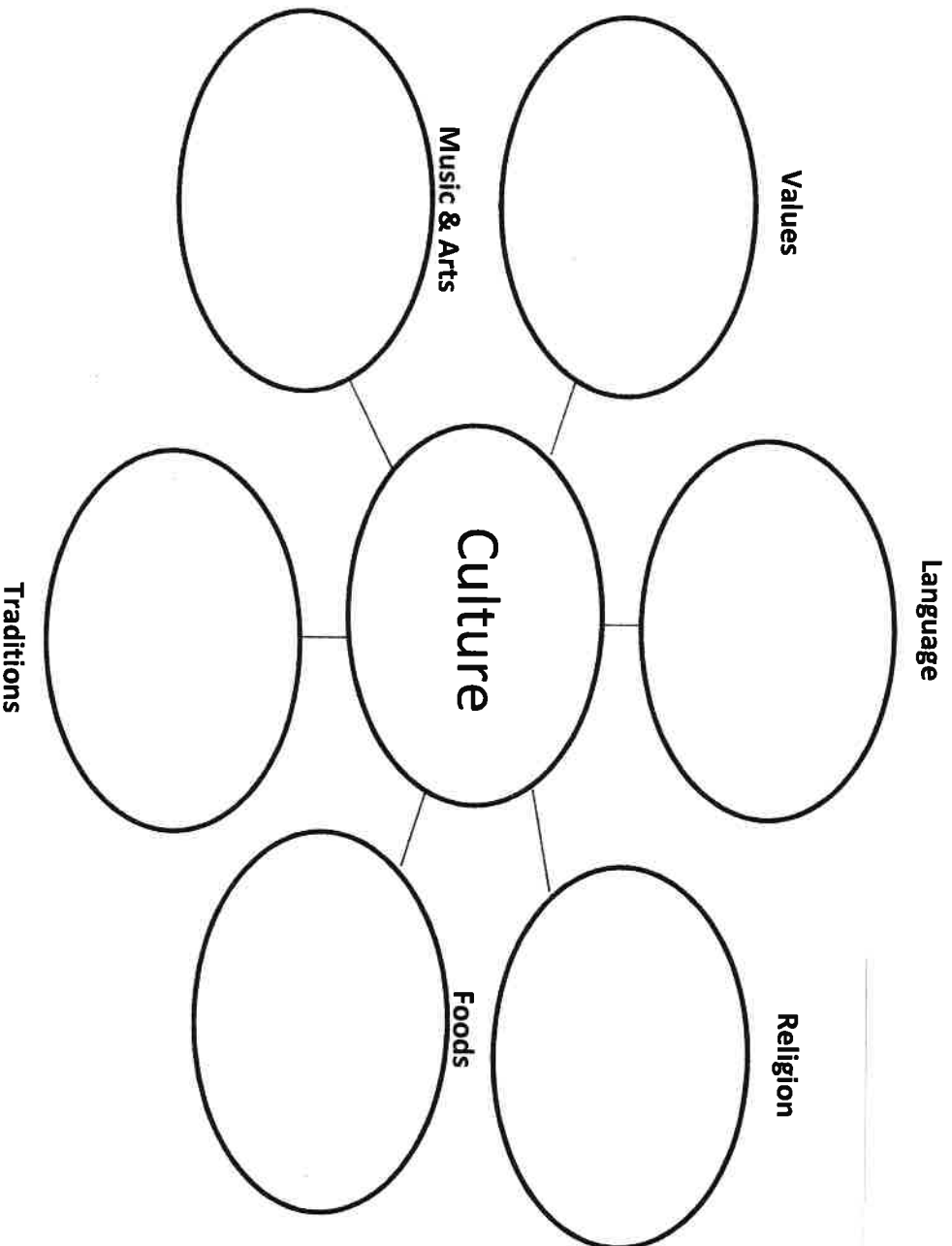


What is culture?

Culture includes many aspects of life. Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, foods, traditions, values, music and arts.

1. Discuss the term "Culture" with your students.
2. Provide your students with the complete definition of culture and ask them to give specific examples of their own culture.
3. Have students draw a concept web like below to illustrate all the components that make up culture, then students can then note their own culture characteristics on the diagram.

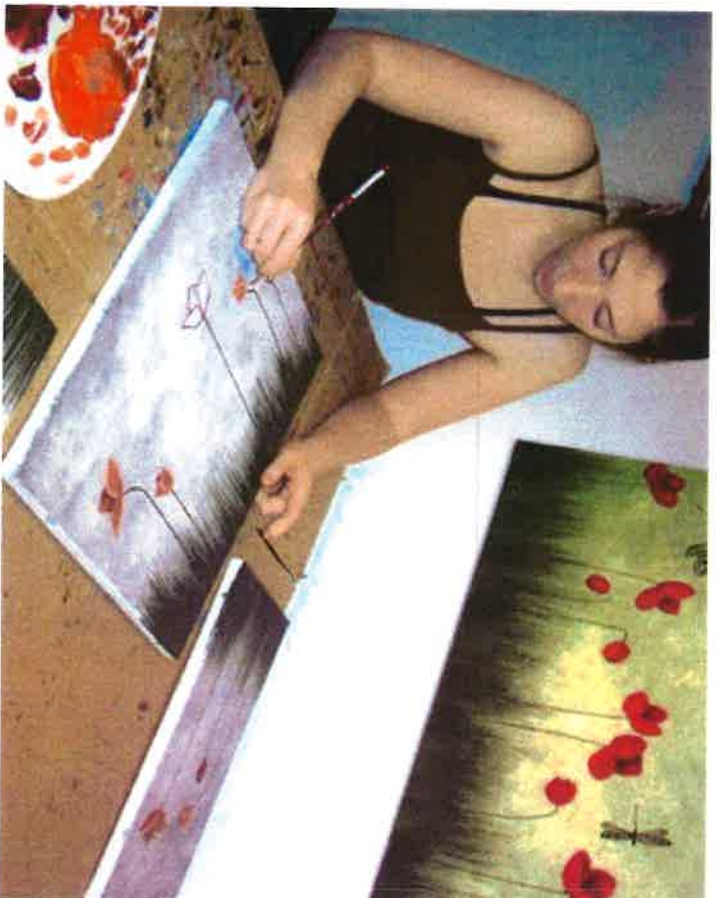
A simple definition for your students to remember is: Culture = All aspects of the way people live.



Types of Japanese Art

Japan has always been known for its rich traditional art. Japanese art is characterized by several different forms of art. Japan is known for its rich aesthetic art all along with the traces of some foreign influences in their art. The history of Japanese art if very long which has gone through several different phases such as at one time the Japanese art was under a heavy influence of foreign ideas, while at the other, the art form was purely based on their on thoughts and ideas without any foreign influence.

Japanese traditional art is quite rich as available in several different forms. Several different mediums of expression have been used by Japanese artists to express their ideas. Japanese traditional art is based on attractive Japanese paintings, the well-formed Japanese pottery, the Japanese Sculptures and the most distinct form that involve the arrangement of flowers, i.e. Ikebana and of course Origami, the art form related to folding paper. Following are given some of the different types of Japanese traditional art that has fascinating the people for years.



Japanese Traditional Art: Painting

Japanese paintings are known to be the oldest art form of Japanese traditional art. These paintings are unique and have some distinguished features. Japanese paintings not only portray the individual ideas of the Japanese artists but also show hint of foreign influences as well.

Over the course of Japanese history, Japanese traditional art had gone through several phases. One such phase in Japanese art was the introduction of wall paintings (murals) at some point in Nara period. Murals were commonly displayed on the walls of the Horyu-ji, a temple in Ikaruga, Nara. The paintings made by the artists follow the same painting styles as that of Chinese paintings and were usually based on religious beliefs and tales.

Types of Japanese Art

Over the course of history, Japanese art came across the images of Mandala which means 'circle' in Sanskrit. In Buddhism, the majority of the sacred art takes the form of Mandala. By the mid-Heian period, the traces of Chinese art styles cleared from the Japanese art.

It was somewhere in 14th century, when the influence of Zen monasteries became so prominent in the Japanese art. It was the time when Yuan and Sung dynasties introduced an Ink painting in Japanese art. During this time, the monochrome landscape paintings began to be popular. At the end of Muromachi period, the decorative art style became dominant over the ink paintings.

Somewhere around Azuchi-Momoyama period, the Japanese art viewed the introduction of gold and silver foil in the art forms. Several different styles were introduced in the Japanese art In Edo period. Monumental landscapes and wall paintings beautified the sliding doors and castles respectively.



During the Meiji period, the Japanese art became under the heavy influence of western art, however, the art critics in Japan done a great job in the revival of the Japanese art in its original form such as Nihonga art.

Presently, Japanese artists have integrated many new themes and abstract paintings in the Japanese art to keep pace with the present demands of the society. Nihonga is a form of Japanese art which is still presented in several different ways, especially with modern themes and mediums.

Japanese Traditional Art: Pottery and Sculpture

Previously, the pottery work in Japan was based on coil, adorned with rope patterns and all the work was done with hands. With a view to retain the native styles, many artists studied the traditional methods. During the course of Japanese history, several different styles developed and were crafted by Korean potters at first. Classic wares were excessively created during the 1980s and dragons

Types of Japanese Art

and floral designs decorated with the Arita porcelain. The bizen ware crafted were reddish brown in color and strong as iron.

Japanese sculpture on the other hand is known for its own characteristic features with an emphasis on Buddhism. Different periods of history saw many different modified forms and styles of sculptures. Previously, metals and wood were the main ingredients used in crafting sculptures. However, clay was used to craft the images of dogu and haniwa. Hakuho art period is known for seeing some remarkable Buddhist sculptures.

As the time passed, new ideas and material has been introduced to craft different sculptures. An important progress was the flourishing of outdoor sculptures which are now used in the parks or other landscapes.



Bonsai

Bonsai which is pronounced as 'bone-high' is one of the oldest oriental horticultural art form of Japanese art. In both Chinese and Japanese, the term 'bonsai' means 'tree in a pot'. This art form was first developed in Orient about 2,000 years ago. Presently too, the refined form of bonsai art is practiced in different parts of the world.

We cannot say that a planted tree in a pot is bonsai unless the tree is properly pruned, shaped and trimmed into a particular shape. Generally, bonsai is a form of Japanese art where a tree is customarily dwarfed by using Japanese art techniques. So, bonsai are the trees which require some special care in terms of pruning, shaping and training so as to keep it going for a longer period of time. It is said that a bonsai can live up to hundred years if cared properly. Bonsai can take some additional styles with some embellished forms.

Types of Japanese Art

Ikebana

Ikebana is a form of ancient Japanese art which is based on arrangement of flowers. Ikebana is an art form that based on some strict rules in order to attain harmony, balance and elegant arrangement of flowers. There are number of schools scattered all over the Japan that provide formal training to the people to learn essential techniques and principles regarding ikebana. It is worth mentioning that Ikebana is far different from other western flower arrangement techniques.

Origami

In Japanese language, the term 'origami' literally means paper folding. This is a form of Japanese art that involves paper folding. Origami is an art form of which formal schooling is available in Japan, where the students interested in this art are taught the different skills and arts to craft things or objects from folded paper. Not all the origami pieces are alike rather these can be different in their sizes and designs, i.e. they can range from simple folded boxes to complex objects or things formed by connecting different pieces of paper.



Japanese Tea Ceremony

It is an important event in the Japanese culture. Tea ceremony is celebrated in several different styles in different regions of Japan. The main feature of tea ceremony is that it never recurs in exactly the same way as it held once. Chashitsu is a room where tea ceremony is held. This room is positioned within the teahouse but away from residence and is only designed and decorated for this tea ceremony.

Types of Japanese Art

Japanese Poetry

If we go through the history of Japan, we will come to know that Japan has a very rich history of poetry. It was hundreds of years ago when the poetry was first introduced in this part of the world and over the time, it became an important part of Japanese culture. The poems which are written in Japanese are given the name 'wakas' meaning 'Japanese Poems'. The Japanese poetry is popular for its simplicity.

Japanese Calligraphy

It was in 17th century when calligraphy started becoming popular in Japan. Buddhism reached Japan from India where it travelled through China and Korea and finally reached Japan where many people among emperors converted to Buddhism. Earlier Buddhist scriptures were written in Chinese writing. It was believed that the Buddhist monk Kukai was the first Japanese calligrapher who rewrote the section of five paneled screen.

Japanese Martial Arts

It was in medieval period when martial arts began to gain popularity in Japan. Samurai class practiced martial arts. The term 'martial' means 'fighting' which means that martial art is an art of fighting. It helps people to defend the attacks from enemies.



Ukiyo-E

In Japanese language, the term 'ukiyo-e' means the picture of the floating world. The phrase 'floating world' indirectly symbolizes the insular, carefree and pleasure seeking world of Japan particularly in Edo period. Ukiyo-E is basically an art that includes woodblock prints and watercolors commonly used between the 17th and 20th century. This art most of the time symbolizes the scenes or landscapes of city life, scenes from the pleasure seeking quarters of Japanese cities and also scenes from the history and culture.

Musical Instruments

In traditional Japanese music, there are three general types of instruments - percussion instruments, stringed instruments and wind instruments, mostly flutes. There is a huge range of instruments beyond the scope of this page, ranging from bells used in Buddhist ceremonies to various kinds of drums used in gagaku (imperial court music).

In the last few years, there have been a growing number of artists who have been bringing these instruments to younger audiences. Taiko group Kodo and young shamisen duo the Yoshida Brothers are two well-known examples of artists who give the old instruments new life and energy, and have been very successful abroad.

Below we look at the more commonly heard instruments.

Drums



The always amazing Kodo drummers

There are many large Japanese drums, or taiko. Most have two membranes which are nailed or laced and are struck with sticks. The most dramatic is the Odaiko (big drum). The physical energy and sheer excitement of an Odaiko performance is an integral part of many Japanese matsuri (festivals). Perhaps because they see this all the time, most Japanese people don't get particularly excited by taiko performance groups like Kodo, while foreign audiences are enthralled by them. Each year, Kodo host Earth Celebration, a festival of taiko drumming, international music and performance art in their home

Musical Instruments

base on Sado Island. Many people come to Japan from around the world to enjoy the festival and it is certainly a highlight of the Japanese cultural calendar. Kodo also tour extensively abroad every year.

The hourglass-shaped tsuzumi was introduced from the Asian continent around the 7th century and the name is derived from Sanskrit. Two varieties, the smaller kotsuzumi and the larger otsuzumi are used in both noh and kabuki performances. The kotsuzumi is held on the right shoulder and the player alters the tone by squeezing the laces. The otsuzumi is held on the left thigh. Like all other traditional arts in Japan, there are several schools of tsuzumi.

Stringed Instruments

The koto is a 13-string zither, about 2 meters long and made of Paulownia wood. It is plucked using picks on the thumb and first two fingers of the right hand, while the left hand can be used to modify pitch and tone. Koto are used in an ensemble in gagaku or as a solo instrument. One of the most famous koto players and composers was the blind musician Miyagi Michio (1894-1956), who was heavily influenced by western music.



A closeup of a koto player

Musical Instruments



The Yoshida Brothers have brought a rock sensibility to the shamisen

The shamisen is a 3-string lute. It is believed to be a variant of the Okinawan sanshin. The length of the shamisen varies from 1.1 to 1.4 meters. It first became popular in the pleasure districts during the Edo Period (1600-1868) and also began to be used for the musical accompaniment in kabuki and bunraku performances. The kabuki variety developed into its own form of dance music, the nagauta or long song. Shamisen are made from one of a variety of woods such as red sandalwood and the head covered with cat or dog skin. The pegs are traditionally made of ivory while the strings are twisted silk.

Traditional shamisen playing requires the player to be quite stiff and expressionless. But young players like the Yoshida Brothers or Agatsuma Hiromitsu bring a whole new, some would say rock and roll, approach that gets young fans in a frenzy of excitement while putting their elders in a fit of anger.

The biwa is a short-necked lute, used from the 7th century in gagaku to accompany early puppet plays and also by blind monk entertainers, the Japanese equivalent of travelling minstrels. The main character in one of Japan's most famous legends, The Story of Earless Hoichi was one of these biwa hoshi (lute priests). There are many styles, the most popular being Satsuma biwa which was developed in the 16th century. The number of frets varies from 4 to 6 and strings vary in number from 3 to 5 but there are usually 4. The biwa is held almost vertical and played with a large bachi (plectrum).

Musical Instruments

Flutes:

The most famous flute is the shakuhachi bamboo flute. It has 4 or 5 finger holes on the front face and a thumb hole on the rear face. As with other instruments above, it was imported from China for gagaku. In medieval times, the shakuhachi became associated with wandering Buddhist priests known as komuso or 'priests of nothingness'. They played the shakuhachi as a spiritual discipline and during the Edo Period they had the exclusive license to play the instrument. They are easily recognized by their straw inverted basket-like headgear. During the more progressive Meiji Period (1868-1912) various other shakuhachi schools started, some influenced by western music.



Other flutes include the noka used in noh performances and the side-blown takebue and shinobue often heard during festivals. Kodo often incorporate flute pieces into their repertoire.

Traditional Costumes

The *kimono* is the traditional dress of Japan, and it is worn nowadays on formal occasions. It is sometimes accused of being an impractical form of dress, but it has the advantage of giving the wearer a graceful and elegant deportment.



A long undergarment called *nagajuban* is worn underneath the *kimono* and on top of the normal underclothes.

The *obiage* supports the *obi*.

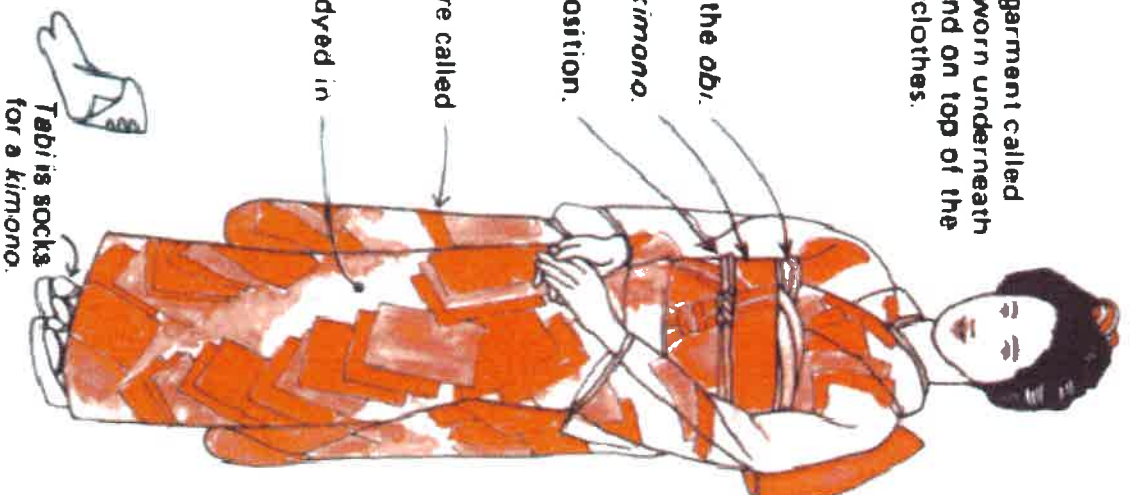
The *obi* is a sash for a *kimono*.

The *obijime* holds the *obi* in position.

The baggy sleeves are called *tanoto*.

The material is silk, dyed in various patterns.

Furisode is the formal *kimono* with long baggy sleeves worn by unmarried women. Married women wear the normal-sleeved *tomesode*.

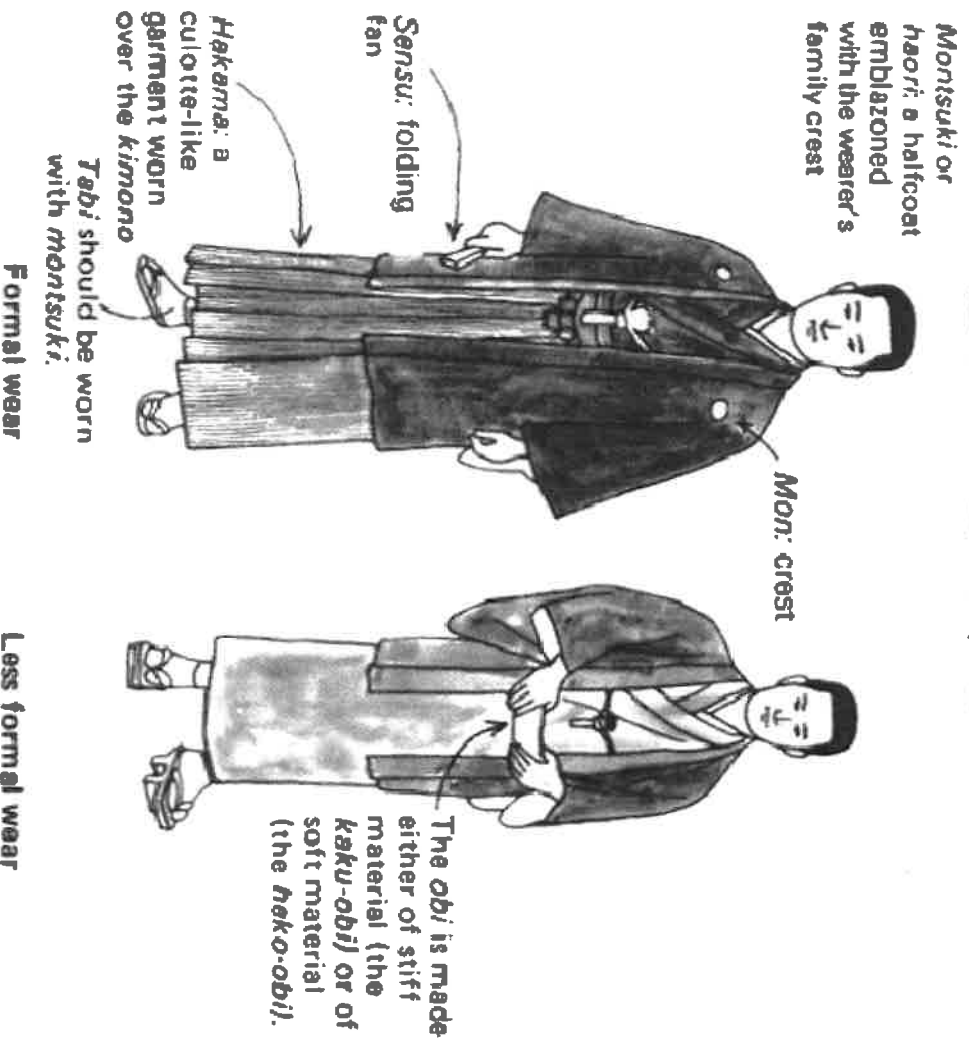


Tabi is socks for a *kimono*.

There are various different types of *kimono* for use at different times and on different occasions. Women's *kimono* include the *furisode* and *tomesode* for formal wear, the *hōmongi* for paying calls, the *tsukesagé*, and the *komon*. Men's *kimono* include the *montsuki hakama* for ceremonial occasions and the *haori* for going out visiting. There is also the *yukata*, worn by both men and women as informal dress at home, in *ryōkan* or for attending local festivals.

Traditional Costumes

Men's Kimono are mainly black.



The shape of *kimono* is fixed, and individuality is achieved by careful selection of the material, the style of weaving and dyeing, the color, and the pattern, as well as by the choice of *obi*.

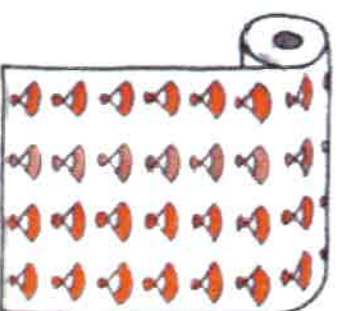
Traditional Costumes



Ōshima-tsumugi



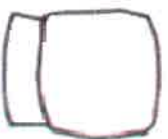
Yūzen



Koman

Kimono material, called *tanmono*, is produced in lengths of *ittan* (about 11 m).

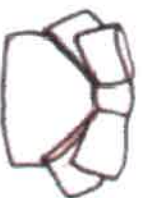
▪ OBI



Otaiko



Chidori



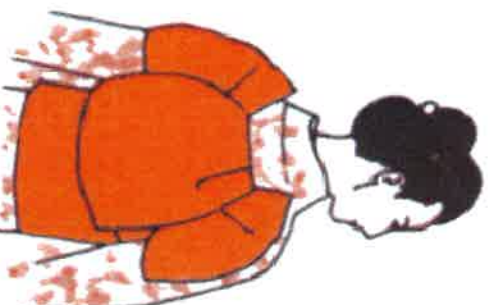
Bunko



Kai-no-Kuchi



Tateya



Fukurasuzumō

The *obi* is an important part of the overall appearance of the *kimono*, and it can be tied in various ways.

▪ OBIJIME



For happy occasions –
congratulations



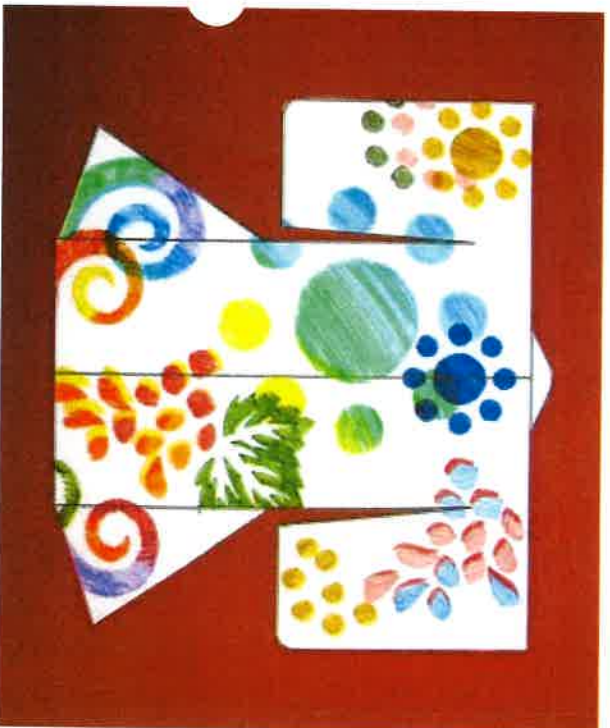
For ordinary occasions –
no special meaning



For sad occasions –
condolences

HANDS-ON@HOME

Stencil (*Katazome*) kimono



Katazome is a traditional Japanese method of dyeing fabrics using a resist paste applied through a stencil. Pigment is added by hand-painting or immersion in a dye vat. Try designing fun kimono using different patterns and colors.

Katazome on thin fabrics shows a pattern through to the back; on thicker or more tightly woven fabrics, the reverse side is a solid color, usually indigo blue for cotton fabrics. Futon covers made from multiple panels of fabric, if the stencils are properly placed and the panels joined carefully, exhibit a pleasing over-all pattern in addition to the elements cut into the stencil.

