LESSON PLAN – JAPAN
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PURPOSE:

      Students will understand the cultural significance of the tea ceremony in contemporary Japan.

RATIONALE:

      Students will be exposed to rituals that are fairly non-existent in our country.

Websites: I received these websites from someone who lived in Japan and performed the tea ceremony. She considers them quite worthwhile and true to the ceremony.
http://www.kato3.org/chanoyu/intro.html
http://pages.infinit.net/aaricia/tea/chanoy2.htm

Materials:

      Hanging scroll or kakemono – expresses theme or purpose of ceremony
      Chawan
      Natsume
      Fukusa
      Mizusashi
      Chashaku
      Kama
      Furo
      Futaoki

Grade level – 6th grade.   This lesson can be used at 5th grade through high school without much adaptation.

DAY 1
Activities:

Students will develop a historical timeline for the tea ceremony. They will do individual research on the internet for this information. Timelines will be handed in to the teacher for assessment.

DAY 2
The teacher will outline on a poster the basic ideas of Chado (the way of tea) expressed by the four Chinese characters:
    WA (harmony) KEI (respect) SEI (purity) JAKU (tranquility)

Students will be broken up into five groups –

- **tea room preparers**
- **tea makers**
- **hosts**
- **guests**
- **clean up**

Each group will research their duties and make an outline to hand in to the teacher of what they will be doing.

The teacher will supply tools necessary for the ceremony.

DAY 3

TEA CEREMONY
- **room is prepared**
- **tea is made**
- **tea is served**
- **clean up**

Students will consider why this ritual still exists in contemporary Japan.
- **why and how culture supports tradition and ritual**
- **how ritual is taken to a higher level (e.g. to think about water boiling)**
- **how ceremony could relieve stress and pressure of life in industrialized Japan**
- **how Japanese see beauty in the simplicity of things/nature, monotonous art**
- **need for Japanese to imitate and stay close to nature**

Assessment:
- **historical timeline**
- **outline of their portion of ceremony**
- **how well their group prepared and performed ceremony**