

NCTAN IMPEMETATION PLAN

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Teaching Situation: Currently I teach 111 students ages 12-14, Seventh Grade Geography which is the study of Africa, Asia, and Africa. Due to a lack of resources provided by the adopted text I currently spend six weeks of instructional time on Asia. Hopefully with the implementation of this plan I can extend that study to nine weeks in the spring of each school year.

Plan over time: Based on the information that I have received from this seminar and the resources that I have been given along with the stipend I will be able to supplement the materials provided by the text book author to create an indebt and rich lesson plan involving a much more detailed understanding of Asia. As I have envisioned it at this point I would like to break Asia into three segments: China, Japan, and Korea. Each of these segments would last approximately 3 weeks each. Week one would be an introduction to the location and geography of each area. Week two would be a focus on history and current events from each area. Finally week three would concentrate on each areas individual culture and how it relates to other Asian countries along with the culture here in North Carolina.

Lesson Plans:

CHINA:

NCSCOS objectives met:

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Asia and to identify patterns as well as similarities and differences.

Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected, Asian regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Asia, and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Asia.

Week 1: Students will study the location of China and its relationships with its neighbors. We will also look at how that location has shaped China's role as a major global power and a communist country. This unit begins with a set of maps (general maps and outline maps), then divides the discussion of China's geography into four topical areas (Rivers, Borders, and Civilizations; Population and Agriculture; Geography and Regions; Political Divisions). The discussion refers to the maps and other visuals woven throughout the

text. Suggested "Questions for Discussion" that can be used to guide students through the material in all four topics are grouped together at the end of the unit.

Students will locate and identify natural landforms and physical features and discuss how those items have made China one of the world's oldest cultures.

Students will be able to locate and identify major cities and the capital of China and relate their relative location to their use and success.

Students will look at how the Great Wall of China worked in concert with the natural land features to protect China from foreign invaders.

NCSCOS objectives met:

4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas of Asia and evaluate their significance for the economic, political, and social development of cultures and regions.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Asia.

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

7.02 Examine the causes of key historical events in selected areas of, Asia and analyze the short- and long-range effects on political, economic, and social institutions.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Asia.

8.02 Describe the role of key groups such as Mongols and evaluate their impact on historical and contemporary societies of Asia.

Week 2: Students will begin to look at the history of China using resources supplied through the NCTAN seminar, and independent study.

Students will use the internet to begin a web quest to find detailed information on the Ancient Civilization and Dominant Cultural Center, Medieval China, China in the 18th and 19th Centuries, at the Time of European Economic Expansion, The Individual and Society.

Students will then use information collected to create brief introduction discussing recurring patterns in Chinese history, followed by two timelines: Early Chinese history and China's early dynasties.

Key points to be explored:

- The Shang Dynasty
- The Zhou Dynasty and the age of Confucius
- The Qin and the Han
- China's "golden age"

Primary reading sources will be taken from “Sources of Chinese Tradition Vol. 1” (*De Bary & Bloom*) as a supplemental resource for students to gain a more indebt view of history.

Students will then look at the modern history of China through a main reading: "China in the 19th and Early 20th Centuries" providing an overview of the many significant changes in Chinese society, polity, and economy.

Students will create an annotated timeline of modern Chinese history from the Qing Dynasty (1644-1911) to China's civil war (1946-49).

NCSCOS objectives met:

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Asia.

11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.

11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.

