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Teaching About Asia Seminar- Cleveland State University, Cleveland Ohio  
Spring 2005

Teacher Implementation Plan (TIP)

**1. Explanation of teaching opportunities:**

I will have an opportunity to teach about East Asia in the 2005-2006 school year as I teach social studies to sixth grade students. Ohio's new state standards require students in sixth grade to study brief history, cultures, governments, and economies of regions other than North America. As a result, East Asia is one region we will explore.

**2. How I will apply the seminar in my own teaching:**

I plan to apply the material I have learned from the seminar by including some of the lessons other teachers have shared and by utilizing some of the materials/texts that were introduced in the seminar. One text that I found to be very useful and appropriate for middle school students was *Lost Names* by Richard Kim. This text will be very useful when discussing Korean life and culture.

**3. A brief explanation of the pedagogical philosophy that underlies my choices of lessons and materials:**

My pedagogical beliefs represent student-centered learning with an emphasis on students improving their reading comprehension, and appreciation for reading. Students will gain knowledge through questioning, discovery, and discussion groups.

The students in my classes will ultimately compare the three regions of Korea, China, and Japan based mainly on cultural aspects. These lessons are either culminating or introductory. \*Please note that the objectives are ongoing throughout the units I teach.

**Lesson 1: China – Dragons**

Class Period:

55 minutes

Materials Needed:

- one shoe box for each child
- assorted art materials such as any of the following: colored poster or construction paper, tin foil, colored tissue paper, fabric, beads, sequins, buttons, feathers, glitter, crepe paper, stickers, ribbons, yarn, paint, markers, pipe cleaners, crayons, etc.
- scissors
- glue
- pictures and/or books about dragons such as: *Eyes of the Dragon* by Margaret Leaf or *Dragon Parade* by Steven Chin

- chart paper
- markers

### Objectives:

The students will compare cultural practices, products, and perspectives to understand commonality and diversity among cultures.

The students will analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict.

The students will explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language, and forms of government.

### Procedure:

This activity is a great way to get students interested in learning about Chinese culture.

Chart "What I Know" and "What I Think I Know about Dragons" with the students. Explain that in Chinese culture, the dragon is a symbol of good luck. Have students brainstorm American symbols of good luck (rabbit's foot, lucky charm, four leaf clover). Discuss superstitions in general. Read some of the suggested books about dragons or show the students pictures of dragons.

Have each student place his/her empty, undecorated shoe box over his/her head with the open part down as if wearing a hat. Explain that this is how the shoe box will be when they put the shoe box dragon sections together to form the complete dragon. (The bottom of the shoe boxes will be the dragon's back.) Each shoe box will comprise a segment of the dragon. All the shoe boxes in a row will make a complete dragon. Assign, or let groups of students choose to create the head segment, front of the body segment, middle of the body segment, end of the body and tail segments. Students may wish to work together and devise a plan to have a more cohesive looking dragon or students may work independently to have a very eclectic looking finished dragon.

The teacher may wish to model or have one decorated shoe box dragon segment to show to younger students. You may wish to show them how to make scales out of half moon shaped pieces of paper.

### Follow Up and Extensions:

Students will do a writing assignment during Writer's Workshop such as descriptive paragraphs of the dragon, a fable, folk or fairy tale about the dragon or create a dragon poem, song or dance. In this assignment, students will be asked to demonstrate their ideas about why they believe it is important to respect other cultures and their practices.

## Lesson 2: Japan – Visual Literacy Activity

Class Period: 55 minutes

### Materials:

Access to computers

Web address to Visual Literacy Exercise

<http://www.csuohio.edu/history/exercise/vlehome.html>

Visual Literacy Activity Questions (see attached)

Chart paper

### Objectives:

The students will compare cultural practices, products, and perspectives to understand commonality and diversity among cultures.

The students will analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict.

The students will explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language, and forms of government.

The students will explain how the environment influences the way people live in different places and the consequences of modifying the environment.

