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A handbook of activities to improve understanding of the Japanese culture among elementary students

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A HANDBOOK OF ACTIVITIES TO IMPROVE UNDERSTANDING OF
THE JAPANESE CULTURE AMONG ELEMENTARY STUDENTS

A RESEARCH PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Susan K. Byer

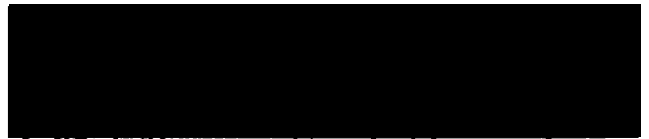
School of Education

UNIVERSITY OF DAYTON

Dayton, Ohio

May 1991

Approved by:



Official Advisor

A handwritten signature in cursive script, located to the right of the 'Official Advisor' text.

ACKNOWLEDGEMENTS

Special thanks is given for the support of my family during this project. A special mention of gratitude is given to Dr. Paul Lutz for his guidance, encouragement, and interest in the completion of this project.

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
ACKNOWLEDGEMENTS.....	iii
Chapter	
I. INTRODUCTION TO THE PROBLEM.....	1
Justification of the Problem	
Problem Statement	
Subjects	
Setting	
Data Collection	
Design	
Format of the Handbook	
Limitations, Assumptions, and Results	
II. REVIEW OF LITERATURE.....	5
III. HANDBOOK.....	10
IV. CONCLUSIONS AND RECOMMENDATIONS.....	52
Restatement of Problem	
Conclusions	
Recommendations	
BIBLIOGRAPHY.....	54

CHAPTER I

INTRODUCTION

Justification of the Problem

In recent years American interest in Asian countries such as Japan has greatly increased. The influence of Japanese involvement in American life can be felt throughout many aspects of millions of Americans' lives. A goal of learning activities should be to highlight the culture, language, and life style of the Japanese people to enable students to think about and react to situations around them while involved in the activities themselves.

The author works with a classroom of fifth graders. A large percentage of these students know very little about Japan as a country or the Japanese culture and language. Without this knowledge it is often difficult to understand the Japanese students who are a growing part of the student body. Chances for international cooperation and understanding can be missed because of this lack of knowledge.

The social studies curriculum in the school where the author teaches provides very few ideas or instruction to teachers for helping students understand the Japanese culture. Materials and resources available to teachers are extremely limited and must be shared throughout the school system.

The author saw a need for a handbook of this nature. The handbook could be used by primary and intermediate teachers in regular, special education, and enriched classrooms. Some activities would require some preparation while others would require little or no preparation.

The activities presented in the handbook should aim to improve general knowledge of Japanese language and culture. The activities should also be enjoyable for elementary students taught by the author. The author's goal is to teach basic information about Japan to increase student understanding and knowledge.

Problem Statement

The purpose of this study was to develop a handbook of activities that elementary teachers could use to improve the understanding of their students' knowledge of the Japanese culture, language, and life style.

Procedure

Subjects

This handbook was prepared for primary and intermediate grade level students. The activities can be used for instruction in both large and small groups. The author is a fifth grade teacher and uses these activities with her students.

Setting

The activities in the handbook are used with students in the author's school. The school is in West-Central Ohio and serves a city of 21,000 people. The school system consists of six elementary buildings, two junior highs and one high school. The student population is about 4500. Ethnic groups in the school district reflect the composition of the community which is approximately 95% white, 4% black, and 1% other.

More than one half of the students are transported to school by

buses. The students come from a wide range of socioeconomic backgrounds. About 1/7 of the high school students attend a joint vocational school located in the city.

Data Collection

In order to compile the activities for this handbook, an extensive search of elementary social studies books, Japanese information booklets and articles, teacher resource publications, and ideas from Japanese students was done. All activities have been teacher tested for appropriateness. Once the materials were gathered, the appropriate materials were chosen for this specific handbook. Since the materials should be interesting, easily understood, and enjoyable to elementary children, the activities were tested and retested. The activities goal should help elementary students develop a basic understanding of the Japanese students' language, culture, and life style.

Design

The handbook contains an introduction, a table of contents, a review of literature, handbook activities, conclusions, recommendations, and a bibliography.

Format of the Handbook

The handbook contains lesson plans and activities, to be used by the author and other teachers in the school system.

Limitations, Assumptions, and Results

This handbook was designed to be used by elementary classroom teachers in whole and small group instruction. The author assumes that the handbook should be useful for elementary teachers who have Japanese students in class and want the opportunity to enrich other students' understanding of the Japanese language, culture, and life style.

CHAPTER II

REVIEW OF LITERATURE

American interest in Japan has increased greatly in recent years. Once a distant and remote land, Japan today is bursting into American awareness, reflecting Japan's rapidly growing economic and political relationship with the United States. (Umezu, 1988)

To work together more harmoniously as a world family we as a nation must increase our knowledge of the cultures of other nations. Because of our highly technological society in which a long distance call can connect us with almost any place on earth or a plane can help us reach far away destinations in a matter of hours, knowledge of those citizens of other countries seems vital in our understanding and interaction. Understanding that will generate true information that will encourage a peaceful co-existence.

The better understanding of the Japanese culture and its people will give students a better perspective as they live and work together. In learning about and appreciating Japan's culture, American students will learn something of their own culture for comparison, understanding, and appreciation.

Learning about a culture is probably best done by experiencing it rather than simply reading about it. Through art, literature, music, life styles, customs, and other areas students will have a chance to discover how the old customs mingle with the new, the importance of both tradition and seeking new ways for the future.

Some general overall objectives that will enable students to appreciate cultural diversities are being able to: identify Japanese customs,

describe life styles in Japan, discuss similarities and differences between life styles in Japan and the United States, experience Japanese art forms, music, foods, and literature, and create projects to help others appreciate the culture of Japan. (Ohio Curriculum Draft, 1989)

The study of Japan must take a broader view than just culture and tradition. The interaction between Japan and the United States has become one of the most important relationships in the world and according to former ambassador Mike Mansfield, one of the most difficult. Because many communities actively seek out Japanese business and because Japanese businesses seek to acquire interests in American enterprises there is an increased demand for educators to teach about Japan.

We are in the age of the ascendancy of the Pacific Rim area, especially the Asian sector. Daily four out of five of the world's jumbo jets are found above the Pacific, not the Atlantic. There has been a profound shift in importance and influence toward the Pacific. The past decades have witnessed unprecedented growth in this area. Today, Japan is the harbinger of future developments. Through Japan, the larger topic of the Pacific Rim can be explored, and students can be introduced to some of the realities of this part of the world. (Wojtan, 1987)

A study of Japan from an economic standpoint introduces students to the idea of the interdependence that has grown between Japan and the United States. Japan has few natural resources to aid in manufacturing. The United States has been able to supply the Japanese with many of the raw materials needed. The United States supplies many daily essentials to Japan ranging from disposable diapers to Tupperware containers. Food products are also on the list of important supplies sent to Japan. Japan in return provides the United States with manufactured products and investments in American concerns.

One of the most important examples of interdependence between the two countries is the automobile industry. Students studying this aspect alone

can learn much about the two countries and the delicate balance of interdependence. Those school systems which have children of Japanese parents who work for the automobile industry are able to experience first hand the cross cultural understanding.

In studying Japan a historical point of view is also appropriate. Since the historical pasts of Japan and the United States are so dramatically linked at certain times in history, it is important for students on both sides of the Pacific to understand each others historical perspectives.

The most fundamental goal of our schools is no different from the most fundamental goal of our democracy: to develop informed, thinking citizens capable and desirous of participating in both domestic and world events. (Ellis, 1981)

How then, does Japan fit into the curriculum? Many educators today are committed to including Japan at every level of schooling across the curriculum. Teachers seek out a variety of teaching materials to expand the students' knowledge of foreign cultures such as Japan and other cultures as well. In the process these educators hope to expand their students' critical thinking and decision making skills to prepare them to be better world citizens.