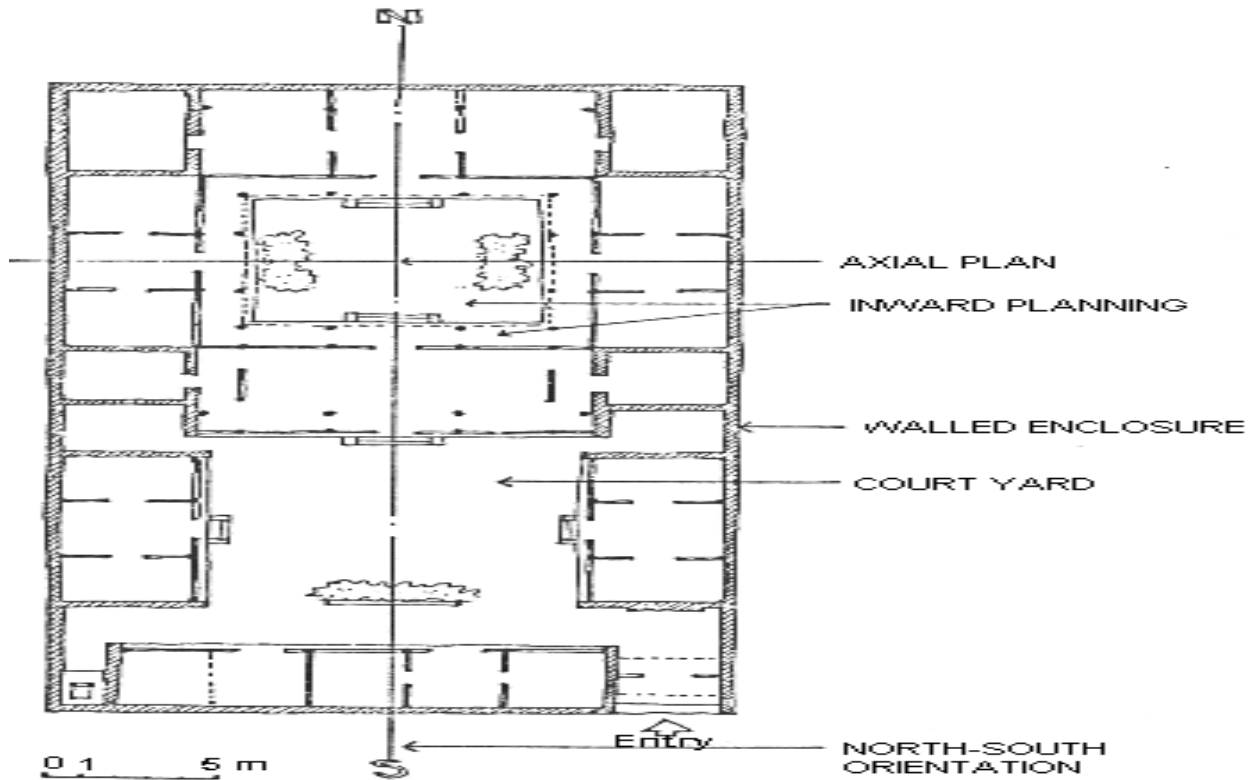
Week 3: During this time period students will gain a clear understanding of Chinese culture and how it relates to their geography, history and the culture of North Carolina.

Students will be given an introduction to the most important festive holiday of the Chinese year; includes a link to the Chinese Zodiac Cycle showing the twelve animal signs of the Chinese cycle. Students will create their own Chinese Zodiac Calendar. This lesson will also will include a detailed explanation of the Kitchen god as provided through the NCTAN seminar.

Supplemental reading: Latsch, Marie-Luise. “Chinese Traditional Festivals”. New World Press, Beijing, 1984

Students will be introduced to the traditional Chinese home as it relates to the New Year celebration and the decoration and the history of the kitchen god.

Detailed discussion of the Chinese Home to follow:
Student will be provided with these following handouts.



The Chinese Home: The Traditional Plan of Chinese Homes

- In general traditional Chinese homes have these components:
- A walled enclosure
The wall secures privacy and serves as a defense in times of emergency. It also defines a physical space inside which people belong to one another, a place for the unity of family.
- The courtyard
The courtyard allows sunlight into the inner spaces of the house and provides an outdoor activity space for the celebration of festivals. Sometimes it is a garden.
- The axial plan
Axial planning provides an organized method for giving Chinese houses a sense of order and balance.
- The north-south orientation
The solar-orientation provides a sunny, southern exposure to the major living spaces.
- Inward planning concept
The houses are planned around a courtyard with the maximum linkage between the indoor and outdoor space. This represents the unity of man and nature, while focusing on the importance of the family.

Discussion Questions

Draw a diagram of your home. How is it similar to or different from the traditional Chinese home?

What is the equivalent of the courtyard in American homes?

Chinese Names

Chinese names give a good picture of how the Chinese view the world and the importance of the family.

In the first two lists of names, read the English translation from top to bottom. The words in the first list make up a saying of Confucius regarding the Chinese view of life. The words in the second list make up a poem reflecting that view of the world.

The third list consists of two examples of how Chinese names are given, with each generation having a name in common. The fourth list demonstrates how the characters from the first list (the Confucius saying) can be used through a number of generations.