The students will explain reasons that people, products, and ideas move from place to place and the effects of that movement on geographic patterns.

\*Please note that these objectives are ongoing throughout the unit

### Procedure:

This activity is great when introducing Japan for the first time. This activity can be used as a springboard for a discussion about how much information can be gathered simply by looking at art.

Students will first look at several woodblock paintings of Japanese landscapes. They are told to look carefully at each print and told they will be asked questions about them when they finish. Do not give them any further information.

Once the students complete the viewing; hand out the questions. The students should take a few moments to look over the questions and answer them as completely as they can from memory;

they should not look back at the paintings. Once they have answered the questions, ask them to continue with the viewing. They will view the paintings a second time and should pay close attention to the items that are pointed out in each painting. Once finished, they will answer the same set of questions adding what they now remember.

Using chart paper, record the students' findings for culture, geography, human-environment interaction, climate, region, movement.

#### Follow Up and Extensions:

Students will explain in several paragraphs how environment influences the way people live in different places and compare how people live in China and Japan.

### **Lesson 3: Korea – Culture**

#### Class Period:

55 minutes

#### Materials Needed:

Materials will be determined by each group

#### Objectives:

The students will compare cultural practices, products, and perspectives to understand commonality and diversity among cultures.

The students will analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict.

The students will explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language, and forms of government.

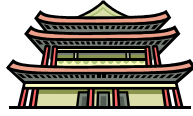
Students will work cooperatively to present information using a variety of delivery methods, visual materials, and technology.

#### Procedure:

This project is the final assignment to finish the unit on East Asia. The students will have read *Lost Names* Richard Kim along with their text book materials. They will be responsible for participating in the group activity and contributing to the project focusing on culture regions of Korea such as: customs, religion, language, government, social groups, economy, clothing, food, education, values. The students will choose five areas of culture to focus their research on. They may use a variety of sources to gain information including web sites. The groups will then choose a method of presentation (see Project Menu; modify as needed), assign roles, and gather materials.

The following pages are materials I have created to be used with the previous lessons. They may be modified as needed.

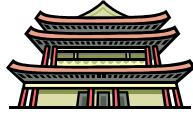
## Visual Literacy Activity: Part I



After viewing the set of images for the first time, answer each of the following questions to the best of your ability. You are not allowed to look back:

1. List the basic features of Japanese geography you observed in the group of woodblock prints reviewed.
2. Describe aspects of human environmental adaptation as seen in the image set (how do the Japanese fit into and utilize their natural environment).
3. Describe the Japanese climate and any clues you noticed that help you understand how the Japanese adapted to the changes in climate.
4. Now go back to the screen and continue the view.

## Visual Literacy Activity: Part II



After viewing the set of woodblock prints a second time note new information concerning Japanese geography and climate and evidence of human-environment interaction. Compare these responses with those made earlier.

5. List the basic features of Japanese geography you observed in the group of woodblock prints reviewed.
  
6. Describe aspects of human environmental adaptation as seen in the image set (how do the Japanese fit into and utilize their natural environment).
  
7. Describe the Japanese climate and any clues you noticed that help you understand how the Japanese adapted to the changes in climate.

## The Culture of Korea: Final Project



This project is the final assignment to finish our unit on Korea. Your group will be focusing on the culture regions of Korea. You will be responsible for participating in the group activity and contributing to the project.

The main culture regions we have discussed are: Customs, religion, language, government, social groups, economy, clothing, food, education, values

As a group, choose 5 cultural focuses from the list and write them below:

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Group Members: \_\_\_\_\_

Project Title: \_\_\_\_\_

Brainstorm materials needed to complete your project (think this through carefully):

Do NOT include names here:

- ✓ Possible materials: poster board, construction paper, scissors, glue, colored pencils, crayons, markers, paint, yarn or other material, ruler, magazines, photos, maps,

Brainstorm roles/jobs needed to complete the project (think of what you and your group will need to do to complete the project):

Do NOT include names here!