The participation of today's young people in the world system will be more effective and responsible if they are competent in: (a) understanding their own self interest as well as the interests of others; (b) identifying possible alternative choices; (c) calculating and evaluating the consequences of different choices. (Ellis, 1981)

In her fact sheet, "Factors Supporting the Need for International and Multicultural Education in Today's School", Julia Morris uses the following reasons for an international education of today's students: (1) the multiethnic population of today's United States; (2) the increasing interdependence of the world's people; (3) health and environmental problems

that cross national borders; (4) the internationalization of the corporate world, creating a need for interculturally informed professionals; (5) frequent multicultural contracts brought about by technological advances in transportation and communication; (6) increase in tourism all over the world; (7) world tensions demanding "culturally sensitive" conflict management; (8) proliferation of prejudices and stereotypical attitudes based on ignorance of other cultures and their social customs; (9) lack of second language capabilities of the majority of American citizens; (10) need to develop appreciation for, and enjoyment of, music, drama, and art of other cultures.

Since children are constantly exposed to bits and pieces about other cultures through television, movies, comic books--some accurate, some inaccurate--an organized and accurate international curriculum would provide authentic material, information and attitudes.

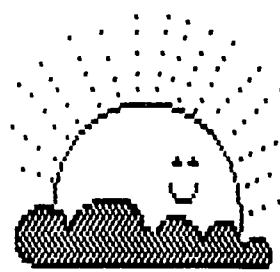
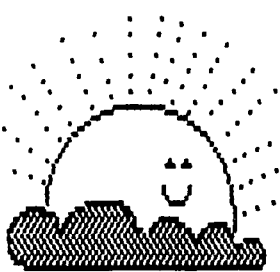
For these reasons it is appropriate for today's students to receive an education that will help them understand the world they live in now as well as prepare them for the world they will live in as the future unfolds.

Summary

Encouraging students' understanding of a foreign country's culture, traditions, history, and values is a true challenge for a teacher. If it is done well, this education can open doors, broaden horizons, foster better understanding, and create new friendships that will make our world a better place in which to live.

CHAPTER III

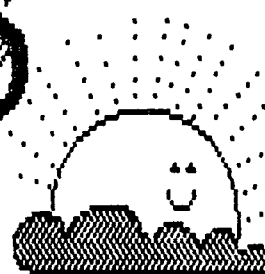
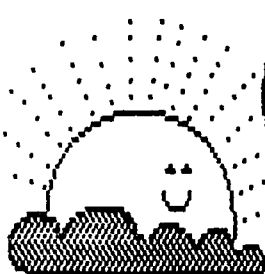
A HANDBOOK OF ACTIVITIES TO IMPROVE UNDERSTANDING OF THE JAPANESE CULTURE AMONG ELEMENTARY STUDENTS



HANDBOOK OF

JAPANESE

ACTIVITIES



TOKAIDO

JAPANESE HIGHWAY

The following is a list of activities to use at intervals throughout the school year to introduce students to the culture of Japan.

CURRENT EVENTS

Because the Japanese and United States economies and peoples are closely linked there are newspaper stories almost daily about Japan. One student could be assigned as "Editor" for a week. During the week the Editor will collect, post, and report to the class any news about Japan.

LANGUAGE

Each week a Japanese word or phrase could be learned by the students. Post the word, discuss the meaning and usage, and practice the pronunciation daily. By the end of the school year the students, with periodic review, could know thirty to forty Japanese phrases.

HOLIDAYS

A Japanese calendar could be posted in the classroom with Japanese and American holidays noted. On the dates of the Japanese holidays the students could discuss and/or participate in traditional activities to celebrate that particular holiday.

ARTS AND CRAFTS

On a selected day of each week a sample of Japanese art, craft or literature could be studied. Each student could then produce their own version of origami, hikau, calligraphy, or other project.

FOLKTALES

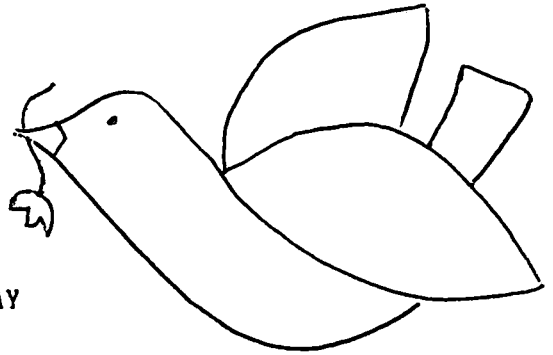
Once a month the students could read and discuss a traditional Japanese story or folktale. They could then illustrate and/or write their own similar story. The illustrations and stories could be put into individual or classroom collections.

JAPAN TODAY

The students could make a classroom scrapbook by using library resources. Working in pairs the students would learn about a city or village of Japan. They could study maps. They could learn some Japanese customs.

BULLETIN BOARDS

A bulletin board could be used for Japan studies and could include a place for art, news stories, maps of Japan, and a Japanese calendar.



NEW YEAR'S DAY

JANUARY 1

January 1-3 is New Year's. It is Japan's most important holiday, a time of celebration, with families gathering together and children playing games. All shops, factories, and offices are closed.

Japanese prepare for the New Year by cleaning their homes, paying off any bills, and giving small gifts to business associates. It is considered bad luck to cook during the holiday so housewives make special foods that will keep for several days.

Japanese homes are decorated with many traditional decorations. The materials and designs are chosen because they represent strength, long life and happiness. The front door is hung with thick, braided rope which protects the house from evil influences, and in the tokonoma, the alcove off the living room, a wooden stand holds special rice cakes.

On New Year's Eve, many Japanese dress up in their traditional kimonos and visit local Shinto shrines or Buddhist temples to offer prayers for health and happiness in the coming year. People remaining home watch the festivities on television. At midnight temple bells ring in the New Year.

On New Year's Day many will make their pilgrimage to a shrine and

then visit friends or relatives. Parents may give their children otoshidama, small gifts of money. Also on the first the postman delivers to each house their New Year's cards, which are like Christmas cards in America.

FESTIVALS AND HOLIDAYS

The Japanese enjoy many festivals and holidays throughout the year. The following are some holidays that could be studied and/or celebrated with activities: New Year's Day - January 1, National Founding Day - February 11, Doll Festival - March 3, Children's Day - May 5, Star Festival - July 7, Health-Sports Day - October 10, and Seven-Five-Three Festival.

JANKEN

Rules For Playing The Game

Janken is played with the fingers of one hand. There are three possible combinations: Rock; you make a closed fist, Scissors; you hold out two fingers, and Paper; you hold your hand flat, palm side down.

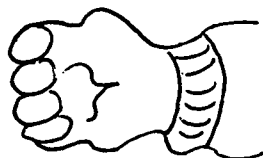
You begin the game by holding your hand up in a fist next to your shoulder and bringing it down in front of you as you call out "jan". The second time you bring your hand down, you call out "ken". The third time, you call out "pon" and show one of the three combinations possible. All players do this on the same count so no one knows what shape the others' hand will take.

Janken means a "toss up" and "pon" is the English word "pop".

The winner is decided by these rules: rock beats scissors, scissors beat paper, and paper beats rock.

If two players show the same hand, they repeat the round. This time instead of calling out jan, ken, pon, they say ai (aye), kode (kohday) and show (show). This means "to toss again".

You could play Janken using the Japanese words for one, "ichi" (ee-chee), two, "ni" (knee), and three, "san" (shan).



