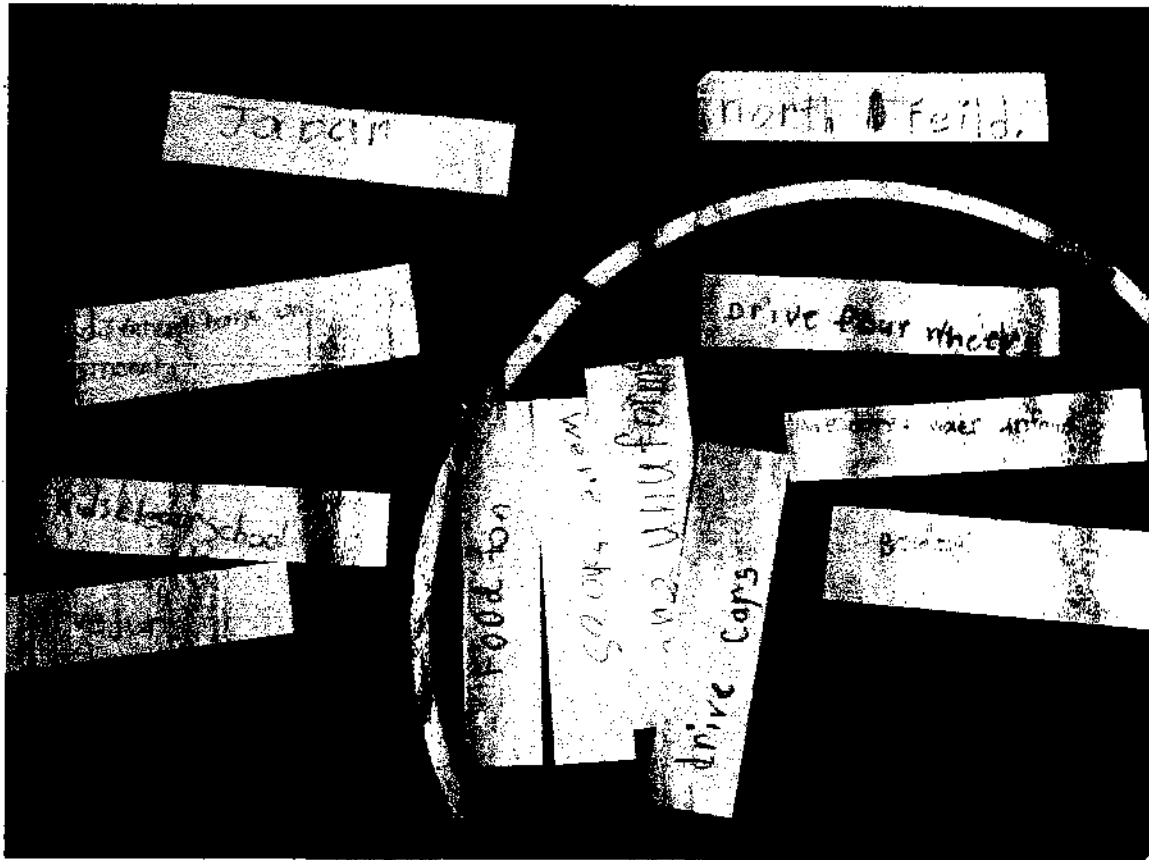
### **Lesson Reflection:**

This lesson went very well. My students were successfully able to finish their Venn diagrams, many with more than five similarities and five differences. The objective of this lesson was well achieved, and students were able to learn more about the Japanese culture than I had anticipated. Mrs. Johnson has a lot of materials relating to the Japanese culture, and pulled them out for the students to use during my lesson. I had planned for students to try sushi and make origami once they had finished, however Mrs. Johnson also had chopsticks and kimonos for children to practice with and try on. These extra materials quickly turned my lesson into a station-like environment, which allowed students to wander around the classroom once they had finished with their Venn diagrams. The resources Mrs. Johnson supplied quickly exceeded my expectations for my lesson, and what I had hoped for my students to gain from it. Students too had a great time wandering to each station. I did not see one student that was not engulfed with what was going on in the classroom. My students really enjoyed the sushi, and ate it all. Some even wore the kimonos for the rest of the day.

Depending on the group of students I have, if I were to do this lesson again I might consider assigning groups of students to travel to each station for an anticipated amount of time. Fortunately, the students I do have work well together and are a small enough group that they were allowed the freedom to wander to each station on their own. This lesson taught me that the more hands-on activities you have for students to do, the greater impact it has on their

learning. For example, while using chopsticks is an educational experience, it is also hands-on and enjoyed by students. Instead of just being given instructions on how to use chopsticks, students were actually able to experiment with them, which I feel leaves a greater impression.

Summative Lesson  
Student Work – Venn Diagrams



Example 1:

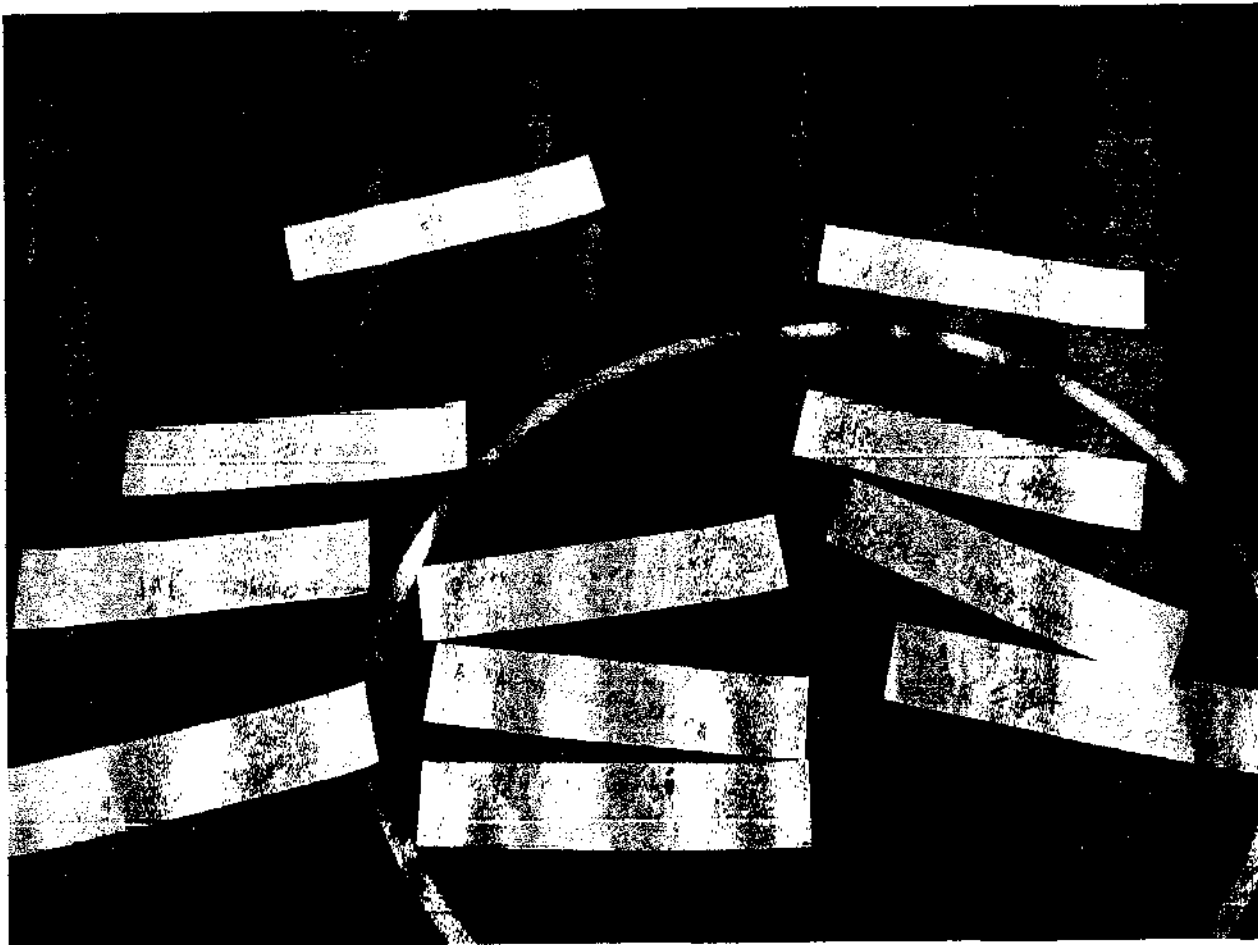
Students listed six differences between Northfield and Japan in all, and four similarities.  
This exceeded my objective for this lesson.

