

East Asian Implementation Plan
By William Graham
Spring 2008

Teaching Situations

The following curriculum is designed for 7th grade social studies at D.C. Virgo Middle School. I generally designate 9-12 weeks per year on East Asian curriculum.

Curriculum Implementation Plan

I teach 7th grade every other year allowing me to implement this curriculum during the upcoming 2008-2009 school year and beyond. Due to the nature of middle school as a whole and please keep in mind D.C. Virgo Middle School is currently 70% minority, 30% have 504 plans and/or IEP's (individual education plans), and approximately 70% are socio-economically disadvantaged, thus my implementation must be structured in such a way that my students can easily comprehend and retain the material at a mastery level. My students truly enjoy hands-on projects, which lends my teaching to minimal lecture time per class period and a majority of group/hands-on activities. With that said, my focus curriculum will be Japanese Culture. The following topics will be covered as they relate to their impact on Japanese Culture:

- Geography
- Confucianism
- Holidays (New Year: Shogatsu & Oban)
- Rice

The above unit will take approximately **three weeks** to complete and will culminate with the **students making their own sushi**.

Dissemination of Knowledge

There are five teachers, including myself who teach East Asia within their curriculum. I plan on meeting with these teachers at the conclusion of this seminar to disseminate the information and make available copies of Power Point presentations, handouts, textbooks, and novels for their personal usage.

Standards, Goals, and Objectives

The following North Carolina Standard Course of Study Curriculum Guidelines will be covered during the Japanese Culture unit.

- *COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.*
- *COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resource*
- *COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.*

- *COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.*

Learning from the NCTAN seminar

I have learned a plethora of new and exciting information that I can now dissect and differentiate in order to implement to my 7th grade students. The handouts, textbooks, and novels will be broken down into manageable chunks of information utilized throughout my East Asian units. However, the hands-on activities, such as “making sushi” and “bamboo painting” will be greatly appreciated and enjoyed by my students.

Topic for Curriculum/Lessons

The main curriculum topic will be Japanese Culture. Sub-topics will include geography, Confucianism, holidays, and rice as they all relate and impact Japanese culture.

Lesson Plans

I have included a sample lesson plan from each topic being covered in my unit on Japanese Culture. The lesson plan template used is the standard lesson plan used by all certified teachers at D.C. Virgo Middle School. My social studies classes are 62 minutes in length Monday through Friday. Most topics will be covered over two days. The lesson plans provided are for the first day of teaching for each topic (geography, Confucianism, holidays, and rice)

Handouts, worksheets, and resources

I have included a set of handouts from my lesson on Japanese Holidays. These can be found on the attached **Power Point** slide presentation. I have also included the final unit quiz with answers.

Technology

Technology is used myself everyday on a large screen projector utilizing Power Point slides which incorporate sound and animation. During several of the lessons (see specifics) students can access the following websites on computers in the classroom (4) or the media center (8) to enrich their learning. These websites include:

<http://www.japan-guide.com/list/e1000.html>

<http://www.chinapage.org/main2.html>

<http://japanese.about.com/library/weekly/aa120900a.htm>

<http://gojapan.about.com/cs/traditionculture/a/newyearcard.htm>

<http://www.japan-guide.com/e/e2286.html>

<http://www.japan-guide.com/e/e2043.html>

<http://www.japan-guide.com/e/e2039.html>

Resources Utilized

Lecture notes from 2/2/08 Professor Yixin Chen (Geography)

Lecture notes from 2/2/08 Professor Yoko Kano (Rice & Confucianism)

Handouts from 2/2/08 Professor Yoko Kano (Holidays & Rice)

Handouts from 2/23/08 Professor Paige Tan (Confucianism)

Not included in this unit, but the following topics and activities will be added to the curriculum after NCTAN workshop.

Chinese Topics

- How geography shaped Chinese culture (dynasties, military strategies, major cities)
- Chinese New Year (meanings of animals, Nian, foods, festivals)
- Buddhism (4 Noble Truths)
- Daoism (poems and their meanings)
- Chinese influence on other East Asian countries (culture/religion, foods, festivals)

Chinese Activities

- Mapping exercises (create two-dimensional map for China's geography)
- Draw your Chinese birth year animal, list characteristics (use Internet sources) and present to class
- Buddhism Lesson: Have students choose something they have in life which is a pleasantry and ask them to give it up for 4 days (giving up soft drinks, gum, television, listening to music). Have students report on the 5th day their experiences.
- Students will write their own Daoist poem and present to the class.