Supplies

Stencil paper (substitute with cardboard or waxed paper), markers or colored pencils, white cardstock paper, X-acto knife, scissors

Optional: stencil brush, tempera paint

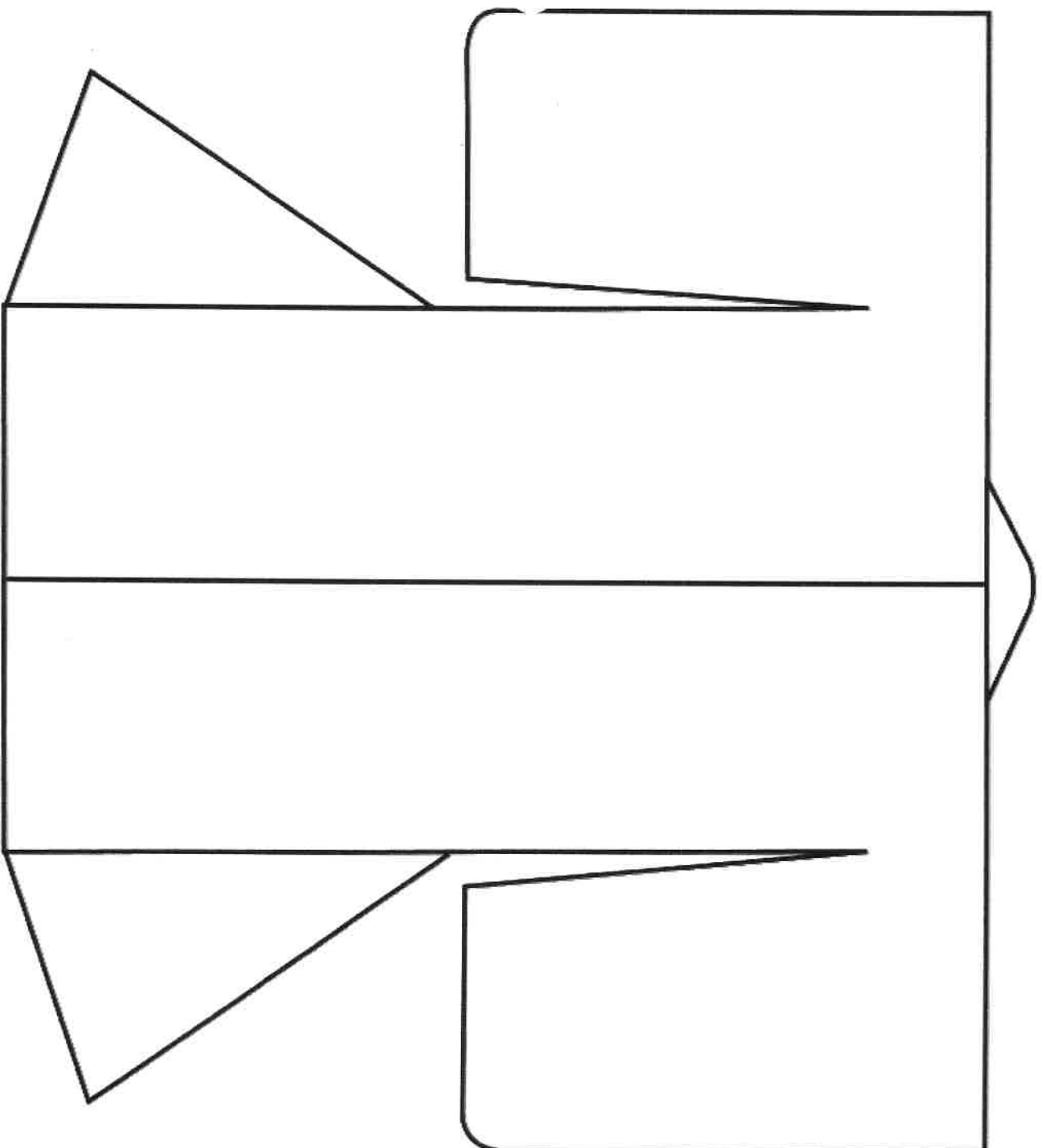
How-to

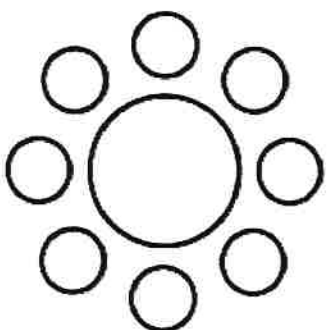
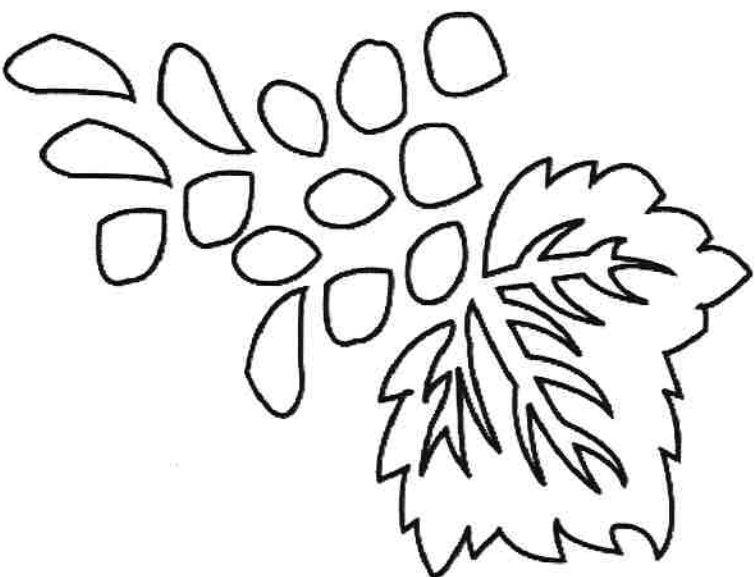
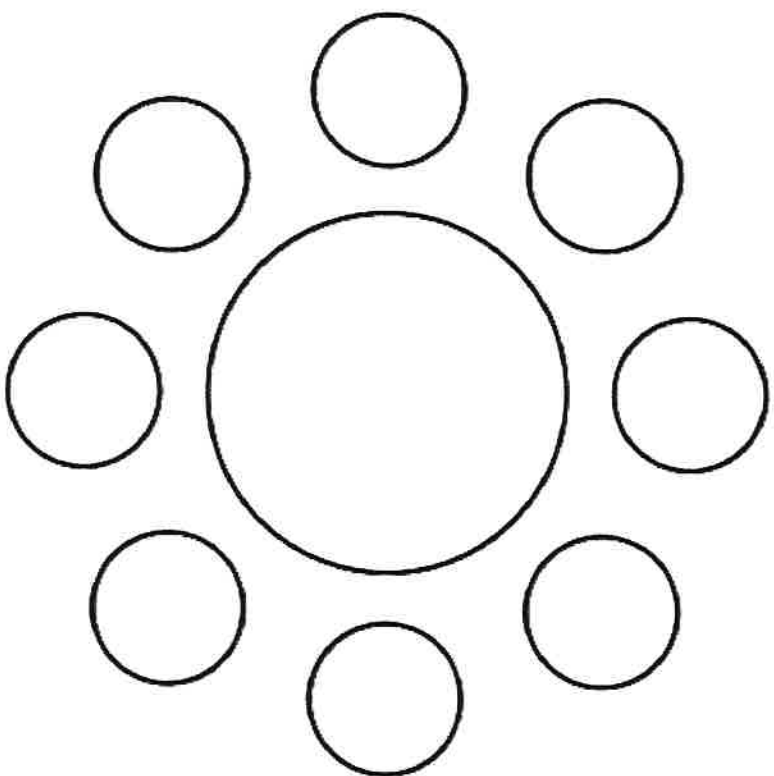
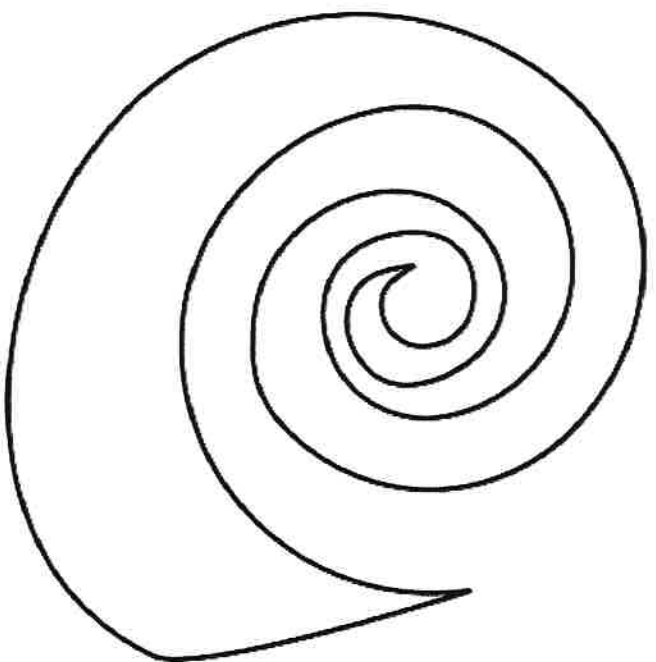
1. Print out the kimono line drawing on a piece of white cardstock paper.
2. Draw decorative patterns on stencil paper with pencil (or copy the provided patterns). Using an x-acto knife, carefully cut out the patterns.
3. Place the stencil on the kimono line drawing and apply colored pencils or markers through the holes of the stencil to create your own design (You may use tempera paint and stencil brush instead of markers).
4. Use transitional colors, having one color fade into the next.
5. Afterwards, cut out the kimono carefully along the outline.
6. Try using multiple stencils and various colors to come up with a creative and beautiful kimono!



Please learn more about fun activities for all ages at [p://www.asianart.org/asialive.htm](http://www.asianart.org/asialive.htm)

Asian Art Museum, 200 Larkin St. San Francisco CA 94102





Kimono Paper Weavings

Grade K-6

Description: The Kimono is the traditional dress of Japan. They are made of beautiful fabrics and are very expensive to buy. Different styles of Kimono are worn by married and unmarried women and during different seasons of the year. Today Kimono are worn for special occasions only.

Objectives:

- Students review elements and principles of design that apply to this project –Repeat pattern.
- Students gain skills in the concept of weaving.
- Students compare US and Japanese clothing.



Materials:

Assorted colored construction paper 12"x18" (30.5 x 46 cm)

Pieces of paper cut into ½" (1.3 cm) strips.

6" x 6" (15 x 15 cm) Patterned Origami Paper Assortment cut in half to 3" x 6" (7.6 x 15 cm) pieces

Elmer's Glue-All, Scissors

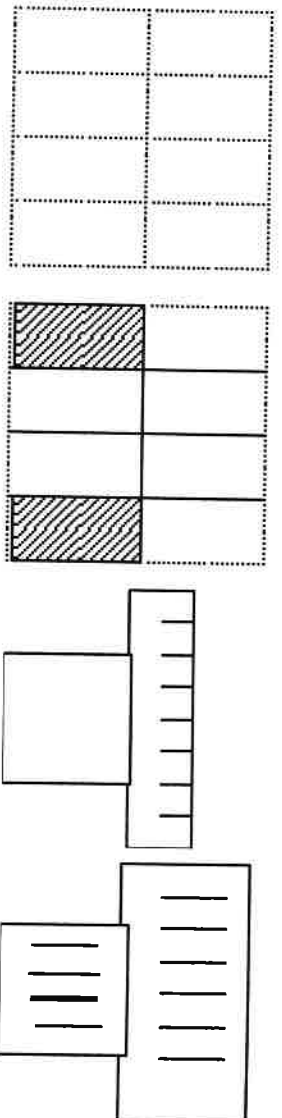
Resources:

- <http://web.mit.edu/jpnet/Kimono/> -very complete site with information and images on men's, women's and child's Kimono
- <http://web-japan.org/kidswweb/virtual/kimono/kimono01.html> - site designed for children. Includes sections on history, types, and occasions for wearing Kimono. Students can design a Virtual Kimono.
- <http://www.japanesekimono.com> Site has many pictures of different types of Japanese clothing, Kimono fabric and how to tie an Obi Sash.
- Oriental Patterns: <http://patterns.ming-ling.net/large.html>

Directions:

DAY 1. Show examples of Kimono and internet resources. (See above in Resources) Talk about the different fibers (silk, wool, cotton, linen) and where they come from. Have students examine their shirts to see if they are knitted or woven. Compare Kimono to American clothing. Define loom. Demonstrate how to make the "loom". There will actually be 2 loom areas cut. The top half of the Kimono is woven first then the bottom half is folded up and cut to create another "loom."

1. Hold paper vertically. Fold in half vertically, open and fold again horizontally. Open and fold long edges of paper so that they meet in the middle. Paper is divided into 1/8ths. Cut away the shaded areas to form a Kimono shape. Fold the top edge down to the center. Draw lines about 1 inch apart and cut to form the loom.



DAY 2- Demonstrate how to weave the paper strips. Weave the top half of the Kimono. Use color strips to create a repeating pattern.

DAY 3-6- Continue weaving top half. When finished, fold and cut the bottom half. Weave the bottom.

DAY 3- When weaving is complete use origami paper to add details (obi, collar)

7 Japanese Sayings...

Go to <http://www.timeforkids.com/around-the-world> and listen to the way the following words are pronounced in Japanese. Teach the students the sayings and practice them daily. Practice the words during snack time. Use the sayings as you greet students and naturally as they fit in throughout the day.

Yes. Hai

No. Iie

Please. Onegaishimasu

Thank you. Arigato

Hello. Konichwa

Goodbye. Sayonara

My name is... Watashi no namae wa "name" desu

Day in the Life: Japan

What's it like to live in Japan? Follow this boy's day and find out.



Ryuichi Kishi

Konnichi wai! My name is Ryuichi Kishi. I am 10 years old. I live with my parents, grandmother and sister in Maebashioa city, 70 miles from Tokyo.

6:00 A.M.

I wake up to two alarm clocks. I check the weather report and decide what to wear. I'm the weatherman for my parents.

6:30 A.M.

I wake up my younger sister, Nao. We watch the news and help Okasan ('mom' in Japanese) make breakfast. Today's menu is white rice, grilled fish, boiled vegetables, and miso (soybean paste) soup. If we are rushed, we just have cereal.

7:30 A.M.

I wash my face, brush my teeth and leave with Nao to meet with eight other kids in my neighborhood. We walk to school together in a single line along a narrow path. It takes about 25 minutes. School starts at 8:20. We have a morning meeting. Our teacher checks the day's attendance.

8:50 A.M.

Class starts. The first subject is mathematics. Right now we are learning division. I love math because I enjoy explaining how to solve problems. Next is science. We learn about air pressure. It's fun experimenting with a toy popgun. Pop, pop, pop!

10:50 A.M.

It is time for gym. We do gymnastics. After that is shosha, or learning letters by copying. We do calligraphy using special black ink, a brush and Japanese paper. The kanji (Chinese character) I am practicing is hikari, which means "light." The character has different types of strokes, so it's hard.

12:25 A.M.

Lunchtime! We have miso ramen noodles, stir-fried vegetables, deep-fried dumplings, soybean snacks and milk. We clean up after lunch. My group is in charge of the school's entrance. We sweep and scrub the floors. At 1:55, we go to Japanese class.

3:00 P.M.

School is out! At home, I have a snack and play in the yard with Nao and her friend. We also play video games. I like Doraemon, which is based on a popular cartoon. I want to be a cartoonist. I do homework, then read or watch TV.

Sometimes I help Otosan ("dad" in Japanese) make supper.

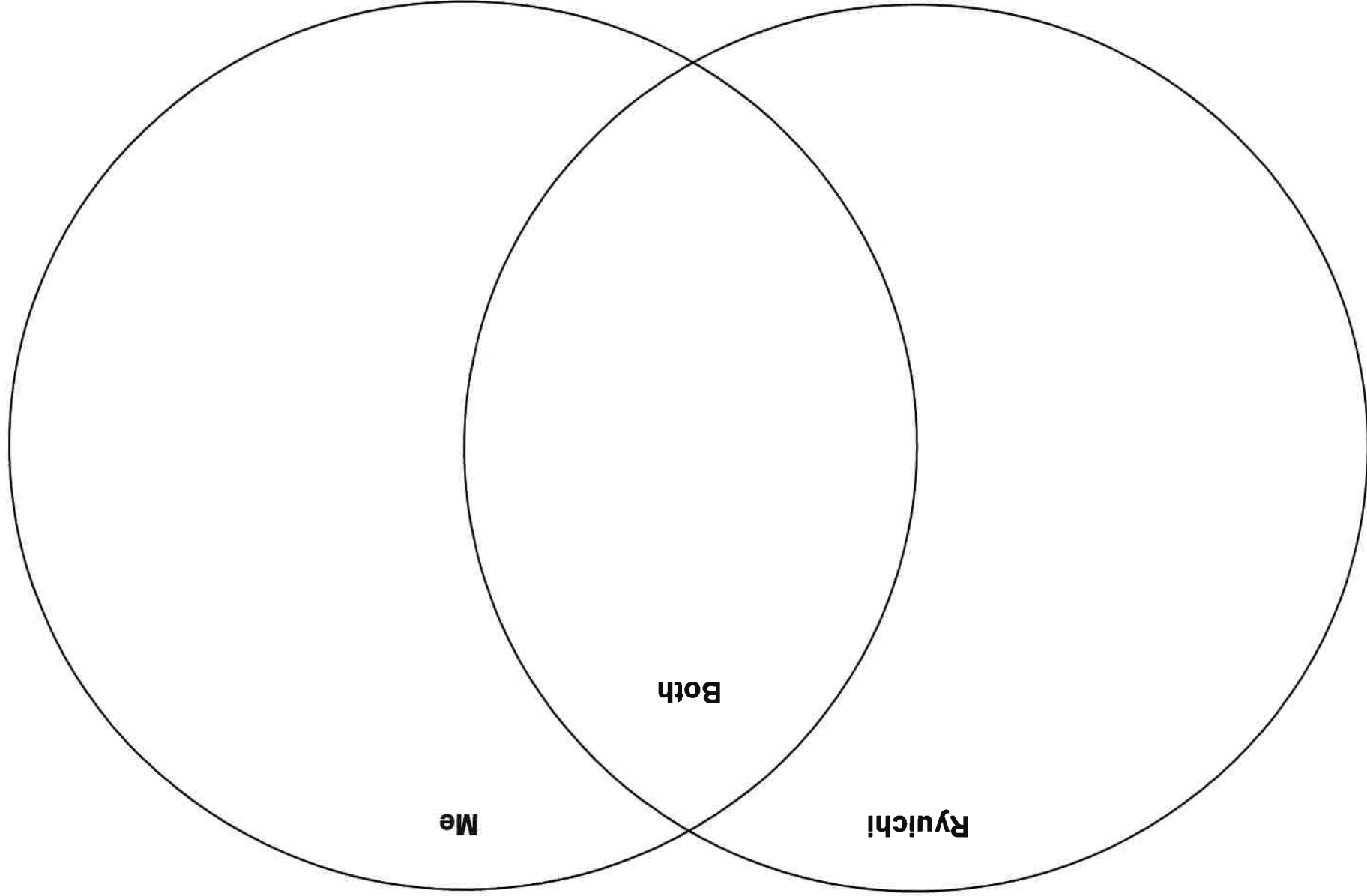
7:00 P.M.

We sit down to eat supper together. Ginger pork is my favorite. Otosan is a good cook! Afterward, I take a bath and go to bed. Good night!

A Day In The Life in Japan

Name: _____

Date: _____



Japanese Food



Sushi (すし, 寿司, 鮓) is a Japanese food consisting of cooked vinegared rice combined with other ingredients, seafood, vegetables and sometimes tropical fruits. Ingredients and forms of sushi presentation vary widely, but the ingredient which all sushi have in common is rice (also referred to as shari or sumeshi).

Sushi can be prepared with either brown or white rice. Sushi is often prepared with raw seafood, but some common varieties of sushi use cooked ingredients or are vegetarian. Raw fish (or occasionally other meat) sliced and served without rice is called "sashimi". Sushi is often served with pickled ginger, wasabi, and soy sauce. Popular garnishes are often made using daikon.



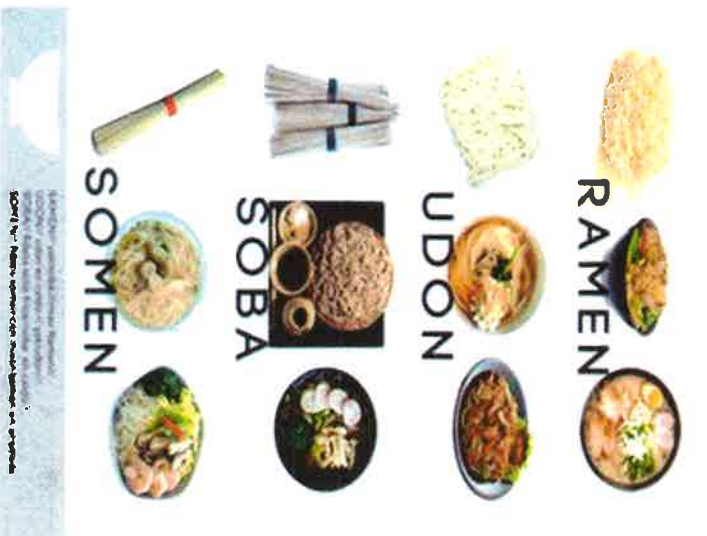
Japanese rice refers to a number of short-grain cultivars of Japonica rice which are grown in Japan. The two main categories of Japanese rice are ordinary rice (uruchimai) and glutinous rice (mochigome).

Ordinary Japanese rice, or uruchimai (粳米), is the type most commonly grown, and is the staple foodstuff of the Japanese diet. It consists of short translucent grains. When cooked it has a somewhat sticky texture such that it can easily be picked up and eaten with chopsticks. Outside of Japan it is sometimes labeled as sushi rice, as this is one of its common uses. It is also used to produce sake.

Glutinous rice, known in Japan as mochigome (もち米), is used for making mochi (餅) and special dishes such as sekihan. It is short-grain rice, and can be distinguished from uruchimai by its particularly short, round and opaque grains, its greater stickiness when cooked, and by its markedly firmer and chewier texture when consumed.

Japanese Food

Noodles are a staple part of Japanese cuisine. They are often served chilled with dipping sauces, or in soups or hot dishes.



Ramen are thin, wheat-based noodles made from wheat flour, salt, water, and kansui, a form of alkaline water. The dough is risen before being rolled. They were imported from China during the Meiji Period. Ramen noodles have a firm texture and are usually pale yellow in color. The noodles may vary in shape, width, and length. They are served in a broth. Examples of ramen dishes are miso ramen, shio ramen, tonkotsu ramen, and shoyu ramen.

Udon are the thickest of the noodles served in Japanese Cuisine. Udon are white, wheat-based noodles that are 4-6mm in width. These noodles are served chilled with a dipping sauce in the summer months, or in hot dishes and soups when the temperature is cooler. Udon dishes

include kitsune udon, Nabeyaki udon, curry udon, and yaki udon. However, sara udon is made using a different kind of noodle which is crispy.

Soba is a noodle made from buckwheat and wheat flour. Soba noodles are available dried or fresh. They may be served with hot broth or cold with dipping sauce. Examples of soba dishes are zaru soba (chilled), kake soba, tempurasoba, kitsune soba, and tororo soba. Although the popular Japanese dish Yakisoba includes "soba" in its name, the dish is made with Japanese style noodles (chūkamen).

Sōmen noodles are a very thin, white, wheat-based noodle. They are usually served chilled in the summertime with dipping sauces although they may be used in soups and other hot dishes. Sōmen noodles are very similar to hiyamugi and udon noodles, only they are thinner (about 1.3mm in width). Sōmen requires oil in its manufacture. During the summer months Japanese consume chilled sōmen to stay cool.[1]

Japanese Food



can be prepared as steak, sukiyaki, shabu shabu, sashimi, and teppanyaki. Kobe beef is also called Kobe nikku (神戸肉?, "Kobe meat"), Kobe-gyu (神戸牛?) or Kobe-ushi (神戸牛?, "Kobe cattle") in Japanese.[1]



Yakitori (焼き鳥, やきとり, ヤキト), grilled chicken, is commonly a Japanese type of skewered chicken. The term "yakitori" can also refer to skewered food in general. Kushiyaki (skewer grilled), is a formal term that encompasses both poultry and non-poultry items, skewered and grilled. Both yakitori and kushiyaki are used interchangeably in Japanese society.



Tempura (天ぷら or 天麩羅) is a Japanese dish of seafood or vegetables that have been battered and deep fried.

Japanese Food



energy on a carefully prepared lunch box for their spouse, child, or themselves.

Bento (弁当 *bentō*) ^[1] is a single-portion takeout or home-packed meal common in Japanese cuisine. A traditional bento holds rice, fish or meat, with pickled or cooked vegetables, usually in a box-shaped container. Containers range from disposable mass produced to hand crafted lacquerware. Bentos are readily available in many places throughout Japan, including convenience stores, bento shops, railway stations, and department stores. However, Japanese homemakers often spend time and

Map of Japan art project

You will need:

- crayons in these colors: white, tan, light green, dark green.
- blue watercolor paint
- large paint brush (1" width is good)
- pencil or pen
- a paper towel

Directions:

1) First you will need to label your map. Use a pencil or ballpoint pen (or other waterproof pen) to fill in the blanks. Here is the key:

- 1-4 are the names of the islands: 1- Hokkaido 2- Honshu 3- Shikoku 4- Kyushu
 5-6 are neighbors: 5- Russia 6- Korea
 7-9 are bodies of water 7- Pacific Ocean 8- Philippine Sea 9- Sea of Japan
 10-15 are cities or sites: 10- Tokyo 11- Mt. Fuji 12- Osaka 13- Kyoto 14- Hiroshima 15- Nagasaki

2) You may want to show the students a physical map so they can see how the colors are used to represent altitudes. Here are two examples you can get online:

<http://www.freeworldmaps.net/asia/japan/honshu.jpg>
<http://www.freeworldmaps.net/asia/japan/japan.jpg>

3) Use crayons to color in the various levels. On our map, we will be using white for the highest areas (the mountain peak areas), yellow or tan for the next highest regions (still mountainous), light green for the next level down from the mountains, and darker green for the lowest level, right down to sea level.

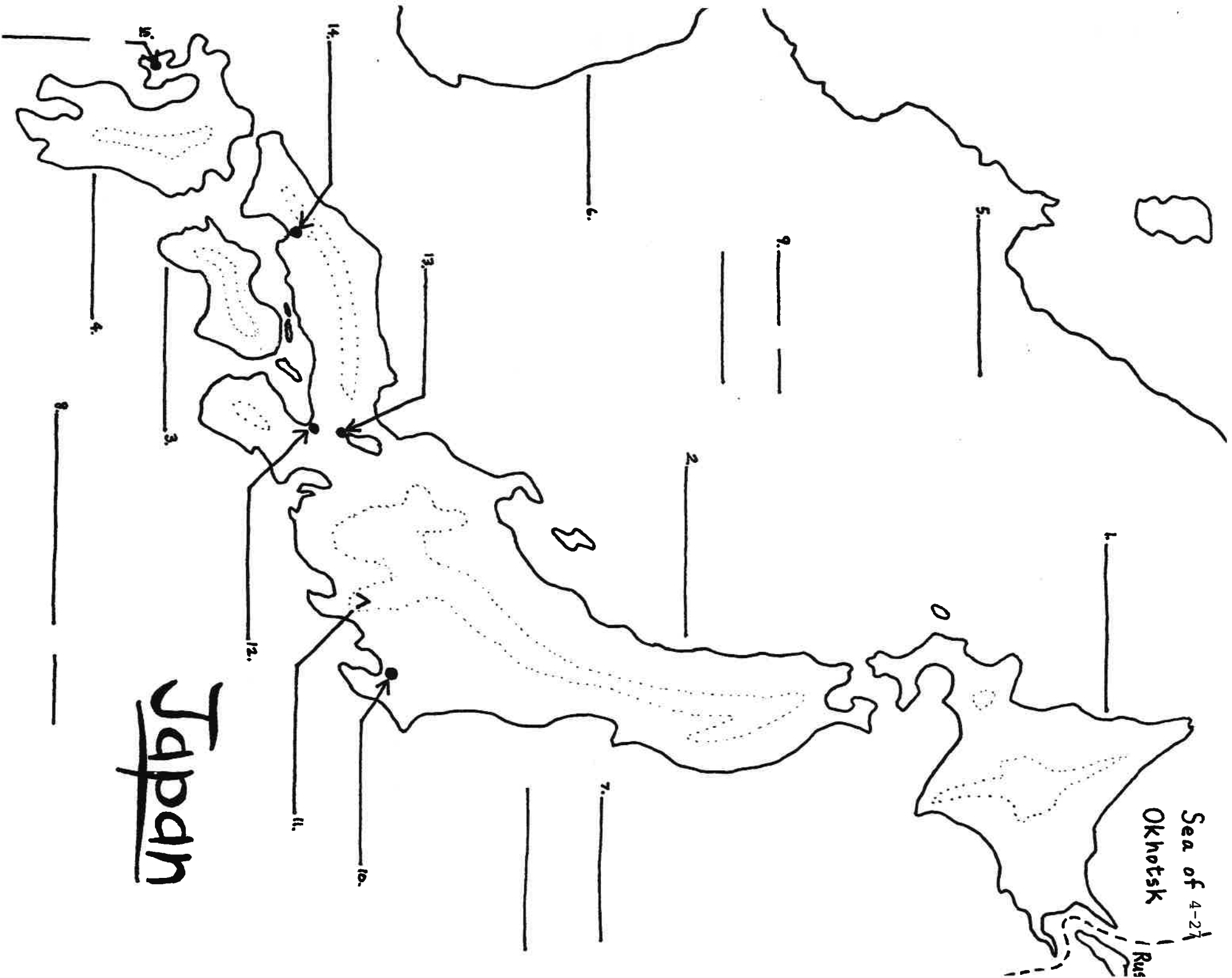
The white areas have been indicated by dotted lines on the map. The students should put white inside these, filling them in solidly even though they are white. Then color a ring of tan outside that, then a ring of light green outside the tan, then dark green to the coast.