Differences:

Japan – “different people on money,” “kids clean school,” and “(kids) serve lunch”  
“North Field” – “Drive four wheels” and “we don’t wear uniforms”

Similarities:

“Foodton” (both cultures sleep on futons), “were shoes,” “were uniforms” and “drive cars”



### Example 2:

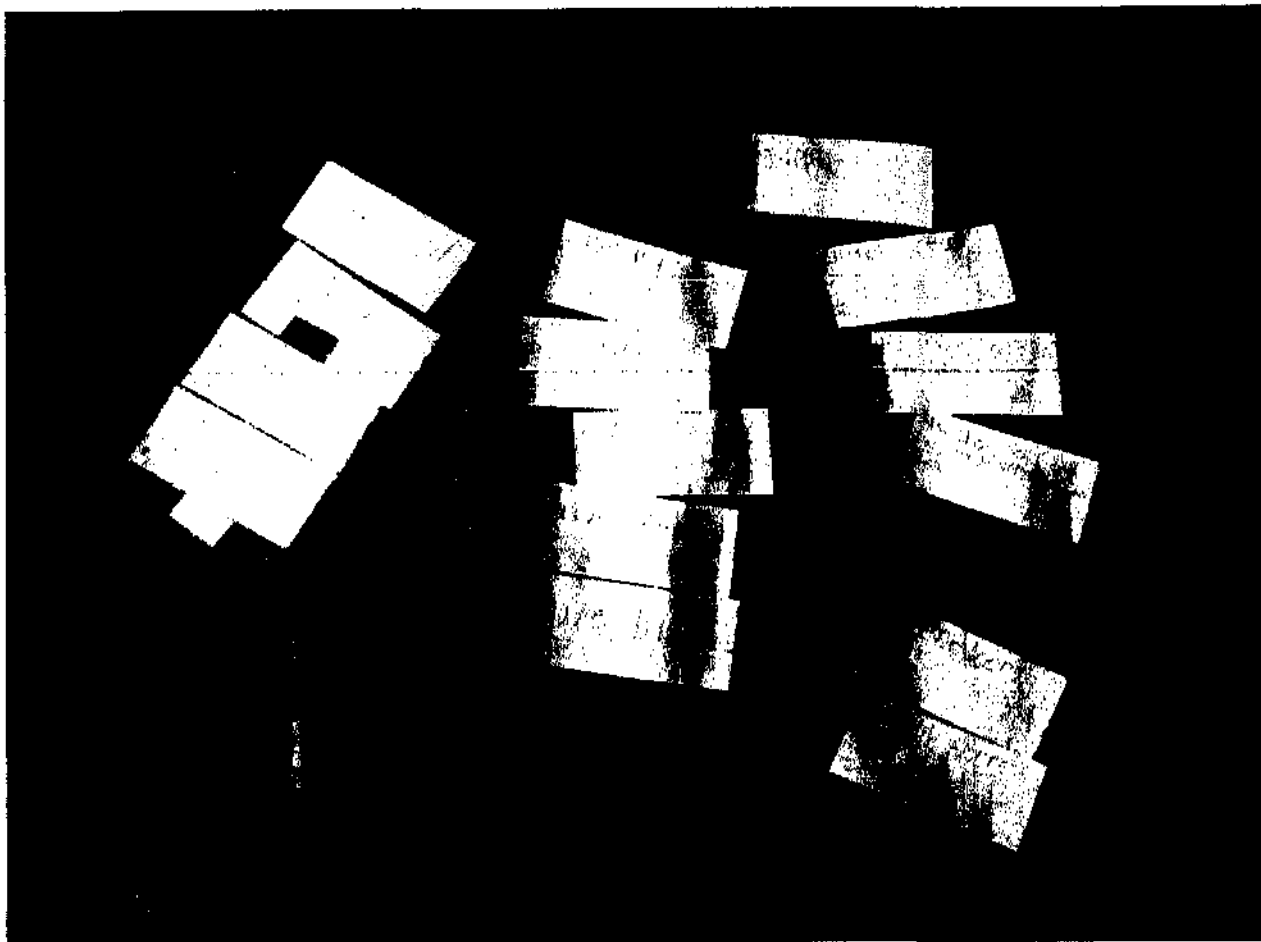
Students wrote six differences and three similarities, again meeting my lesson's objective

#### Differences:

Japan - "different languages," "were uniforms," and take shoes off at school"  
Northfield - "don't wear uniforms," "don't take shoes off in school" and "have different doors" (in homes and buildings)

#### Similarities:

"both use chopsticks," both wear tee shirts" and both eat sushi"



### Example 3:

In this example, there were eight differences and four similarities written about each culture. This greatly exceeds my expectations, and was done very well. Although what may seem as ordinary examples written in the similarities portion of the Venn diagram,

I find this especially important, for it shows that these students are aware of the Japanese culture and how civilized it is in comparison to their own, which is hard for some children to imagine.

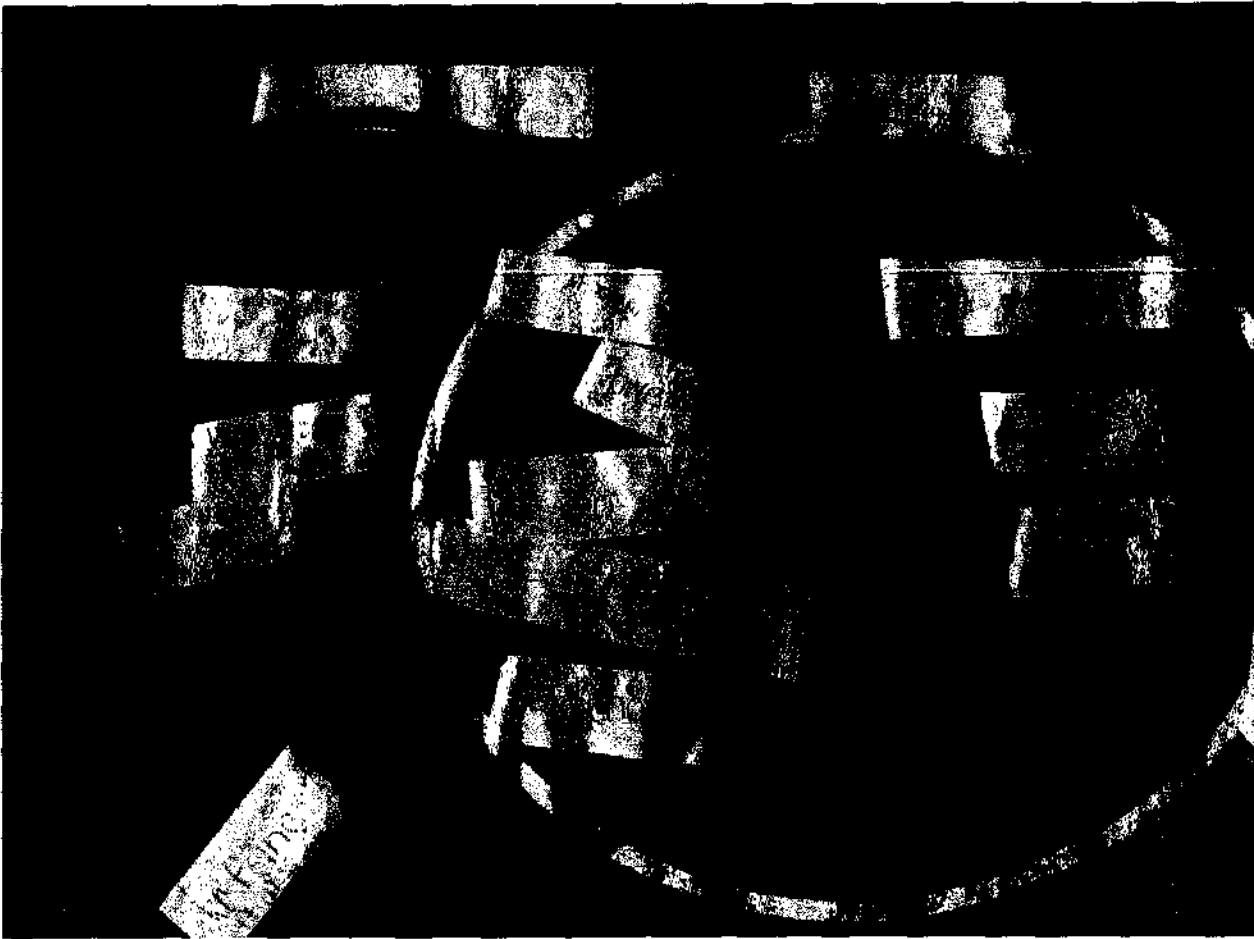
#### Differences:

Northfield – "speck difrent," "we do not take our shoes odd in school" and "we do not face our shoes twrds our road"

Japan – "speaks difrent," "take shoes off in school," "take schoes off and face them towards the road," "difrent doors" and "difrent floors"

#### Similarities:

"have pets," "have toys," "have houses," "have cars" and "have blenkets"



**Example 4:**

This Venn diagram again exceeds my objective, by providing seven differences and five similarities between the Japanese culture and culture in Northfield.

**Differences:**

"Japaneas" - "take of shoes in the clas room," "shoos fase the rode" and flors are dirint"  
Northfield - "windoose are squ" (windows are square), "dors don't slide," "ware  
shoos in school" and "difeine floors"

**Similarities:**

"eat shoosea," "wher shoos," "eat food" and "use chopsticks"

Summative Lesson  
Student Activities



Students were given the opportunity to try sushi, which many of them liked! They ate all of it. ☺



Students were able to experiment with chopsticks, by picking up small pieces of sponge and origami.

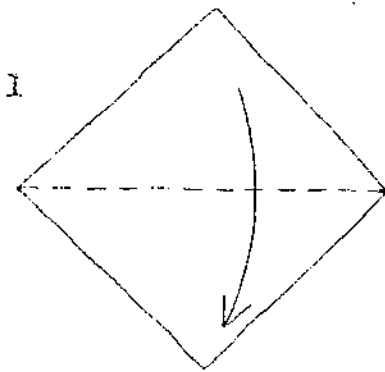


Directions on how to make origami dogs, cats, horses, penguins, tulips and rabbits were available for students to try!

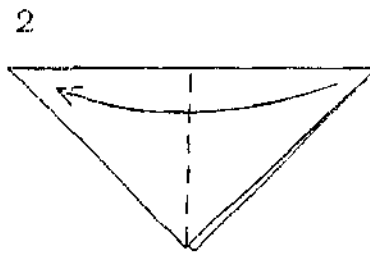


Mrs. Johnson had kimonos available for the students to try on. Some wanted to keep them on for the whole day!

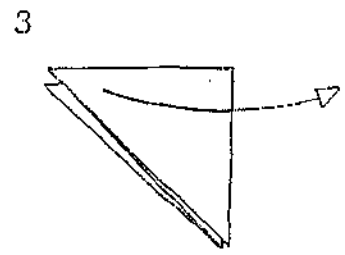
# Horse



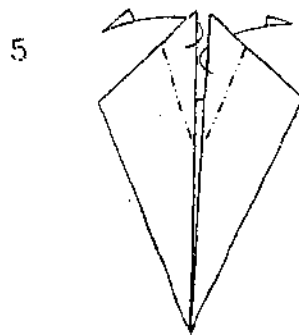
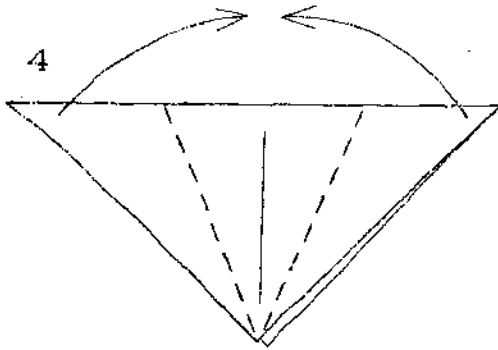
Fold in half.