HASHI

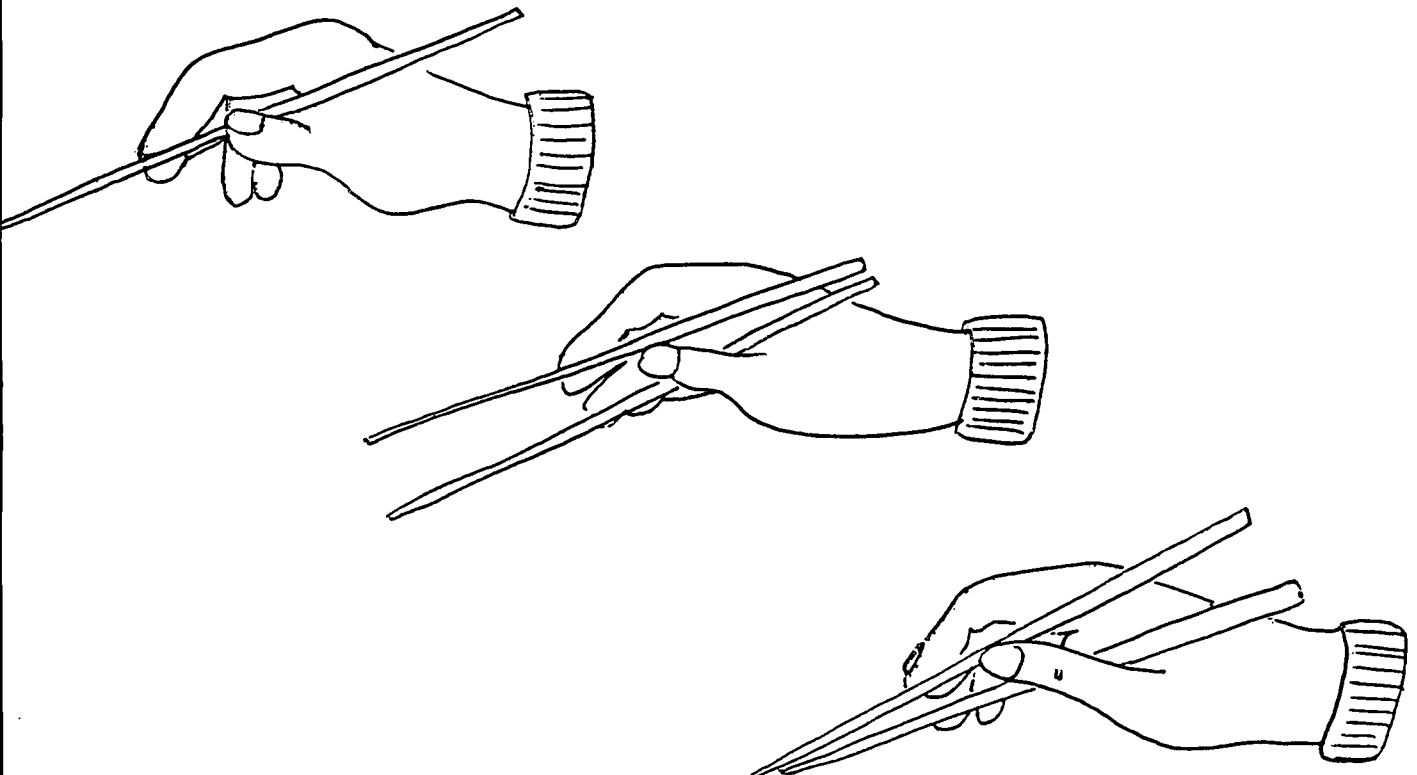
How To Use Chopsticks

Place the first chopstick in your hand as you would a pencil, thinner tip down. It should be between the index and middle fingers.

Put the second chopstick in the crook of the thumb about one third of the way down from the thicker end of the stick. It should be resting on the inside tip of the ring finger.

Keep the lower stick motionless, move the upper stick down to meet the lower chopstick.

Note: Disposable chopsticks are available for a minimal charge from most oriental food stores.

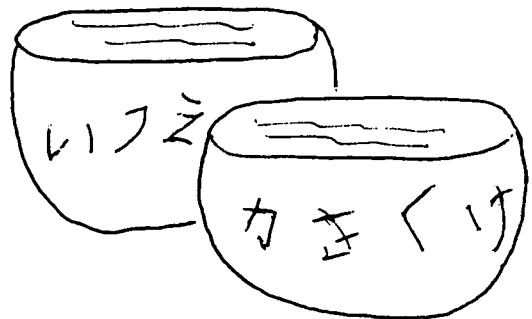


JAPANESE MEAL

Classroom Luncheon Materials

For a class of 25 students you will need:

- 8 boxes of Bird's Eye Japanese Stir-Fry Vegetables
- 9 pounds of boneless chicken, cubed
- 3 packages of chicken teriyaki sauce
- 1 package of tofu
- 2 packages of Japanese crackers
- 4 tablespoons of oil
- 1 small bottle of soy sauce
- 2 pounds of rice
- ice tea
- plates, cups, napkins and chopsticks
- four adult helpers or cooks
- four woks or electric skillets



Procedure

Marinate the chicken in teriyaki sauce for 24 hours before cooking.

Set up the four skillets or woks in the classroom with one adult in charge of each. Children could be divided into four groups to watch the cooking. Using two pans or woks, stir-fry the vegetables, following the directions on the box. Add the tofu and blend. In the remaining pans stir-fry the chicken. Prepare the rice in the school kitchen. Serve.

DOLL FESTIVAL

The Doll Festival is almost 1000 years old. Dolls which have been in the family for generations are displayed on a tiered stand. The stand is covered with red cloth. Folding screens are placed behind the dolls and decorated with peach blossoms to symbolize happiness in marriage. A set of dolls usually consists of fifteen dolls dressed in traditional costumes.

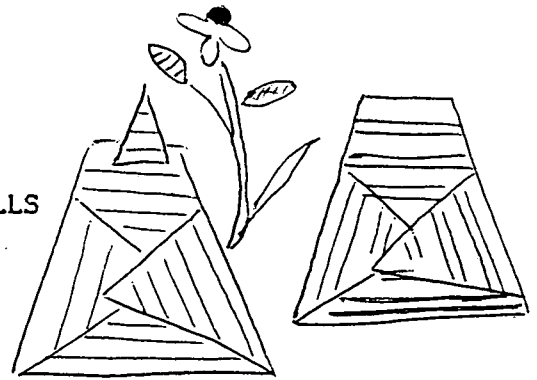
In the history of Japan the dolls were created to fight the evil spirits that were believed to call illness. They often were made of wood, paper, or metal and then were destroyed after the ceremonies. These figures developed into the china dolls that are now displayed on March 3.

Over one hundred years ago it was a family custom for a family to buy a full set fifteen dolls for their daughters who would pass them on to their daughters. But today, most people just buy two dolls, the Emperor and Empress. This pair is called Odairisama.

Paper versions of Odairisama can be made from origami paper and mounted on a white card, called shikishi. Shikishi are used to display calligraphy, poetry, a painting, or small designs.