Hopefully, all this coloring will impress on the student's mind that the islands of Japan are basically big mountains sticking up out of the ocean. Every island has steep mountains in the center. You might want to have the students guess where population centers are found, using their observation of Japan's geography. They will correctly predict that people live along the coasts. Tell them to look for the largest flat area. It's right around Tokyo. Is it any wonder, then, that Tokyo is the largest population center of Japan?!

Don't forget to color in Russia and Korea. They can be just dark or light green.

NOTE: Make sure that the land masses are entirely filled in with crayon. ANY AREAS LEFT UNCOLORED WITH CRAYON WILL TURN BLUE IN THE NEXT STEP!

4) Use the blue watercolor paint over the whole map. Make sure it is pretty watery. You should still be able to read the written labels clearly. Use a large brush to wash the paint all over the map. This should only take 15- 30 seconds. Then use a corner of the paper towel to dab off any paint that persists in clinging to the land areas or that looks like it might pool and dry. You might want to gently wipe off all of the main area of each island just to make sure no paint stays on. This should be very easy since the wax of the crayon will be resisting the water of the paint. Allow map to dry flat.



Origami

- Grades: K - 8

The art of origami is truly hands-on learning. As students use their fine motor skills to fold and crease paper into fun shapes and structures, they build skills involving spatial reasoning, following precise directions in sequence, fractions, geometry, and more. Best of all, the results-fantastic frogs, dragonflies, birds-are works of art! Your students can try out their own origami creations with the **Whale Reproducible** and **Frog Reproducible**, below. Here are some tips on teaching with origami:

Prepare for the Lesson

- Try the activity on your own ahead of time to anticipate any areas of difficulty that students may encounter. Your completed activity provides a model for them.
- Think through the math concepts you want to highlight. On each reproducible, you'll find math vocabulary and questions for students.
- You can use regular copy paper for the patterns. However, you can also use packs of origami paper, or cut your own squares. Keep in mind that thinner paper is easier to fold. Gift wrap, catalogs, magazines, menus, calendars, and other scrap paper can be wonderful for these projects. It's best to work with paper where the two sides are easily distinguished.

Teach The Lesson

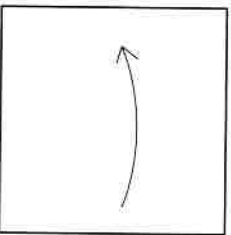
- Demonstrate the folds with a larger piece of paper. Make sure the paper faces the way the students' paper is facing them.
- Support students who need more help with following directions or with manipulating spatial relationships by marking landmarks on the paper with a pencil as you go around the classroom. You can make a dot at the point where two corners should meet, for example.
- Arrange the class in clusters and let students who have completed one fold assist other students. This will foster cooperative learning and help you address all students' questions.

Folding Fundamentals

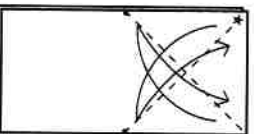
- Make sure students fold on a smooth, hard, clean surface.
- Encourage students to make a soft fold and check that the edges line up properly to avoid overlapping. After they make adjustments, they can make a sharper crease using their fingernails.
- Have children unfold their origami projects to look at the interesting patterns and geometric figures they have created through their series of creases. Challenge them to create their own variations-and make their own diagrams showing how they did it.

FABULOUS FROG!

Directions



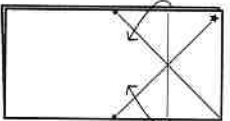
Step 1 Start with a six-inch square of paper, facedown. Fold the page in half, right to left.



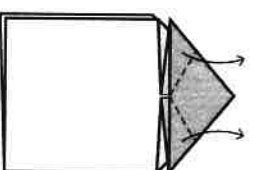
Step 2 Fold the top right corner over to meet the left edge, halfway down. Crease and unfold. Repeat on the other edge, and unfold so that you have an X.



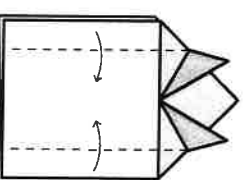
Step 3 Fold the top points of the X down to meet the bottom points of the X. Crease and unfold.



Step 4 Fold the top down again, collapsing the side triangles inward. Poke the triangles in as you fold. The top is now a triangle; crease its sides.



Step 5 Take the bottom two points of the triangle and fold them up to create the front legs of the frog.



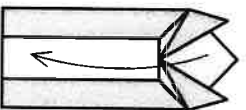
Step 6 Fold the side edges in toward the center.

Math Vocabulary

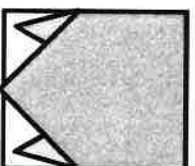
- **Rectangle:** A quadrilateral that has four right angles (90 degrees). In step 1, you create two rectangles by folding the paper in half.
- **Right Triangle:** A triangle with a right angle.
- **Isosceles Right Triangle:** A triangle with two congruent sides and one right angle. The triangles you have made in steps 2 through 4 are isosceles right triangles.

Think About it

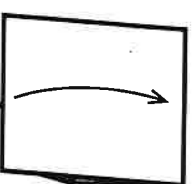
- In step 1, you divide your sheet of paper into two equal halves. You could write this as $1 \div 2 = 1/2$. Can you come up with an equation to describe step 2? (You are now dividing **half** of your paper into **quarters** to make the X.)
- The top of your finished frog forms a new shape, a **pentagon**. A pentagon has five sides. How many other shapes can you find by examining your finished frog? (Don't forget the face you drew!)



Step 7 Fold in half, top to bottom. Do not crease this fold sharply; simply bend it.



Step 8 Flip over. Fold the top layer in half, bottom to top, away from the legs and head. Again, do not crease sharply.



Step 9 Draw a face on your frog, and it's ready to hop! Push with your finger on the frog's back to make it jump.



WONDERFUL WHALE!

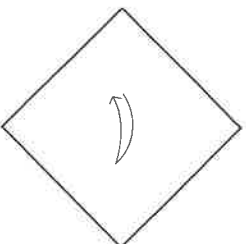
Math Vocabulary

- **Quadrilateral:** Any figure that has four sides.
- **Square:** A quadrilateral that has four right angles (90 degrees) and four congruent sides. The shape you start with for the whale is a square. You turn it on its point to make a diamond.
- **Line of symmetry:** A line that divides two halves that match. As you fold the diamond in half, you are making a line of symmetry down the center.
- **Congruent:** Equal in measurement. Your two halves of the diamond are congruent figures.
- **Triangle:** Any figure that has three sides.
- **Scalene Triangle:** A triangle that has no sides that are the same length. As you make your folds in step 2, you are creating four new triangles. These are all scalene triangles.

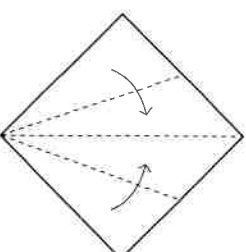
Think About it

- After completing step 3, how many triangles can you count? Remember that larger triangles can contain smaller triangles.
- Find all the triangles that make matching pairs. How many pairs are there?
- In step 5, you have made a quadrilateral—a shape that has four sides. Do any of those sides match? What about the angles inside the quadrilateral?

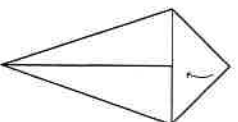
Directions



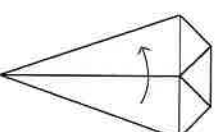
Step 1 Start with a six-inch square, positioned like a diamond. Fold the left point over to meet the right. Open it up again.



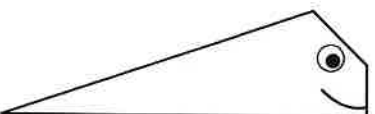
Step 2 Fold the two sides inward to meet the center fold, or line of symmetry.



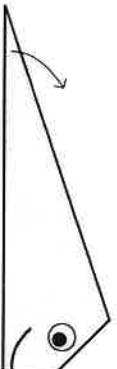
Step 3 Fold the top point down to meet the folded triangles.



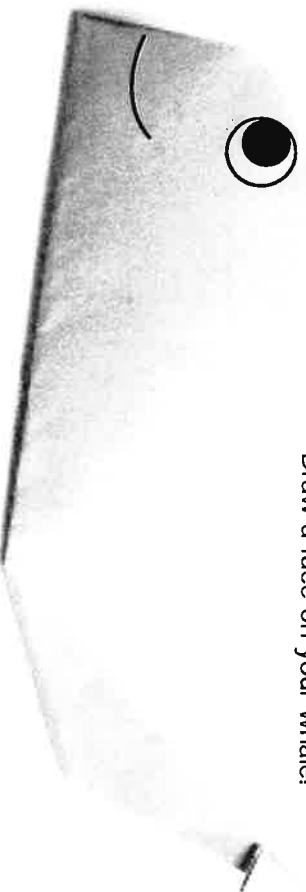
Step 4 Fold the right side over to meet the left side.

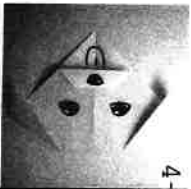


Step 5 Rotate the shape so that the long, flat line is at the bottom.



Step 6 Fold the left point up to make a tail. Slit the tail at the top and fold the triangles out. Draw a face on your whale!

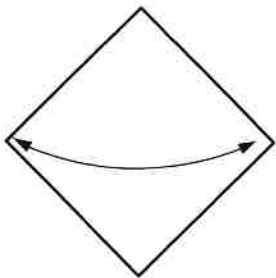




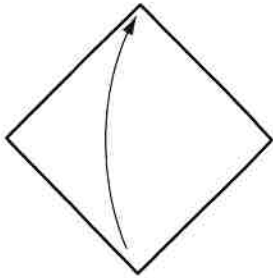
Origami Talking Dog

www.origami-fun.com

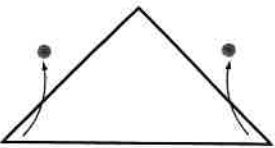
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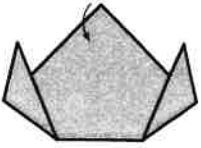
1. Start with your paper white side up. Fold in half then open.



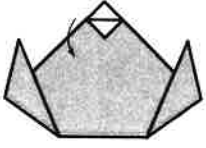
2. Fold the top corner down to the bottom corner.



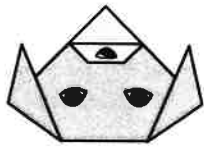
3. Fold the two top corners down to the points shown



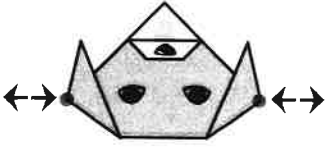
4. Fold the uppermost layer of the bottom corner up a little way



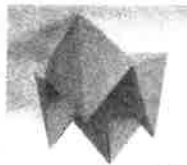
5. Fold this layer up again, from the top of the triangle as shown



6. Add eyes and a nose to the dog's face. If you like you can even add a tongue!

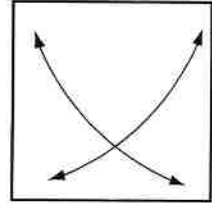


To make your dog talk, hold the model by the ears and move back and forwards shown by the arrows.

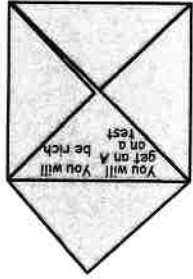


Origami Fortune Teller

www.origami-fun.com

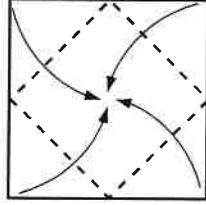


1. Start with white side up. Fold diagonally in both directions.

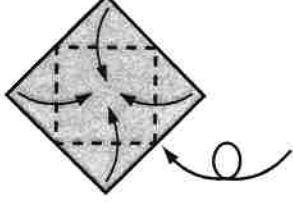
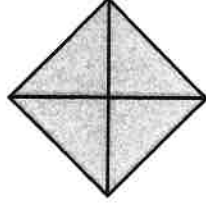


6. Open up each flap and write a fortune in each segment. Here are some fortunes:

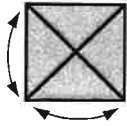
1. You will get an "A" on a test.
2. You will be rich.
3. You will have very good luck today.
4. You will have many friends.
5. Do a good deed today.
6. Someone will call you today.
7. You will go to a party soon.
8. Be careful on Tuesday.



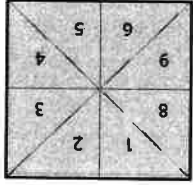
2. Fold each corner into the centre point.



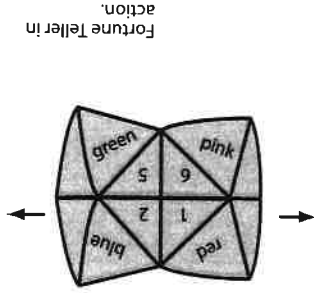
3. Turn over and again fold each corner into the centre point.



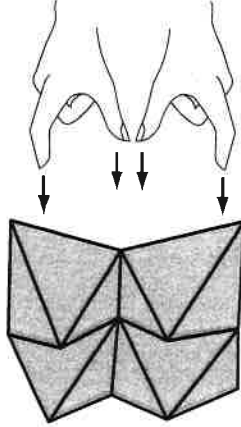
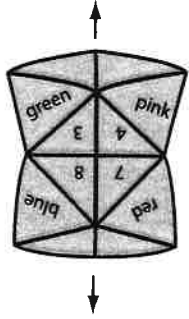
4. Fold in half along creases shown, both ways, and open.



5. Number each segment from 1-8.

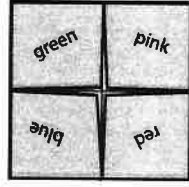


Fortune Teller in action.



Finished Fortune Teller.
Use fingers to open.


7. Turn the model over and write a colour on each flap as shown.

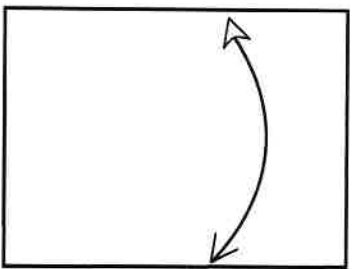


Japanese Purse

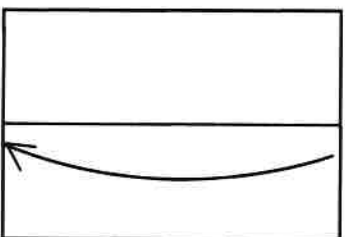
Design: Traditional Model
 Diagrammed by Mari Michaels ©2010

Use Letter Size paper. Looks nice with duo-color paper.

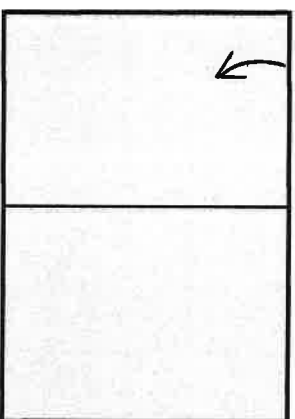
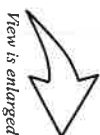
 Start White side up (trim color).



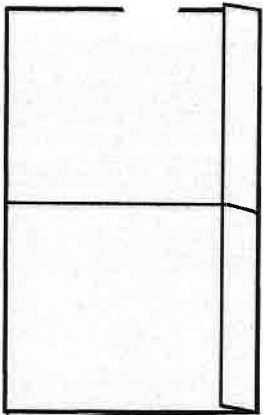
1. Valley fold and unfold.



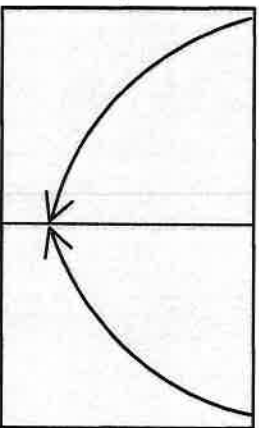
2. Valley fold the top edge to the bottom edge.



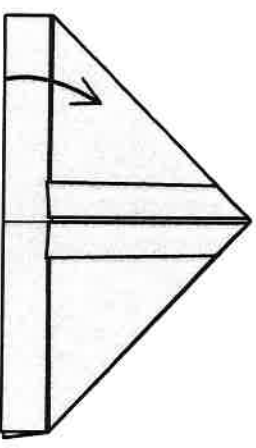
3. Valley fold the top edge down. This will be the size of the trim.



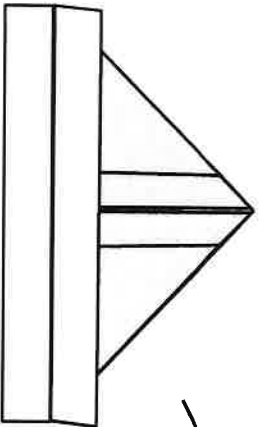
4. Turn over.



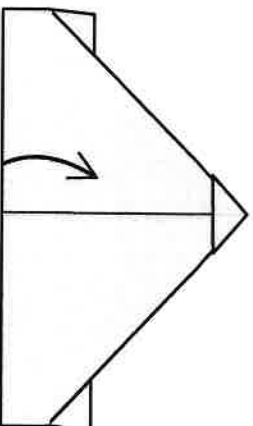
5. Fold the top corners down to the center.



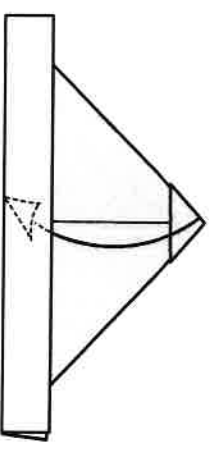
6. Valley fold the top layer up along the edge.



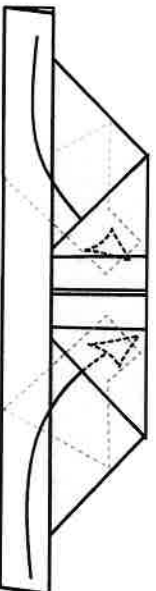
7. Turn over.



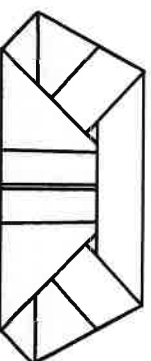
8. Valley fold the bottom edge up.



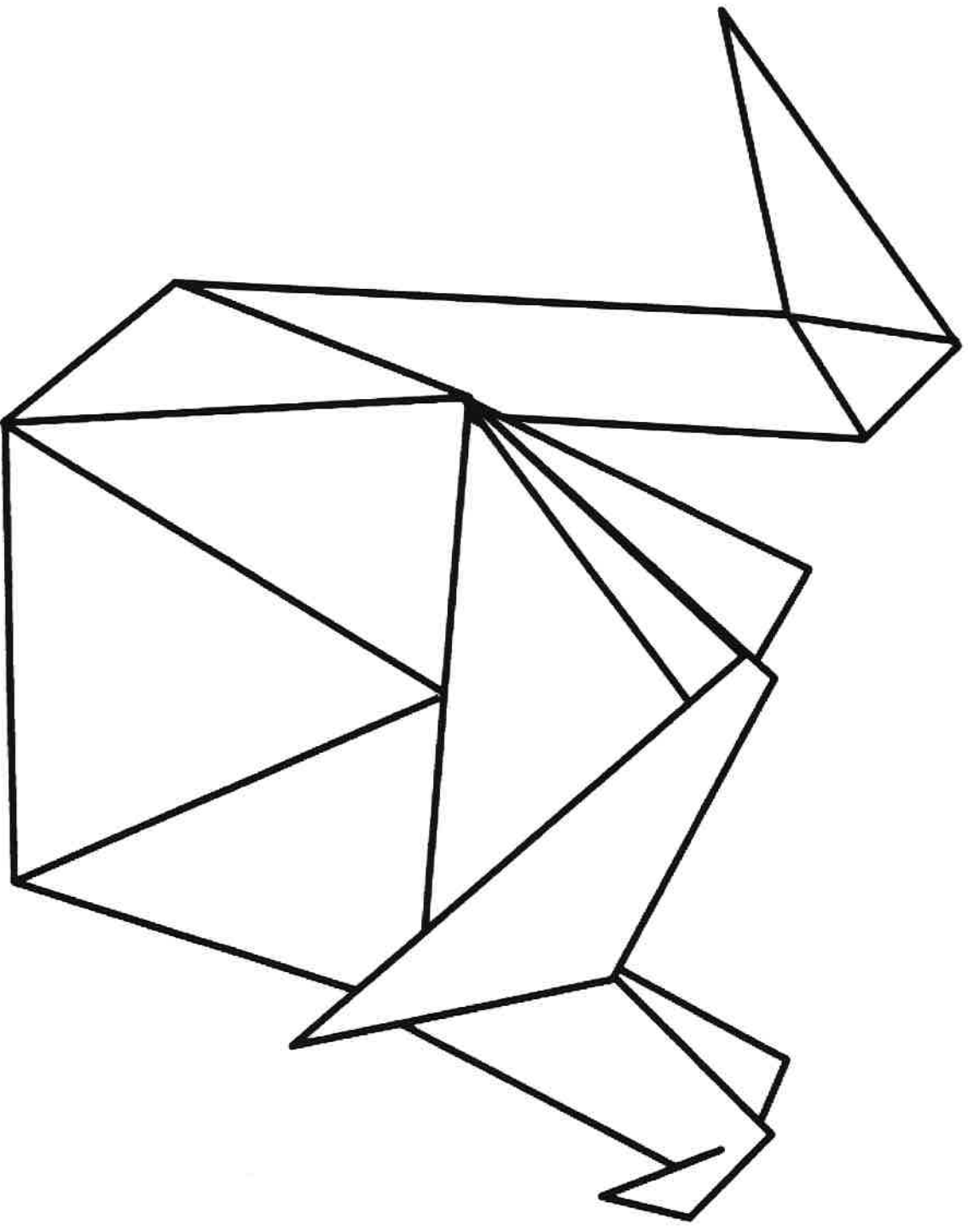
9. Valley fold the top point down behind the flap.



10. Valley fold the corners in, tucking them under the center flaps.



11. Purse complete.



Origami is the traditional Japanese art of paper folding.

An ancient Japanese legend promises that anyone who folds a thousand origami cranes will be granted a wish by a crane, such as long life or recovery from illness. The crane in Japan is one of the mystical creatures (others include the dragon and the tortoise), and is said to live for a thousand years.

ORIGAMI PAPER CRANE

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3b

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7a

7b

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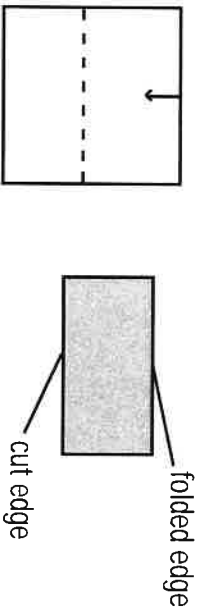
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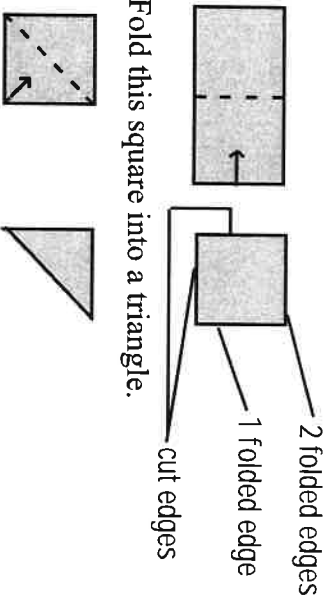
336

Origami Crane Folding Instructions

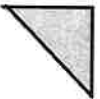
1) Start with a square piece of paper right side away from you. Fold in half into a rectangle



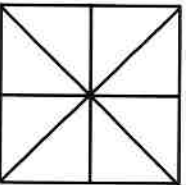
2) Fold this rectangle into a square.



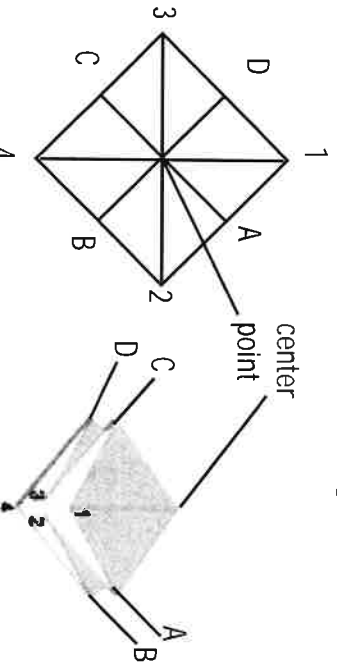
3) Fold this square into a triangle.



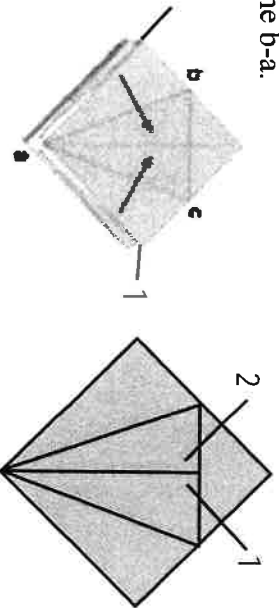
4) Unfold paper with wrong side toward you. It should be marked with fold lines like this.



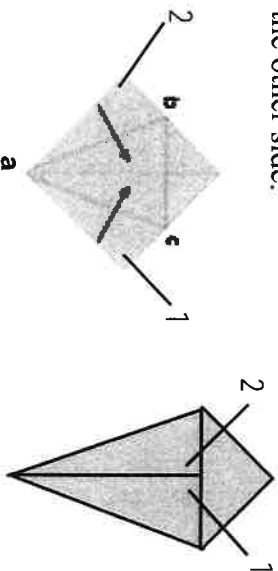
5) Using the fold lines, bring points A and B, and C and D together, while bringing together points 1, 2, 3, and 4, tucking in 2 and 3 to create a square.



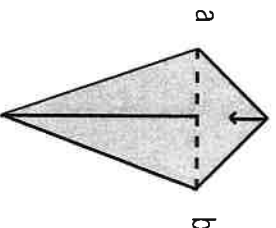
6) Fold this square into a kite shape by picking up point 1 and folding it to the center to create line c-a. Then pick up point 2 and fold it to the center to create line b-a.