D.C. Virgo Middle School
Daily Lesson Plan

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Geography Grade Level: 7	
Curriculum Area: Social Studies	W x I x C x R x
NCSCOS Objectives: COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia. COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resource.	
Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)	
Materials Needed: Notebooks/pencils	
<p>Instruction:</p> <ul style="list-style-type: none"> Activating KWL/Quote Organizing Cornell Notes Comprehending Cornell Notes/Double Bubble Summarizing KWL <p>Students will begin by writing down a kwl graphic organizer and listing everything they know about Japan. Students will share with a partner what they know about Japan. Students will share with the class what they know about Japan. Students will write down what they want to know about Japan. Students will share with the class what they want to know about Japan. Teacher will introduce the topic Japanese Culture: Geography by asking students if they would prefer to live on an island or on a mountain? Teacher will show pictures of Mt. Fuji and the geography of 1,000 islands of Japan. (they can do both!)</p> <p>Students will take Cornell Notes from lecture covering Japanese Geography (1,000 islands, 72% mountainous, population concentrated in cities, land of rising sun, sun goddess, volcanoes/earthquakes, and farming/fishing)-lecture will be broken down into two short sessions over two days.</p> <p>Students will create a double bubble graphic organizer and compare/contrast Japan's geography to North Carolina's geography. (students will begin this activity and complete after the second session's lecture)</p> <p>Students will complete the "L" part of their kwl graphic organizer. (students will complete after the end of the second class period)</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
<p>Assessment: <i>(How will I assess students for mastery?)</i> KWL/Questions/Answers/Cornell Notes/</p>	
<p>Modifications/Differentiation: Students may work in groups on kwl/double bubble activities</p>	
<p>Enrichment Activities: <i>(What activities will my students do if they finish their assigned activities early? How will I extend students' understanding of the concepts through another activity?)</i> Students may gather additional information from the following website: http://www.japan-guide.com/list/e1000.html</p>	
<p>Learning Style(s): <i>(What learning styles does this lesson address?)</i> Visual x Auditory x Kinesthetic</p>	

**D.C. Virgo Middle School
Daily Lesson Plan**

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Confucianism	Grade Level: 7
Curriculum Area: Social Studies	W x I x C x R x
<p>NCSCOS Objectives: COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia. COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.</p>	
<p>Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)</p>	
<p>Materials Needed: Notebooks/pencils</p>	
<p>Instruction:</p> <ul style="list-style-type: none"> Activating Circle Map Organizing Cornell Notes Comprehending Cornell Notes/Philosophical Thinking Summarizing <p>Students will begin by creating a circle map graphic organizer and listing everything they know about respect. Students will share with a partner what they know about respect. Students will share with the class what they know about respect. Teacher will introduce the unit topic: Japanese Culture by reading (visually on projection screen) a quote by Confucius: "It is man that can make the Way great, not the Way that can make man great." Students will write the quote/response in their notebooks; then respond orally. Students will take Cornell Notes on Confucius/Confucianism (harmony, filial piety, order of relationships, doctrine of the mean, and reciprocity)- lecture will be broken down into two short sessions over two days Students will analyze Confucianism and choose three Confucian values and write their own appropriate "quote." Students will continue this process on the second day of Confucian study and present 'one' in front of the class.</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
<p>Assessment: <i>(How will I assess students for mastery?)</i> Circle Map/Cornell Notes/Confucian values (3)/Presentation to class</p>	
<p>Modifications/Differentiation: Students may write fewer values</p>	
<p>Enrichment Activities: <i>(What activities will my students do if they finish their assigned activities early? How will I extend students' understanding of the concepts through another activity?)</i> http://www.chinapage.org/main2.html : readings in one of the values chosen</p>	
<p>Learning Style(s): <i>(What learning styles does this lesson address?)</i> Visual x Auditory x Kinesthetic</p>	

