

Lesson Plan Guide

Matsuri (Japanese Festival) in Kentucky

Date:

Theme: Matsuri in Kentucky

Level: K-12

Core Content

Core Content for Assessment:

SS-E-2.1.1 Language, music, art, dress, food, stories, and folktales help define culture and may be shared among various groups.

SS-E-2.1.1 Develops an understanding and appreciation for different cultural characteristics (for example food, folktales, art, literature, dress, customs).

Program of Studies:

Culture and Society

POS-SS-P-CS-1 Students will recognize language, music, art, dress, food, literature, and folktales as elements of culture

Academic Expectations:

A.E.2.16 Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationship among individuals and among groups.

A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.

Essential Questions:

How do you explain about other culture to your friends?

What do Japanese people do for festival?

How does your own culture compare to the culture of Japan?

Materials:

Pens/Pencils

PowerPoint Presentation #1(general information on Matsuri) and #2(material information) (on CD or available at www.uky.edu/Centers/Asia/k12/matsuri.php)

Class Copies for Worksheets

Teacher Copy of Information Sheet #1 and #2

Japanese or US Newspaper

(Japanese newspapers can be found at local Asian markets. US newspapers can also be used.)

Origami paper for Origami

Box for Paper Doll Sumo

Chopsticks/ Cups/ Beans or Cereal for Chopstick game

Calligraphy set (not necessarily)

(Calligraphy ink/ brush/ weight/ calligraphy paper / fan etc)

***Supplemental information and worksheets can be found at www.uky.edu/Centers/Asia/k12/matsuri.php

Procedure:

***Use **Information Sheet #1 and Power Point #1 (general information on Matsuri) to follow along with the slides. Information Sheet #1 will give you the information you need to present the slides.**

1. **Open the PPT Presentation and have a copy of the information sheet ready.**
2. **Explain Japanese Greetings (Slide #2)**
(Use the Information Sheet #1 to explain Slide #2)
3. **General information on Japan**

Use slides 3-10 and the Information Sheet to briefly explain an overview of Japan including the following topics:

- location/ seasons/ time difference/ population (Slide #3)
- geography of Japan (Slide #4)
- Japanese food (Slide #5- #8)
- Japanese flag and money(Slide #9)
- Japanese language (Slide #10)

4. Matsuri(Festival in Japanese) in Japan(beginning on slide #11-14)

Introduction of Japanese matsuri

(Use the Information Sheet #1 to explain Slide #2)

5. (20')Origami : Make Samurai Helmet, Small Basket and crane.

Origami is one of Japan's traditional paper-craft arts. You can make many shapes simply by folding a small square of paper. Children are taught how to make origami by their parents or grandparents. They also sometimes learn in school as early as kindergarten or preschool.

Using worksheet #1-1, have students make an origami samurai helmet using newspaper.

Using worksheet #1-2, 3 have students make a small basket or crane from square paper.

6. (10')Paper doll Sumo

Paper doll Sumo is a simple game which has been much beloved by children for hundreds of years. Using worksheet #2

- a. Copy the sumo wrestler's picture from this page. Paste the copy onto thick paper and trim the edges. Fold the picture along the dotted line.
- b. Draw a circle (for the same size wrestler use a 9' diameter circle) on a good size box for use as the sumo wrestling ring.
- c. Put your and your friend's wrestlers in the center of the circle and fold their arms over each other's. Then, tap the edge of the box lightly with your fingers. Rallying cry is "Hakkeyo-i" "Nokotta". This is like "Set""Go".The person whose sumo wrestler makes the other fall down or get pushed out of the ring wins.

7. (10')Chopstick Game

- a. Prepare bowls of items to pick up with the chopsticks. Kidney beans, popcorn, cereal or even small sponges or Legos will work. Place the items in a bowl with another empty bowl close by. Prepare several stations or tables where students can work in small groups.
- b. Set a stopwatch and recording sheet at each station or have students use the minute hand on the class clock.
- c. Explain to the whole class how chopsticks work and give them background information. You might discuss the etiquette of using chopsticks. Explain to the students the role of each group member: contestant, timer, bean counter, recorder and observer. (Worksheet #3-1)
- d. Have the students work in small groups. Each student takes a turn using their chopsticks to move as many beans (or other items) from one bowl to another in one minute (or 30 seconds). Group members take turns being contestant, timer, bean counter, observer and recorder.
- e. If there is time and interest have the groups change stations to practice using chopsticks on other shapes and textures.
- f. You might like to prepare a chart for each child showing his or her times using the various materials. Older children can make their own charts. To extend into technology and mathematics work, have students create and use spreadsheets to track their times.

8. Fukuwarai

Using worksheet #4-1 and 2, cut out the facial features. While players are blindfolded, place ears, eyes, nose, mouth, eyebrows on the outline of the face of Otafuku (a chubby-cheeked woman), and enjoy comparing the results.

Japanese people play it for New Year.

***Use Power Point #2 (material information) to follow along with the slides.

9. Sing Japanese songs(Slide #2- 4)

Using Worksheet #6-1, 2, 3 have students sing the song *Sakura*, *Furusato*, and *Twinkle, Twinkle, Little Star* in Japanese

10. Dance (Bon Odori) (Slide #5)

Bon Odori is a dance for summer festivals in Japan.

“Bon” (or “O-Bon”) is a Buddhist event to hold memorial services for ancestors, from August 13 to 15 (July in the lunar calendar) in which ancestors’ souls are welcomed with sacred fire and seen off with a bonfire for escorting the spirits of the dead. During the Bon period, vegetables and fruit are offered at Bon Dana (Tana means a table. Bon dana is a table for spirits to come to eat. It’s only use during Bon festival.) and in certain regions, people enjoy the bon dance, performed around a drum set on a scaffold. In other regions, small lanterns on floats are set adrift on rivers, symbolizing ancestors souls (shoro nagashi). Many city-dwellers go back to their home towns in the countryside over the summer holidays.

Video download

Tankou bushi <http://iipro.co.jp/video-culture/tankou.wmv>

Tokyo Ondo <http://iipro.co.jp/video-culture/tokyo.wmv>

11. (5’)Counting to 10 in Japanese(Slide #6)

Using Worksheet #5, have students count to 10 in Japanese

12. Shodo(Calligraphy) (Slide #7-12)

Shodo can be traced back to copying Kanji inscribed on stone. Wang Xizhi is credited with starting Shodo. Chinese characters were introduced to Japan in the Kofun Period (the 4-5th century) and Shodo as an art was introduced to Japan in Nara period (the 8th century). The Japanese style of Shodo was developed in the Heian period (the 10-11th century), and it was considered important for cultured people.

Shodo is an art form of writing Kanji (Chinese Characters) and Kana(Japanese Characters) by using brush and black ink. Writing Kanji and Kana(Hiragana & Katakana) combinationed is one of the unique points of Japanese calligraphy. Even in this era of computers, word processors, and texting, Japanese children still learn calligraphy in elementary school, and Shodo remains popular hobby for all generation.

More activities

See information sheet #2