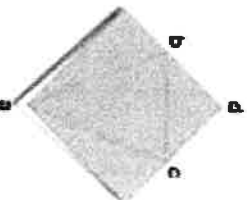
7) Turn paper over and repeat step 6 to make a kite on the other side.



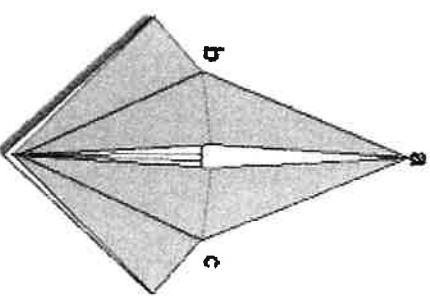
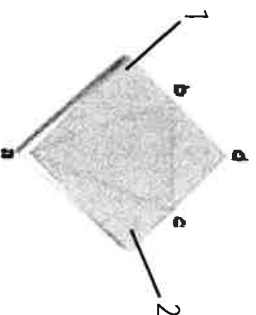
8, 9) Fold top point down toward bottom point to create fold line a-b. Repeat on other side.



10) Unfold kite folds to recreate square.

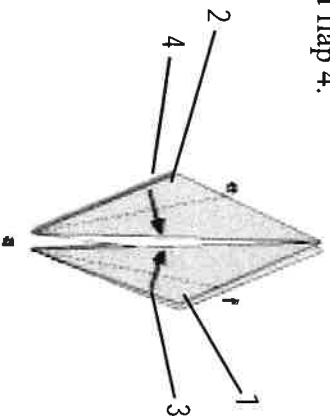


11, 12) Pull up on point a in the first picture. Lift it back toward point d, the center point. As you do this, flaps 1 and 2 should naturally begin to fold in along fold lines b-a, and c-a. Pressing in from behind on fold line b-c will help you to lay point a back. The trick is to get the paper to lie flat in the long diamond shape shown here. Repeat with other side.

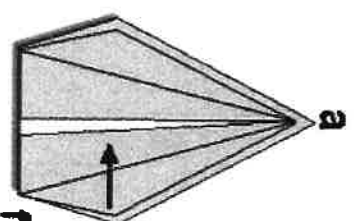


(over)

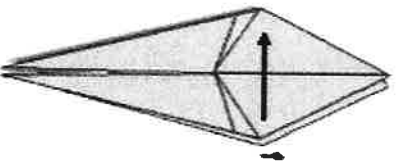
13, 14) When you have finished steps 11 and 12, your paper will look like this diamond with two "legs" at the bottom. Fold flap 1 to create fold line f-a. Then fold flap 2 to create fold line e-a. Then flip the entire figure over and repeat on the opposite side with flap 3 and flap 4.



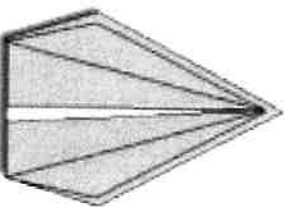
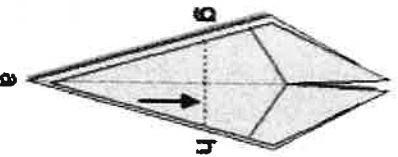
18, 19) Lift the top layer at point f, and fold it in the direction of the arrow to create another book-type fold. Flip the entire figure over and repeat on the opposite side.



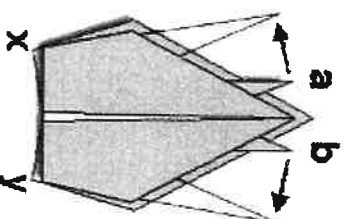
15) Lift the upper flap at point f (be sure it's just the upper flap), and fold it over in the direction of the arrow - as if turning the page of a book. Flip the entire figure over and repeat on the opposite side.



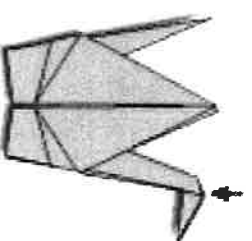
16, 17) This figure looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the upper layer of the fox's mouth at point a, and crease it along line g-h so that fox's nose touches the top of the fox's ears. Turn the figure over and repeat on the opposite side so that all four points touch.



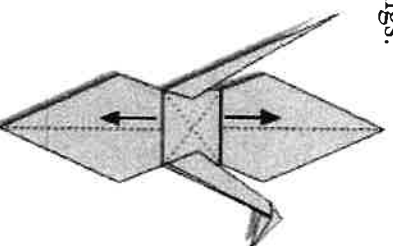
20) There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as shown. Press down along the base at points x and y to make a and b stay in place.



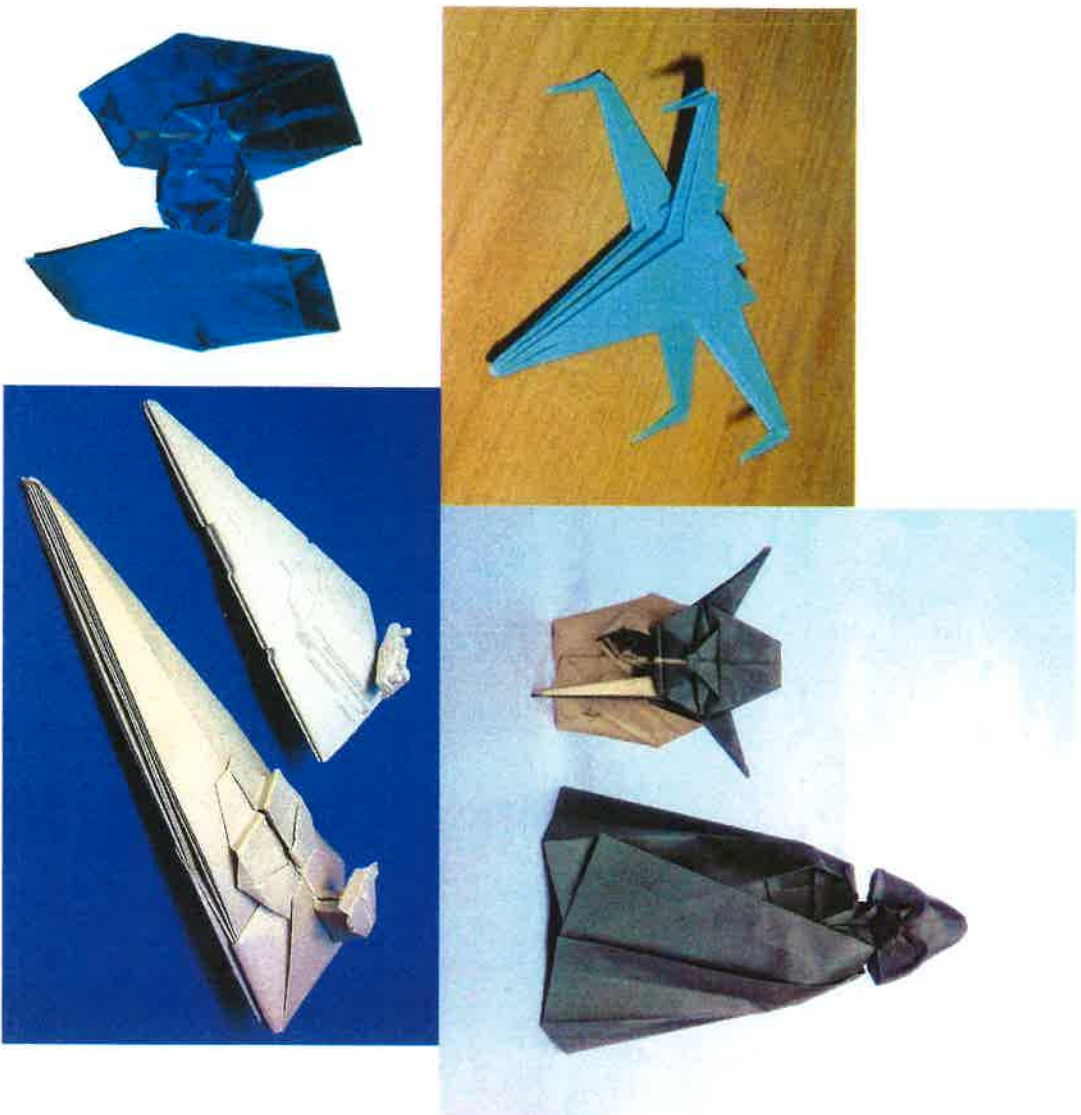
22, 23) Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, reverse the crease in the head, and pinch it to form the beak. The other point becomes the tail.



24) Fold down wings OR Open the body by blowing into the hole underneath the crane, and then gently pull out the wings.



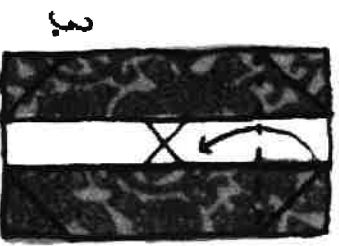
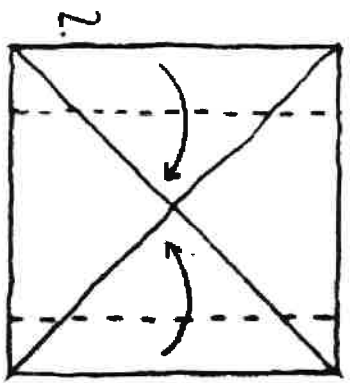
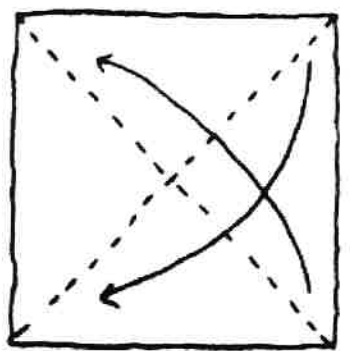
Star Wars Origami



There are many cool Star Wars origami activities; these tend to be more complex. I recommend that you visit youtube and search starwars origami. These videos will give you step by step instructions on how to build the figures.

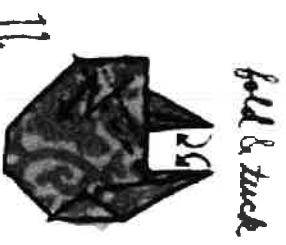
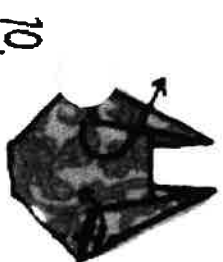
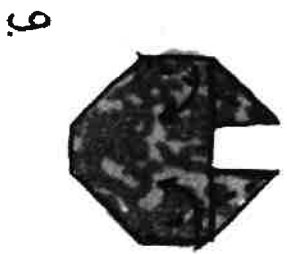
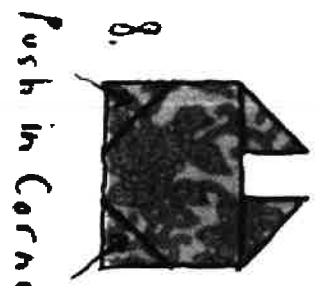
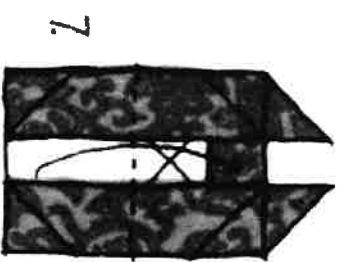
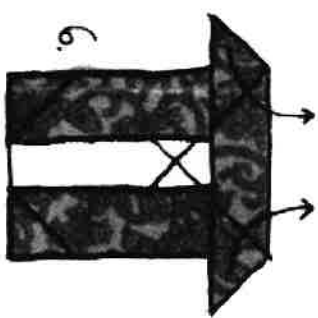
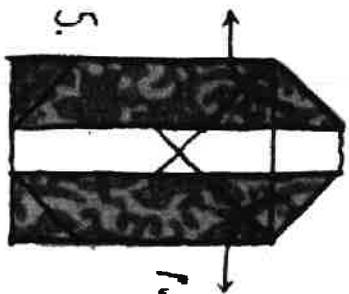
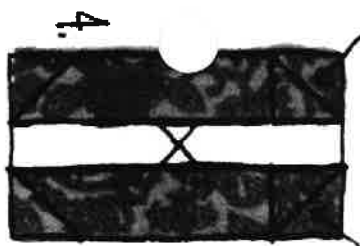
FOLD AN ORIGAMI MILLENNIUM FALCON

Origami. Star Wars. What could be more fun than combining the two? (Rhetorical. Paper-folding artist Philip Schultz showed us how.) —Adrienne So

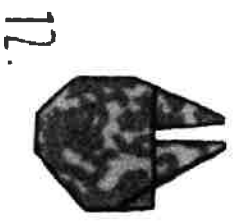


Push in Corners

Almost To Center



fold & tuck



Name _____

Date _____

Haiku

Haiku is a traditional form of Japanese poetry. Haiku poems are very short, consisting of three lines. The first and last lines of a Haiku have five syllables and the middle line has seven syllables. The lines rarely rhyme. Although generally written about nature, you can pick any topic you want for your haiku, just as long as it follows the correct format.

Put It To Use:

Let us write a haiku about winter.

Step 2: Think It Through

Brainstorm a list of ideas that remind you of the winter season.



Brainstorms:

Snow, cold, ski, sled, coats, mittens, hats, scarves, hot chocolate, fireplace, boots, wet

Step 3: Write Your Poem

Using your ideas, write a haiku about winter. Remember, your poem should be three lines, the first having five syllables, the second line have seven syllables, and the third line having five syllables.

Cold snow dripping down

Hands shivering in mittens

Wishing for the sun

Name _____

Date _____

Try Your Hand at Writing a Haiku

Now it is time for you to give it a shot.

Challenge:

Write a haiku about your favorite holiday.

Step 1: Brainstorm

Think of at least six ideas that relate to your favorite holiday. Examples are the different types of food, how decorations show the holiday, or things people do to celebrate the holiday.

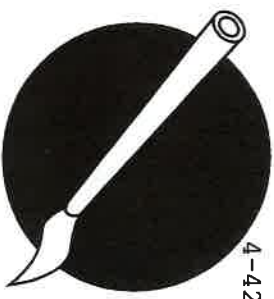
Brainstorm Box**Step 2: Write Your Poem**

Now write your poem remembering the haiku format, 5 syllables, 7 syllables, 5 syllables.

MATERIALS:

Straws (one per child. Bendable straws preferable)
Black poster ink (you can dilute with water)
aint brush
Colored Tissue Paper
White Glue
Hairdryer
Pencils

4-42



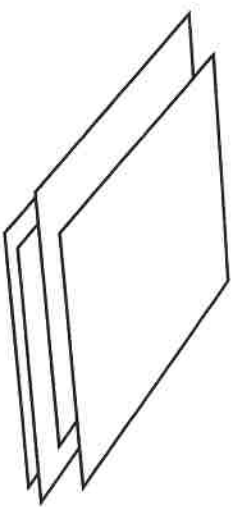
HAIKU

Instructions

PARTS

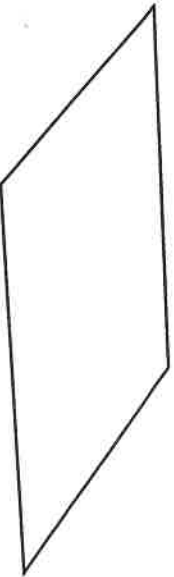


Poster Ink

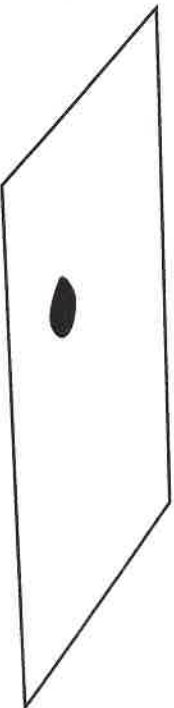


Tissue Paper

8 1/2" x 11" paper



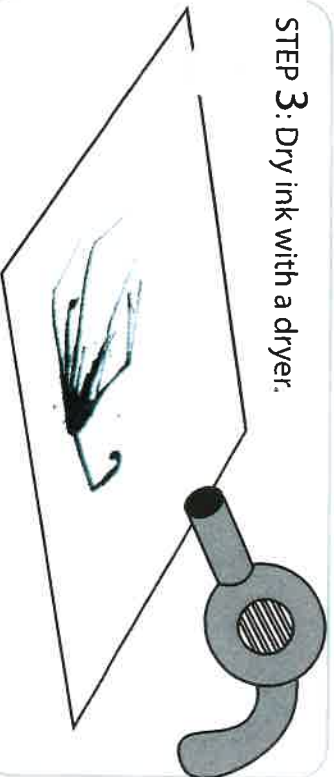
STEP 1: With a brush, dab a nickle size drop of ink on one half of an 8 1/2" x 11" sheet of paper.



STEP 2: Place a straw tip at the edge of the ink drop. Holding the staw at low angle to the paper and blow a few times from different directions to create a branching effect.

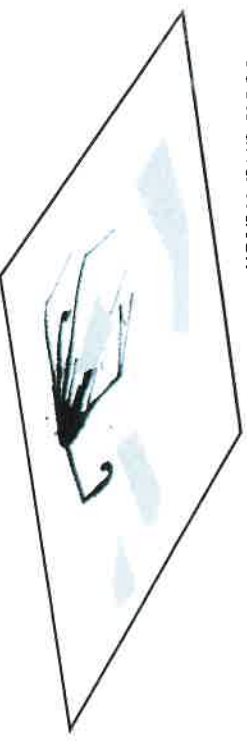


STEP 3: Dry ink with a dryer.



STEP 4: Examine your image.

What does it remind you of that you might find in nature? Using small amounts of white glue, add bits of torn colored tissue paper to make your blot look more like what you imagine it to be. Torn tissue paper makes nice leaves, clouds, flowers insects and water.



STEP 5: On a seperate sheet of paper write a haiku about the picture. The poem is three lines. The first line is 5 syllables. The second line is 7 syllables. The third line is 5 syllables.

STEP 6: Glue the poem onto a blank area of painting.



Twisted legs broken,
Patiently searching blue skies,
Lonely umbrella

Congratulations!
You have completed
your very own haiku!

How to do Sudoku Puzzles

Although Sudoku puzzles are made up of numbers, there is no maths (math) involved. You must use logic to work out where the numbers go, and that is what makes the puzzles fun. Every puzzle is different, and once you get the hang of it, you may find yourself wanting to do more and more!



3	1		
	2		
		2	
		1	3

Let's start with a nice easy puzzle made up with 4 mini-grids of 4 squares each.

The aim of the puzzle is to place one each of the numbers 1, 2, 3 and 4 in every column, row and mini-grid. There is only one way to finish each puzzle, and if you think carefully you will be able to work out the answer.

3	1	?	
	2	?	
		2	
		1	3

We will begin by looking at the third column. We already have the numbers 1 and 2 in that column, so we need to replace the two question marks with a 3 and a 4. We can't put a 3 in the top square because there is already a 3 in that row. So the top square must be a 4 and the next square down must be a 3. That's a good start!

3	1	4	?
	2	3	
		2	
		1	3

Now we need to work out what goes in the top corner. If you look across the top row, you will quickly see that you need to fill that square with a 2.

3	1	4	2
	2	3	
	?	2	
	?	1	3

What next? We need to replace the question-marks with a 3 and a 4. If you look along the bottom row you will see a 3, so the bottom question-mark must be the 4. Once we know that, it is easy to see that the bottom left corner should be a 2, so we can fill that in as well.

3	1	4	2
	2	3	?
?	3	2	
2	4	1	3

Remember that each mini-grid must have the numbers 1, 2, 3 and 4 in them. Can you see that the question-marks in this puzzle now have to be replaced by 1? Once you've filled those in, there are only 2 empty squares left, and you can easily see that they should both have a 4. Congratulations! You have done your first sudoku!



excited

?				6
?	3		5	4
?			5	2
3	5			
4		3	6	
6				

Now let's try a 6 x 6 puzzle, this time placing the numbers 1 to 6 in every column, row and mini-grid - each number only once. You can see that we need to place a 1, 2 and 5 in the first column. Look at the highlighted numbers. Can you work out why the bottom question-mark can only be a 1? Then the middle question-mark must be a 2 and the top question-mark a 5.

5					6
2	3		5		4
1				5	2
3	5				
4		3		6	
6					

Here is another trick. Look at the highlighted squares. In the top left mini-grid, the 5 is in the left column. In the middle left mini-grid, the 5 is in the middle column. In the bottom left mini-grid, the 5 MUST go in the right column. We call these "triplets".

5					6
2	3		5		4
1				5	2
3	5				
4		3		6	
6		5			

Now look at the right-hand side of the puzzle. This is another triplet. Again, we have two out of the three 5s in position. The final 5 must go in the right column. It can't go in the bottom row - can you see why?

5					6
2	3		5		4
1				5	2
3	5				
4		3		6	5
6					

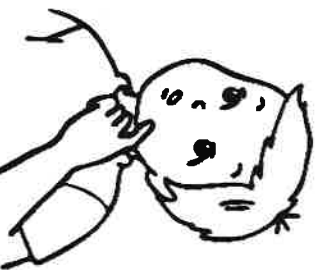
See if you can do the rest of the puzzle yourself. Here is a clue - look at the far right column next!

		5				6	2	7
	3		4	5				
8	9		2					4
	8	3		1	9	2		
		5	7		8		6	
		4	3	2		9	7	
4					6		8	1
a				9	2		3	b
3	6	1				5		

Here is a 9 x 9 puzzle. Now each column, row and mini-grid must contain the numbers 1 through 9 (each number only once).

When you are doing the large Sudoku puzzles, it is helpful to start by searching for “triplets”. Look at the highlighted 5s in the left mini-grids.

The bottom left mini-grid only has one square available for a 5 (marked “a”).



Now look at the highlighted 6s along the bottom row of mini-grids. In the bottom right mini-grid, the 6 must go in the middle row, in one of two positions. But if you look up you can see a 6 in the left square, so you must put the 6 in the square on the right (marked “b”).

Sometimes you don't know for certain which square to put a number in, and must look for more clues. Don't guess! You can find yourself in a horrible mess if you do! If you are not absolutely sure of a number, keep looking for more clues.

You might find it helpful to make notes by using a pencil to write small numbers into the grid, which can be rubbed out (erased) later. In this case, you know by looking at the triplet of 7s that one of these two highlighted boxes in the bottom right mini-grid must have a 7. You will use this technique more as the puzzles get harder!

		5				6	2	7
	3		4	5				
8	9		2					4
	8	3		1	9	2		
	5		7		8		6	
		4	3	2		9	7	
4					6	7	8	1
5				9	2	7	3	6
3	6	1				5		

		5				6	2	7
	3		4	5				
8	9		2					4
	8	3	?	1	9	2		
	5		7		8		6	
		4	3	2		9	7	
4			5		6	7	8	1
5				9	2	7	3	6
3	6	1				5		

Another technique you can use is to look at a square and try to decide what numbers can go into it by eliminating the possibilities. Sometimes there will be more than one number that will fit, in which case use a pencil to write them in, to remind you later. If you are lucky and have picked well, you may find that there is only one possible number. If you look at the question-mark and check each row and column and the mini-grid in which the square appears, you will see that this square can only be a 6.



Remember that all sudoku puzzles are different and don't be too frustrated if you get stuck on one. If you leave it for a while and come back to it later, you will probably see a clue that you missed earlier! Try another puzzle in the meantime, if you want.

Above all, have fun and get your friends and family to try sudoku puzzles too!

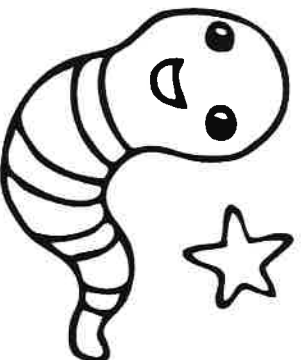
Sudoku 4x4 Puzzles - Sheet 1

Every row, column and mini-grid must contain the numbers 1 through 4. Don't guess - use logic!

3		2	
	1		4

		3	
1			
	2		4

			3
			1
1			
2			



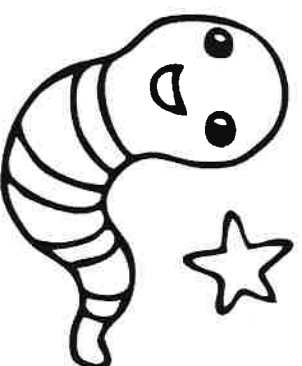
Sudoku 4x4 Puzzles - Sheet 1

Here are the answers!

3	4	2	1
1	2	4	3
4	3	1	2
2	1	3	4

2	4	3	1
1	3	4	2
3	1	2	4
4	2	1	3

4	1	2	3
3	2	4	1
1	4	3	2
2	3	1	4



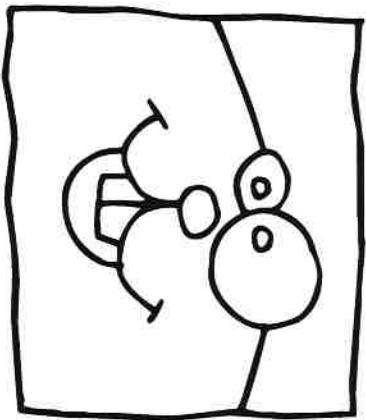
Sudoku 6x6 Puzzles - Sheet 1

Every row, column and mini-grid must contain the numbers 1 through 6. Don't guess - use logic!

		1	5		
2					3
	6			1	
	4			3	
3					2
		4	3		

			5	6	
1					4
		6			3
		2			6
6					1
			4	2	

3					4
	2			6	
			5	6	
			4	3	
	4			3	
1					2



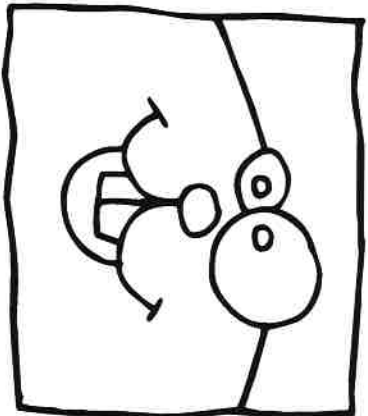
Sudoku 6x6 Puzzles - Sheet 1

Here are the answers!

4	3	1	5	2	6
2	5	6	1	4	3
5	6	3	2	1	4
1	4	2	6	3	5
3	1	5	4	6	2
6	2	4	3	5	1

2	4	5	6	1	3
1	3	6	5	2	4
5	6	1	4	3	2
4	2	3	1	6	5
6	5	2	3	4	1
3	1	4	2	5	6

3	5	6	2	1	4
4	2	1	5	6	3
2	3	5	6	4	1
6	1	4	3	2	5
5	4	2	1	3	6
1	6	3	4	5	2



Sam Samurai



About the Show

An accidental haiku sends Sam, Joe, and Fred back to the beginnings of the Tokugawa Shogunate in 17th century Japan. Swords, samurai, and poetry contests challenge their talents.

Introduction

Learning about the culture and history of 17th century Japan through the study of the samurai, is an excellent way to enhance students' understanding of non-Western cultures and to compare and contrast world events during the time that Europeans were settling in America. This lesson also gives students the opportunity to explore different forms of poetry and storytelling, a tradition that many cultures share.

Historical Background

Samurai, "those who serve," were powerful members of the aristocracy who flourished between the 12th and mid-19th centuries. They were private soldiers who were hired to protect the property of powerful landowners.

Samurai lived according to the way of the warrior (*bushido*), an unwritten samurai code of conduct. Strongly influenced by the ideas of Confucius, samurai were self-disciplined, courageous, compassionate, and fiercely loyal to their masters. Honor was a samurai's most valuable possession. If a samurai were to suffer a defeat, he was expected to commit ritual suicide (*seppuku*) rather than be dishonored by surrender, capture, or an ignoble death. Bushido is also the guiding principle behind kendo, one of several martial arts (such as judo and jujutsu) that originated in Japan.