- ✓ Possible roles/jobs: writer/typist, illustrator, map maker, divide up materials, etc.



Now, organize your ideas onto the chart below. Please place only one name in each row. That person is responsible for the materials listed in that row to be completed by the dates that your group chooses.

\*\*\*Please be considerate of absent group members, do not overwhelm them with many responsibilities.

Name	Materials to Bring	Date Materials Needed	Job(s) to complete	Date job(s) need(s) to be completed

## Project Menu

<p><b>Advertisement:</b> Write and ad expressing a need to</p>	<p><b>Advice Column:</b> write an advice column to help people of the time period deal with their problems</p>	<p><b>Billboard:</b> create a billboard to promote your latest research</p>	<p><b>Brochure:</b> create brochure for people to use if they would like to travel and learn about your research</p>	<p><b>Catalogue:</b> create a catalogue of information/ items people if the time would have purchased, used or needed.</p>	<p><b>Collage:</b> create a collage of information you have gathered</p>	<p><b>Chart:</b> make a chart to present the information you have gathered</p>	<p><b>Debate:</b> develop a debate over the issues people of the time period faced. (must be done with 2 people minimum)</p>
<p><b>Diorama:</b> create a diorama including the important details of the time period. Watch the scale.</p>	<p><b>Drama:</b> create a drama of the important information</p>	<p><b>Flannel Board:</b> use a flannel board to present your findings</p>	<p><b>Journal:</b> keep a journal or log of the events of a person of the time periods life. Make it realistic.</p>	<p><b>Letter to the Editor:</b> Write a letter to the editor of a newspaper about your findings.</p>	<p><b>Mobile:</b> create a mobile highlighting important information</p>	<p><b>Mural:</b> create a mural (i.e. cave painting) of the events of the time period</p>	<p><b>Newsletter:</b> write a newsletter updating the public on your latest research</p>
<p><b>Poem/Song:</b> write a poem or song and present it to the class</p>	<p><b>Puppet Show:</b> develop a puppet show that emphasizes the way people lived in the time period</p>	<p><b>Puzzle:</b> design a puzzle that students in the class would have to put together and</p>	<p><b>Quilt:</b> create a "quilt" of the important people, events, etc. of the period</p>	<p><b>Scrapbook:</b> create a scrapbook of important articles people of the time period would have collected</p>	<p><b>Skit:</b> develop a skit or play</p>	<p><b>Slide Show:</b> create a slide show presentation of the information</p>	<p><b>Speech:</b> write a speech about the research you have conducted</p>

		learn about your topic					
<b>Stained Glass:</b> create a “stained glass” presentation	<b>Maps:</b> create a map to illustrate important places of the place you have studied	<b>Comic Strip:</b> Create a comic strip to tell a story	<b>Video Taped Skit:</b> tape a skit describing the events	<b>Travel Log:</b> create a log or journal of your findings	<b>Board Game:</b> develop a board game that demonstrates an understanding of the topic	<b>Flip Chart:</b> create a flip chart of the important information you gathered	<b>Timeline:</b> develop a timeline of the important dates for your research

\*copy the chart into word on landscape to view appropriately

List of resources:

Hollym. *Facts about Korea*. Elizabeth: Korean Overseas Information Service, 2003.

Kalman, Bobbie. *China: the culture*. New York: Crabtree, 1989.

Kim, Richard. *Lost Names*. Berkeley California: University of California Press, 1998.

Makela, Lee. Visual Literacy Exercise. (Online) Available:  
<http://academic.csuohio.edu/makelaa/history/seminar2005/web.html>, May 2005.

Murphy, Rhoads. *East Asia: A New History, 3<sup>rd</sup> Ed.* New York: Pearson, 2004.

Namioka, Lensey. *The All-American Slurp*. (from Mazer, Anne. *America Street: A Multicultural Anthology of Stories*.) New York: Persea Books, 1993.

Yep, Laurence. *Hiroshima*. New York: Scholastic Books, 1995.