LIST 1

A quotation from Confucius' Sayings:

- Generation 1 修 xio -- cultivate
- Generation 2 身 shen -- personal life
- Generation 3 齊 qi -- regulate
- Generation 4 家 jia -- family life
- Generation 5 治 zhi -- administer
- Generation 6 國 guo -- country affairs
- Generation 7 平 ping -- make peace of
- Generation 8 天 tian >
> the whole world
- Generation 9 下 xia >

LIST 2

A Couplet

- Generation 1 孝 xiao -- filial piety
- Generation 2 仁 ren -- love and kindness
- Generation 3 起 qi -- build
- Generation 4 家 jia -- family life
- Generation 5 忠 zhong -- faith and loyalty
- Generation 6 義 yi -- justice and righteousness
- Generation 7 建 jian -- found, build
- Generation 8 國 guo -- country

LIST 3

Example 1: Generation 4 in Ding (丁) household:

- 丁 家 元 (Ding Jia yuan) - Ding family's first born
- 丁 家 玉 (Ding Jia yu) - Ding family's jade
- 丁 家 美 (Ding Jia mei) - Ding family's beauty

丁家才 (Ding Jia cai) - Ding family's talent

These four may be brothers, sisters or cousins all in the same generation in the Ding family. They all share the same middle character.

Example 2: Generation 6 in Wang (王) household:

王尚義 (Wang Shang yi) - Wong promotes justice

王明義 (Wang Ming yi) - Wong loves justice

王愛義 (Wang Ai yi) - Wong loves justice

王心義 (Wang Xin yi) - Wong believes justice

These four names represent four members in Wong household who belong to the same generation. They share the same third character.

LIST 4

Furthermore, a multigenerational example is as follows:

In Ding (丁) household:

Generation 1:

丁修全 (Ding Xio quan) - Ding cultivates perfection

丁修仁 (Ding Xio ren) - Ding cultivates love

丁修德 (Ding Xio de) - Ding cultivates morality

Generation 2:

丁身健 (Ding Shen jian) - Ding's personal health

丁身智 (Ding Shen zhi) - Ding's personal wisdom

丁身善 (Ding Shen shan) - Ding's personal goodness

Generation 3:

丁齊心 (Ding Qi xin) - Ding to be one (regulates) heart

丁齊力 (Ding Qi li) - Ding to be one force

丁齊備 (Ding Qi bei) - Ding to be all ready

Generation 4:

丁家元 (Ding Jia yuan) - Ding family's first born

丁家玉 (Ding Jia yu) - Ding family's jade

丁家美 (Ding Jia mei) - Ding family's beauty

丁家才 (Ding Jia cai) - Ding family's talent

Students will now be introduced to Chinese calligraphy based in information provided in the NCTAN seminar and the following handouts:

Some Styles of Chinese Calligraphy

1. Oracle Inscriptions

The earliest known examples of Chinese writing are inscriptions on animal bones and tortoise shells dating from the 13th century B.C. during the Shang dynasty. These inscriptions were the records of divinations made by heating the bones or shells over a fire until cracks appeared on them. Predictions were read from the pattern of the cracks and recorded directly on the bone or shell. The figure below shows an oracle carved on the plastron of a tortoise. Note that the characters are composed of fairly straight lines with sharp endings. (Do you think these features might have something to do with the kind of materials used?)



2. The Great Seal Style

This term covers a broad range of styles which came into use during the Chou dynasty (1122- 221 B.C.). Compared to the Oracle Style, these characters are more rounded at the corners and show a mixture of thick and thin strokes. Many of the surviving examples of this style, such as the one below, come from inscriptions that were cast on bronze vessels. At the bottom of the first column is the pictograph (picture-word) for "house." The first word in the second column is also a pictograph. It shows "carriage" from a bird's eye view - a compartment with two wheels on either side, joined by an axle. **The Great Seal Style**

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3. **The Small Seal Style**

In 221 B.C. the first unifier and emperor of China ordered that the writing system be standardized and established the writing style of his native state, Ch'in, as the model script of the empire. The round contours of this script, later known as the Small Seal Style, make it similar to the Great Seal Style. However, the lines are all of an even thickness and the characters are very elongated so that they might be imagined to fit neatly into a vertical rectangle.



4. **Clerical Style**

During the Han dynasty (207 B.C. - 220 A.D), the Small Seal Style was surpassed in popularity by another script which could be written more quickly and easily with a brush. This style became known as the Clerical Style because more of the samples of this script were found on official documents such as government records of taxes, census records, deeds, etc. Notice the upward tilt at the end of the horizontal strokes which gives each character a fluid quality. This style is the forerunner of the Regular Style which we will look at next.