FRAMED PAPER DOLLS



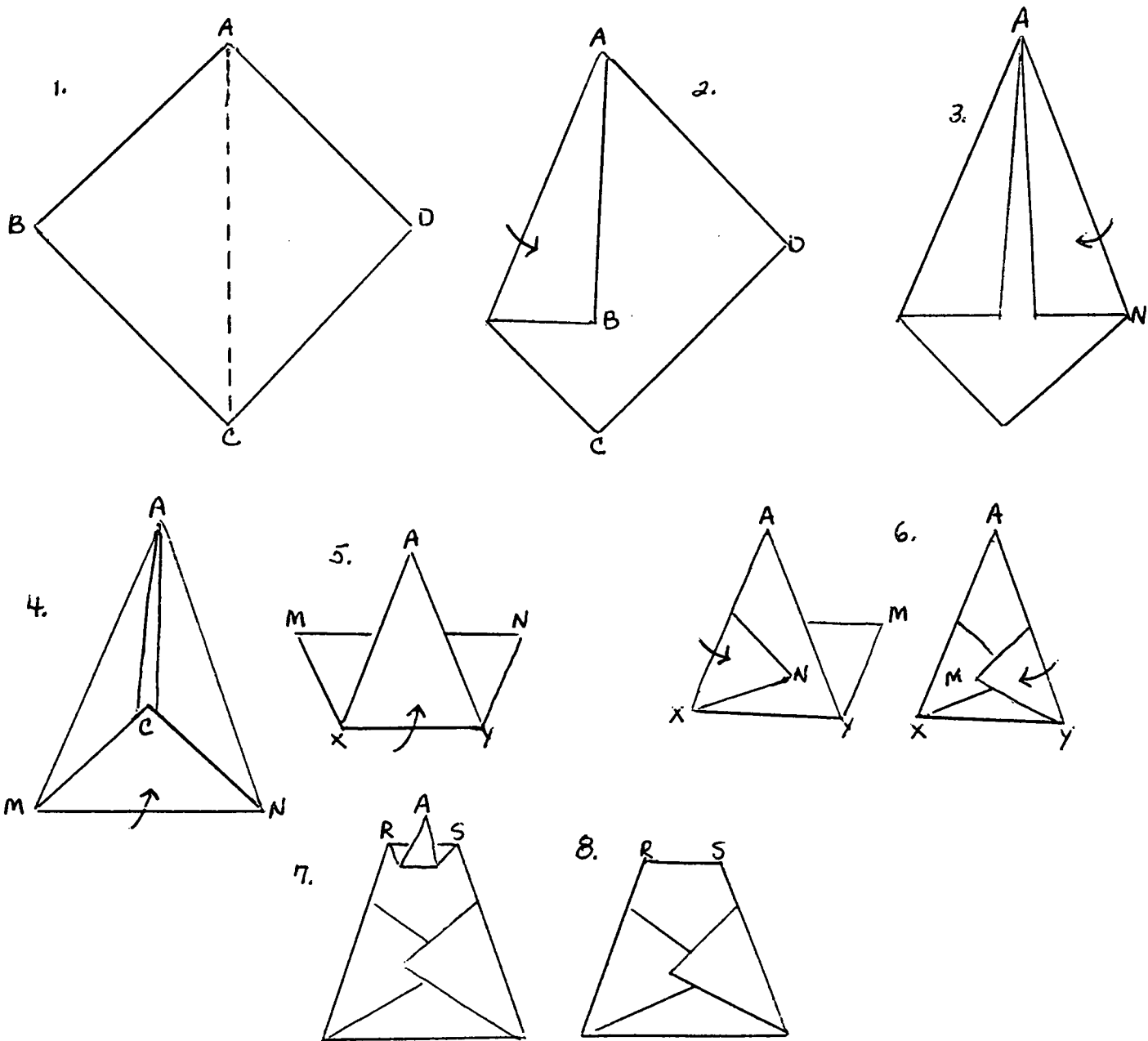
Materials

- Two small squares of origami paper, the standard size is 15cm x 15cm.
- If it is not available, use any patterned or colored paper that will hold its shape. Wallpaper works well.
- Glue
- A 12" square card of stiff white paper, such as cardboard
- Colored markers and pencils

Procedure

- Fold a square of origami paper into a triangle and then open it up with the crease from point A to point C as in diagram 1.
- Fold edge AB over to center crease, diagram 2.
- Fold edge AD over to the crease, diagram 3.
- Fold along MN so that point C is over and above B and D, diagram 4.
- Turn the figure upside-down, and fold A up along XY, diagram 5.
- Fold N into the center of the figure, and fold M into the center overlapping N, diagram 6.
- To make the Emperor doll, fold A forward along RS and up again along TU, diagram 7.
- To make the Empress doll, fold A back along RS, diagram 8.

Glue the figures to the middle of the cardboard square with the Emperor on the left and the Empress on the right. Create a background using magic markers, colored pencils, or other materials. The traditional design is of a flowering peach tree with a few pink blossoms.



OSHIKURAMANJU

Winter in some parts of Japan means cold, icy, snowy weather just as it does in some parts of the United States. This game is a favorite among the children of the coldest areas of Japan, since it is a fun way to keep warm during the winter. Oshibura means "to push" and manju is a soft, doughy Japanese cake with a filling of sweet paste. In this game participants gently push each other as if to make the group into manju.

How To Play

Gather in a circle and choose one person to stand in the middle as your sweet paste "filling". You can select this person by playing Janken.

Turn your backs from the center, lock arms, and repeat:

O-shi-kura-manju

O-sarete-nakuna

O-shi-kura-manju

O-sarete-nakuna

The chant means, "You are being pushed but don't cry."

Establish a rhythm and repeat this chant over and over again in a singsong fashion. As you are chanting, move into the center, gently swaying and pushing each other toward the center where the "sweet paste" is. In effect, you are pressing a manju, or "sweet cake" together and keeping yourselves warm at the same time. Stop whenever you want to.

HEALTH-SPORTS DAY

OCTOBER 10

Health-Sports Day is celebrated to encourage people to enjoy sports, thus building a healthy lifestyle.

Students could celebrate this day by planning a sporting event. Those sports popular in Japan are baseball, volleyball, table tennis, swimming, boxing, wrestling, skiing, skating, basketball, hockey, gymnastics and track and field.

Popular traditional sports in Japan include judo, karate, kendo (fencing), and sumo(wrestling). If possible an expert in one of these sports could be invited to give a demonstration.

SEVEN-FIVE-THREE FESTIVAL

NOVEMBER 15

The Seven-Five-Three Festival is celebrated because odd numbers are considered lucky in Japan and even numbers unlucky. Therefore, it has become customary to go to the shrine to offer thanks that children have survived to ages 3, 5, and 7. Children are dressed in their best clothes, three year old girls may have their hair up for the first time, the boy of five is dressed in his first hakama, and the seven year old girl gets her first doll.

Each child carries a paper bag decorated with good luck signs and after the temple visit the bags are filled with candies from the priest and toys and mementos bought at stalls near the shrine. At home the child may also receive gifts from friends and relatives.

The students could celebrate this day by decorating bags, filling them with sweets, and giving them to the kindergarten students who are typically five years old.

PRONUNCIATION GUIDE

Consonants are pronounced generally as in English. Vowels may be pronounced according to the following guide:

A as in father	san
E as in bet	sake
I as in machine	kimono
O as in most	obi
U as in hood	mura
(However, when lengthened)	
U as in mood	Honshu

Vowels are of short duration; long vowels marked c, have twice the value.

Note also the following diphthongs:

AI as in kaiser	samurai
EI as in rein	geisha

A few consonants are separated from their following vowel by an intervening "y". The three-letter combination is treated as a single syllable. Thus Kyushu is pronounced like the combination of the English words "cue" and "shoe". The "kyo" in such words as Tokyo has the "ky" sound of "cue" plus the final "o". Note also that "sh", "ch", and "ts" are to be considered single consonants.

USEFUL EXPRESSIONS

Ohayogozaimasu	Good morning	Used until about 10:00 a.m.
Konnichiwa	Hello	
Sayonara	Good-bye	
Kombanwa	Good evening	
Itte rasshai	So long	
Tadaima	I'm back	
Okaeri nasai	Welcome home	
Ogenki desuka	How are you	
Dozo	Please	
Arigato	Thank you	
Domo arigato	Thank you very much	
Do ittachi mashite	You're welcome	
Hai, arigato	Yes, thank you	
Kekko desu	I don't want anymore	
Hajimimashite	Nice to meet you	
Sumimasen	Pardon me	
Gomen nasai	I'm sorry	
Wakarimasen	I don't understand	
Eigo wakarri masuka	Do you speak English	
Sukosshi wakarimasu	I only understand a little	
Makudonorudu	MacDonald's	
Mo ikkai itte kudasi	One more time, please	
Doko	Where	
Iku	Go	

JAPANESE WORDS

NUMBERS

Ichi	one
Ni	two
San	three
Shi	four
Go	five
Roku	six
Shichi	seven
Hachi	eight
Ku	nine
Juu	ten

DAYS OF THE WEEK

Nichi yoobi	Sunday
Setsu yoobi	Monday
Ka yoobi	Tuesday
Sui yoobi	Wednesday
Moku yoobi	Thursday
Kin yoobi	Friday

MONTHS

Ichi gatsu	January
Ni gatsu	February
San gatsu	March

Shi gatsu	April
Go gatsu	May
Roku gatsu	June
Shichi gatsu	July
Hachi gatsu	August
Ku gatsu	September
Juu gatsu	October
Juuichi	November
Junni gatsu	December

SCHOOL WORDS

Gakko	school
Sensi	teacher
Seitoo	student
Tsukue	desk
Isu	chair
Kami	paper
Enpitsu	pencil
Hon	book
Benkyoo	study
Gakushuu	learning
Shoogakkoo	Elementary School
Chuugakkoo	Junior High School
Kotoogakkoo	Senior High School
Daigaku	University

FISH PRINTS

The origins of Gyotaku are unknown. The earliest fish prints date back to 1862 when a lord made a prize catch of fish that he wanted printed to record his accomplishment.