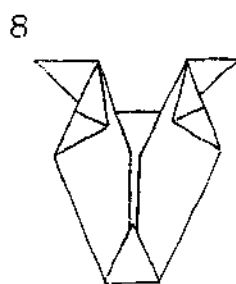
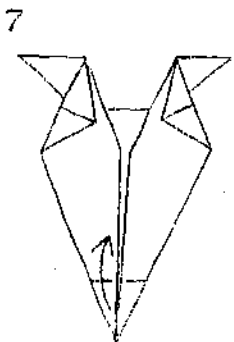
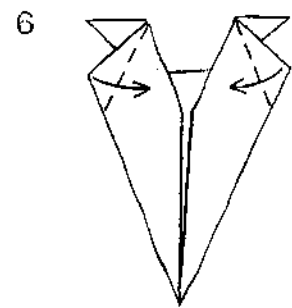
Fold in half.



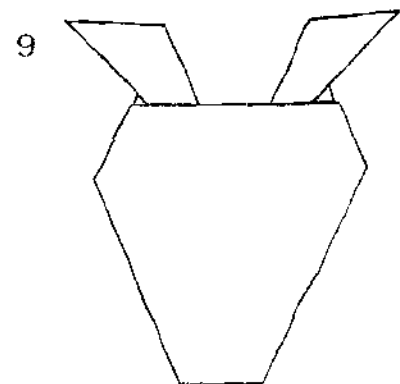
Unfold.



Fold the ears behind.

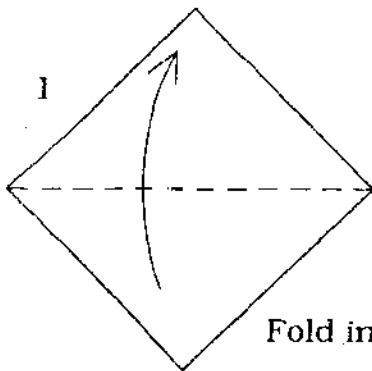


Turn over.



Horse

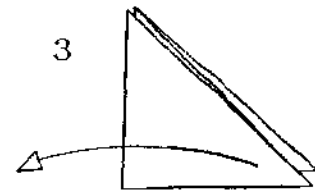
# Tulip



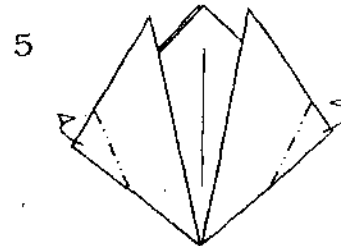
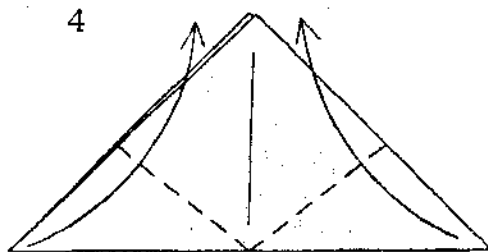
Fold in half.



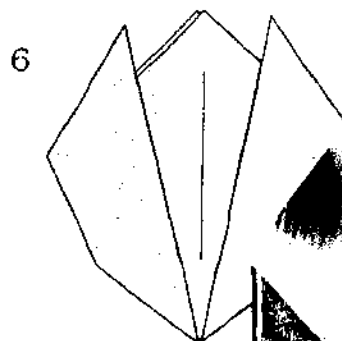
Fold in half.



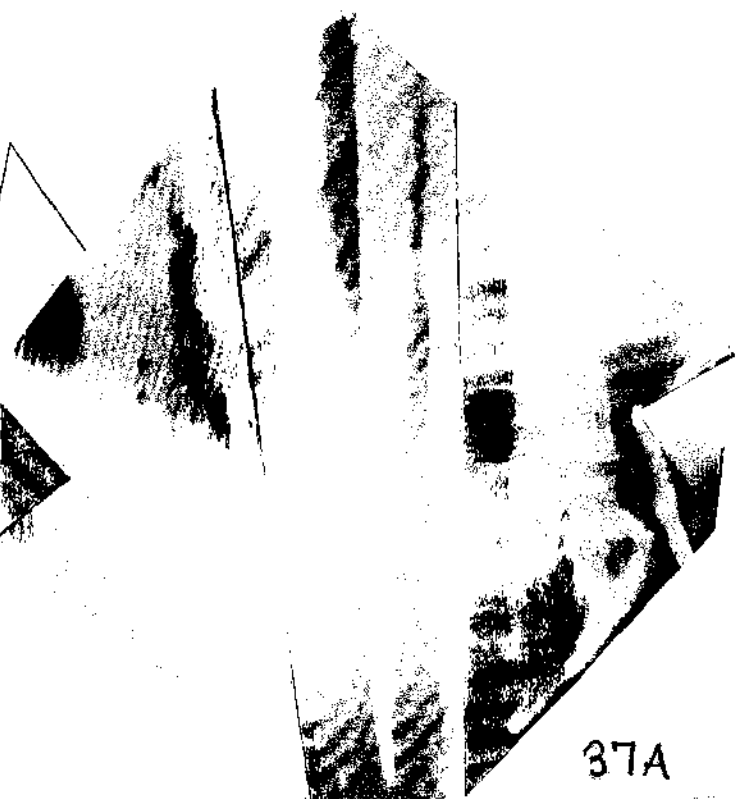
Unfold.



Fold behind.

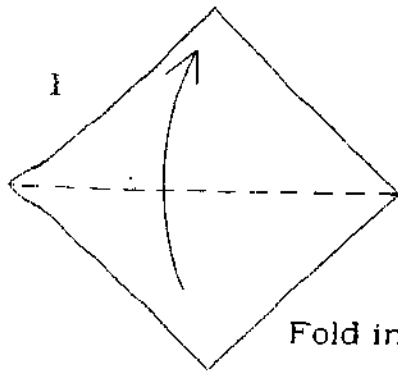


Tulip

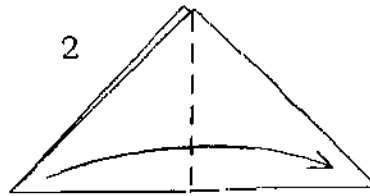


37A

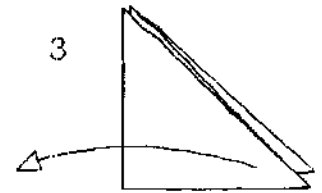
# Cat



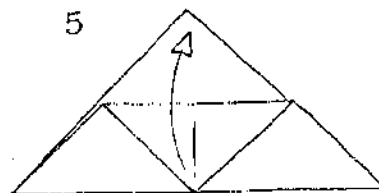
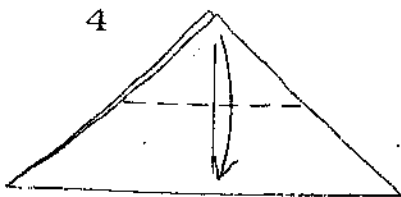
Fold in half.



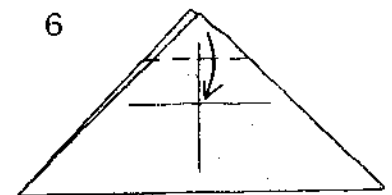
Fold in half.



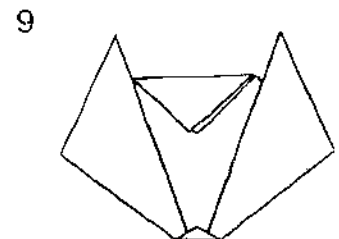
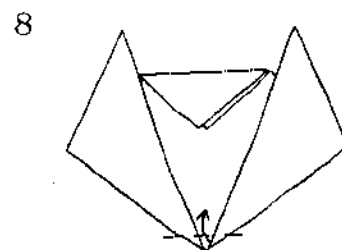
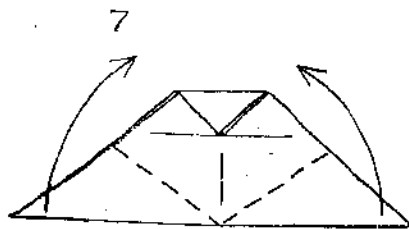
Unfold.



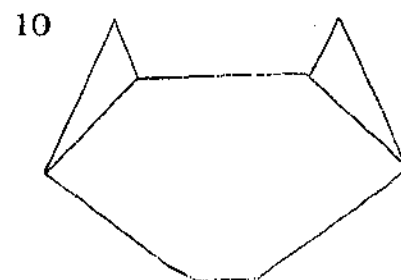
Unfold.



Fold both layers  
to the line.

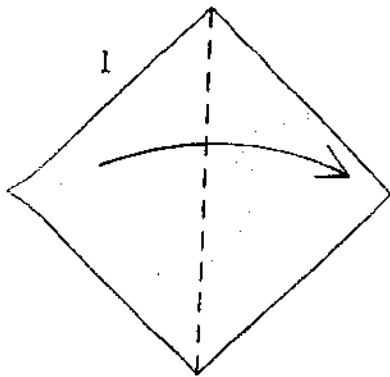


Turn over.