5. **Regular Style**

The Regular Style preserves the Clerical script's precision and modulation of line width but is less formal and heavy in appearance. Note that the horizontal lines generally slope upwards but do not have the final tilt at the end of the stroke which the Clerical Style has. Note also that the vertical lines are kept strictly vertical and do not lean away from the center of the character as in the Clerical Style. As students of calligraphy have traditionally mastered this style before attempting the others, we will also use it as our model in learning to write Chinese.



6. **Running Style**

As the name suggests, this style allows for more freedom and fluidity in movement. The strokes and dots that are written separately in the Regular Style are joined together in a single sweep of the brush, thus producing a feeling of speed and fluency.



Students will be introduced to the art of Chinese brush writing using the methods in the resource above and material listed below and purchased with funds from the stipend provided with the NCTAN seminar.

Calligraphy in the Classroom

A. Basic Materials

- **Brushes.** Chinese brushes usually have bamboo handles but are sometimes made of other materials such as hard wood, ivory and porcelain. The brushes used for calligraphy should have stiff tips. Most commonly, these are made from the hair of wolves. A large-size brush is easier for the beginner to handle. If Chinese brushes are not available, use Western-made paintbrushes (Number 12) which can be purchased at any art supplies store.
- **Paper.** Coarse-textured, absorbent paper is needed for practicing calligraphy. Blank newsprint is suitable for the beginner and we recommend it over the traditional "rice-paper" because it is much less expensive.
- **Ink.** Ink can be purchased in two forms: liquid or stick. Grinding ink from an ink stick is laborious and time-consuming. We suggest that you purchase the liquid ink (most commonly imported from Japan and bottled in a plastic container) from an arts supplies store. This ink has a rather dense consistency and is easier to use if diluted with water. Give each student (or pair of students) a paper cup with the ink-water mixture of one part ink to four or five parts water.
- **Backing Paper.** Three or four sheets of newspaper should be placed under the newsprint practice sheet to prevent ink from seeping onto the desk. Impress upon your students that this ink is highly indelible once it has dried and that they should avoid getting it onto their clothing.
- **Sink with cold running water.** After the calligraphy practice, clean the brushes by holding them, tips pointed downwards, under a cold tap. Do not rinse them under hot water as this would dissolve the glue that holds the brush hairs together.
- **Stack of paper towels.** For clean up.

Just as in learning to play a musical instrument or a sport, there is a technique to be mastered in learning Chinese calligraphy. The following exercises will familiarize the student with handling a brush and enable him/her to use it effectively.

1. Dip the bottom half of the brush in ink and, holding it loosely, make different kinds of shapes with it: zigzags, curves, dashes, and dots. Try the same shapes with the brush held tightly. Do you see any difference in how the lines turn out?

Is there a difference in the lines just after the brush is dipped in ink and later when it has run drier? What if you vary the speed of your writing?

You may have noticed that your arm became tense when you held the brush tightly. You will find that you have the best control of your lines when you hold the brush rather firmly but keep your arm relaxed.

When freshly dipped in ink, the brush will go more smoothly over the paper and produce clearer shapes than when it's drier. If you load the brush with too much ink, however, your lines will begin to spread out in blotches on the absorbent paper.

Most of you probably made the lines at about the same speed as you would sign your name. Try to write more slowly as this will give you better control over the direction of the brush.

2. Write your initials (in script, not printed form) by pressing down at the start of each initial and gradually lifting the brush as you come to the end of the letter. Be sure to make each initial in one, slow, continuous movement. Now, reverse the technique. Begin each letter with the point of the brush lightly touching the paper and gradually press down on it as you continue the letter.

Compare the two sets of initials. In Chinese calligraphy it is essential to be able to vary the width of the strokes simply by applying a little pressure to the brush. If a line is too wide at one point or too narrow at another it cannot be "touched up" because the corrected area will show darker than the original stroke once the ink has dried. This is also a reason that each stroke must be done in one continuous movement.

3. Write a single horizontal line across the paper, alternately pressing and raising the brush. Now try it holding your hand about 4 inches above the paper (you will have to hold the brush farther away from its tip this time).

You probably felt awkward in writing without any support for your hand and in having to hold the brush farther away from its tip than you normally hold a Western writing utensil. This method, however, gives you better leverage on the brush and because it makes you write with your arm and not just your wrist and fingers, your brushstrokes will be more lively and forceful.