Two processes were used. The first was to ink the fish and then to make an impression on paper. In the second technique, the wet surface of the fish was covered with paper which was allowed to become damp dry. It was then brushed with ink to produce a rubbing.

Fish Print Materials

- One or two whole fish
- Crayons
- Newsprint paper, large size
- Shells, sponges, dried sea weed, fish nets, or articles associated with the sea
- Newspaper
- Colored construction paper

Procedure

- Cover the work surface with newspaper
- Put the fish on the table and place newsprint on top of the fish
- With the side of a crayon rub all over the area covering the fish
- Put in the background using other sea articles by placing them under the paper and rubbing the area with crayon. Cut out and mount on paper.

ORIGAMI

Paper folding (origami) is a centuries old art popular in Japan. The tradition of origami has long been handed down from mothers to children through successive generations. Almost all children by kindergarten age can make several types of origami by themselves.

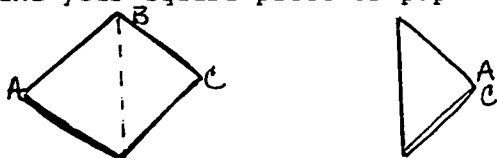
Without scissors or glue you can create animals, flowers, people, and anything you can imagine in the world of paper art.

Materials:

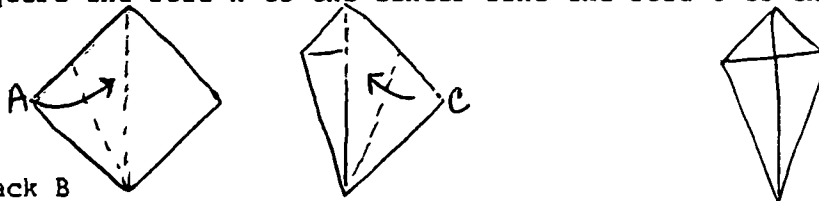
squares of stiff paper

Procedure for making a whale:

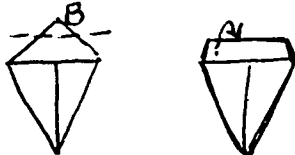
Take your square piece of paper and fold it in half.



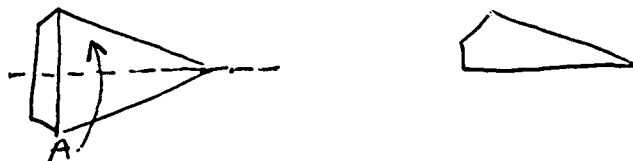
Open the square and fold A to the center line and fold C to the center line



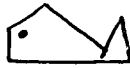
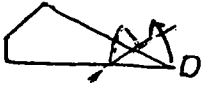
Now fold back B



Fold A so it lies on top of C

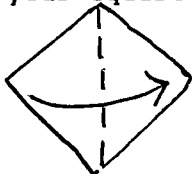


Fold D up to make a tail

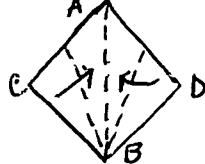
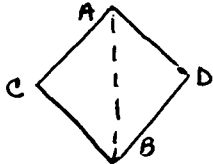


Procedure for making a bird:

Take your square piece of paper and fold it in half.



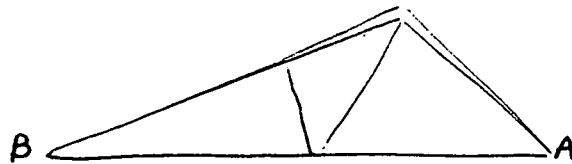
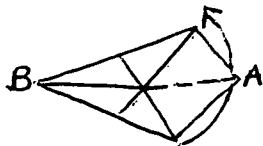
Open the paper and fold C and D into line AB



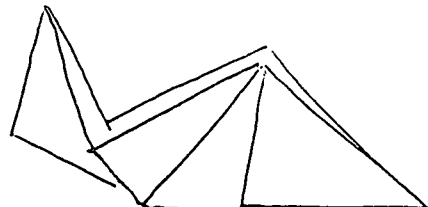
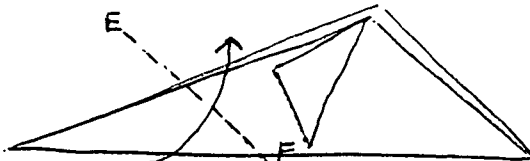
Fold down C and D to the top and the bottom edges



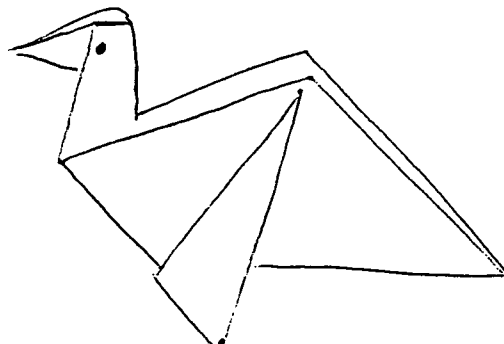
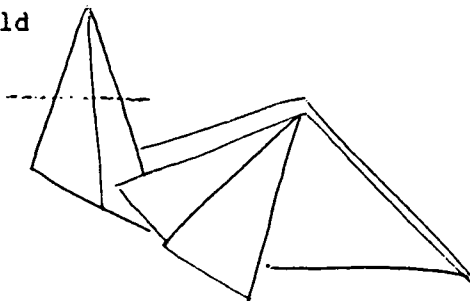
Fold together on line AB



Fold up neck on line EF. Unfold, open up and shape and push neck in between the crease



Fold down GH. Unfold, open up neck and push down the head into the neck fold



TOKONOMA SCROLL

Materials needed:

long, narrow sheet of drawing paper about 24" x 8"

sponges

poster paints

two 10" dowel rods

newspaper

ribbon or string

glue

Procedure:

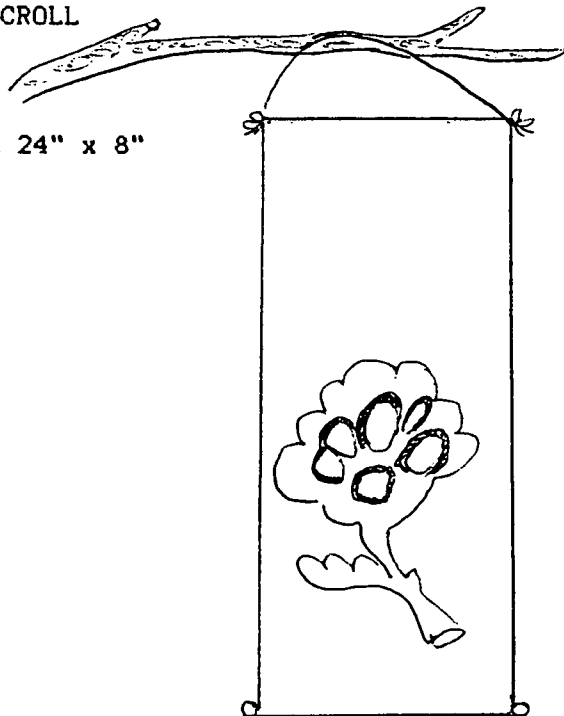
Spread newspaper over the work surface

Using colorful poster paint and damp sponges, print flower designs on the narrow piece of paper. Leave two inches on each end empty

Let dry

Roll each end around a dowel rod and glue

Tie ribbon or string to the ends of the top dowel rod and hang



EMAKI

Horizontal scrolls (emaki) are composed of many different scenes and use either many colors or only black. Because there was a time in Japanese history when they had no written language, the events of the times, tales of adventure, romance, religion, folktales, and even tales about the supernatural world were told on picture scrolls. The Japanese had acquired this art form from the Chinese, but it wasn't too long before they developed their own unique style of painting.