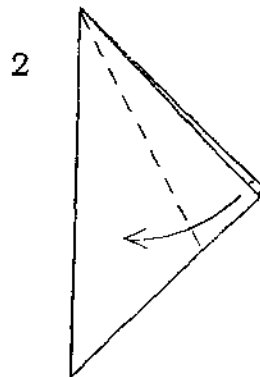


Cat

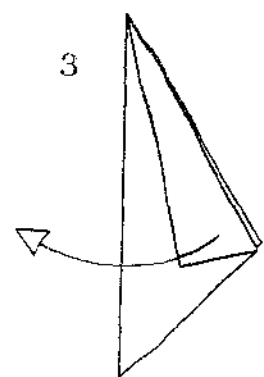
# Penguin



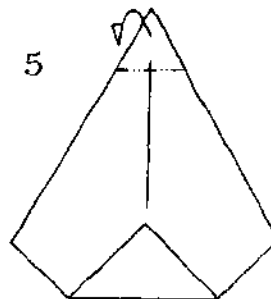
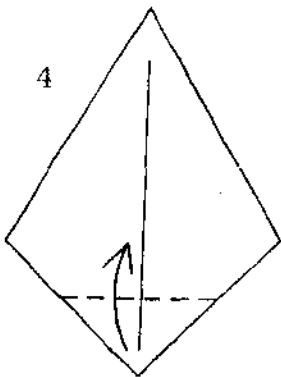
Fold in half.



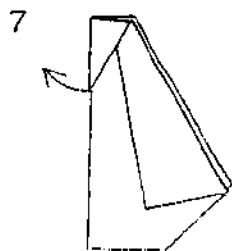
Repeat behind.



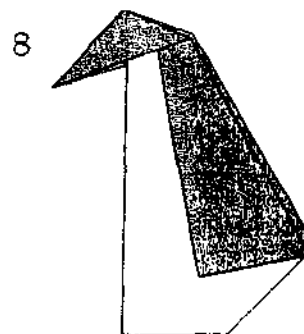
Unfold.



Fold behind.



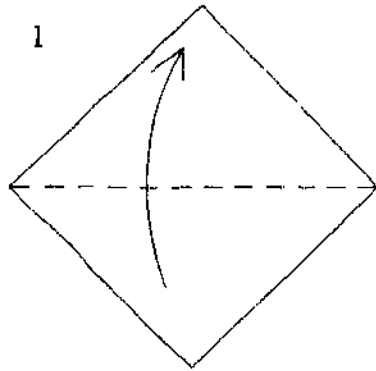
Slide up the head.



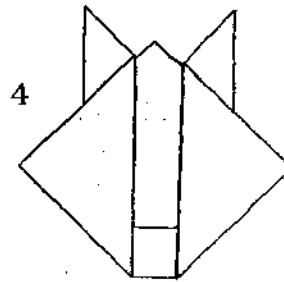
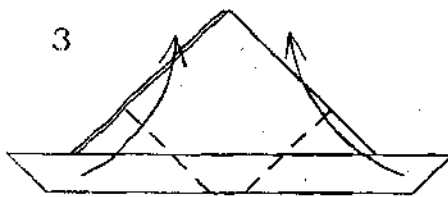
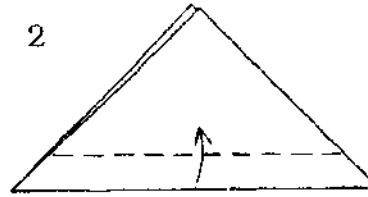
Penguin



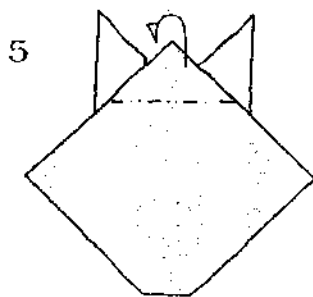
# Rabbit



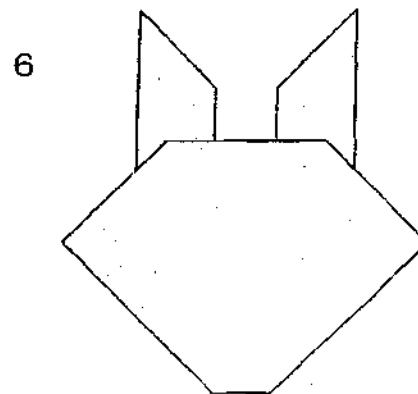
Fold in half.



Turn over.

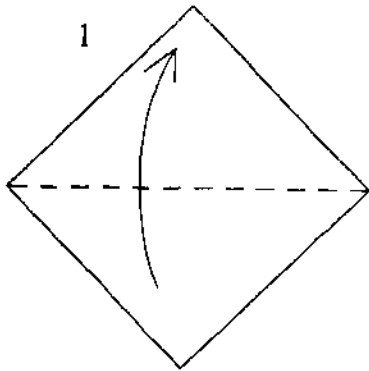


Fold behind.

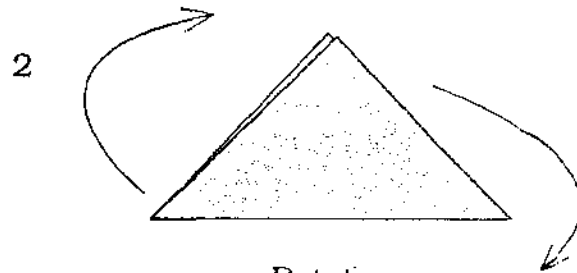


Rabbit

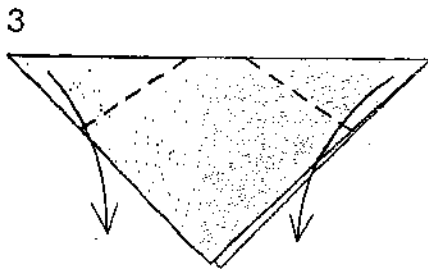
# Dog



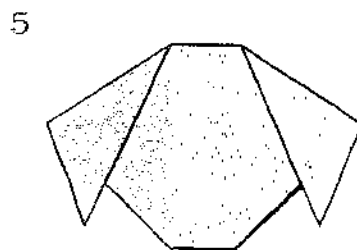
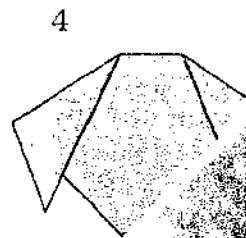
Fold in half.



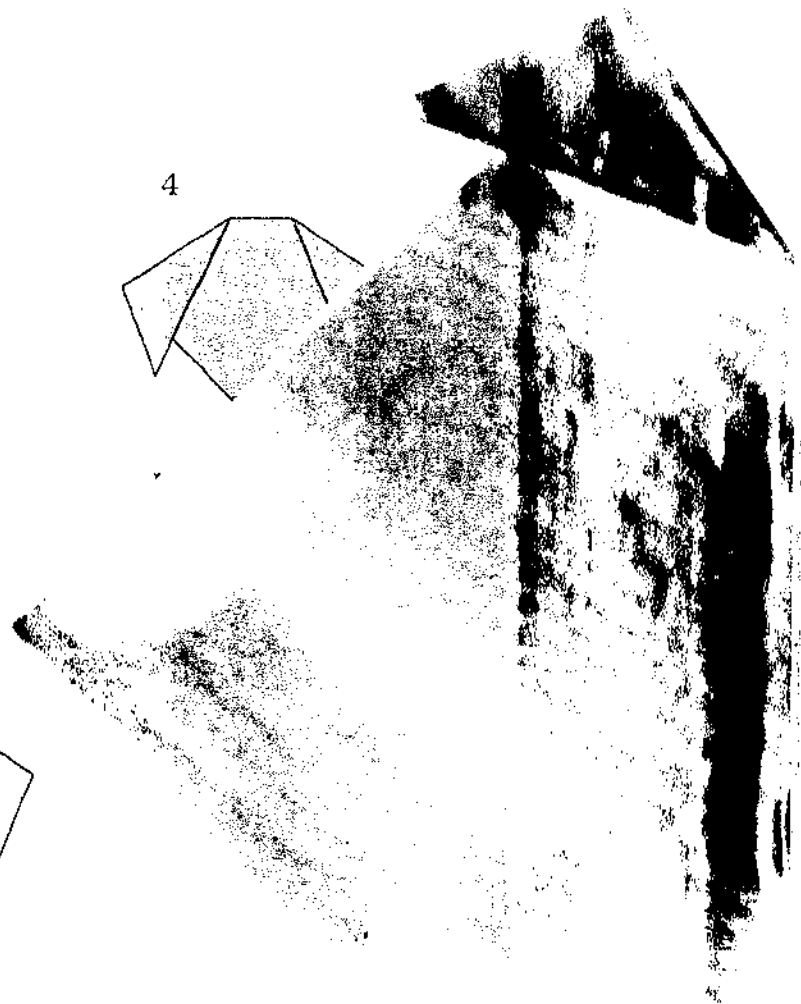
Rotate.



Fold the ears down.

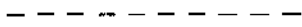


Dog



# Symbols

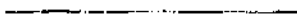
## Lines



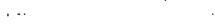
Valley fold, fold in front.



Mountain fold, fold behind.

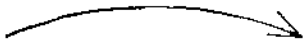


Crease line.



X-ray or guide line.

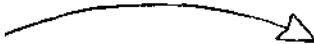
## Arrows



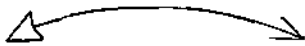
Fold in this direction.



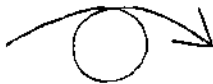
Fold behind.



Unfold.



Fold and unfold.



Turn over.



Push.



Place your finger between these layers.

# Teacher Portfolio

## Artifact Cover Sheet

### **ACEI STANDARD #: 2.5 The Arts**

**2.5 The arts**—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

### **ACEI STANDARD #: 2.1 English Language Arts**

**2.1 English language arts**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

### **NAME OF ARTIFACT: Methods Arts Integration Project**

#### **Brief description of artifact**

For the arts part of my project, I had students try gyotaku art, otherwise known as fish printing. Gyotaku was founded in Japan over a century ago, which relates well to the social studies aspect of my project on Japan. Students were able to paint real, whole fish, and then make prints by placing a piece of rice paper, a piece of construction paper, and a piece of fabric over their fish to make a total of three prints. My cooperating teacher and I worked closely together to plan this project, which she has done many times.

I first introduced my students to the history of gyotaku, which I had researched beforehand. I then worked with my cooperating teacher to show students an example of fish printing, and the technique it requires to make a detailed print. I brought the fish to class the day of this project, and I set them up, holding their fins in place with playdough, while my students were at recess. Students worked on their fish prints once they returned, in groups of four. While students were waiting to try gyotaku, they read, in pairs, a Japanese play called: *The Story of the One Inch Boy* adapted by Lisa Blau. This activity took approximately 30 minutes to finish.