4. The final step in learning the technique of calligraphy is knowing how to grasp the brush. Grasp it firmly between the thumb and first two fingers. Keep the ring and the fourth fingers lightly behind the brush as a kind of balance.

*Also to be purchased: “**Demystifying the Chinese Language**”*

This comprehensive packet of classroom exercises introduces students to the general problem of developing a written communication system and to the specific system and evolution of Chinese characters and dialects. Also includes stories in which students read Chinese characters; an explanation of terms; a note on character simplification and pinyin Romanization; and a supplement for teachers that explains the evolution of characters, the several types of characters, and the four pronunciation tones. \$34.95

Finally students will look at Chinese culture and its influences on their food. The main focus of this unit will be the importance of rice as a staple of the Chinese diet.

Introduction will be provided through the following handout:

Wet Rice Agriculture



Class Reading

In wet rice agriculture, seeds are sown in small seedbeds; the seedlings are then transplanted one by one to prepared paddy fields. While the plants are maturing, they must be kept irrigated, but as the rice ripens the fields are drained. The rice is then harvested and threshed by hand. Wet rice agriculture is labor-intensive, meaning that many people are required to do the job (as in the cultivation of silk worms and tea). Labor is particularly important when the fields are prepared, seedlings transplanted, and again when the rice is harvested. At these times, increasing the number of people working can significantly increase the amount each field can produce. In some areas a farmer can increase productivity by double or triple cropping (2 or 3 crops of rice) each year, a technique that requires even greater concentrations of labor because the harvesting of one crop and the transplanting of the next crop occur virtually simultaneously. At other times during the winter or while the rice is maturing, the demand for labor is greatly diminished. Traditionally, Chinese farmers, with their families as their labor force, put everyone to work in the field when labor was needed. During slack periods women and younger children could do other work for the family, including handicraft production.

Traditional agricultural methods and population growth are thus closely related. As the amount produced increased, population increased. As population increased, the added labor led to increased production. The more workers available to help in the field the more rice one field could produce, so it was to a family's advantage to have many sons (since daughters married out of the family, they generally were not considered assets). High infant mortality and the reliance of aged parents on their children for support reinforced the ideal of the large family. At the same time, the larger the family, the more rice the farm had to produce in order to feed them. Consequently, the best chance a Chinese peasant had to improve his life was to have a large family, intensify the family effort to cultivate rice, then use whatever extra income they were able to produce to buy more land until he owned just as much land as the whole family, working together, could farm at maximum productivity. In some cases, even more land might be purchased for rental to tenants.

Vocabulary

- threshed
- infant mortality
- transplant
- labor-intensive

We will plan a meal through a local Chinese restaurant and order "take-out" dishes to be brought to school. (If each student contributes \$1.00 it should be possible to order a selection of dishes for everyone to taste.)

- We will ask the restaurant if it will supply chopsticks and have someone give a demonstration of their use.

- We will ask the proprietor of the restaurant to explain to a student committee how Chinese patrons would select dishes to balance each other and how soup would be taken either in the middle of the meal, at a banquet, or at the end.
- Students will note which dishes are eaten with rice, the staple of southern China, and which involve wheat (noodles, dumplings, pancakes), the staple of northern China.
- We will try to include as many distinctive ingredients as possible, such as: beancurd, bean sprouts, water chestnuts, Chinese mushrooms, ginger and other spices. Also, select if possible a hot and spicy dish, a soup, a vegetable, and a noodle dish.
- Students will note that each person at the table receives only an individual bowl of rice, and that all other dishes are placed at the center of the table for each person to take a serving. Individual meals are not ordered as in the American custom.
- Students will discuss what type(s) of food the restaurant specializes in and locate on a map the province in which the particular cooking style predominates.
- Students will note that many of the dishes most popular in the United States (spareribs, egg role, sweet and sour pork, chow mein, chop suey) are not popular throughout China and may not even be on the menu in a Chinese restaurant. Since many of the Chinese who emigrated to the United States were from the south of China, Cantonese dishes from the southern province of Guangdong (Kwangtung) are often the best known here. Other dishes (chop suey) were invented in the U.S. and are unknown in China!

Additional Suggestion:

A small group of students might be delegated to do a project on Chinese food and cooking and report to the class, demonstrating cooking methods, utensils, ingredients and basic principles of the Chinese diet.

This will conclude our study of China.