**D.C. Virgo Middle School
Daily Lesson Plan**

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Holidays	Grade Level: 7
Curriculum Area: Social Studies	W x I x C x R x
<p>➤ NCSCOS Objectives: COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.</p>	
<p>Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)</p>	
<p>Materials Needed: Notebooks/pencils</p>	
<p>Instruction:</p> <p style="padding-left: 40px;">Activating Picture This! Organizing Cornell Notes Comprehending Cornell Notes/New Year's Cards (Nengajo) Summarizing Circle Map</p> <p>Students will view (projection screen) a variety of pictures showing New Year's celebrations around the world (U.S., Australia, China, and Japan). Students will describe (writing in notebooks) what the pictures have in common. Students will share with class their descriptions. Teacher will introduce Japanese New Year with traditional expressions, such as:</p> <p>Kyouga Shinnen 恭賀新年 and Geishun 迎春</p> <p>Students will take Cornell Notes on the "preparation for New Years," "New Year's Eve," and "New Year's Day." (including: decorations, Osechi-ryori, New Year's cards/gifts, Toshikoshi Soba, temple traditions, Kimonos, money, and religious services) Students will begin to create their own New Year's cards (Nengajo) to be sent to family and friends. Students will utilize the following web resources: http://japanese.about.com/library/weekly/aa120900a.htm http://gojapan.about.com/cs/traditionculture/a/newyearcard.htm ***The Cornell Notes lecture will be split into two days/students will complete their Nengajo on the second day and present them to the class. ***Students will learn about "Oban" the third day. Students will create a circle map graphic organizer with the main topic: Japanese Holidays Students will add to their circle map at the end of the fourth day (after Oban material is covered)</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
<p>Assessment: (How will I assess students for mastery?) Picture This!/Cornell Notes/New Year's Cards</p>	
<p>Modifications/Differentiation: Students may make fewer cards with fewer greeting remarks</p>	
<p>Enrichment Activities: (What activities will my students do if they finish their assigned activities early? How will I extend students' understanding of the concepts through another activity?) http://www.japan-guide.com/e/e2286.html: research on the Oban holiday</p>	
<p>Learning Style(s): (What learning styles does this lesson address?) Visual x Auditory x Kinesthetic x</p>	

**D.C. Virgo Middle School
Daily Lesson Plan**

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Rice	Grade Level: 7
Curriculum Area: Social Studies	W I C R
<p>NCSCOS Objectives: <i>COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.</i> <i>COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resource</i></p>	
<p>Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)</p>	
<p>Materials Needed: Notebooks/pencils</p>	
<p>Instruction:</p> <ul style="list-style-type: none"> Activating Circle Map/Gallery Walk Organizing Cornell Notes Comprehending Cornell Notes Summarizing Circle Map <p>Students will begin by creating a circle map graphic organizer with “rice” as the main topic. Students will write down everything they know about “rice.” Students will share with a partner what they know about rice. Students will share with the class what they know about rice. Students will stand up and walk around with their notebooks and view 4 different pictures of rice (gallery walk) writing down a description of what they see. ***Pictures include: rice dumplings, sushi, rice noodles, and rice vinegar. Students will share with the class the descriptions of what they have seen. Teacher will explain the many uses of rice in the Japanese culture. Students will take Cornell Notes on Japanese Rice’s impact on culture including: rice cultivation, greetings/meanings/symbolism, and rice as money. Students will add new information to their circle map. Students will pair off and share their circle maps together. Students will share something new with the class. Teacher will introduce sushi to students preparing them for tomorrow’s lesson (where they will make their own).</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
<p>Assessment: <i>(How will I assess students for mastery?)</i> Circle Map/Cornell Notes</p>	
<p>Modifications/Differentiation: Students may work in pairs to complete circle maps</p>	
<p>Enrichment Activities: <i>(What activities will my students do if they finish their assigned activities early? How will I extend students’ understanding of the concepts through another activity?)</i> http://www.japan-guide.com/e/e2043.html: continued study of Japanese rice</p>	
<p>Learning Style(s): <i>(What learning styles does this lesson address?)</i> Visual x Auditory x Kinesthetic</p>	

**D.C. Virgo Middle School
Daily Lesson Plan**

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Making Sushi	Grade Level: 8
Curriculum Area: Social Studies	W I C R
NCSCOS Objectives: <i>COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.</i>	
Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)	
Materials Needed: Notebooks/pencils	
<p>Instruction:</p> <p style="padding-left: 40px;">Activating Picture This! Organizing Making Sushi Comprehending Making Sushi Summarizing Experience?</p> <p>Students will view 4 pictures of different types of sushi on the projection screen. Students will describe (write in notebooks) what they see. Students will share with the class their descriptions. Teacher will show students each of the products necessary to make sushi (sticky rice, nori, rice vinegar, California Roll ingredients, and the sushi roller). Teacher will show the following website on the projection screen enhancing student's knowledge of proper chopstick use. http://www.japan-guide.com/e/e2039.html Teacher will demonstrate how to roll a full sushi roll. Teacher will demonstrate how to roll an individual sushi roll. Students will come to the "buffet" section and gather their ingredients and return to their desks. Students will roll an individual sushi roll. Teacher will monitor sushi rolling techniques. Students will eat and hopefully enjoy their sushi. Student will share with the class their experience with the sushi.</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
Assessment: <i>(How will I assess students for mastery?)</i> Picture This/Sushi	
Modifications/Differentiation: Students may work in pairs	
Enrichment Activities: <i>(What activities will my students do if they finish their assigned activities early? How will I extend students' understanding of the concepts through another activity?)</i> Students may help others make their sushi	
<p>Learning Style(s): <i>(What learning styles does this lesson address?)</i></p> <p style="text-align: center;">Visual x Auditory x Kinesthetic x</p>	