Emaki were usually created by joining together several dozen sheets of paper or, occasionally, silk. A cover was attached to one end and a roller to the other. Though they do vary in size, most emaki are approximately 12 inches wide and about 10 to 13 feet long. In most cases a single story is encompassed in one to three scrolls, but there are exceptions.

Reading emaki is something like going through a filmstrip that is being shown sideways! The scroll is opened to arm's length and viewed one portion at a time, moving from right to left. Most emaki contain calligraphic illustration, a form of writing, which explains the scene.

Materials for making emaki:

roll of paper, 12" wide and 10' to 13' long

colored markers, pens, pencils, paints or crayons

a story

14' long and 2' thick dowel rod

Procedure for emaki:

Have the students write a story or use a Japanese folktale

Divide the class into groups

Unroll the paper and have each student illustrate part of the story on his section of the scroll

Staple the end of the scroll to the dowel rod

WIND PAINTING

Materials for making a wind painting:

tempera paint, thinned to the consistency of ink

straws

heavy white drawing paper

colored construction paper

glue

Procedure for wind painting:

Drop a "blob" of paint at one end or corner of the paper

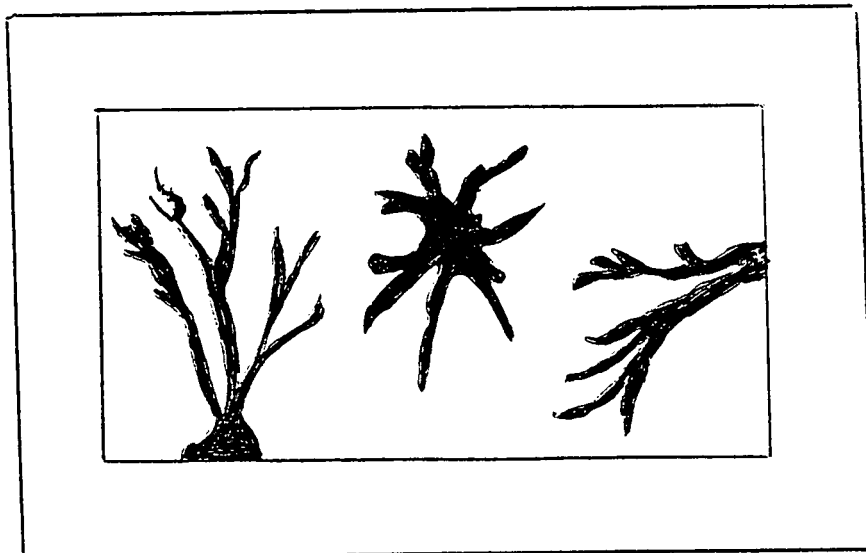
Chase the paint with a straw, blowing it toward the other end or corner of your paper

Add more paint or another color

Blow again until you're satisfied with the design on your paper

Let dry

Paste on a larger sheet of colored construction paper to frame



MON

In the feudal period of Japanese history every samurai family had a crest called a mon. The practice of having family crests began among the nobility from 800 to 1200 A.D. Symbols used on the crests often had their origins in nature. Some of the more popular choices were flowers, trees, cranes, rabbits, sparrows, waves, mountains, stars, and the sun.

Materials for making a Japanese crest:

square sheet of paper, about 8" x 8"

scissors

crayons and white drawing paper or colored foil paper

glue or tape

Procedure for crest:

Fold the square sheet of paper in half diagonally

Fold both sides over toward the middle to form a cone shape

Cut designs out of the sides of the paper, as when making a snowflake

Unfold

Paste or tape the colored foil on the back so that the cut out areas are filled

Or color designs on white drawing paper and paste these over the back

TAKO

Kites first came to Japan from China and were used as military banners in ancient times. Later they were used by Samurai for sending food to besieged troops. Workmen used the huge kites to lay tiles in place on the roof of the Zojaji Temple, and Ishikawa Goyamen, a thief, used a kite to scale the rooftop of a castle to steal a golden carp. Kites were flown by priests of the shrines during New Year's in the Kanto region to predict the year's fortune by the rising and dipping of each kite in the air.

Kite flying is a national pastime in Japan. Kites take on every imaginable shape and are usually made of bamboo and rice paper. The kites are brilliantly painted in a myriad of ways; with the red faces of fierce Samurai warriors, with portraits of favorite sumo wrestlers, with scenes from nature, with butterflies and golden carp.

Materials for making a kite:

a sheet of strong, lightweight paper 30" wide and 24" long

ruler

scissors

paints or markers

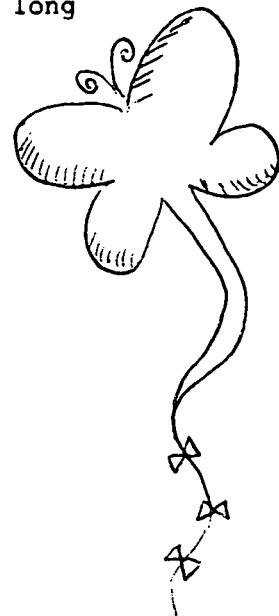
24" x 1/8 " dowel rod

32" x 1/8" dowel rod

paper punch

40" of kite flying string

towing ring or small plastic curtain ring



1/2" safety pin

typing or colored ditto paper

8' of ribbon

Procedure for making a kite:

Fold strong paper in half

On the side opposite the fold measure a point 10" down from the top and mark it

From this point draw a line to the opposite corners

Cut out along these lines

Decorate with paint or markers

Let dry

Turning the cover face down tape the 24" dowel rod down the center fold

Using the 32" dowel rod, bow slightly, and place between the tips of the wings, crossing the middle dowel 4" from the top

Tape firmly in place

Make holes for the bridle cord, one on each side just above and just below where the dowel rods cross and on each side of the long center dowel about 6" up from the bottom point

To prevent tears cover these areas with tape before punching the holes

From the dowel side of the kite put one end of the bridle cord through one hole, under the dowels and out the opposite hole

Knot securely

Attach the towing ring so it is 1/4 of the way down the face of the kite

Make a loop, bring it through the ring, pull loop back over the top and

sides of the ring

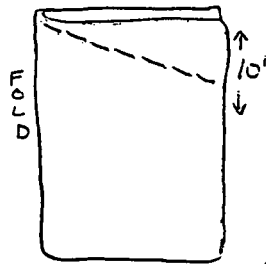
Tie flying line to 1/2" safety pin and hook to ring

Attach 8' of ribbon

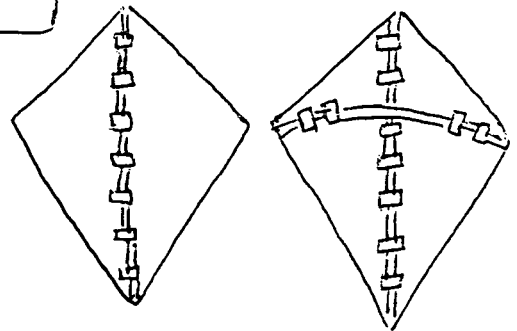
Cut strips of paper 1" x 6" and staple them about 4" apart along the ribbon to make a tail

Have fun flying!