#### **TYPE OF ARTIFACT: Project for arts lesson integrating literacy curriculum.**

#### **Brief description of how artifact demonstrates ACEI Standard 2.5 and how it integrates to ACEI Standard 2.1:**

I was able to engage my students in the Japanese culture through the use of this project, which was both unique and different from anything they had done before. The use of real fish was definitely interesting and fun for them to try. Many students had questions about the fish and how they felt, which promoted communication among students and me. Although some were hesitant to paint real fish, they soon became excited and interested in how this process actually worked. They were both curious and eager throughout this lesson.

Students were required to pay close attention to the directions for this project, as there is an important technique to follow in order to get the best prints. Students were made aware of which way to paint the fish, how to make the print, and which material to print with first. Students were told to be gentle, and to not pick up the fish, for its fins were being held in place with playdough. My students were able to follow these directions very well causing the lesson to run smoothly. Students were able to successfully use the materials they were given.

Attached is the assignment that generated this artifact and the artifact scoring rubric completed by a Keene State College instructor.

**Social Studies and Arts Integration Project  
Japan – Arts Component Lesson**

Name: Ashley Lorrain

Date: April 16, 2009

Grade Level: 2

Subject: Social Studies

Topic: Japanese Culture; Fish Printing

**Purpose:**

The purpose of this lesson is to introduce gyotaku, otherwise known as fish printing, a form of Japanese art, to my students in order to enhance their understanding of the Japanese culture.

**Curriculum Standard:**

NH Curriculum Standards for Art – End of Grade 4; Second Grade

**Curriculum Standard 1: Apply appropriate media, techniques, and processes.**

**Curriculum Standard 4: Analyze the visual arts in relation to history and culture.**

(Retrieved on April 11, 2009 from:

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/Arts/K-12%20Curriculum%20Framework%20for%20the%20Arts.htm#VisualArts>)

**Objective(s):**

Give the Japanese art of fish printing, students will be able to make three fish prints through the use of a real fish and paints.

**Materials Needed for Learning Experience:**

**Teacher:** Large pieces of white paper, rice paper, fabric, four whole fish (the kind of fish is not important, however fins on the fish give the artwork more detail), paints, paintbrushes, smocks, paper towels, pieces of cardboard or wood, playdough, reader's theater: *The Story of the One Inch Boy* by Lisa Blau packets.

**Student:** Smocks, paintbrush, paints, reader's theater packets (provided for them)

**Anticipated Length of Learning Experience:**

- Introduction: 15 minutes
- Fish Printing: Throughout the morning; 10-15 minutes per group of students
- Reader's Theater: 15-20 minutes for each group to read through. This will take place while groups are waiting to make their fish prints.

**Student Grouping:**

I will first address the class as a whole to give instructions, along with the history of fish printing. I will then call four students up at a time and have them make their gyotaku art.

Students will work in pairs reading through: *The Story of the One Inch Boy*, while they are waiting to be called to make their fish prints.

### **Prerequisite Knowledge:**

**Teacher:** I will need to know the history of gyotaku and how to make the actual fish prints.

Gyotaku is now commonly used for art; however over a century ago Japanese fishermen would use Gyotaku to record the size of the fish they caught. The first part of the word, gyo, means fish, and the second part of the word, taku, is a form of rubbing. Fishermen would bring these fish prints home to show and save, before eating or selling their fish. There are many different methods of fish printing. A common one includes inking the fish, and then pressing paper directly on the fish. It is just as important to print the scales and eyes, as it is the overall length of the fish. This form of art is now practiced through the use of colorful paints and inks.

Steps to fish print:

- Dry off fish
- Place playdough underneath the fins and tail to hold them open and in place
- Paint the fish in the direction of which the scales are going (left to right)
- Place paper or fabric over the paint gently, and press all areas of the fish
- Slowly remove the material you used to press with
- Repeat 2-3 times

**Student:** Students will need to be aware of the directions they must follow, since this project is brand new and can be messy.

### **Procedure:**

#### **1. Introduction:**

First I will introduce the history of gyotaku to my students. I will explain to them that gyotaku originated over a century ago, and was used by Japanese fishermen to record the size of the fish they caught. I will demonstrate for my students how to make a fish print. I will ask them to keep the fish in place, and to not pick it up due to the play dough that is holding the fins in place. I will show them how to paint in the direction of the fish scales. Students will be able to use all and any colors that they'd like to paint their fish. I will show students the materials they will be printing with, which are rice paper, fabric, and construction paper. I will ask students to first print with the rice paper, then the fabric, and lastly the construction paper. Students will be making a total of three prints. Next I will show student how to gently place their printing material over the fish so they do not smudge their print. I will tell students that it is important to press their printing material over all areas of the fish, so that each part is recorded.

I will call four students to make fish prints at a time. Those who are not making fish prints, will be reading a play entitled: *The Story of the One Inch Boy*, in pairs. Students

will be asked to write their names on their printing materials before joining me to make their gyotaku art.

**2. Body of Learning Experience:**

Students will have the opportunity to make three fish prints throughout the morning. This will give them firsthand experience as to what gyotaku is. Students will be able to use their creativity through the colors they choose to use while painting their fish.

Those students, who are waiting to make fish prints, will be reading the Japanese folktale reader's theater play of: *The Story of the Once Inch Boy*. This too will enhance student's learning of the Japanese culture through the use of reading.

**3. Conclusion:**

Once all students have made their fish prints, I call them to circle to share with the class their favorite fish print. We will also discuss the play they read, and students will have the opportunity to perform it to the class if there is time.

**Assessment:**

I will adjust my teaching in order to meet the immediate needs of all students in all and any ways in which it is needed. For example, if students do not understand my directions, I will answer questions. Problems that arise will be addressed once they are specified. I will know that the lesson's objectives have been met once students have made three fish prints. I will know that students have gained knowledge through how well they follow the directions on how gyotaku is performed. Students will know they have gained knowledge if their fish prints are done successfully.

1. **Formative:** I will know my students have understood the information on gyotaku through the questions they ask. I will know my students have understood the reader's theater play they read by their performance at the end of the day.

2. **Summative:** The fish prints that my students make will indicate whether or not they have followed directions, and therefore learned about the art of gyotaku.

**Child Guidance (Behavioral):**

Proactive Considerations:	Reactive Considerations:
<p>I will address any questions the students may have, and think of questions that might arise beforehand so that I can address them right off the bat.</p>	<p>I will ask students to be respectful of the lesson I am teaching, and remind them that I am just learning to teach, so it is important that they are listening, which will in turn help me become a better teacher.</p>
<p>I will ask the class what good listening skills look like, and ask them to demonstrate them for me during the lesson. I will also ask students not to call out, and to raise their hands if they have a similarity or difference.</p>	<p>If students have difficulty attending, I will address the issue right away, by asking students to give me their undivided attention. If students are goofing off while reading the play or making fish prints, I will ask them to sit quietly by themselves and read.</p>
<p>Students will work in groups of four to do their fish prints, and in pairs to read the play.</p>	<p>I will allow students to ask questions after I give them directions, and make sure they understand exactly what they are supposed to be doing. I will clarify any confusion by taking as much time as the students need to understand what they will be doing.</p>
<p>I will choose a variety of students who raise their hands after I ask a question, and I will try not to call on the same student twice. I will encourage all to make a fish print and participate in the play they perform.</p>	

**Child Guidance (Cognitive):**

Needs for Lesson Participation:	Modification Required:
<p>The most challenging skill that I think will be hard for some students to overcome, will be listening to the directions of how to make fish prints. They will need to be very particular in how they make their fish prints, and following directions may be hard for some. I will therefore take as much time as needed to review the directions with them.</p>	<p>Students will watch me make a fish print before they begin, which will ultimately promote success for their own fish prints.</p>
<p>I feel that the use of a real fish to complete this project may need some engaging. Students</p>	<p>Students will work in groups of four to make their fish prints. They will work together in pairs to read the play. Students will therefore have the opportunity to learn from one another, and help one another if it is needed.</p>

may be hesitant to use a real fish, and may therefore be hesitant to complete the project. I will show students an example of how to make a fish print in hopes to clear any misconceptions they may have.

Students will work in groups of four to make their fish prints, and groups of two to read the play. Students will therefore be able to watch and learn from their peers if they have a hard time with comprehension or following directions.

I will verbally tell the students the instructions they need to know. Students who have questions with the instructions they are given, will have the opportunity ask me. I will be as specific as possible when giving directions. Students will be informed of the materials they will need to use.

### **Resources Used:**

EtherScapes. (2003). *Gyotaku by naoki: about gyotaku*. Retrieved April 11, 2009 from

<http://gyotaku.com/aboutgyotaku.php>

Frameworks and lesson plans (n.d.). Retrieved April 11, 2009, from

<http://www.nheon.org/frameworks/>

Schuman, J. M. (2002). *Art from many hands: multicultural art projects*. Massachusetts: Davis Publications, Inc.