Curriculum Connections

- art
- Japan
- world history

Subject Areas

- art
- drama
- language arts (poetry)
- social studies



Sam Samurai



Historical Background *continued*

The sword was the most famous weapon and symbol of the samurai. The true samurai was not only a trained warrior, but also an artist and philosopher. Samurai cultivated the spirit and the mind through writing, painting, and calligraphy. As Jo says in the book *Sam Samurai*, "Samurai practice with their swords . . . and brushes."

Samurai warriors were ruled by a leader called a shogun. Tokugawa Iyasu was Shogun 400 years ago. Through both battles and diplomacy, he was able to bring stability to Japan after many years of war. When Tokugawa Iyasu died in 1616—the same year as William Shakespeare—he left the Tokugawa family to rule over a peaceful Japan for the next 200 years.

*Want students to get even more
excited about history?*



Check out the samurai adventure at

www.timewarp trio.com/adventures/samurai/

Put It Back, Jack! and other interactive games to play.

Plentiful 467—the ultimate time traveler's guide—to find out how the samurai lived and fought!

Cool Books that kids will love.

Activity 1



Write a Renga

In this activity, students review the format and content of haiku and learn about another traditional poetry form, the renga.

Instructions

1. Distribute examples of haiku to students, such as those of the poet Issa, found at www.geocities.com/Tokyo/Island/5022/issa.html. Ask volunteers to read the haiku aloud.
2. Review the form and the content of haiku. You may want to mention the following:

- Haiku is a type of Japanese poetry that is 400 years old. It is more like a quick sketch than a completed drawing.
- Traditional haiku is about nature.
- In Japanese, the form is very structured. A haiku must contain exactly 17 syllables.
- Traditional haiku is three lines long: the first line has five syllables, the second line has seven, and the third line has five.
- In Japan, haiku are valued for lightness, simplicity, openness, and depth. They are also appreciated for their surprise endings.
- Modern haiku may use additional themes, such as humor, satire, romance, and modern life.

3. Decide if you want your students to create the traditional haiku—with exact syllable count, featuring a word that names or suggests a season—or if you will accept variations.
4. As a class, write some sample haiku. Ask volunteers to read them aloud.
5. Explain to students the characteristics of the renga (see the end note in the book *Sam Samurai*). The renga is a long poem consisting of several connected short poems. The renga is generally created by two poets working together and building on each other's ideas. Some view the renga as a competitive word game. The first verse of a renga is the *hokku*, or opening verse. A traditional hokku sets the poem in nature and contains a "season word" that indicates the time of year the renga takes place.

Objectives

- to understand the form of haiku
- to work in small groups to create a cooperative poem (the renga)
- to read poetry with expression

Materials

- art and writing supplies
- "Time Warps" handout
- examples of Japanese watercolors (optional)

Curriculum Standards

- **NCS**
Culture: Students will give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- **NCTE/IRA**
Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Activity 1



6. Distribute the "Time Warps" handout to demonstrate the renga form.
7. Have students research life in 17th century Japan. Then divide the class into small groups—poetry societies—and have each group create a renga using a theme or topic related to what they have learned.
8. Ask each poetry society to read their renga. The group may want to choose a representative from the group or have each member read a verse.
9. Discuss the renga. Did the group successfully link the theme or topic? Did the verses fit the haiku form? You may want to award each group for their efforts with a prize, such as most vivid, most humorous, most informative.

Take It Further

Have students select a haiku they especially like—their own or a traditional haiku. Using their best handwriting and/or calligraphy, have students write their haiku with a marker or paintbrush. To enhance their work, they can create a watercolor border or illustration. You may want to display pictures of Japanese watercolors for inspiration.

You may also want to ask students to put their renga or haiku to music using percussion instruments. Students can also create dance movements. You may want to challenge the poetry societies to create renga using contemporary themes or topics. Compare and contrast renga with other forms of modern expression, such as rap.

Time Warps

by Joe, Sam, and Fred

Swords, banners, armor
On Sam's kitchen table.
1600 Japan.

Flag, wind,
Mind flapping.

Samurai
In the shadows.
Don't lose your head.

Half-shaved head
with ponytail.
Sam samurai.

Real samurai
Wear two swords.
Read comic books.

A smiling old woman
Flaps her wings.
Three girls land.

Hot steaming
Noodles
Are delicious.

Kimonos, castles,



Source: *Sam Samurai* by Jon Scieszka. Illustrated by Adam McCauley. (Puffin 2002)

Sam Samurai

www.timewarptrio.com

TIME WARP TRIO In the Classroom

© 2005 WGBH Educational Foundation.

Activity 2

Japanese Storytelling Cards



Kamishibai is a wonderful way to retell a story or to organize a report. It can be used by individuals, pairs, or small groups. Kamishibai works in social studies and in science as well. For instance, students can create endangered species kamishibai or use kamishibai to describe the respiratory system. Kamishibai can also be used to enhance reading comprehension by requiring students to retell story elements such as character, setting, conflict, and resolution.

In this activity the students use Kamishibai to present information about 17th century Japan.

Instructions

1. Organize students into pairs or small groups. Have them research life in 17th century Japan, and identify five significant facts they have learned.

2. Ask students to draw a picture of one "fact" (the essential information) on each of five sheets of construction paper. These will become the kamishibai cards. Explain that Kamishibai (kaa-me-she-by) is a Japanese form of storytelling that uses large cards to tell a story. Kamishibai storytellers used to travel from village to village on their bicycles. In addition to storytelling, they also sold candy and acted as reporters, spreading the happenings of the region from place to place.

When entering a village, the storyteller would clap wooden blocks, signaling his arrival. Villagers, young and old, would hurry to hear the story and the news. First, however, candy would be sold. Those who bought candy were given front row seats. The kamishibai were very popular from the 1920s through the early 1950s. After television was introduced, kamishibai gradually disappeared. Today, Japanese teachers and librarians are reviving kamishibai.

3. Have students write captions for each picture on a separate piece of paper. The captions will form a script that tells the story of the cards.
4. Have students arrange the cards in a stack, with the first card in the story on top. The caption of the first card will go on the back of the last or bottom card. The caption for the second card will go on the back of the first card, and so on. This enables the storyteller to tell the story more smoothly. Have students paste their captions on the back of the pictures.

Objectives

- to read and research information on life in 17th century Japan
- to edit and organize research

Materials

- six pieces of 12" x 12" white construction paper for each pair or small group
- markers, colored crayons or pencils

Curriculum Standards

- **NCSS**
Culture: Students will explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- **NCTE/IRA**
Students participate as knowledgeable, reflective, creative, and critical members of literacy communities.

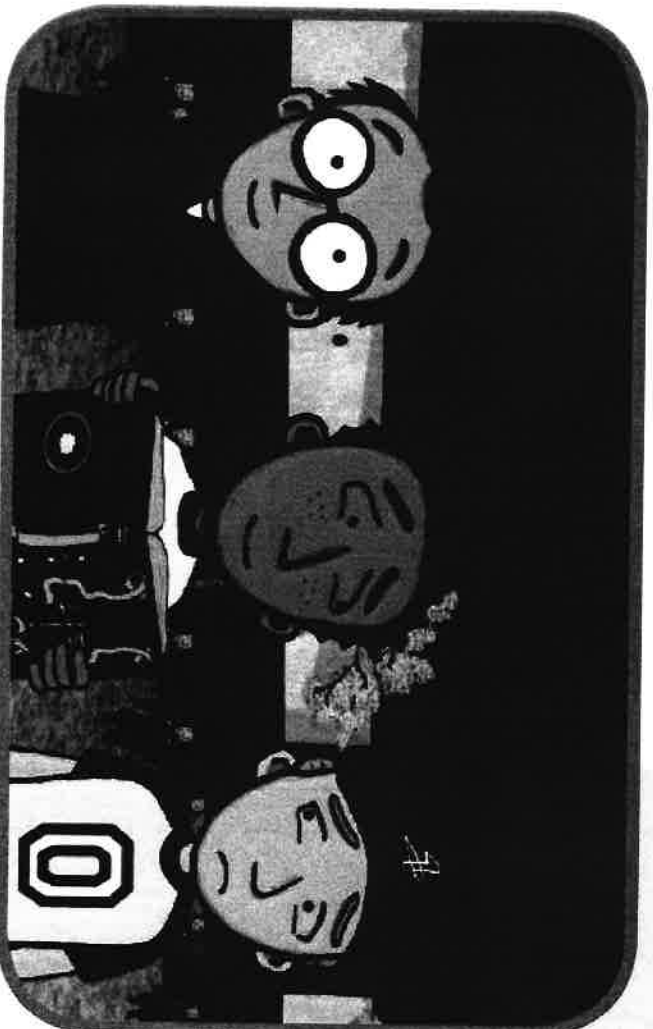
Activity 2



5. Use the sixth piece of construction paper to create a title page. Encourage students to make this page attractive and memorable. Include the names of the writer(s) on this page.
6. Hold a Kamishibai Day and ask each pair or group to tell their story to the class. You may also want to present the stories to another class or to parents.

Take It Further

Have students read novels about samurai and about Japan. Have students create a kamishibai to retell the story in five to eight cards instead of writing a book report.



Create Your Own Samurai Identity

SAMURAI ON THE BATTLEFIELD

Design Your Samurai Helmet

Samurai wore helmets into battle that appeared menacing and beautiful at the same time. They covered their heads from eyes to the tops of their shoulders, with ornaments and symbols of the lord they served. Look at the helmet and half-face mask (left) and notice the how it is embellished with a feathered moustache and expressive red face.

Use the diagram to create a helmet out of folded paper, called origami. Decorate it with added embellishments and markings to simulate the patterns of lacing and other details.

Materials:

Heavy red thread (embroidery floss, spool); red, gold, and other colored paper and foil;

scissors, sequins & small feathers; glue stick; large eye needle; Black Kraft paper; pencils and assorted markers.

Creating an Origami Helmet (Figure 3)

Creating an Origami Helmet (Figure 4)



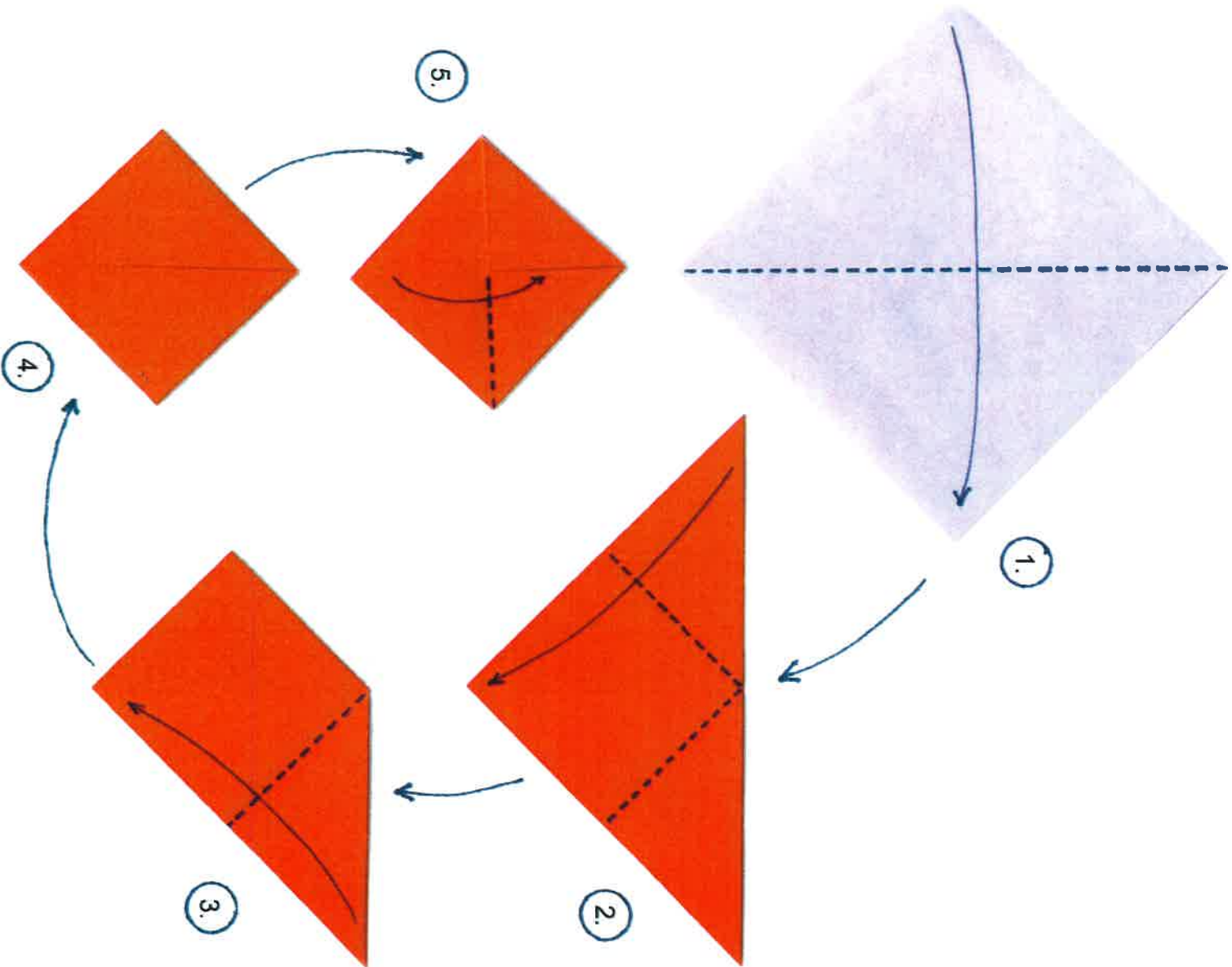
Samurai helmet with a half-face mask, approx. 1615–1650, Japan, Edo period (1615–1868). Iron, leather, laminated paper, lacquer, and textile. *Gift of Dr. William A. Galeno, B87M22.*

Procedure:

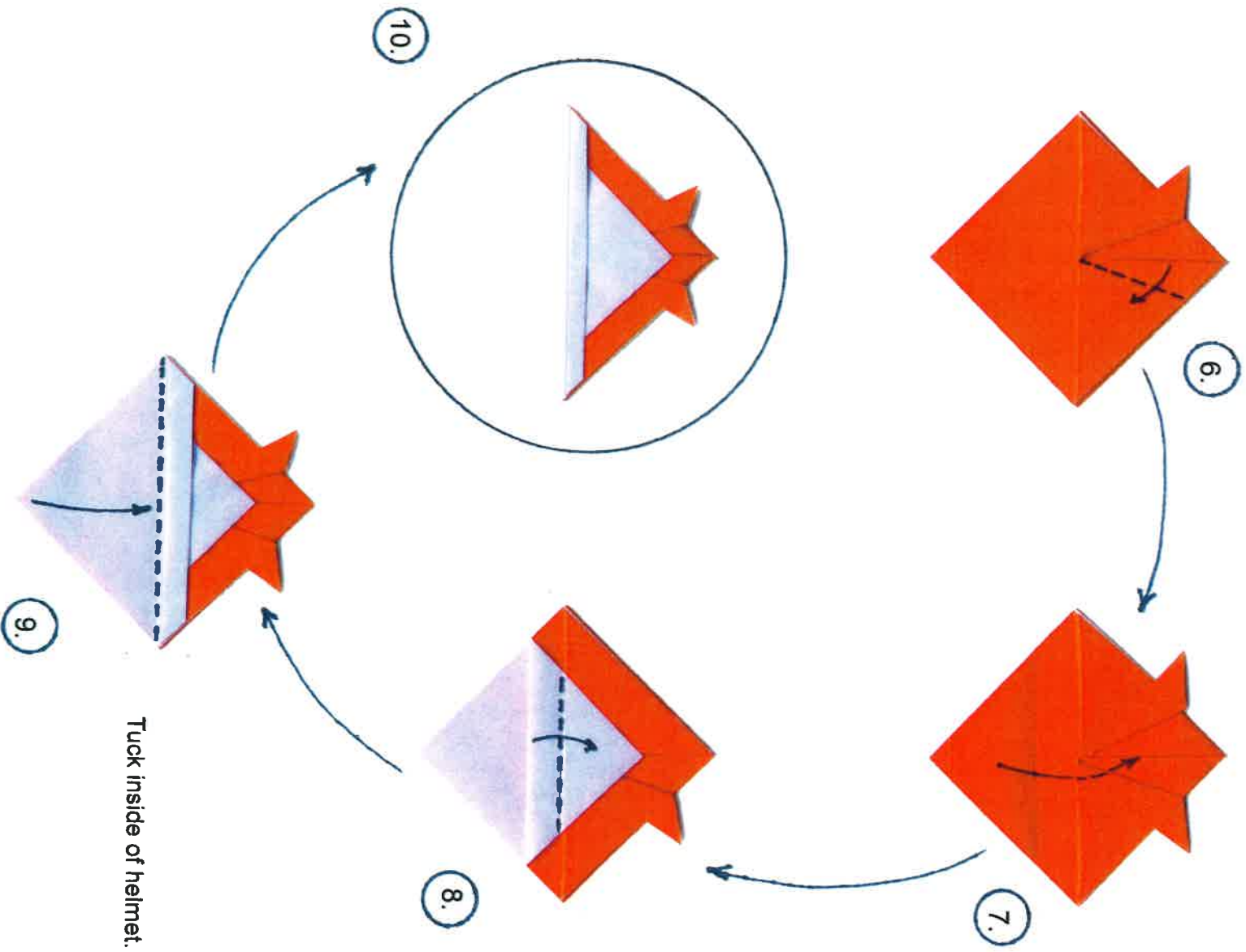
1. Use the diagram, *Creating an Origami Helmet* (figures 3 and 4), to fold your helmet.
2. Attach the chin ties using a large eyed needle with ribbon or thin cord and sew each side through the helmet.
3. Knot the end of the ribbon to secure.
4. Decorate your helmet. Be sure to include your crest.



Creating an Origami Helmet (Figure 3)



Creating an Origami Helmet (Figure 4)



Create Your Own Samurai Identity

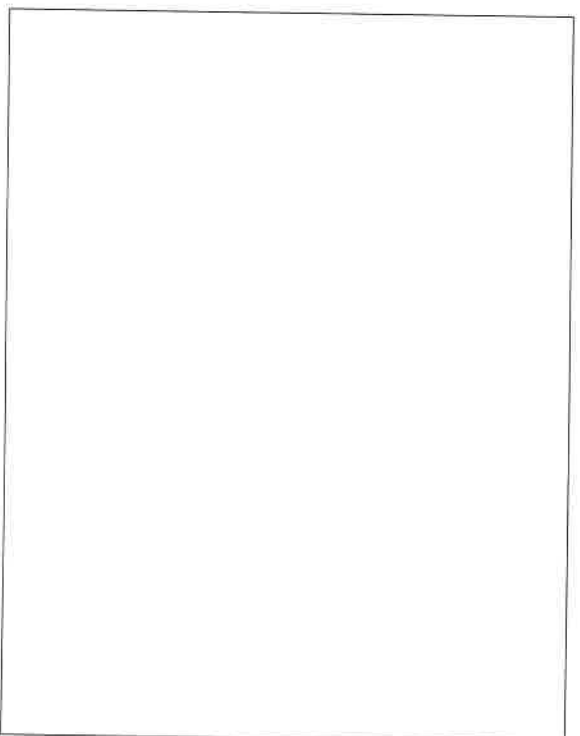
DESIGN YOUR CREST (*MOM*)

Samurai were identified by the crest (*mon*) of the lord (*daimyo*) they served. These crests would appear on arms and armor, banners, and clothing. Crests were often inspired by nature and placed within a geometric shape like a square or circle. For example, the helmet (top left), which is decorated with a water plantain crest, was used by many samurai. On the other hand, the high-ranking Tokugawa shogun did not permit any other clan to use the hollyhock crest as seen on the traveling chest (bottom left).



Warrior's helmet with a crest of "water plantain" (*omotake*). approx. 1750–1868. Japan. Edo period (1615–1868). Lacquered rawhide, iron, gold paint, and textile. *Gift of Dr. Stephen A. Sherwin and Merrill Randol Sherwin, 2009.7.*

Sketch the water plantain and hollyhock crests in the box below.



Traveling chest, 1800–1868. Japan. Edo period (1615–1868). Lacquer and gold on wood; metal fittings, locks, and handles. *Gift of Norma C. And Jack D. Tomlinson, 1991.127.*

Procedure:

1. On another sheet of paper, design a crest that represents you or your family.
2. Describe your crest. What was the inspiration for your design?
3. You will use this crest to decorate your arms, armor, and clothing as you create your own samurai identity.

Create Your Own Samurai Identity

SAMURAI ON THE BATTLEFIELD

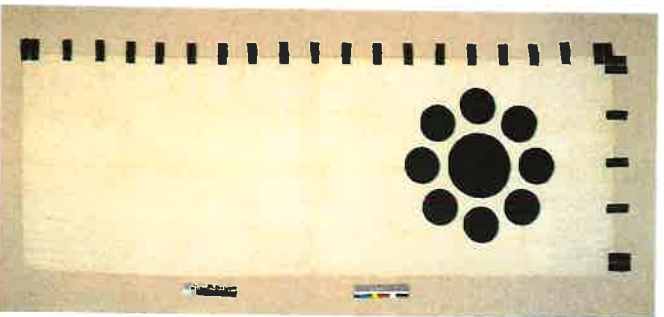
Design Your Military Banner

Samurai group identity was displayed in public processions and battles using a banner. Create your own banner and decorate it with your crest.

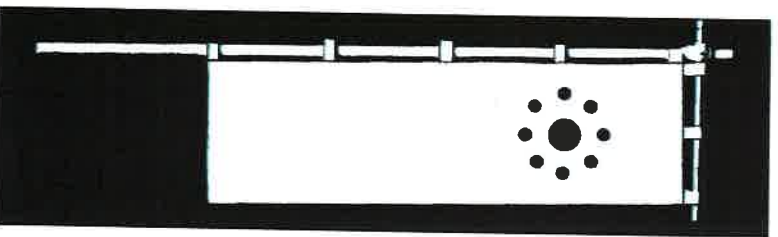
Materials:

18" white thread, 8" bamboo skewer (cut off the point), bamboo toothpick (cut off the point), black, red, gold, and silver pens, cup of sand or clay as a flag stand, glue stick, pencil and eraser, scissors, and white, red, or blue paper.

Samurai Military Banner Template (Figure 1)

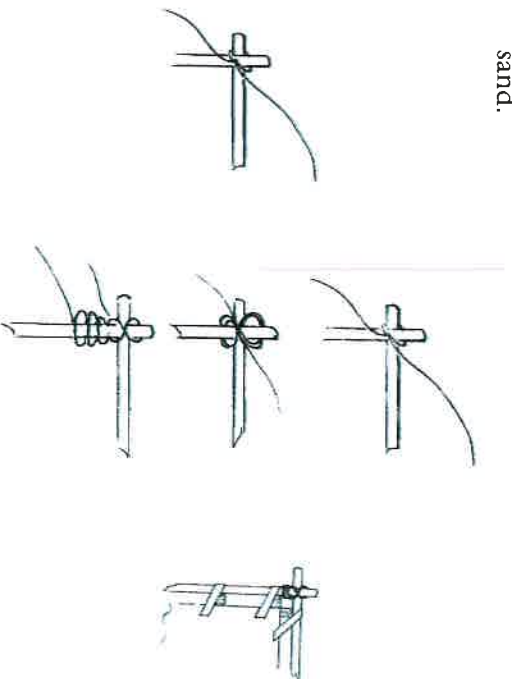


Military Banner (Nobori) with Nine Planet Family Crest. Used by Hosokawa Shigekata (1720–1785), Japan; Edo Period (1615–1868) 18th century. Paste-resist dyed silk. H. 387 cm x W. 143.0 cm. © Eisei-Bunko Museum, Japan.



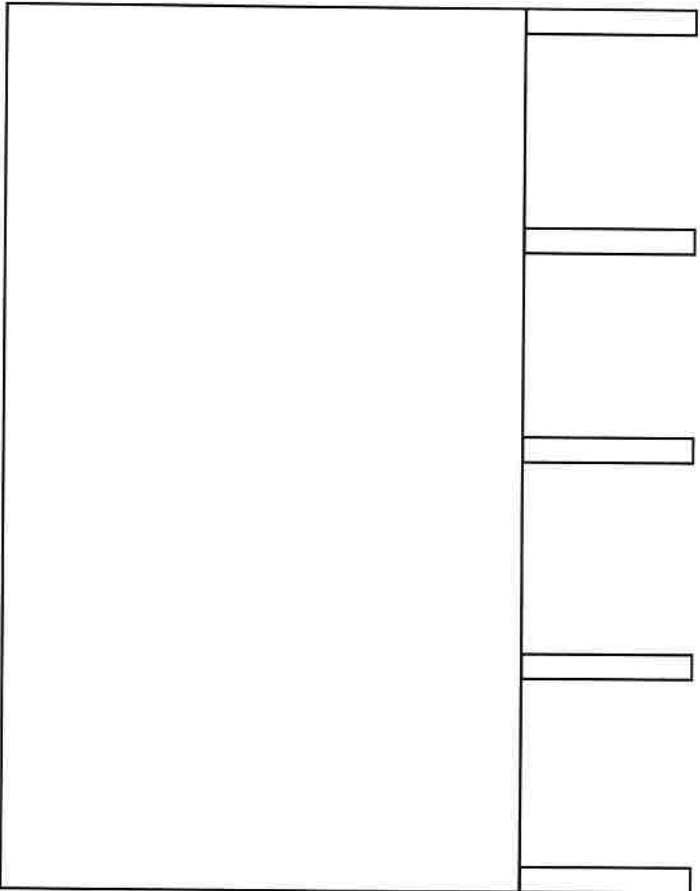
Procedure:

1. Photocopy the samurai military banner template (figure 1) onto a white, red, or dark blue paper.
2. Using the thread, tie the bamboo sticks together at a 90 degree angle using a figure-eight knot.
3. Use the glue stick to secure the thread and sticks. Dry.
4. Outline and color your design on both sides of your flag. Remember to include your crest using black, red, gold, or silver ink.
5. Cut out your flag. Be sure to leave the tabs.
6. Apply glue to each tab and fold it over the respective parts of your bamboo sticks.
7. Align the edges of your flag and glue both sides together.
8. When dry, display your flag by standing it in clay or a cup of sand.

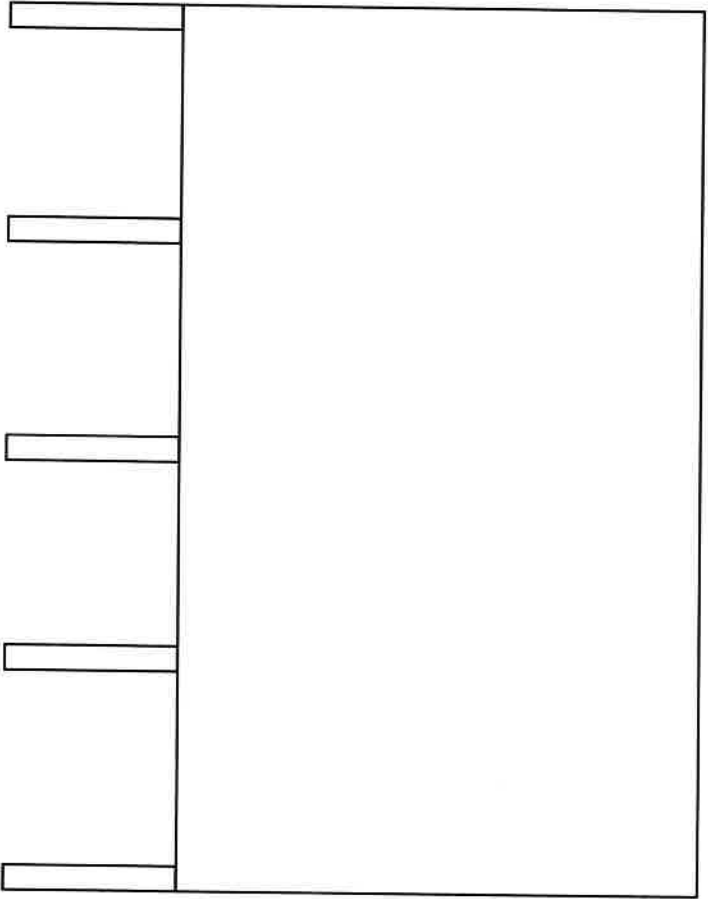


Create Your Own Samurai Identity

SAMURAI MILITARY BANNER TEMPLATE (FIGURE 1)



fold



fold

Lesson: Create Your Own Suit of Armor

Objectives:

Create your own suit of armor.