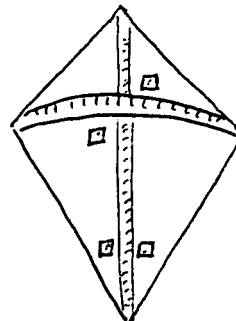
To measure and cut



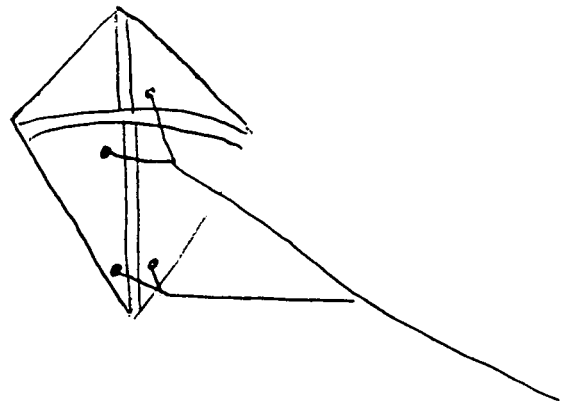
To tape the dowel rods



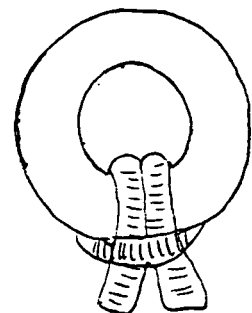
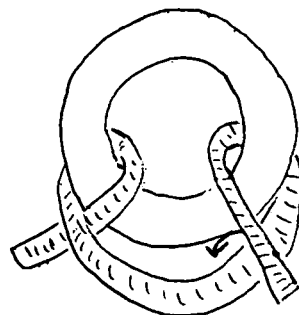
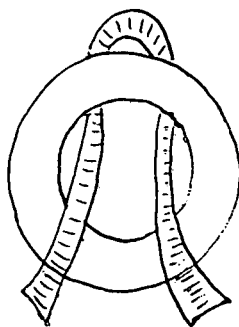
To punch the holes



To attach the cord



To attach towing ring



DOLL BOOKMARK

Materials for making the bookmark:

glue

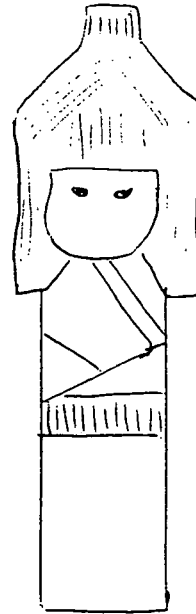
flat wooden toothpick

heavy black thread

two designs of patterned paper

patterns

black crepe paper



Procedure:

To make the head use pattern pieces 1 and 2, cut them out of the black crepe paper

Wrap piece 1 around the back, lower half of the white circle

Fold sides around the front and glue

Wrap piece 2 around the front of the white circle, covering the top half

Glue, leaving half extending above the circle

Pull top of 2 together, fold over, and wind the thread around to secure

To make the body cut out pieces 4 and 5 from the two patterned pieces

Put paper patterned side down

Fold over 1/8" at top to make collar

Glue toothpick at center of collar; 2/3 on paper

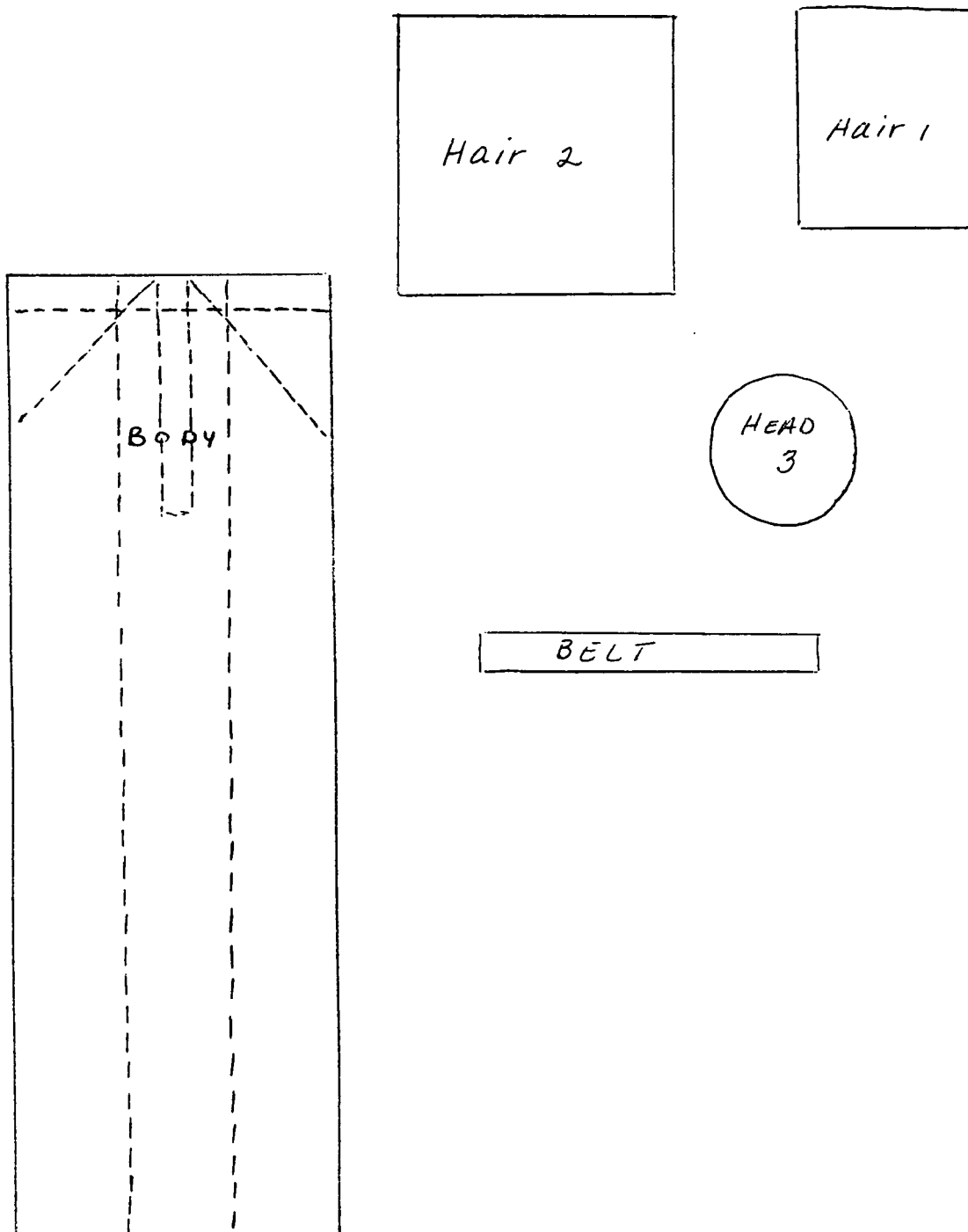
Fold corners to cross a bit

Glue edge

Fold belt and glue on 3" from bottom

Put glue on front of the rest of the toothpick and slide it between the hair and the back of the head, until the head touches the collar

Pattern pieces:



TERUTERUBOZO

A doll that the boys in Japan make to wish for good weather is called a Teruterubozo, which means "shining bald head". The bald head is supposed to symbolize the bright round sun. Japanese school children make these dolls before any day that they especially want fine and clear, such as a school trip or a field day.

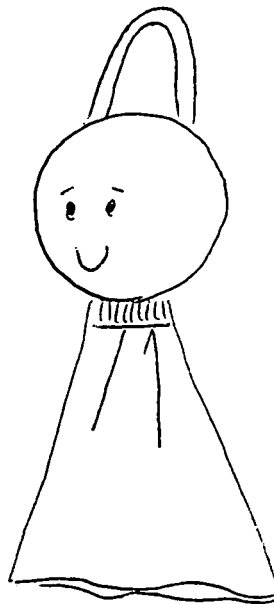
Materials needed:

white paper

twine

scissors

felt tip marker



Procedure:

Crumple two pieces of paper into a ball to form the head

Cover this completely with a large piece of paper

Bind at the neck with twine to separate the head from the body

Tie off, and leaving a few extra feet to hang the doll, cut the twine

Draw on a smiling face

Hang all the dolls from the windows on the day before a trip or on the next rainy day

JAPANESE FANS

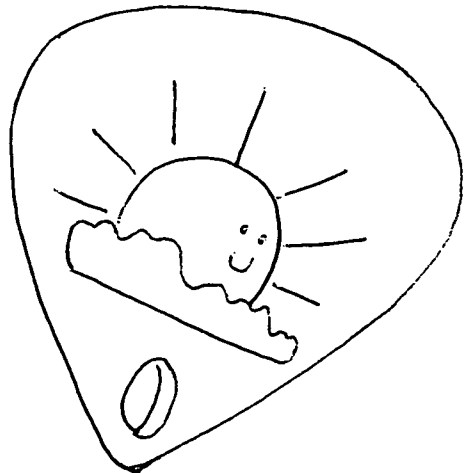
Fans are part of the cultural tradition of Japan, and the folded fan was invented by the Japanese. It is thought that the wing of the bat was the source for this idea. There are also flat fans that are made in a variety of shapes. The decoration of the fan may be a brush painting inspired by nature or bits of cut or torn paper that suggest objects to the artist. The use of fans are varied; to cool yourself, to fan a fire, to help during a dance, or to use as a weapon.