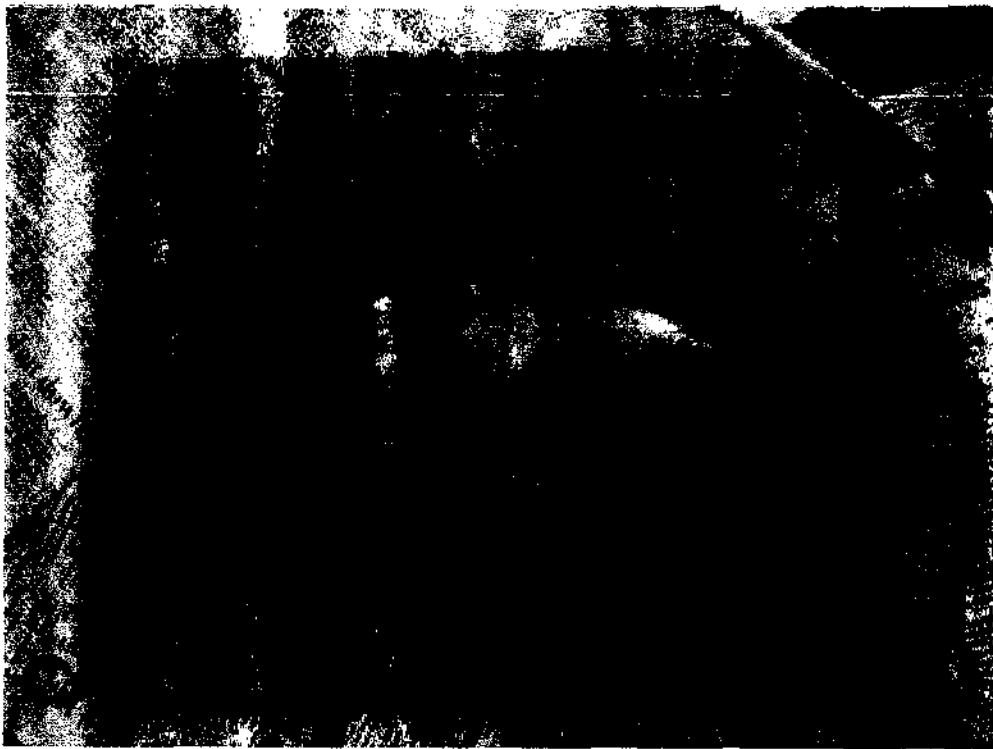
Wells, Ruth and Yoshi. (1992). *A to zen*. New York: Simon and Schuster Books for Young Readers.

### **Lesson Reflection:**

This lesson went very well. My students were absolutely ecstatic about using real fish, as it was something they had never done before. The objectives of this lesson were well achieved, as my students were able to appreciate a new form of art by following directions and making their own gyotaku art. This lesson enhanced the Japanese culture for my students, and offered them a new perspective on art. This lesson worked well for my group of students, as I have a small group that is very open-minded and likely to try new things. Although some were hesitant about using real fish at first, they all were soon fascinated by the different parts of the fish, and the way in which they got to use them.

The reader's theater play, *The Story of the One Inch Boy*, was also a positive reinforcement of the Japanese culture for my students. Although there was not enough time for my students to perform their play while I was there, this was a great tool to use while I had groups of students fish printing. Not only was this play used to enhance the Japanese culture, but it encouraged partner reading.

If I were to try this lesson again, I myself would work on clarifying directions and taking control of the classroom. My class was not out of control by any means; however my cooperating teacher gave them a lot of the instruction and direction before they began. I was able to watch how she gave instruction and direction, which is something I will be able to use the next time that I do this lesson. I was really able to gain a new appreciation for art myself while doing this lesson, as it is something I've never done before. I was as excited to do this project as my students were which I recognize to be very beneficial in the learning process. I therefore will incorporate projects such as these in my future lesson plans.

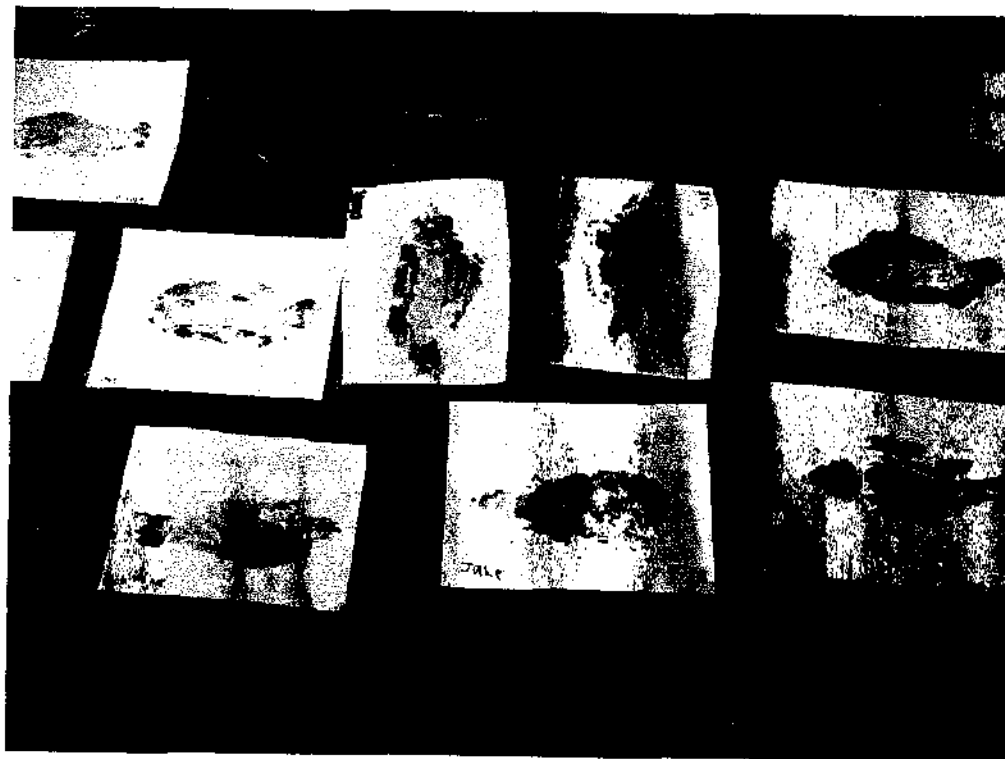


Students painted real fish for this project. As you can see, the fins of the fish were held open through the use of play dough. Students repainted the fish without washing existing paint off first. This did not make a difference with the final results.



Many of my students were fascinated with the fish and the fact that they were "real."



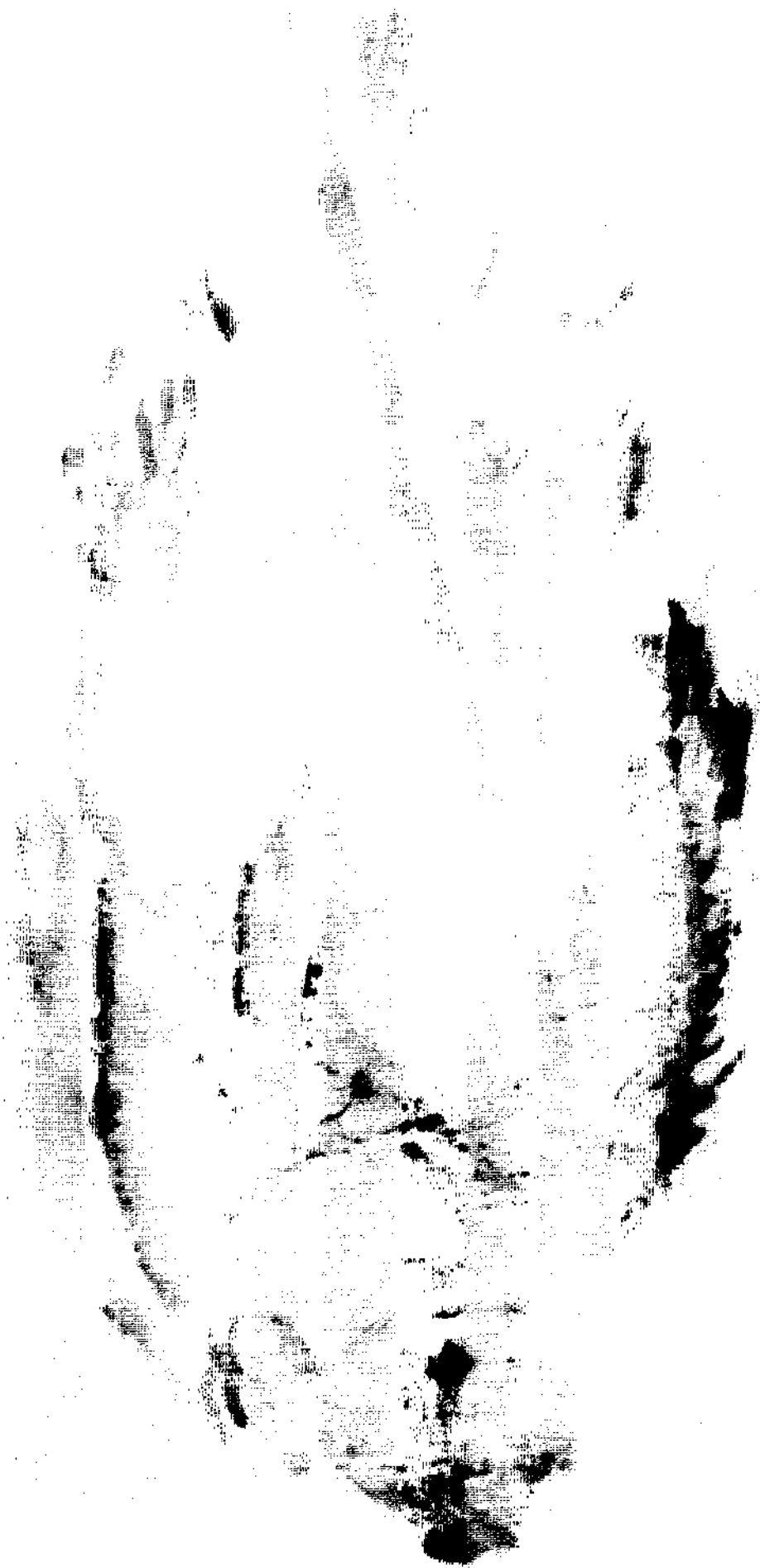


The final results! Each student was able to make three prints. The prints were done on rice paper, construction paper, and fabric.