Grades: Pre-Kindergarten, Elementary School (K-3), Elementary School (4-5)

Duration: 30-45 minutes

Materials:

Scissors; Hole puncher; Red or blue yarn; Cardstock sheets of 8 1/2" x 14" paper (Print *Template 1* and *Template 2* onto this cardstock); NOTE: This size of armor fits a kindergartener. For older children, print larger onto tabloid size paper.

Procedure:

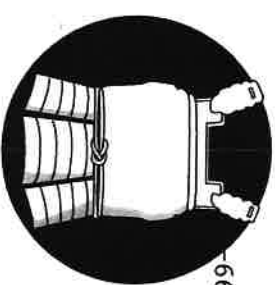
1. Cut out pieces on templates 1 and 2.
2. Using a hole punch, make 6 holes on bottom of *cuirass*.
3. Using a hole punch, make 6 holes on top of *tassets*.
4. Punch 2 holes in each straps.
5. Cut out the rectangles on the straps. Hint: pinch the paper and make a small cut inside the rectangle to start the opening.
6. Attach *tassets* to *cuirass* by weaving yarn in and out of the holes. (The color of the cording was important to the samurai and the armor was named after the cord coloring.)
7. Line up the two hole on the strap to the two holes at the top of the *cuirass*. Attach each strap to the *cuirass* by weaving yarn in and out of these holes.
8. If you are ambitious, you can make a front and back and lace them together.
9. Congratulations! You have completed your samurai body armor!

MATERIALS

Scissors
Hole puncher
Red or blue yarn
Cardstock sheets of 8 1/2" x 14" paper

Print Armor Template 1 and Armor Template 2 onto this cardstock

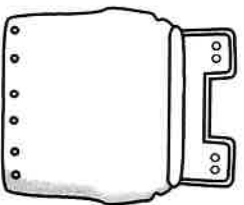
NOTE: *This size of armor fits a kindergartener. For older children, print larger onto tabloid size paper.*



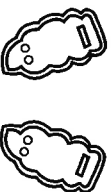
66

TOSEI GUSOKU-TYPE ARMOR Assembly Instructions

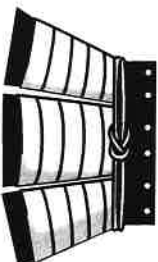
PARTS



Cuirass (breast plate)



Straps



Tassets (Skirt Armor)



Yarn

STEP 1: Cut out pieces on templates 1 and 2.

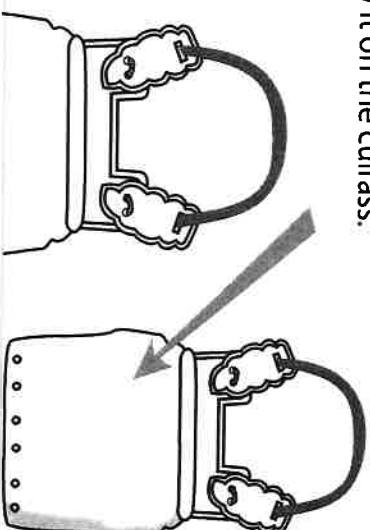
Using a hole punch, make 6 holes on bottom of cuirass. Using a hole punch, make 6 holes on top of tassets. Punch 2 holes in each straps.

✂ Cut the rectangles on the straps. Hint: pinch the paper and make a small cut inside the rectangle to start the opening.

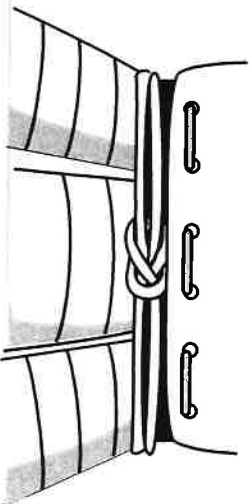
STEP 4: Tie a piece of yarn through each rectangle on the top of the straps to loop around the neck. Many

suites of samurai armor are decorated with a guardian figure on the cuirass to protect the samurai in battle. **What would you draw to keep you safe in battle?**

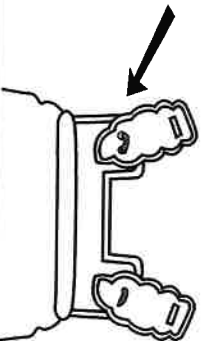
Draw it on the cuirass.



STEP 2: Attach tassets to cuirass by weaving yarn in and out of the holes. (The color of the cording was important to the samurai and the armor was named after the cord coloring)

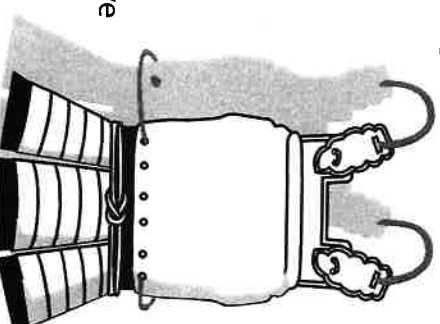


STEP 3: Line up the two hole on the strap to the two holes at the top of the cuirass. Attach each strap to the cuirass by weaving yarn in and out of these holes.



STEP 5: If you are ambitious, you can make a front and back and lace them together.

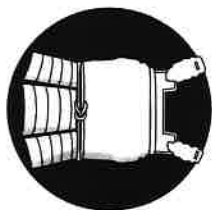
Congratulations! You have completed your samurai body armor!



SAMURAI ARMOR

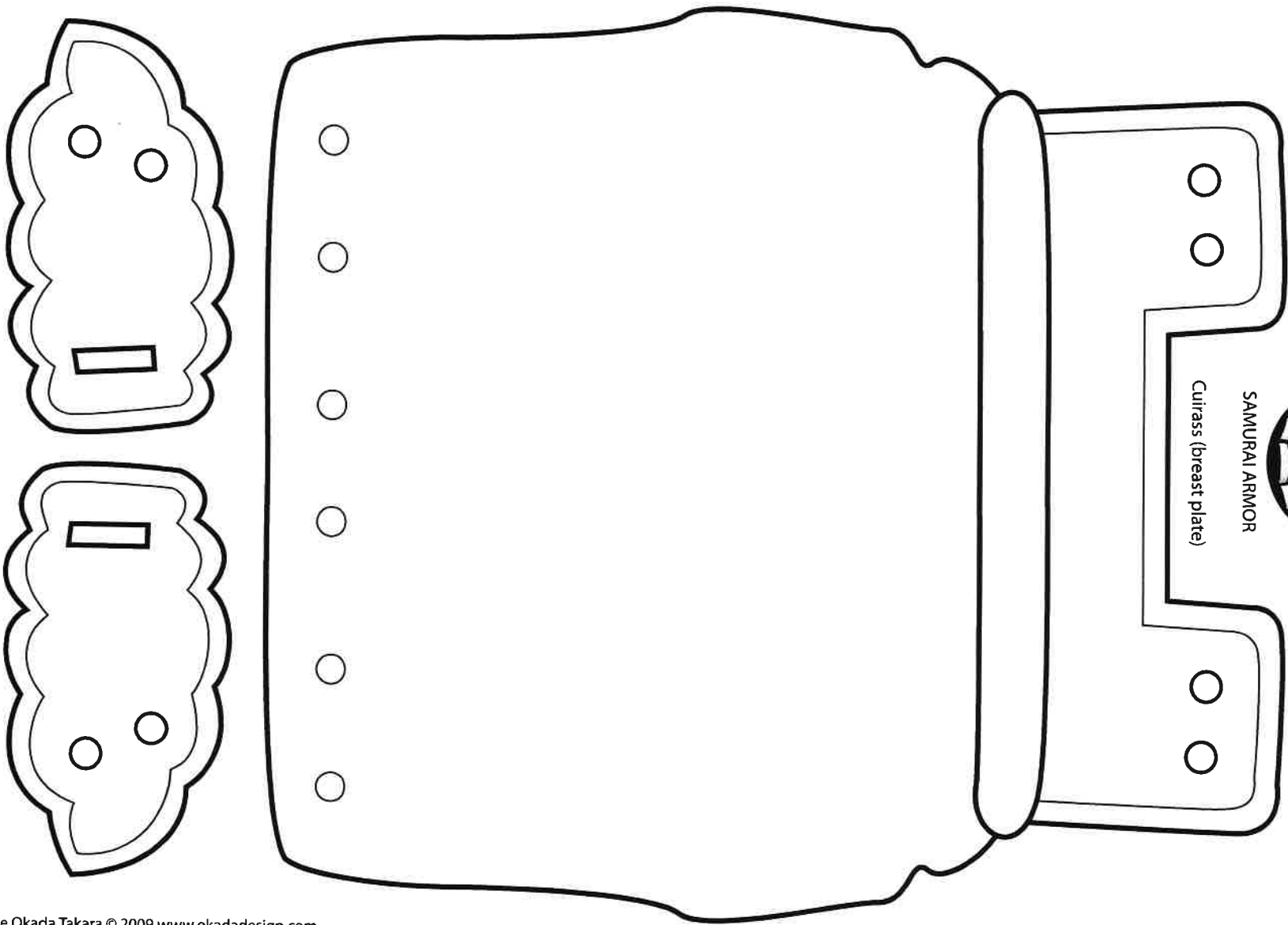
(TOSEI GUSOKU-TYPE ARMOR)

Template 1

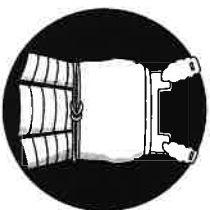


SAMURAI ARMOR

Cuirass (breast plate)



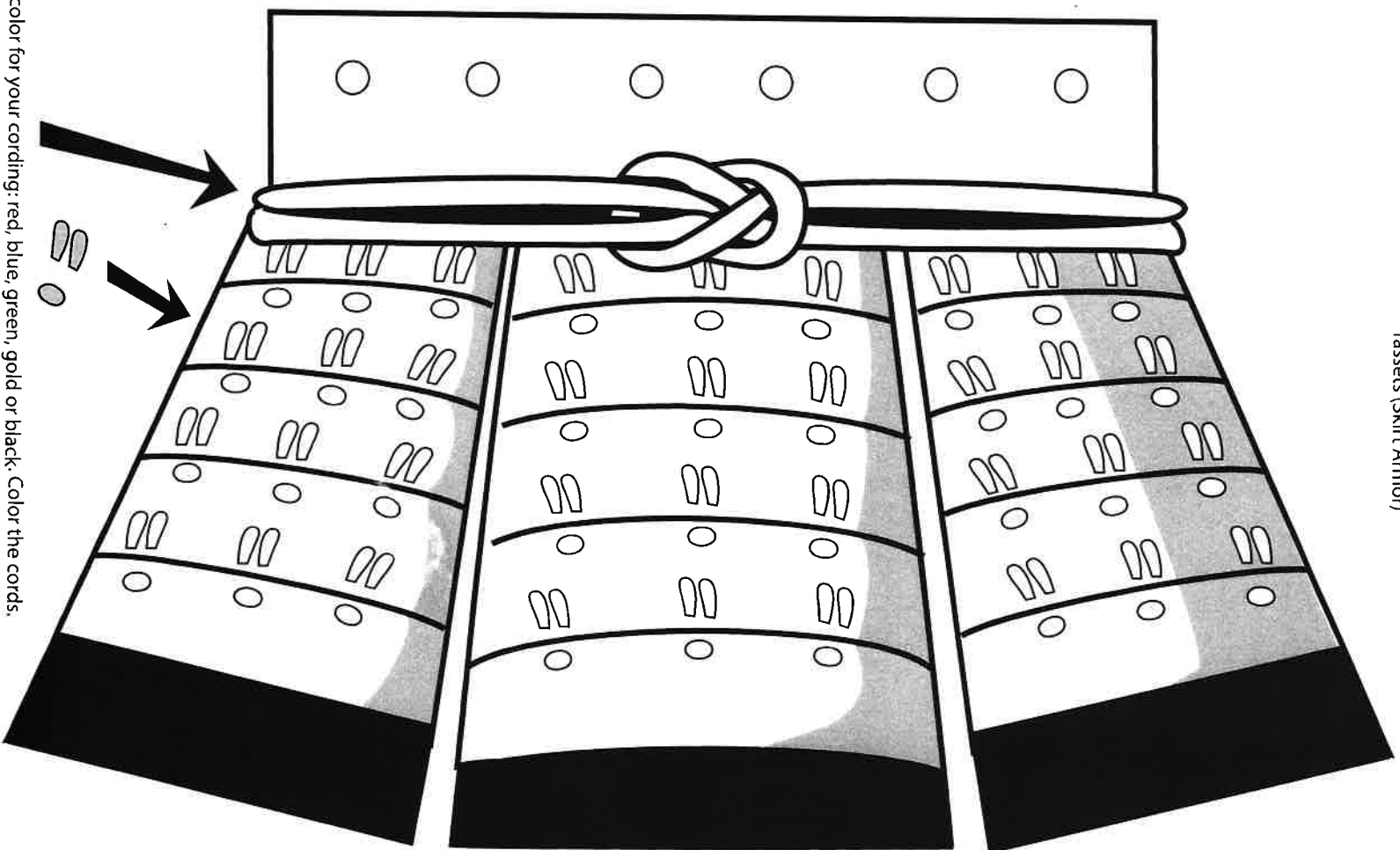
Armor Shoulder Straps



SAMURAI ARMOR

Tassets (Skirt Armor)

SAMURAI ARMOR (TOSHI GUSOKU-TYPE ARMOR) **Template 2**



Pick a color for your cording: red, blue, green, gold or black. Color the cords.

Create Your Own Samurai Identity

SAMURAI ON THE BATTLEFIELD

Design Your Sword Guard (Tsuba)

Sword making is a refined and highly scientific art that is revered in Japan. A sword guard (*tsuba*) is a metal guard on a samurai sword between the handgrip and the blade. It protects the hand from sliding onto the sharp edge of the blade. Sword guards vary in shape and design and were carved or molded. Use the templates or create your own shape and design a sword guard.



Quatrefoil (four-lobed) sword guard with design of dragon, peony, and ball, 1700–1868. Japan; Edo period (1615–1868). Copper alloy with various metal inlays. *Transfer from the Fine Arts Museums of San Francisco, B87W1.*



Round sword guard with open work designs of hollyhock leaves and stems. Japan. Edo period (1615–1868). Iron. *Transfer from the Fine Arts Museums of San Francisco, B87W1.*



Sword guard, 1800–1900. Japan. Edo period (1615–1868) or Meiji period (1868–1912). Iron. *Transfer from the Fine Arts Museums of San Francisco, B87W20.*



Materials:

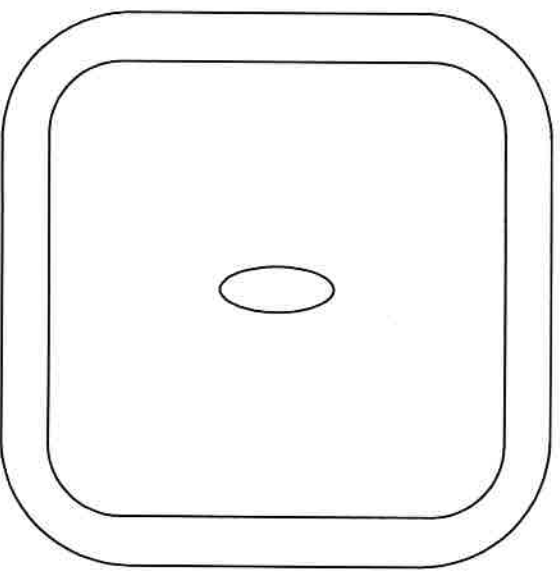
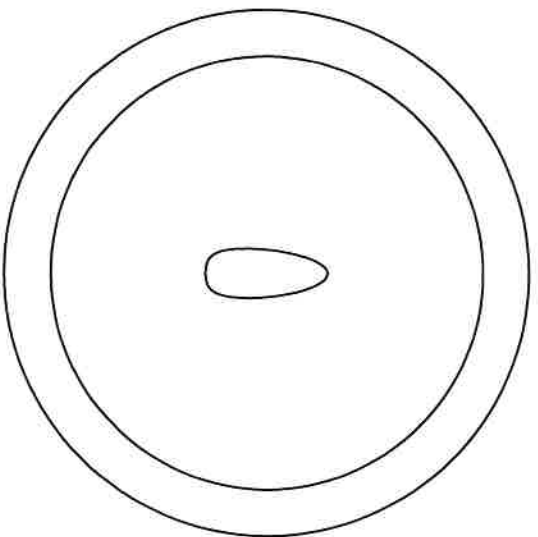
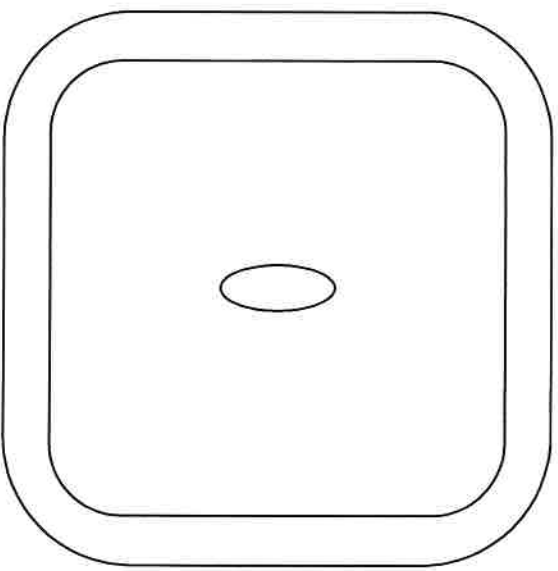
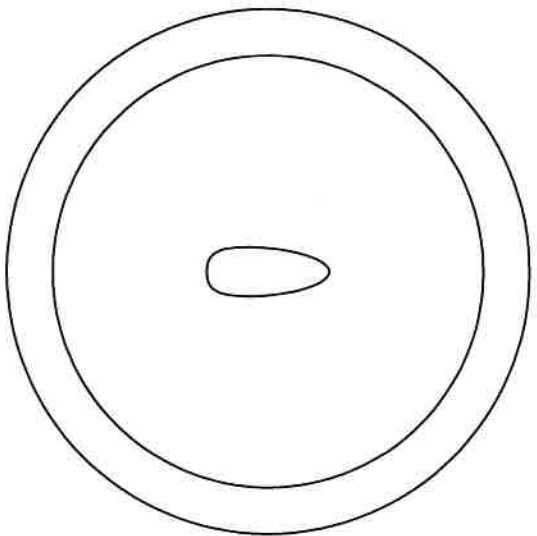
Template copied on cardstock or tag board, glue, metal foil, permanent marker, and scissors.

Sword Guard Templates (Figure 2)

Procedure:

1. Choose a shape from the sword guard templates (Figure 2).
2. Cut out the front and back pieces from the template.
3. Trace the template onto metal foil. Cut out both shapes.
4. Decorate your foil using permanent marker. Dry.
5. Assemble both sides of your sword guard with glue. Press firmly.
6. Use the point of scissors to punch a hole in the center.
7. Smooth any sharp edges. Be careful as the foil may be sharp.

Sword Guard Templates (Figure 2)



MATERIALS:

Scissors

Construction paper 12" x 18" for sword

Cardstock paper 8 1/2" x 1" for sword guard template

Tape

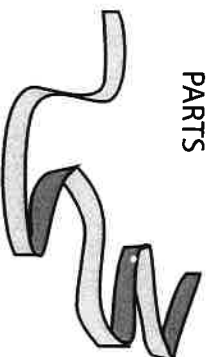
Ribbon

Stapler

Hole punch



SAMURAI SWORD
Assembly Instructions

PARTS

Sword

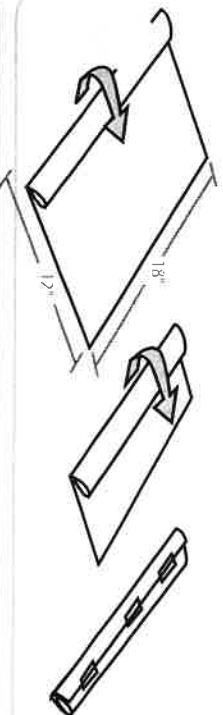
Sword Guard
(Tsuba)

Ribbon

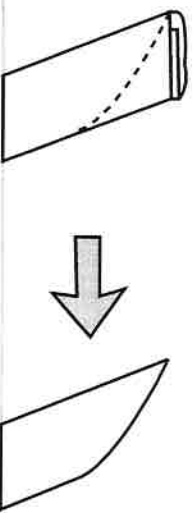
Sword hilt end cap

Diamond shapes

STEP 1: Make a 1 inch fold along one edge of the construction paper. Roll up the paper and crease the edges every time you make a turn. Tape closed.



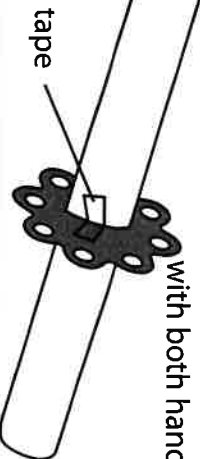
STEP 2: Snip end of sword tip at an angle.



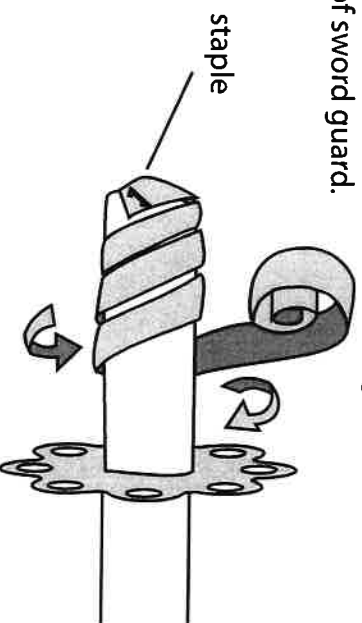
STEP 3: Cut out sword guard. Cut out middle hole by pinching at middle and snipping at fold. Use a hole punch to create pattern around edge or create your own design.



STEP 4: Slip sword guard over sword. Trim the opening larger if need be. Tape it in place so that there is enough room to hold the handle with both hands.



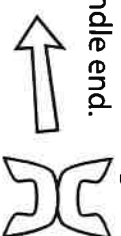
STEP 5: Staple one end of the ribbon to the bottom edge of the sword handle. Wrap this ribbon around handle up to the sword guard and staple loose end down against bottom edge of sword guard.



STEP 6: Cut out three diamonds and glue onto sword hilt.



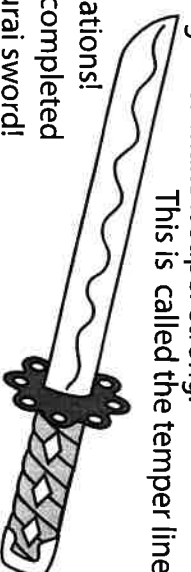
STEP 7: Cut out end cap. Fold in half and glue over handle end.



STEP 7: Draw a wavy line on blade to show how your sword was forged and the hot metal was folded over and over again to make it super strong.

This is called the temper line.

Congratulations!
You have completed your samurai sword!





Pictures are etched into wood, ink is rolled over the image then the wood block is pressed onto the canvas. With young hands children might find it difficult to etch into the wood. You can try using balsa wood (craft store) or scroll down for our Styrofoam technique. Try layering multiple colors with older children. Results are always stunning with this project

Materials:

- Styrafoam Meat Tray (ask butcher for clean ones)
- Paint
- Paint Roller or Brush
- Pen
- Scissors

Art Project Tutorial:



Step 1

Ask your local butcher for a clean Styrofoam tray

**Step 2**

Cut off the sides of your tray and discard. Cut the remaining rectangle into a variety of pieces

**Step 3**

Use the tip of a pen to etch in your design



Step 4

Try to fill up your entire shape. Use different lines and even poke a few holes if you have the space.



Step 5

When your design is finished, you want to paint over it with your color of acrylic paint, and a soft foam brush. A roller brush would work well too!



Step 6

Be sure not to push the paint into the crevices you've just made. You want those lines to show up white when you stamp it.



Step 7

After you've covered the entire block with ink, turn your stamp over and press firmly to your paper. Gently smooth over the entire shape.



Step 8

Very carefully pick the stamp off of the paper. You'll see your print underneath!



Step 9

You'll have to do a few trial and error prints until you find the right amount of paint to put on your stamp. The image on the left had less paint, and shows up a bit more grainy. Decide which you like better and paint accordingly!



All Done!

You can reuse your stamp over and over to make a collection of cards and art prints for your friends and

DLTK's Crafts for Kids

Geisha Paper Plate Craft

Contributed by Leanne Guenther

This geisha craft uses a printable template and a paper plate to make a project suitable for a Japanese themed craft or just for fun.

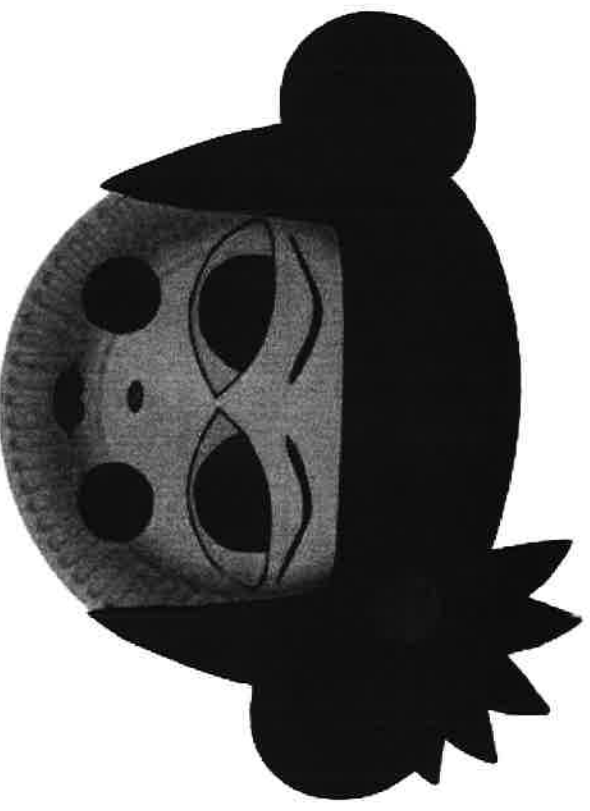
If you cut out holes instead of using the template eyes, you can convert your geisha craft to a geisha mask. Attach a paint stir stick or tongue depressor to allow your child to hold it up to their face.

Materials:

- paper plate,
- something to color with (or color printer),
- scissors,
- glue,
- paper,
- printer,
- Optional FOR MASK: Paint Stir Stick , thin strip of wood or Tongue Depressor .

Instructions:

- Print out the craft template of choice.
- Color (if using the black and white version of the craft) and cut out the template pieces. Most of the pieces are simple enough shapes for young children to cut out, but if needed, an adult can help with some of the harder pieces (the ears and the hair).
- Glue the pieces to the plate to make a geisha face:
 - Glue the large hair piece onto the top of the plate, with the sides of the hair covering the sides of the plate.
 - Glue the two hair buns onto either side of the large hair piece.