Materials to make a folded fan:

9" x 24" pieces of white drawing paper
watercolor sets and brushes
stapler

Materials to make flat fans:

9" x 12" pieces of oak tag or poster board
scissors
fine line markers
scraps of tissue paper
glue



Procedure for folded fans:

Paint a very light water color wash on the white paper

Let dry

In simple brush strokes paint an idea from nature over the wash

Let dry

Fold the paper back and forth in accordion like style

Pinch one end together and staple

Procedure for flat fans:

Cut an appropriate shape from the board

Cut a thumb hole at the bottom

Decorate the surface with markers and scraps of tissue paper

TEMPLE PAGODA

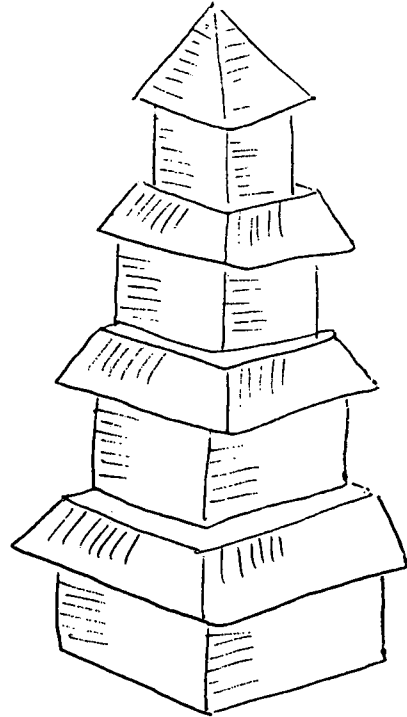
Materials needed for the pagoda

three to five different sized boxes

heavy paper or tagboard

pencil scissors

paints



Procedure:

Take the largest box and place it on the heavy paper and trace around it

Extend the edges of the paper $\frac{1}{2}$ to 2 inches, so that you have a square larger than the box

Run the edges of the scissors along the traced lines and crease the paper diagonally from the corner of the traced line to the corner of the paper

Put this "roof" on the top of the box

Repeat with the remaining boxes, except don't score or crease the smallest

Stack the boxes on each other with smallest at the top

Attach the top roof by taking the cut square and running the edge of the scissors diagonally from one corner to the opposite corner

Fold and put on top

Paint the pagoda

HANAMI

Japan's most famous trees are grown simply for their beauty and produce no fruit. These are the cherry trees that burst into clouds of pink blossoms each spring in gardens and along paths and avenues. Beneath them the Japanese people have a happy flower-viewing party called Hanami.

Materials for making cherry trees:

large tree branch

square of lightweight white paper, about 4 1/2"

red or pink food coloring

water

containers

scissors green ribbon

Procedure

Fold the square paper in half, diagonally

With the point of the triangle up, fold each corner up toward the center, creating a triple pointed cone

Mix different shades of food coloring with water in the containers

Dip the top ends and the center point of the folded paper in the colored water

Let the color soak into the paper and penetrate toward the middle

Let dry

Cut across the top in an interesting design

Cut a small amount off the center tip

Slide the center hole through a branch of the tree and secure with green ribbon

JAPAN FACT SHEET

Area: 143,690 square miles

Population: 120 million

Capital City Tokyo, population of 12 million

Climate: Subtropically warm in the extreme south, becoming temperate in the north. Similar to the East Coast of the United States, except for the rainy monsoon season from June to October

Neighboring Countries: USSR, Korea, and China

Official Language: Japanese

Ethnic Background: Overwhelmingly Japanese, with mixed Mongol-Turkish-Caucasian origins which emerged in the pre-Christian era. There is a very small community of Ainus on Hokkaido Island who are a primitive people of Caucasian ancestry.

Principle religions: Shinto, Buddhism, Christianity

Commercial Products: Heavy equipment, ships, automobiles, yarns, electronics, cameras, iron, steel, and fish

Currency: Yen, approximately 125 yen = \$1.00, varies daily

Type of Government: Parliamentary democracy

Head of Government: Prime Minister

National Flag: White with a red circle representing the rising sun in the center

MAKING A JAPANESE PASSPORT

Materials needed:

colored construction paper
2 pieces of plain white ditto paper
black marker
small picture of self
glue

Procedure:

Fold the construction paper in half

Fold the white paper in half and staple it in inside the construction paper

In large letters write Passport on the cover

Page 1: _____ (student's name) _____ has permission from the United States government to travel to Japan.

Page 2: Paste small picture of self

Write: full name, date of birth, place of birth, parents full names, current address, and phone number

Page 3: List the cities in Japan you plan to visit

Page 4: Write the date of departure and date of return

LEARNING SOME JAPANESE CUSTOMS

Here is a general guide to getting along in Japanese society. After students have studied these guidelines they may give short skits or plays for the class depicting a Japanese or situation.

1. The Japanese people are very formal. They always know who is in charge or is the most important person.
2. Japanese people believe in group decisions. They will spend a lot of time to come to a group consensus.
3. Japanese people bow to each other when introduced or when saying good-bye. The person of lesser importance bows lower than the other. Japanese also may bow when showing respect, presenting or accepting gifts and favors, and doing business.
4. Japanese do not look at each other in the eye as American do. It can be taken as a sign of overt hostility.
5. During a conversation many Japanese will show their interest by nodding and saying "hai", which translates as "yes". This does not mean they agree with everything you are saying, only that they are listening and understand.
6. Japanese people will often sit silently when thinking about something. This may make Americans uncomfortable.
7. While eating, Japanese people keep both hands on the table. When using chopsticks it is considered impolite to stick them straight up from the food.

8. Japanese people do not wear shoes into their homes or schools. They will wear slippers at school. Japanese people have special slippers they wear into the bathroom.

9. Most Japanese people are very gracious and polite at all times. They will never try to offend or embarrass one another.

MAP ACTIVITIES

Wall Map Materials:

overhead projector
transparencies of a map of Japan
paints or markers
mural paper

Procedure:

Project the transparencies of Japan on the mural paper
Trace the outline
Label important points
Color as a political or physical map, or do two maps

Desk Map Materials:

map of Japan
tagboard
crayons or marking pens
lamination film
permanent ink markers

Procedure:

Cut a large map of Japan from tagboard

Mark with lines of latitude and longitude

Label cities, natural resources, geographical features

Laminate the map

These maps can be used for a large variety of map skill lessons that can be hand tailored to specific classroom goals of learning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Restatement of Problem

The purpose of this study was to develop a handbook listing activities, methods, and strategies that elementary teachers could use to supplement the social studies curriculum to help students learn about and understand the Japanese culture and traditions.

Conclusions

The author maintains that, in order to understand the Japanese culture and traditions, the teacher must provide a variety of activities to stimulate the different learning modes of the students. Through these various modes students can achieve success as they learn and also enjoy the learning experience.

The author saw the need to compile the activities in this handbook to provide the teacher with a variety of activities that integrate many modalities of the learning process. The activities allow flexibility in teaching styles as well as stimulation to maximize success for the students.

Recommendations

This handbook would be useful for any elementary grade level teacher working with small groups or in a classroom setting. The materials provide the opportunities for students to gain basic understanding of the Japanese culture and traditions. The activities provided are clearly explained, use materials that are easily obtainable by the teacher, and easily used by the

students.

In the future in a sequel to this handbook the author could research and compile additional activities for teacher and student use that could further the understanding of Japan's culture and traditions.

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