**D.C. Virgo Middle School
Daily Lesson Plan**

Teacher: Graham	Day/Date: TBA
Lesson Title/Topic: Japanese Culture: Unit Quiz	Grade Level: 7
Curriculum Area: Social Studies	W I C R
<p>NCSCOS Objectives: <i>COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia. COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resource. COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia. COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.</i></p>	
<p>Technology Objectives: 3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)</p>	
<p>Materials Needed: Notebooks/pencils</p>	
<p>Instruction:</p> <ul style="list-style-type: none"> Activating Ask Away! Organizing Comprehending Unit Quiz Summarizing Review Quiz <p>Students will write down one question they have regarding the unit quiz on Japanese Culture. Students will pair off and ask each other their question trying to find an answer. Students will ask teacher any questions still left unanswered. (teacher will answer them) Students will take the unit quiz. Teacher will grade unit quiz when a student is finished. Teacher will return all quizzes to students for a review providing immediate feedback to the student.</p> <p>All notes are provided on an interactive Power Point slide show featuring audio and visual effects to engage the learner, allowing for both individual and group participation.</p>	
<p>Assessment: (How will I assess students for mastery?) Unit Quiz</p>	
<p>Modifications/Differentiation: Students may use their notes</p>	
<p>Enrichment Activities: (What activities will my students do if they finish their assigned activities early? How will I extend students' understanding of the concepts through another activity?) Silent Reading</p>	
<p>Learning Style(s): (What learning styles does this lesson address?) Visual x Auditory x Kinesthetic</p>	

Japanese Culture Unit Quiz

Student Name _____ Period _____

Please read each question carefully and answer each question correctly. (10 points each)

1. Name the four main islands of Japan.

Hokkaidō Honshū Shikoku Kyūshū

2. Describe the four main islands of Japan.

72% of the land is mountainous. 14% of the land is used for agriculture. Most Japanese live in the cities.

3. Analyze the sun goddess Amaterasu as it relates to Japanese culture.”

The sun goddess Amaterasu represents the most important Japanese god. She is thought to be responsible for the cultivation of rice, a staple diet in Japan.

4. Define “filial piety.”

Filial piety is the respect for one’s elders and ancestors and a defining value in Confucianism.

5. Define Confucius’s value of “reciprocity” and give an example as it relates to your life.

Reciprocity means: “do not do to others what you would not want others to do to you.” Example answers will vary.

6. List 3 things one should do to get ready for New Years.

-clean your entire house

-cook Osechi-ryori for the family

-send out New Year’s cards (*nengajō*)

7. Analyze the significance of going to temple during New Years.

It is tradition to go to temple on New Year's Day. One can find long lines waiting to enter temples throughout Japan. If you go at the stroke of midnight, one can hear the banging of the temple bells 108 times. The ringing of the bell 108 times to rid people of the 108 mortal desires or sins.

8. Describe "terraces" as it relates to rice farming.

Rice terraces are horizontal cuts made in the farming hills of Japan that look like a giant staircase. Rice terraces are used to plant and harvest rice. The sides of large hills are used because only approximately 14% of Japan's land is able to be used for agriculture.

9. Compare and contrast Japan's automobile companies Honda and Toyota and their ties with rice.

Both automobile company's names have to do with rice. In contrast, Honda means "main rice field," while Toyota means "bountiful rice field."

10. In chronological order, describe how sushi is made.

First, one boils the sticky rice. Second, one adds rice vinegar to taste. Third, one places the Nori in front of them like a diamond. Fourth, one places sticky rice on the Nori in the center leaving the sides free. Fifth, one places California Roll ingredients on sticky rice. Sixth, one folds the two sides over each other. Seventh, one places sushi in mouth. Eighth, one enjoys the flavors!

Followings are included in the IP?	Yes	No	N/A
Teaching situations	X		
Plan in the next few years & Timelines	X		
Dissemination of your knowledge	X		
Standards, goals, and objectives	X		
Learning from the NCTAN seminar (Be specific)	X		
Topic which you chose for the curriculum/lessons	X		
Sample lessons need to include the followings:	X		
Whole unit or a part of it?	X		
Objectives,	X		
Procedures and activities	X		
Assessments	X		
Handouts and materials to use	X		
Technology	X		
Contents representing Asian voices and thoughts are provided in the lesson?	X		
Information, materials, etc., which provided during the NCTAN seminar are utilized?	X		
The followings are optional:			
Community Activities		X	
Interdisciplinary elements		X	

Name of your school: D.C. Virgo Middle School

William Graham

William Graham

March 27, 2008

Name (Print)

Signature

Date