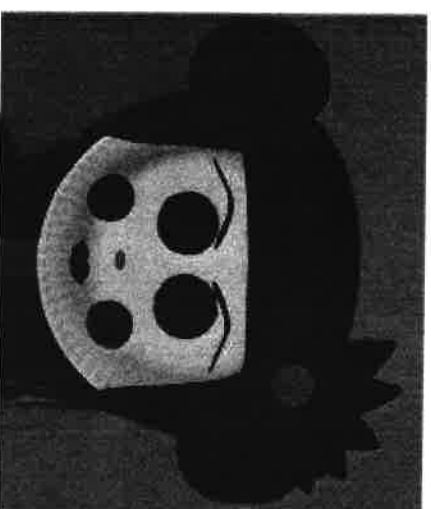


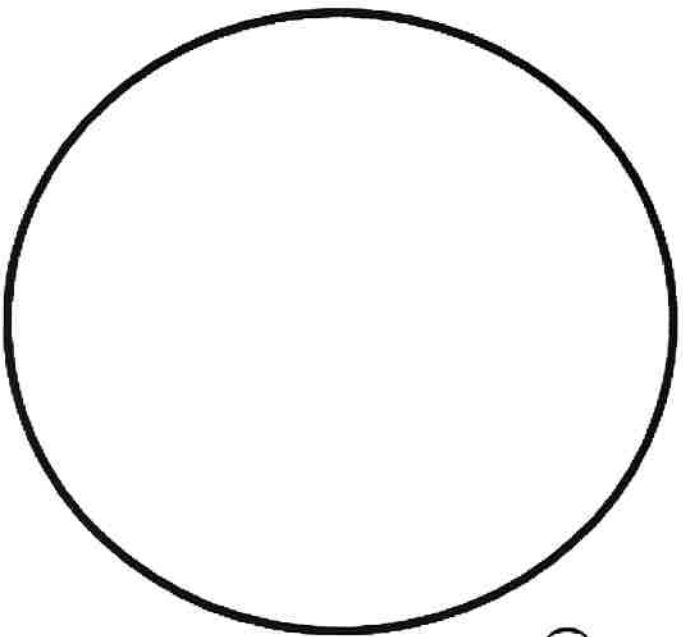
- Glue the hair piece onto the hair, near one of the buns.
- Glue the mouth near the bottom of the paper plate.
- Glue the nose above the mouth.
- Glue the two red cheeks onto either side of the nose and mouth
- Glue the eyes above the nose.
- Glue the eyebrows above the eyes.

- Optional: If making a mask, use masking tape or duct tape to attach a thin strip of wood, a Tongue Depressor or a Paint Stir Stick (often free at paint supply and home repair stores - no more than \$1 -- we get dad to pick one up now and then when he's at home depot admiring the tools *grin*)

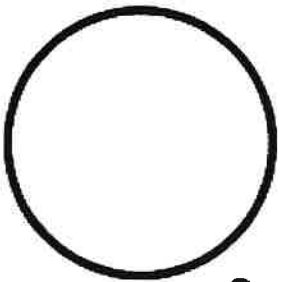
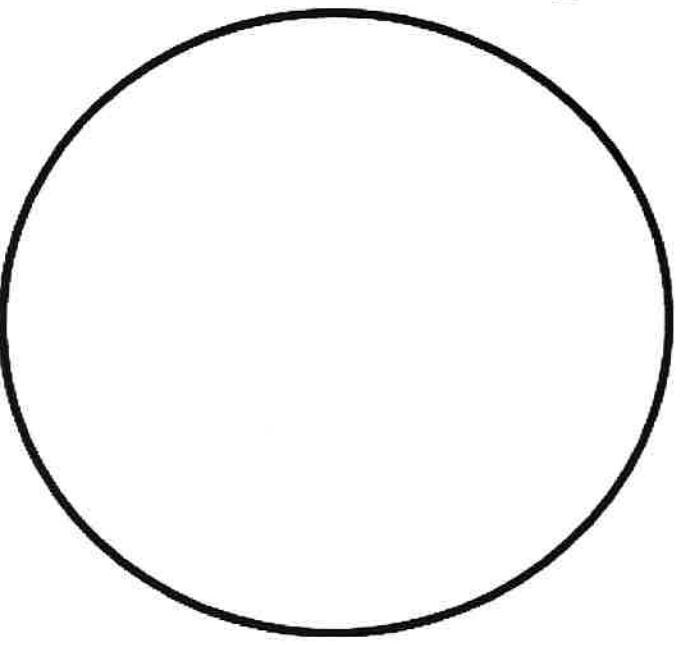
Template 1: (color) or (B&W)

Template 2: (color) or (B&W)

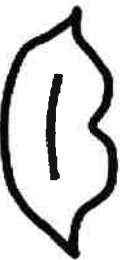
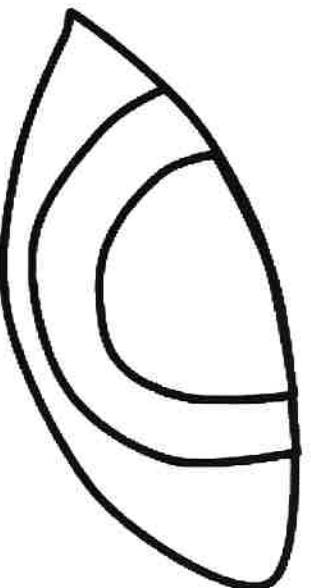
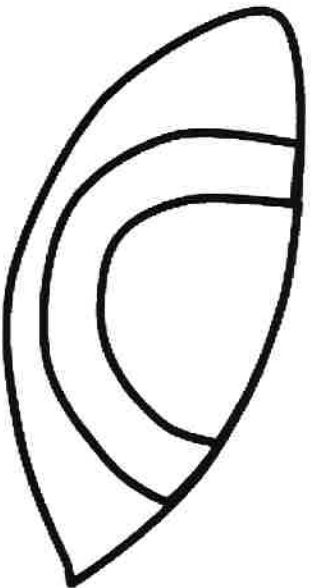
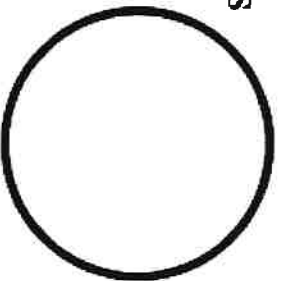




hair
(buns)



cheeks

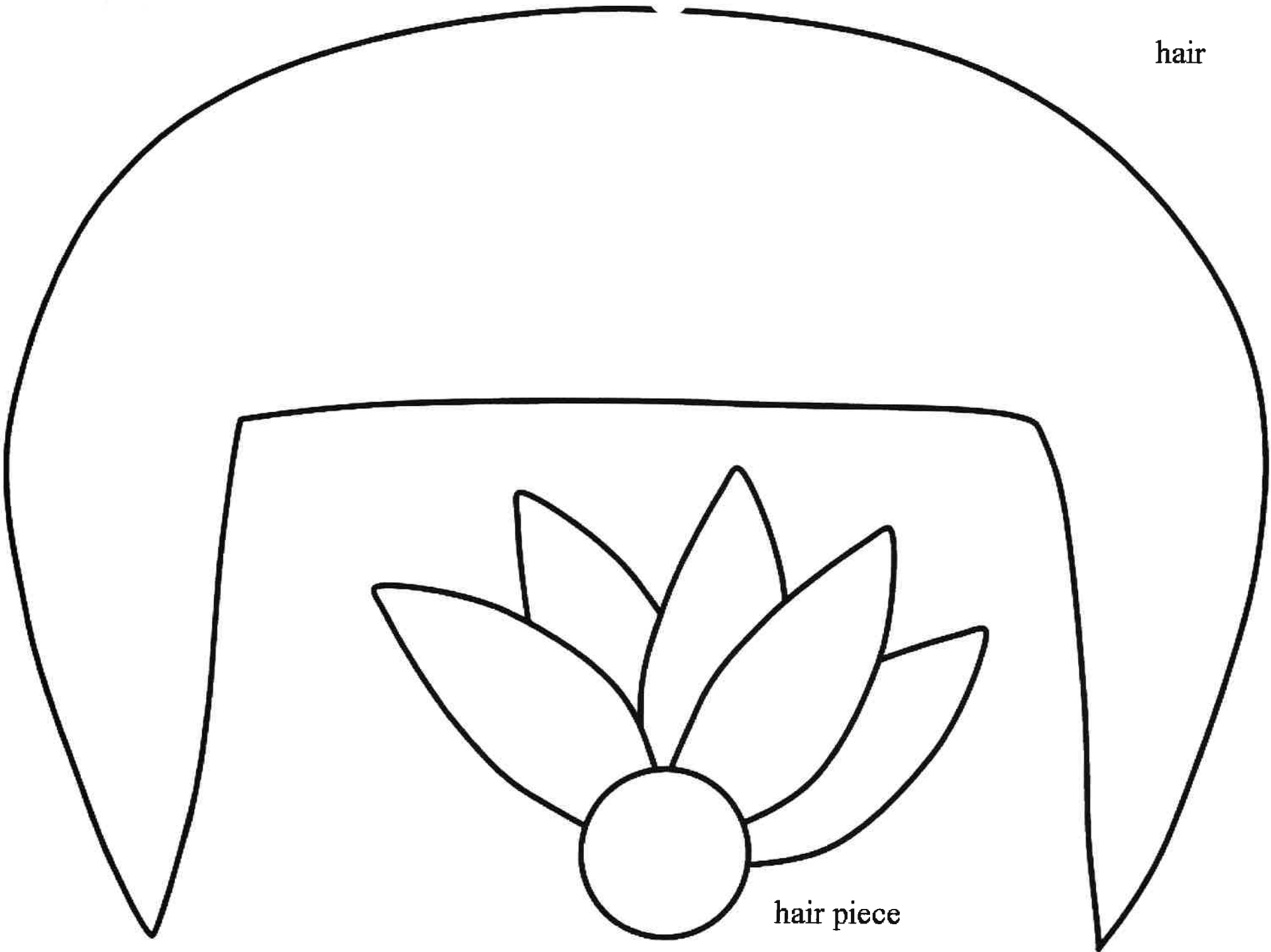


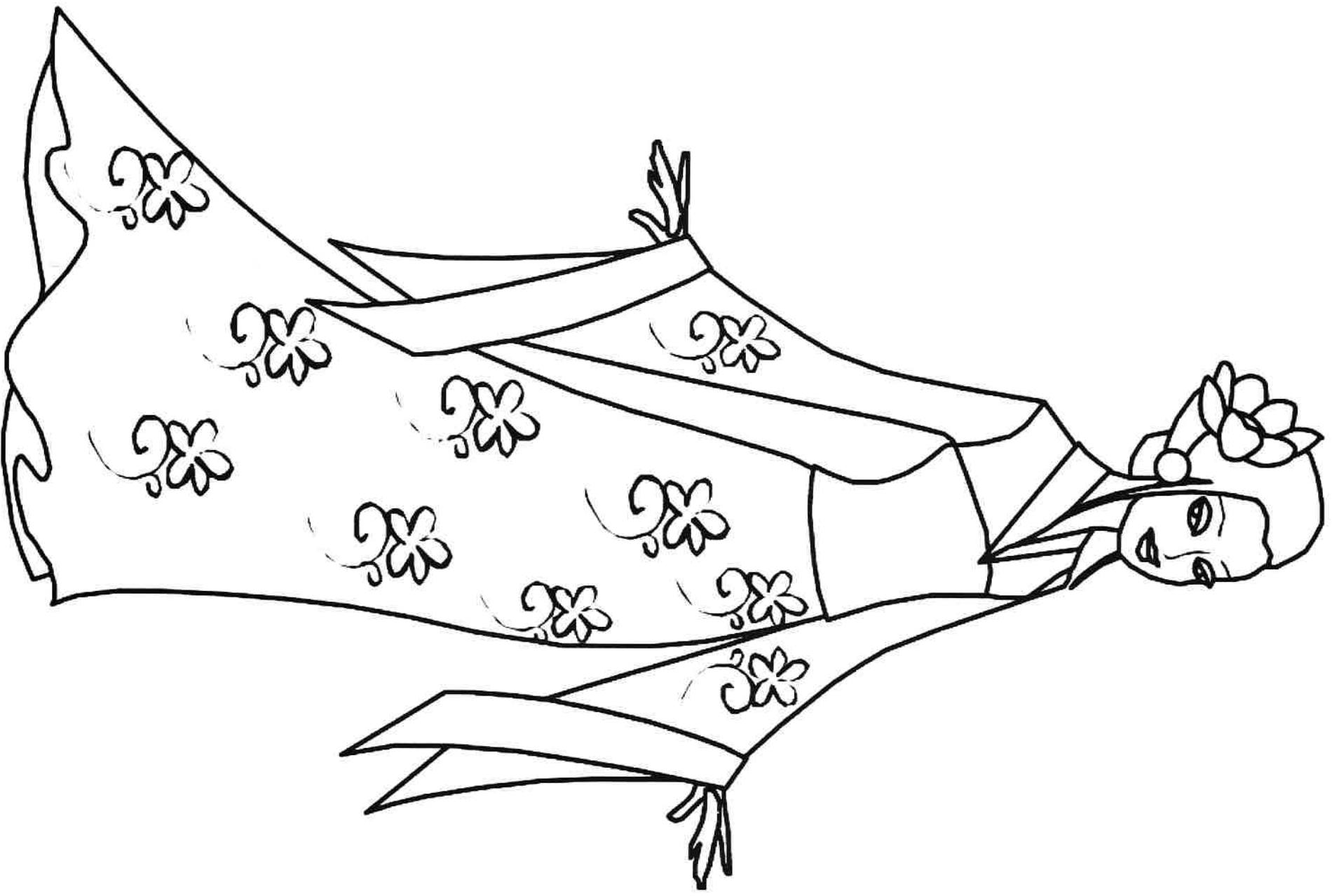
How it looks when finished



hair

hair piece

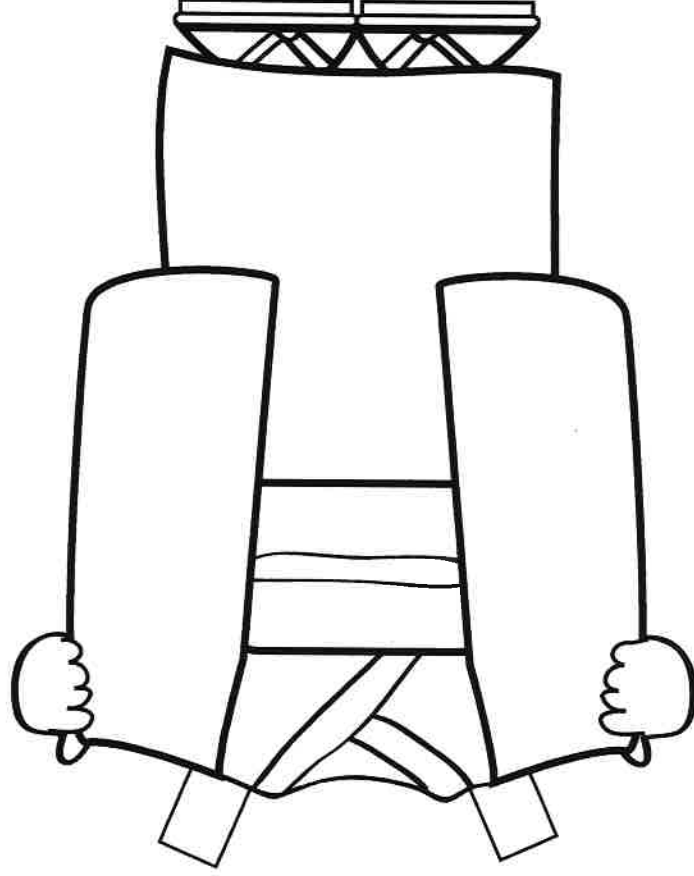
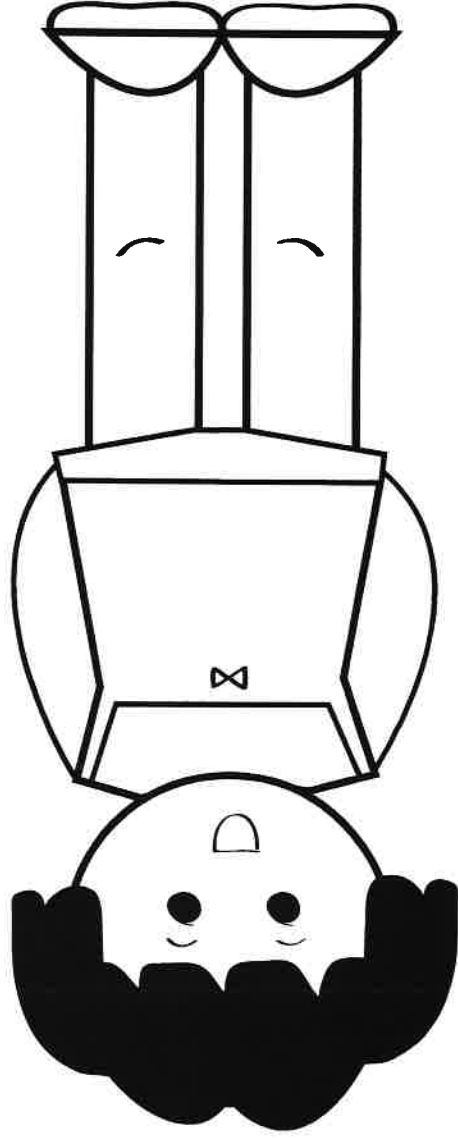




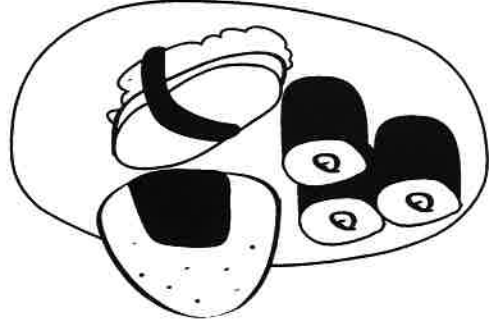
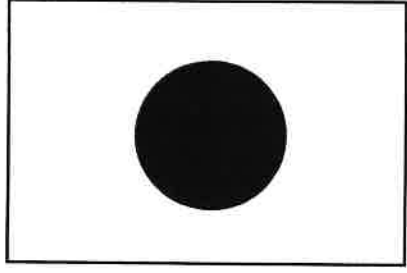
Paper Dolls Around the World: Asia I

Color me and dress me up!

Can you guess what country I am from?



Flag



Popular Food: Sushi

Population: 127 Million

Capital City: Tokyo

Answer

Canon 3D-Papercraft Mini-book

Native Costumes of the World Series Japan Juuni-hitoe

The Juuni-hitoe is formally known as mo-karaginu, and is a type of clothing worn by noblewomen in the Heian period (794 – 1192 AD) in Japan. The predominant feature of this clothing is a type of kimono called itsutsuginu. Many of these kimonos were worn in layers. The higher the woman's rank or social standing, the more layers she would wear, and the longer the sleeves would be. This beautiful costume reminds us of the elegant lifestyles of the nobility of those times.



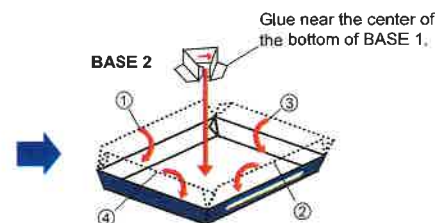
* Cut out the card above and save it. You can collect the cards from each of the Papercraft projects to make your own mini-book!

★ Directions

Print out these pages. Cut out all the parts, and fold along the mountain and valley fold lines.

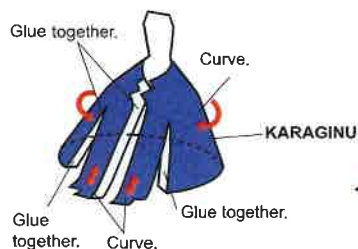
1. Base

Glue together each of the four corners.

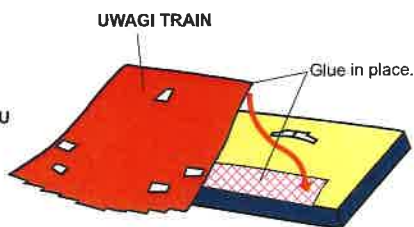


* Glue the tabs at the four corners to the back side of BASE 1 in the order indicated by the numbers.

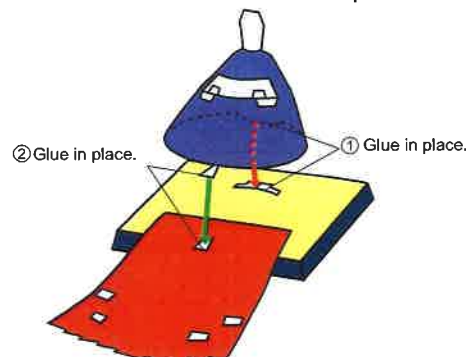
2. Build the KARAGINU



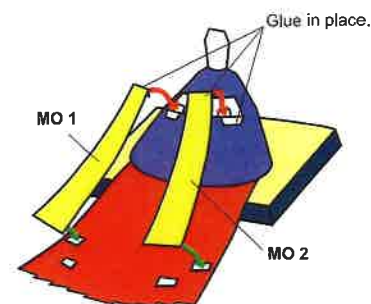
3. Attach the UWAGI TRAIN



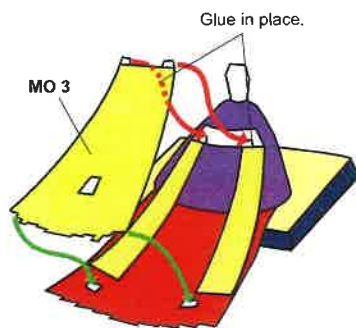
4. Attach the KARAGINU in place



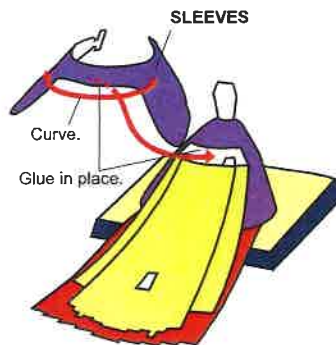
5. Attach MO 1 and 2



6. Attach MO 3



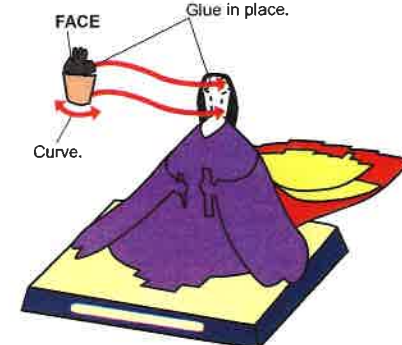
7. Attach the sleeves

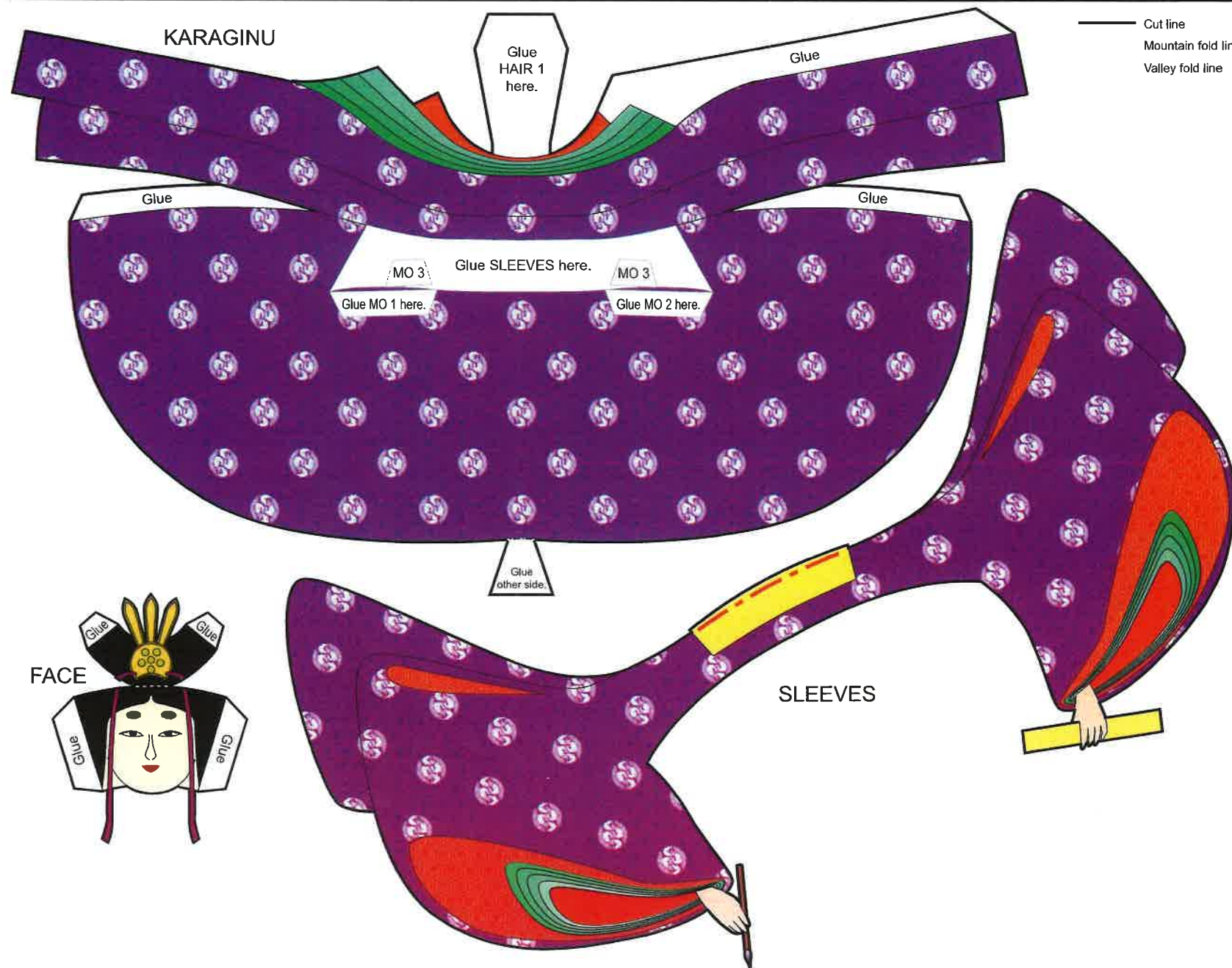


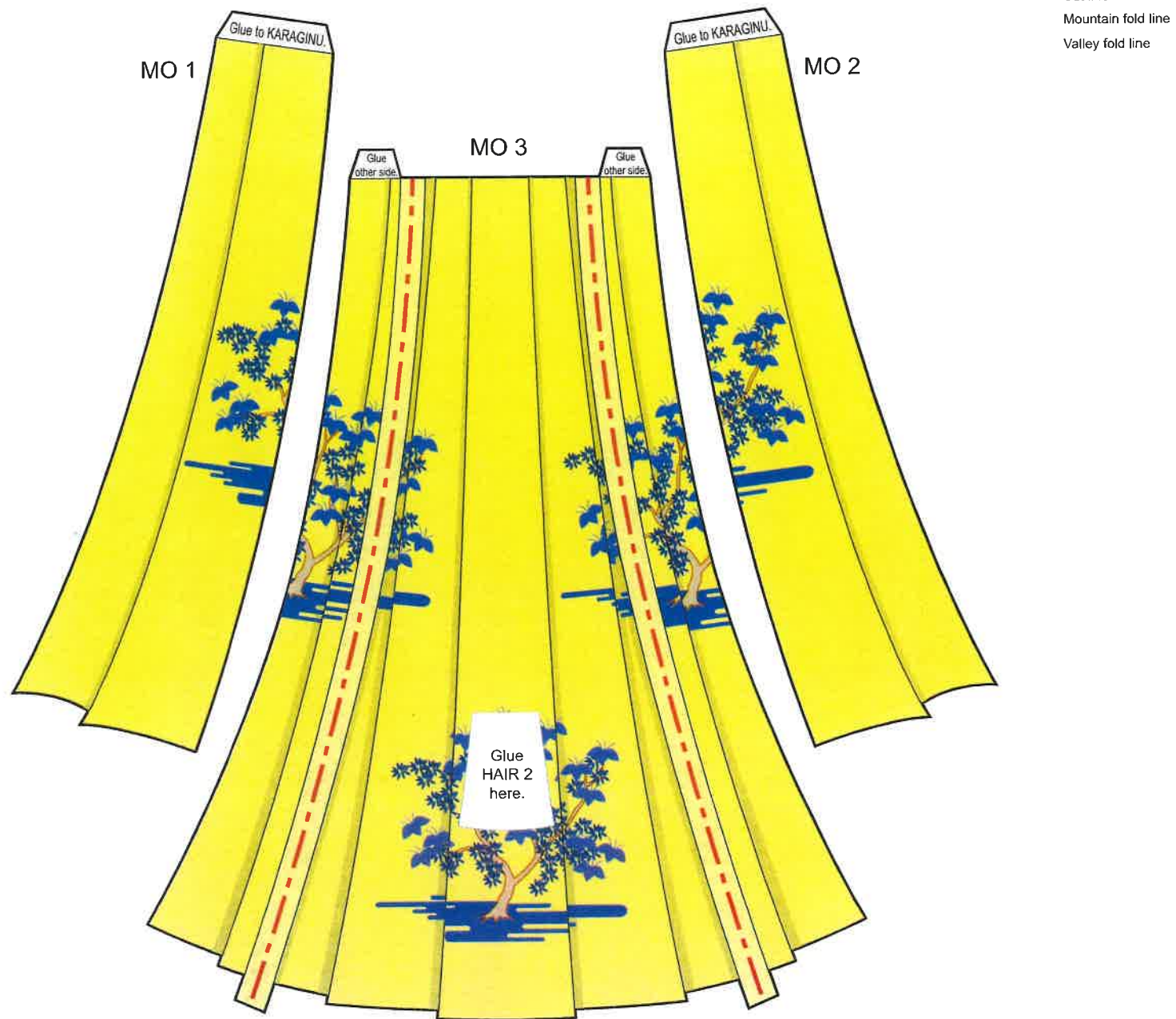
8. Attach the HAIR



9. Attach the FACE







HAIR 1



UWAGI TRAIN



HAIR 2



— Cut line
— Mountain fold line
— Valley fold line





K I M O N O
THE LANDSCAPES OF ITCHIKU KUBOTA
A S A R T

Carp/Koi Fish Kites- Japan's Children's Day

Grade Level: PreK- 8

こどもの日

Art Content Standard:

- Recognize and describe visual art forms and artworks from various times and places.
- Identify and describe the different purposes people for creating works of art.
- Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.
- Apply basic reasoning skills to understand why works of art are made and valued.
- Use the visual arts as a means to understand concepts and topics studied outside the arts.