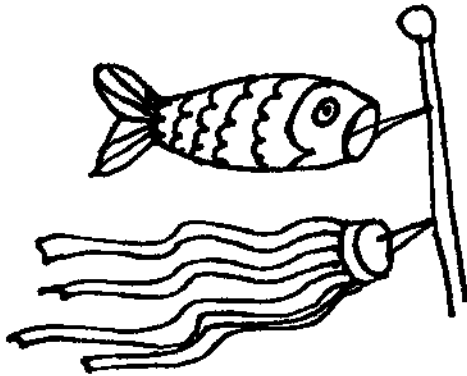






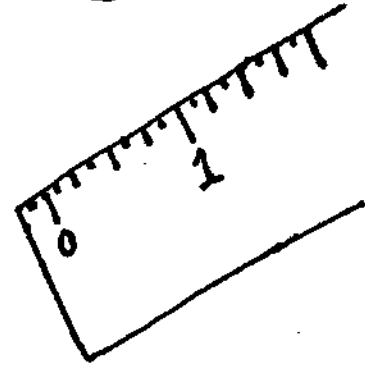


# *The Story of the One Inch Boy*



*A Japanese Folktale*

A Reader's Theatre Script  
Adapted by Lisa Blau



Narrator #1  
Narrator #2  
Narrator #3

Old Man  
Old Woman  
One Inch Boy

The Lord of Kochi  
The Monster  
Princess

Narrator #1 -

Once upon a time there lived an old man and an old woman.

Narrator #2 -

They lived in a tiny fishing village in Japan not far from the capital city of Tokyo.

Narrator #3 -

The old man and the old woman were happy. But, their lives lacked one thing...

Narrator #2 -

The couple wished for a child.

Narrator #1 -

Now one afternoon the old man and old woman went to the temple and said...



Old Man -

Oh please, give us a child.

Old Woman -

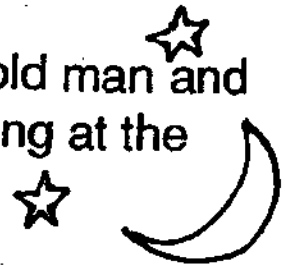
We will gladly take any child.

Old Man -

Even if it is as small as a thumb.  
Please grant us our only wish.

Narrator #3 -

Not long after this, the old man and the old woman sat looking at the moon.



Narrator #1 -

They soon saw something very strange.

Narrator #2 -

It was a tiny spot of light coming at them.



Narrator #3 -

The spot came nearer and nearer.

Narrator #1 -

The spot turned into a tiny cloud that floated into their house.



Narrator #3 -

As fast as it came, the strange cloud floated away leaving behind a tiny child.



Old Man -

What a miracle! How lucky we are!  
Our wish has come true!

Narrator #1 -

Said the old man.



Old Woman -

He is no bigger than a thumb! We  
shall call him, "One Inch Boy".

Narrator #2 -

Said the old woman.

Narrator #3 -

Now the years went by quickly, but  
the tiny child never grew. He was as  
small as could be.

Old Woman -

My husband, our son is so small!  
He may be crushed as he walks  
down the street.

Narrator #2 -

The old woman said one day.



Old Man -

Do not worry, wife. Our son is  
clever. He can run fast. You need  
not worry about our One Inch Boy.

Narrator #3 -

One day, the One Inch Boy came to  
his mother and father and said...

One Inch Boy -

Oh mother and father...I wish to go  
to the big city of Kochi and make a  
name for myself.

Old Man - And why is that, my son?

Narrator #1 - The Old Man asked.

One Inch Boy - I want you to be proud of me.

Narrator #2 - The One Inch Boy said.

Old Man - Very well, my son.

Narrator #3 - Said the Old Man.

Narrator #2 - Now the Old Man helped the One Inch Boy get ready for his trip.

Old Woman - Our son is too small to sail to Kochi in a boat. What will he do?

Narrator #1 - The Old Woman said.

Old Man - Look here! I have found a boat, an oar, and a sword for our son.

Narrator #2 - Said the Old Man.

Narrator #3 - The Old Man had a rice bowl for a boat...

Narrator #1 - A chopstick for an oar...



Narrator #3 -

And a needle for a sword.

Narrator #2 -

He gave these to his son.

Narrator #1 -

The next day the One Inch Boy sailed across the sea to Kochi in his tiny rice bowl boat.

One Inch Boy -

At last! I am here in the big city of Kochi! I shall visit the great lord and I shall help him!

Narrator #2 -

Said the One Inch Boy.

Narrator #3 -

So the One Inch Boy walked up to the gate of the Lord of Kochi and said...

One Inch Boy -

My Lord of Kochi! I am the One Inch Boy! I am here to help you!

Lord of Kochi -

Who is that talking to me? I cannot see you.

Narrator #1 -

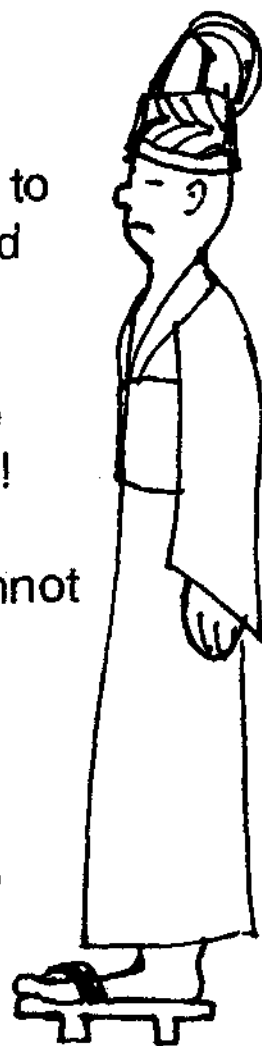
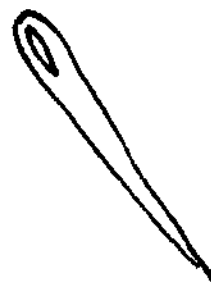
The Lord of Kochi said.

One Inch Boy -

I am down here! I have come to serve you, my lord.

Narrator #3 -

The One Inch Boy said.



Lord of Kochi - You tiny fellow! How could you help me?

Narrator #1 - The Lord of Kochi asked.

One Inch Boy - You will find no other like me in all of the world. I am brave and clever! Please let me serve you!

Narrator #2 - The One Inch Boy begged.

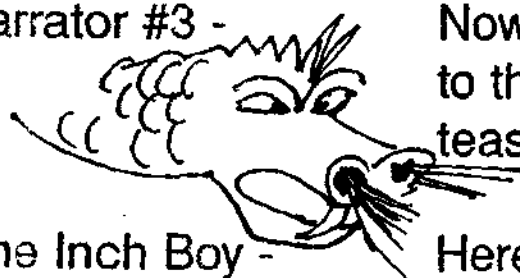
Lord of Kochi - Very well, you can be my servant. Here now, polish my shoes and plant a garden for me.

Narrator #1 - The Lord of Kochi said.



Narrator #2 - And the One Inch Boy did each job quickly and perfectly.

Narrator #3 - Now one day a huge monster came to the city. This monster began to tease the Lord's daughter.



One Inch Boy - Here now! Let the princess be!

Narrator #1 - The One Inch Boy called out to the monster.



Monster - Ha! Ha! Ha! What will you do to

me if I do not stop...tiny One Inch Boy?

Narrator #2 - The monster said.

Monster - Do not bother me. Go away or I shall eat you up in one tiny bite!

Narrator #3 - The monster roared.

One Inch Boy - Go ahead...just try!

Narrator #1 - Replied the One Inch Boy.

Narrator #2 - So the monster caught the One Inch Boy and was about to drop the boy into his mouth when all at once...

Narrator #3 - The One Inch Boy hopped up on the monster's nose...

Narrator #1 - And poked the monster with his tiny sword.

Monster - Ouch! Ouch! My eye! My eye!

Narrator #2 - The monster cried out.

Monster - Stop! Stop! I will go away! Please do not hurt me again.



Narrator #3 -

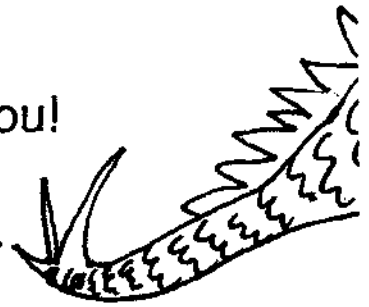
Cried the monster.

One Inch Boy -

Very well...be off with you!

Narrator #1 -

The One Inch Boy said.



Narrator #2 -

And as the monster ran away, he dropped his magic hammer.

Princess -

Thank you for saving me! How brave you are!

Narrator #1 -

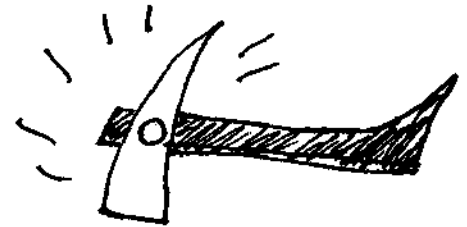
The princess said to the One Inch Boy.

Princess -

Look here! The monster has left his magic hammer.

Narrator #2 -

The princess said.



Princess -

You must make a wish...this magic hammer will grant you one wish because you saved me.

Narrator #3 -

The princess told the One Inch Boy.

One Inch Boy -

Then I wish to be as tall as any man.

Narrator #1 -

The One Inch Boy said.

Narrator #2 - And in one second, the One Inch Boy grew and grew and grew until...

Narrator #3 - He was as tall as any man.

One Inch Boy - Now you have helped me!

Narrator #1 - The One Inch Boy smiled at the Princess.

Narrator #2 - And then the One Inch Boy said to the princess...

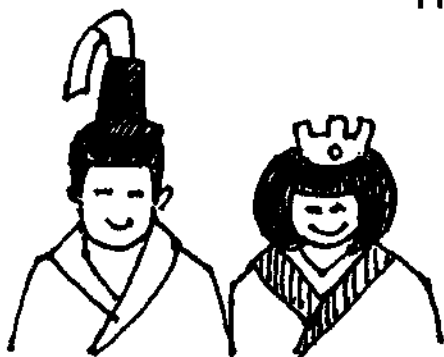
One Inch Boy - Please marry me, dear princess. I promise to take good care of you.

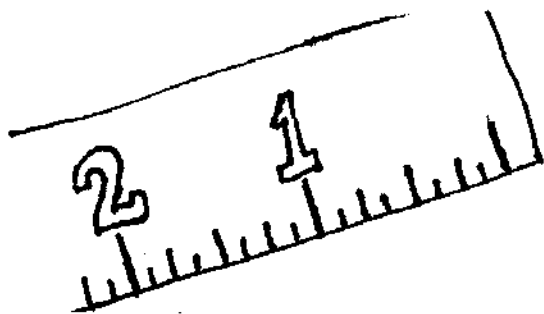
Princess - Oh yes!

Narrator #3 - Said the princess.

Narrator #1 - And so...the Princess and the One Inch Boy were married and...

All - They lived happily ever after!

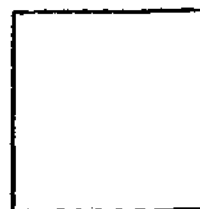
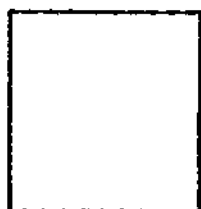
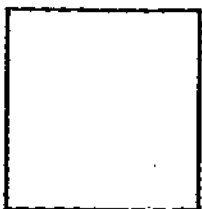
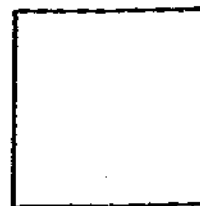
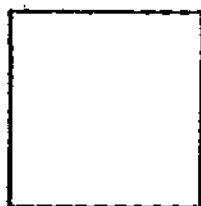
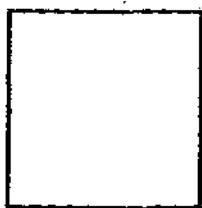




Name \_\_\_\_\_

## One Inch Math

The little One Inch Boy was very small. Can you find six things in your house that are as small as the One Inch Boy?! Draw a picture in each box to show what you found. Have Fun!



**Great Fun For Super Star Authors:** Write a story about how you would use these things if you were one inch tall. Use the back of this page and be sure to make a FABULOUS illustration to go with your story!

## Japanese Writing

The Japanese have four ways to write! Kanji (kahn—jee) are Chinese characters made up of different numbers of brush strokes. The characters are written from right to left.

Writing Fun! Use the Kanji below to write a GREAT story. Everytime that you use one of the words below, write the character on your paper. When you are done with your story, give it to a friend to read.



BOOK



BIRD



MOUNTAIN



MAN



RIVER



HORSE



TREE



FOREST



FISH



Reader's Theater: *The Story of the One Inch Boy*, a Japanese folktale. Students read this play while waiting to try gyotaku.

### Final Reflection

I feel that my mini-unit on Japan went very well. All of my lessons fortunately ran very smoothly, and I felt my students were really able to grasp something new about the Japanese culture. I was as excited to prepare and use these lessons with my students, as they were to learn something new about the Japanese culture. I was fortunate enough to have Mrs. Johnson help with my lessons, as she has done a unit on Japan before. She was wonderful with offering suggestions and guiding me in the right direction as far as what I should do for each lesson. Mrs. Johnson also had a variety of materials to assist with the impact that my lessons would have on my students. My students were able to appreciate the Japanese culture through the many different activities that were available for them to try. My students were able to use chopsticks, try sushi, wear kimonos, make origami, listen to Japanese music, and try gyotaku art. Although I only prepared for three lessons, I feel that the impact each lesson made on my students exceeded my expectations and the objectives that I had set.

The children's literature that I used was very helpful when preparing these lessons. My students really seemed to appreciate the picture book I used in my introductory to Japan lesson, *A to Zen* written by Ruth Wells and illustrated by Yoshi. The other Japanese folktales I left for my students to look at also provided them with an insight into the Japanese culture.

I was very pleased with how my students reacted to the many different, new things that they tried during this mini-unit. They were very willing to try sushi, and to use real fish to make fish prints. I am very fortunate to have an open-minded group of students who are not hesitant to try new things and engage in new experiences. I was pleased to see that once my

students tried sushi, or used chopsticks, they were proud of their accomplishments and gained confidence knowing they could try new things.

My lessons went very well, and what started out as a somewhat overwhelming week, quickly turned into a fun and exciting one. I really enjoyed spending the entire week in my placement, and getting to spend more time with my students. Doing this allowed me to gain more confidence when doing my lessons, and feel the mood of the classroom environment beforehand. I was more comfortable with the class, and the lessons that I was teaching, knowing that I had been working with my students all week.

If I were to do these lessons again, I would work on taking control of the classroom and situations at hand more. Mrs. Johnson is so wonderful at assisting me with my lessons, and there were many times when she would wrap up a lesson, or give the students instructions. I would like to take over that role of giving instructions and direction more. This will be something that I will work on in future placements. Otherwise, I felt my lessons went well and overall were effective for my students.

**Methods Social Studies Project Rubric**

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
<b>STEP 1. PLANNING AND PREPARATION</b> <b>A. Selection of appropriate topic.</b>	Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson.	Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.	Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson. ✓	Standards: 2.1, 2.4, 3.1, 5.1, 5.2 <i>Topic carefully selected to meet SS curriculum and the needs of the class - one student moving to Japan. Worked well w/ CT</i>
<b>B. Research on topic</b>	Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. Weak content background of topic. Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. Not completed in correct APA style.	Used a variety of resources including: Three children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lessons' topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors. ✓	Used a wide variety of resources including at least 3 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lessons' topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.	Standards: 2.1, 2.4 <i>Your research paper is well written, however, other than your intro. and conclusion, it should be straight-forward research &amp; not include lesson information. You are just gathering background info. Great variety of sources.</i>
<b>C. Goals, curriculum standards, objectives and assessments.</b>	Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives. ✓	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 4 <i>Very measurable objectives - excellent!</i>

<b>STEP II</b> <b>INSTRUCTION</b> <b>A. Teaching</b>	Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement.	Description of topic given. Evidence of thoughtful planning and preparation. Delivery was energetic and engaging. Candidate maintained engagement throughout the lesson.	Thorough description of topic given. Taught a carefully-prepared, age-appropriate and engaging lesson. Delivery was energetic, enthusiastic and engaging. Candidate encouraged and maintained engagement throughout the lesson.  ✓	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2  Excellent teacher presence Clarity and organization Extremely well done!
<b>B. Lesson Development</b>	Some components of the Methods Lesson Plan format missing and little detail included. Art(s) extension activity is missing or weakly developed.	All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Activities are relevant to topic and demonstrates thoughtful planning.	All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Activities are relevant to topic and demonstrate creativity and thoughtful planning.  ✓	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2  Prerequisite knowledge was very detailed. A good deal of depth & information throughout.
<b>STEP III</b> <b>PROFESSIONAL PRESENTATION</b> <b>A. Ensure quality of final product.</b>	Did not meet all project expectations and requirements. Editing needed. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning.	Met project expectations and requirements. Presented project neatly - few editorial issues. Pseudonyms & professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning.	Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning.  ✓	Standards: 2.1, 5.1  Artifact cover sheets are very thorough & well done!  I only found one typo in all 68 pages. Very well done!
<b>B. Final reflection on project and teaching experience.</b>	Final reflection shows little analysis of teaching effectiveness and/or growth as a social studies educator. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth.	Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience.	Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience.  ✓	Standards: 1, 2.1, 2.4, 3.4, 4, 5.1, 5.2  Practical reflections - i.e. taking a break to stretch  You have plenty of time to work on management & direction giving.

Grade: \_\_\_\_\_

Ashley L.

# Arts Integration Project Grading Rubric

Criteria	Needs improvement	Meets expectations	Exceeds expectations	Score
<b>I. PLANNING AND PREPARATION</b> A. Research the arts and how they are integrated to support literacy instruction.	Few or irrelevant sources explored. Minimal research regarding the medium used. Citations not included in research paper and/or reference page does not apply A.P.A. style.	Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P.A. style, with few errors.	Met with CT and effectively integrated the current literacy curriculum. Used a variety of resources to enhance understanding of content. Citations included in research paper and reference page in correct A.P.A. style.	
<b>B. Inspiration &amp; web</b>	Little detail in curriculum planning outline. <i>Inspiration &amp; program</i> not applied.	A variety of concepts, skills and art-related ideas are included in curriculum planning web. <i>Inspiration &amp; program</i> applied.	A variety of concepts, skills, art-related ideas and literacy concepts and skills clearly integrated/connected in curriculum planning web. <i>Inspiration &amp; program</i> applied.	I really like how you made the arts section of the web and 4 subcategories!
<b>B. Determine goals, objectives and assessments.</b>	Goals and/or objectives not clearly defined or articulated. Curriculum standards not clearly identified or not connected with L.P. goals. Assessments are minimal and/or do not match L.P. objectives.	Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components.	Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Clear connections to ACEI Art standards. All components are clearly articulated.	
<b>II. Instruction</b> A. Fully develop and teach lesson	Some L.P. format components missing or little detail included. Lesson lacked good flow. Materials were not ready for students' use.	All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.	All L.P. format components fully developed. Excellent lesson flow. Materials were accessible and ready for students' use. <u>Proactive considerations in materials' management.</u>	Right down to the Page-Book and boards used for the activity!

B. Assess student learning/Assess lesson effectiveness	Student work samples and final reflection show minimal understanding of lesson effectiveness in terms of student learning. No Post-it notes with assessment of students' work. Students' names remain on work samples.	Student work samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.	Student work samples and final reflection show in-depth understanding of lesson effectiveness in terms of student learning. Post-it notes with insightful assessment of students' work. Students' names not on work samples.	All pictures reproduced student work well. Good interpretations and assessments
III. PROFESSIONAL PRESENTATION A. Quality of final project.	All project expectations and requirements not met. Editing needed. Neatness and organization needed. Minimal analysis of teaching effectiveness. Weak integration of the arts and literacy curriculum.	All project expectations and requirements met. Few editorial issues. Neatness and organization are evident. Basic analysis of teaching effectiveness. Basic integration of the arts and literacy curriculum.	All project expectations and requirements are exceeded. Neatness and organization are evident. No editorial errors. In-depth analysis of teaching effectiveness. Strong integration of the arts and literacy curriculum. ✓	Exceptional.

Grade

A

Ashley,

This whole project is incredibly well done! Your careful planning and creativity are evident throughout. Be sure to save this, as I'm sure you'll use it in the future! Nice job!

Mrs. B. ☺