Vocabulary/ Concepts:

- Carp- A freshwater fish (Cyprinus carpio) of Europe and Asia that is frequently bred in ponds and lakes.
- Kite- A light structure or framework that is covered with cloth, plastic, or paper, and is designed to be flown in the air/wind at the end of a long string.
- Kodomo no hi (co dome oh- no- HEE)- Japanese Children's Day; May 5 holiday that once only celebrated young boys but now honors all children.
- Koi- Bright-colored carp of Japan and Eastern Asia.
- Koinobori- Japanese word for Carp kites; traditionally flown in Japan to celebrate Children's Day; made by drawing carp patterns on paper, cloth, or other non-woven fabric and then allowed to flutter in the wind; also known as satuski-nobori.

Windsock - A tapered, open-ended sleeve that shows the direction of the wind blowing through it.

Background/ Key Ideas: The carp is a symbol of strength and courage in Japan. Each year on the fifth day of the fifth month (May 5th), carp kites are flown outside homes to represent each child on Japan's Children's Day (formerly known as Boy's Day). Students will learn about Japanese carp, explore the traditions of Japan's Children's Day (Kodomo no hi), and make their own carp kites.

- Materials:** (1) one sheet 11 x 17 colored construction paper (or paper bag)
per student
- Scissors
Crayons
(1) one pencil per student
Hole punches
Templates (for students to trace)
(1) one ¼ " diameter wooden dowel per student or 1 unsharpened pencil
Stapler and staples (to be used by teacher only)
Crepe paper for tails
Kite string or twine
Tape
- OPTIONAL:** Cellophane for tails, colored tissue paper for scales, eyes, etc.

Procedure: STUDENTS:



1. Using a pencil, **trace template** of fish onto large sheet of paper (approx. 11" x 17").
2. Carefully **cut** along traced outline, cutting out the entire vase-shape and discard scrap paper.
3. **Fold** shape in half lengthwise.
4. Open shape up again and begin by **drawing two (2) large circles** for eyes at the top of the vase shape.

5. Draw a **horizontal line** from one edge to the other, directly below the two (2) eye shapes.



6. Draw **scales** on the fish below the horizontal line by making 'U' shapes. Stagger them or draw them scattered around the fish body. Use lots of color so that your fish stands out! (Markers, oil pastels, crayons, tempera or acrylic paint).
7. When finished coloring, **refold** fish shape and take to teacher for assistance.

Procedure: STUDENT OR TEACHER: (depending on age of students):

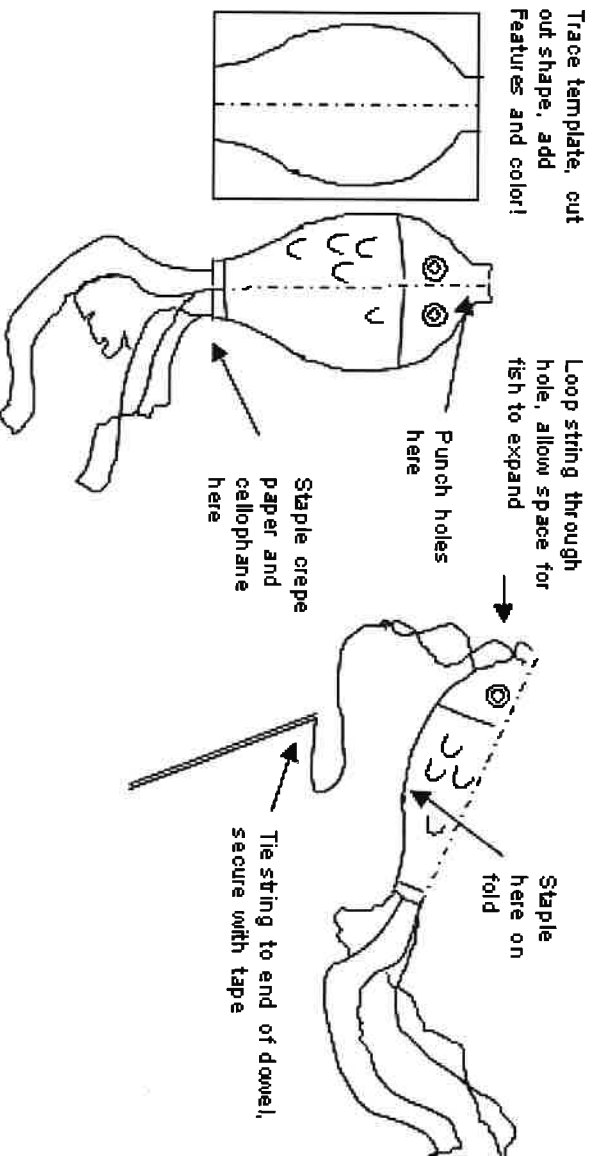
1. Using the **hole punch**, punch a hole on the folded fish shape below the eyes and close to the fish mouth so that 2 holes are made, one on each side of the folded fish.
2. While fish shape is folded in half, **roll the shape** so the paper curls slightly. This will allow the fish body to expand after stapling the ends together. Unroll and unfold, shaping fish gently.



3. **Refold fish while keeping its rounded shape**. Place a **staple** connecting the two bottom curves of the fish. (see diagram).
4. Cut a small piece of cellophane (about 9" x 12") and fold into an **accordion fan**.
5. **Cut string** (about one or two yards if you have long dowel rods, much shorter for pencils) and loop through the two punched holes near the carp mouth.
6. **Tie** the string – forming a V-shape below the carp mouth. Allow ample room for the fish to expand.
7. Finish by tying the loose end of **string to dowel** end and securing with tape.

Template:

Teacher should make templates prior to the activity. Label them "TEMPLATE" in nice large letters. Ideally, you should draw your design on posterboard, laminate, then cut out.

**Assessment:**

- Completion of kite: Did the student follow directions? How much assistance was needed?
- Understanding of Japanese Children's Day, carp symbolism, and purpose of carp kite.
- Neatness of project: Did students trace template accurately? Did students cut along traced lines? Did student draw and color carp details with care?
- Use of materials and workspace: Did student use materials, such as scissors and crayons, properly? Did student discard paper scraps? Did student put away all art materials when project was completed?

Enrichment Activities:

Math: Have students draw a 1" circle using a compass. Cut out multiple circles from tissue paper and glue them onto the kite's surface to create scales. Estimate the number of scales that will be needed and compare to actual total. Try different size circles-- estimating beforehand. Then compare the number of scales needed depending on sizes.

Social Studies: Have students research other holidays that Japan celebrates. Compare and contrast with some U.S. Holidays. Have students make a map of

Japan and label its landmarks and/or prefectures. Discuss how the holiday has “evolved” into Children’s Day (from Boy’s Day)

Language Arts: Have students write a journal entry about making their first carp kite (describe steps, how they selected colors to use, hard parts of construction and so on). Create a class book on multicultural holidays. Journal writing. Venn – Compare life in Japan with the U.S. Create an ABC Book related to Japan. Creative writing book using chopsticks as binding.

Science: Identify and discuss the many distinct environments that support different kinds of organisms. Investigate the different structures of plants and animals that help them live in different environments (for example –gills!).

Resources (Books, websites, etc):

Iijima, Geneva Cobb. *The Way We Do It in Japan*. (Daily living, customs.)

Kroll, Virginia & Roundtree, Katherine. *A Carp for Kimiko*.

Littlefield, Holly. *Colors of Japan*. (Uses colors to describe parts of Japanese culture, carp kite illustration.)

MacMillan, Dianne M. *Japanese Children’s Day and the Obon Festival*.

Reynolds, Betty. *Japanese Celebrations: Cherry Blossoms, Lanterns, and Stars!*
Streissguth, Thomas. *A Ticket to Japan*.

Takabayashi, Mari. *I live in Tokyo*. (Daily living, holidays, customs, carp kite illustration)

Japanese Children’s Day

http://www.essortment.com/all/kodomonohitap_msd.htm

Boy’s Day May 5 th- TANGU NO SEKKEU

<http://www.ginkoya.com/pages/childrensday.html>

Children’s Day, A Japanese Holiday: A Multicultural Unit
<http://www.intranet.csupomona.edu/~tassi/children.htm>

Great photos of carp/koi kites being flown

<http://www.ginkoya.com/pages/koinobori.html>

Lesson adapted from: <http://www.oberlin.edu/amam/asia/carpkites/Default.html>

Lesson adapted by : Sarah Winther Shumaker
ArtsinStark



Japan Paper Fan Craft

Another fun way to make Japanese Paper Fans! You can use our premade fans to color or paint a beautiful picture....or use our printable fan template and let children design their own! This is a fantastic group activity as each project turns out wonderfully unique.

Materials:

- Printable Fan Template
- Jumbo Popsicle Sticks or Wooden Fan Sticks
- Watercolor Paints
- Glue, Scissors



JAPAN: PAPER FAN CRAFT



THE CRAFTY CLASSROOM

Japan Paper Fan Craft

Step 1



Color in your picture. We used Colored Pencils because this fan is very detailed.

Step 2

Use the watercolors to paint in the background.



Step 3

• you don't have to fill in the entire makes a pretty effect too!

Step 4

• Turn your fan over and glue a popsicle stick to the back as shown.



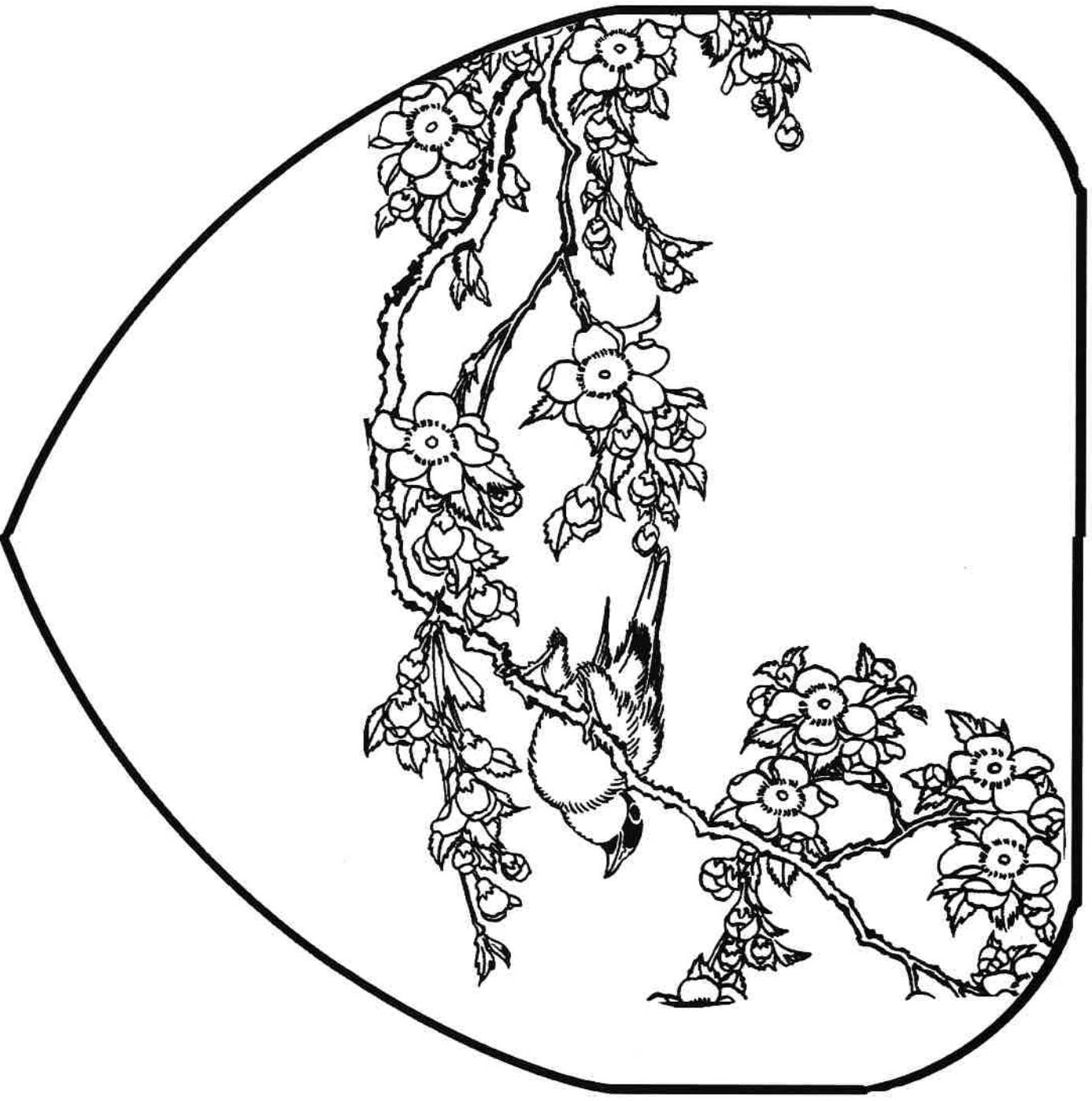
Step 5

• For extra strength, you can add two more sticks to make a "Y" shape.

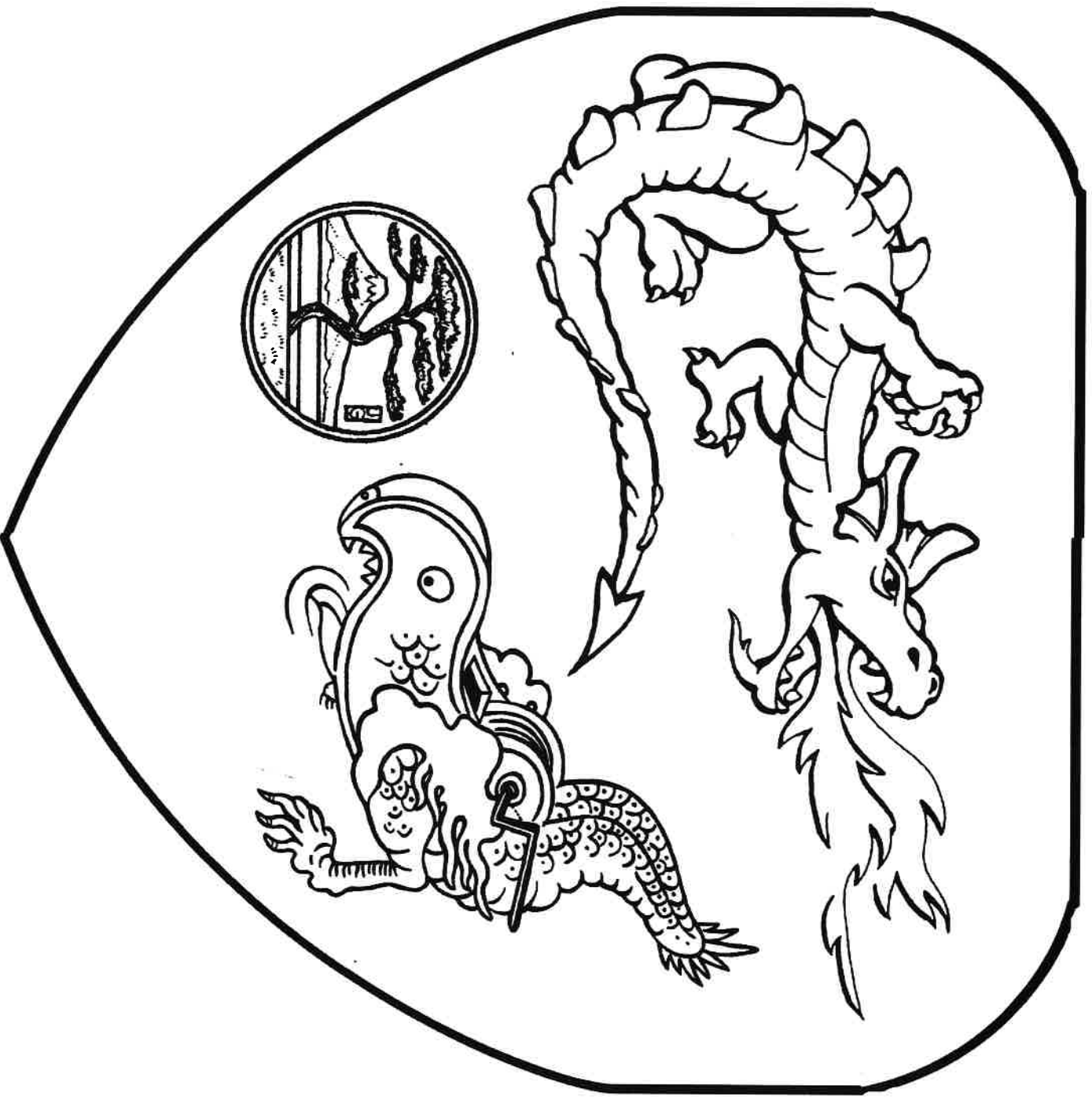


shape. Using hot glue is a quick way to get these finished, but should only be used by teacher or older students.

• All Done!

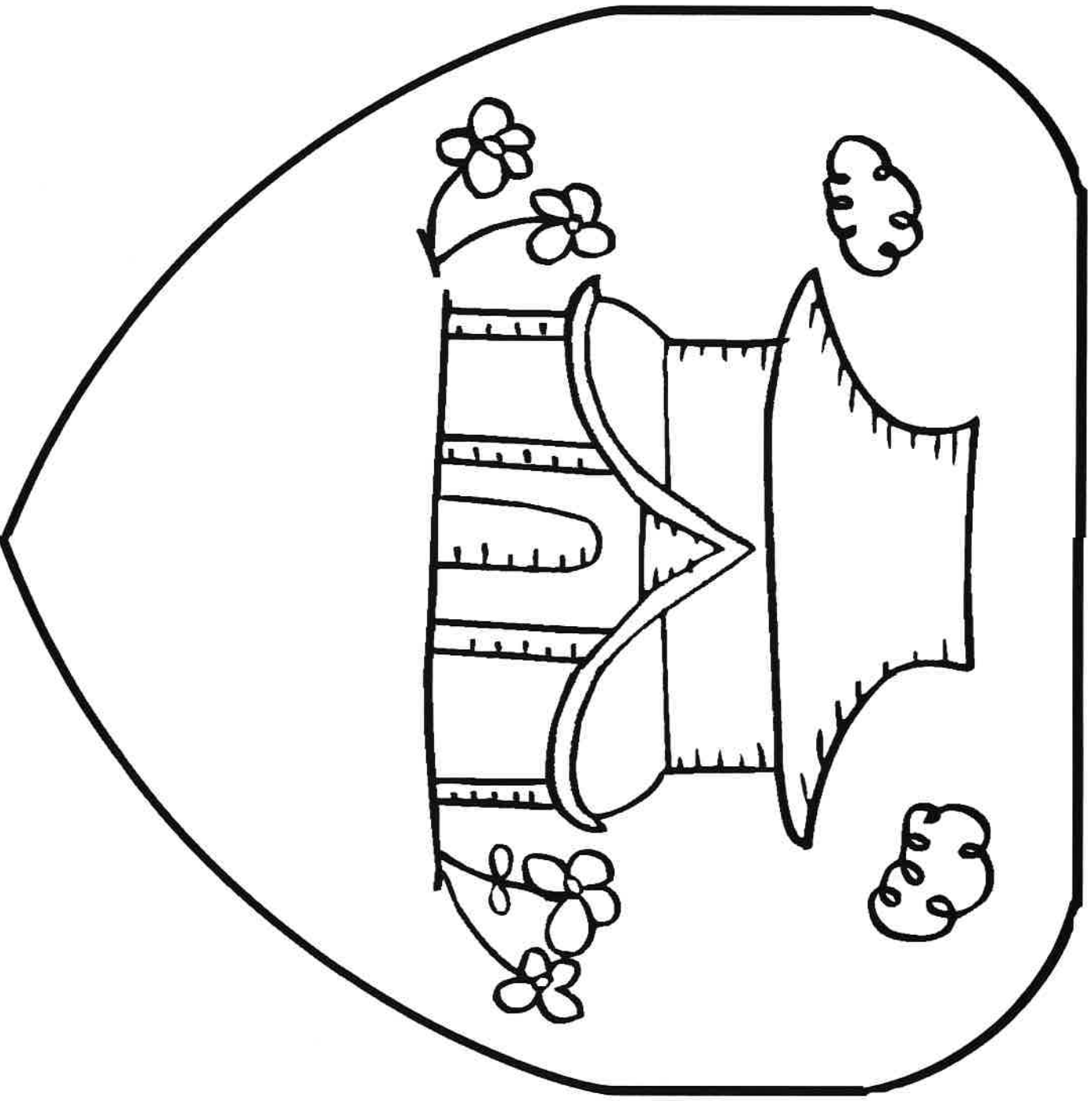


Print on heavy cardstock!
Cut out. Paint a Japanese scene on the fan.
Attach a Popsicle stick to the base.

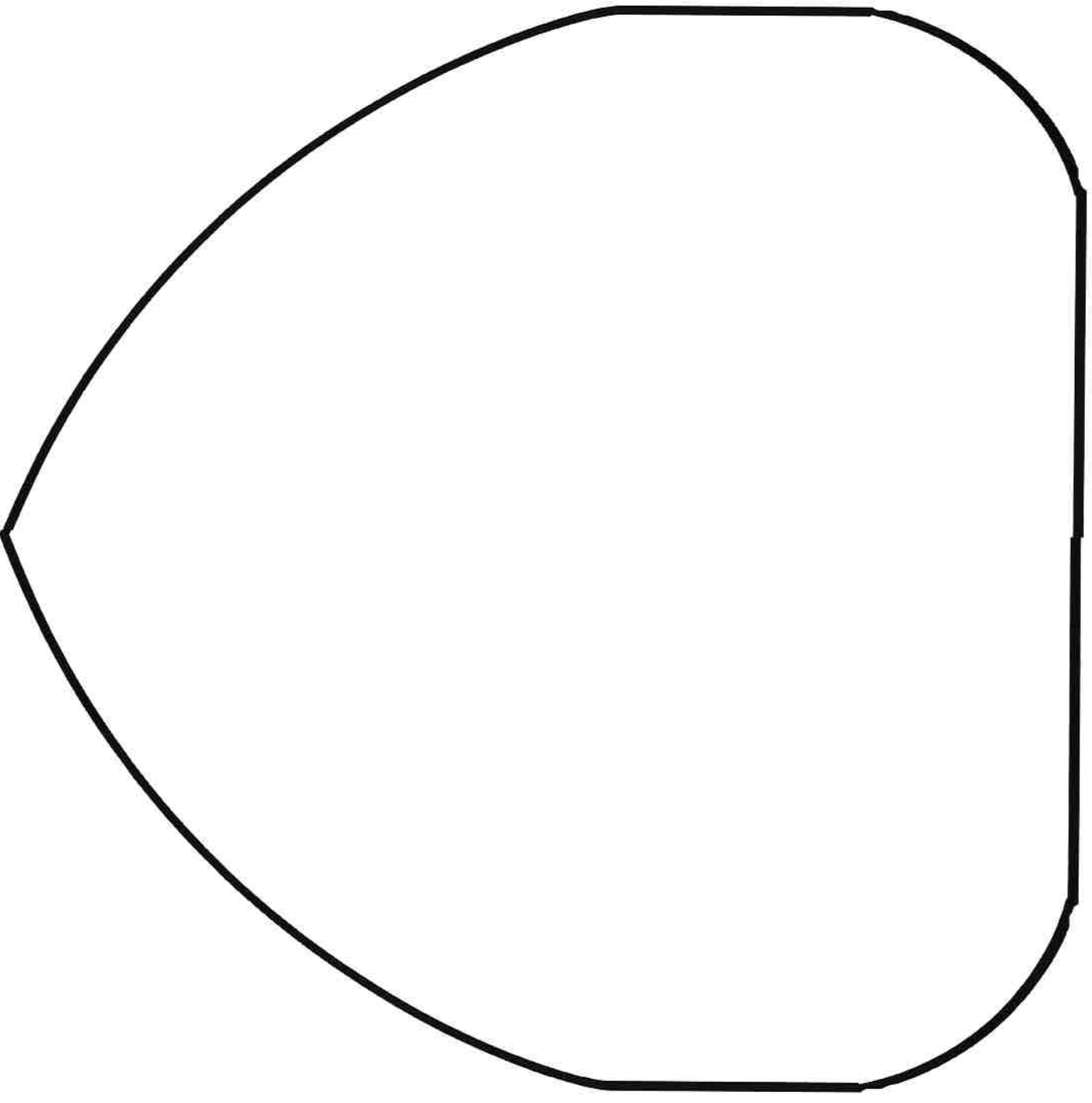


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