Japan

NCSCOS objectives met:

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Asia and to identify patterns as well as similarities and differences.

Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected, Asian regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Asia, and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Asia.

Week 1: Students will be introduced to overview of Japan's physical environment (covering topography, climate, and relative size) with an introductory reading and nine maps with accompanying exercises for students.

Students will discuss the effect of Japan's mountainous topography on the relationship between local and central government control.

Students will create a clay model of the islands of Japan showing and detailing the topography as it relates to the above topics.

NCSCOS objectives met:

4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

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7.02 Examine the causes of key historical events in selected areas of Asia and analyze the short- and long-range effects on political, economic, and social institutions.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Asia.

8.02 Describe the role of key groups such as Mongols and evaluate their impact on historical and contemporary societies of Asia

Week 2: We will begin our look at Japanese history by looking at the legends and myths that surround its beginning. Students will read Early Myths of Japan:

A Paraphrase of the Creation Myths in the *Kojiki* and the *Nihon Shoki*. With the exception of the footnoted passages, the text is from *Kodo: The Way of the Emperor* by Mary A. Nourse, pp. 14-18. (c) 1940 by The Bobbs-Merrill Company Inc. The text is copied as it appears in *Japan: Selected Readings* by Hyman Kublin, pp. 25,34-38. Copyright (c) 1968 by Houghton Mifflin Company.

Students will be introduced to Background on Shintô, the earliest Japanese religion. Reading followed by discussion questions.

Students will complete a web quest to discover the key points for Japan's classical period (ca. 550-1185). Students will use information gained to create a timeline of Japanese history.

The student will watch video unit on Medieval Japan examines parallels between medieval Japan and medieval Europe, as well as the spread of Buddhism during this period, the Mongol invasions, and the development of the *chanoyu*: the tea ceremony.

Students will be introduced to Samurai history by reading “The Age of the Samurai”

Students will divide the modern history of Japan into four periods and choose one to write a research paper on to present to the class.

The periods are as follows:

- **1600-1868:** The period of the Tokugawa shoguns
- **1868-1890:** The early Meiji period
- **1890-1945:** Imperial Japan
- **1945-present:** Contemporary Japan

NCSCOS objectives met:

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11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.

Week 3: Students will be introduced to Japanese culture and how it relates to other Asian cultures and the culture of North Carolina.

The student will be exposed to the Japanese language through the following handouts. Students will be encouraged to notice similarities and differences between Chinese and Japanese language. Discussion will follow to identify and determine why those similarities and differences exist.

The learner will have an opportunity once they have mastered the general understanding of the language to use the brush painting techniques from above to practice writing their name or some other words.

Hiragana is used for inflected word endings, grammatical particles and other words. **Katakana** is used for foreign loan words, foreign names and for emphasis.

Hiragana

あ	か	さ	た	な	は	ま	や	ら	わ	
a	ka	sa	ta	na	ha	ma	ya	ra	wa	
い	き	し	ち	に	ひ	み		り		
i	ki	shi	chi	ni	hi	mi		ri		
う	く	す	つ	ぬ	ふ	む	ゆ	ろ		
u	ku	su	tsu	nu	fu	mu	yu	ru		
え	け	せ	て	ね	へ	め		れ		
e	ke	se	te	ne	he	me		re		
お	こ	そ	と	の	ほ	も	よ	ろ	を	ん
o	ko	so	to	no	ho	mo	yo	ro	o	n

Calligraphy by
Dr. Amy V. Heinrich.

Katakana

ア	カ	サ	タ	ナ	ハ	マ	ヤ	ラ	ワ	
a	ka	sa	ta	na	ha	ma	ya	ra	wa	
イ	キ	シ	チ	ニ	ヒ	ミ		リ		
i	ki	shi	chi	ni	hi	mi		ri		
ウ	ク	ス	ツ	ヌ	フ	ム	ユ	ル		
u	ku	su	tsu	nu	fu	mu	yu	ru		
エ	ケ	セ	テ	ネ	ヘ	メ		レ		
e	ke	se	te	ne	he	me		re		
オ	コ	ソ	ト	ノ	ホ	モ	ヨ	ロ	ヲ	ン
o	ko	so	to	no	ho	mo	yo	ro	o	n

Practice saying the following Japanese words out loud, using the pronunciation guide you have read:

<i>Konnichi wa</i>	Hello
<i>Arigato gozaimasu</i>	Thank you
<i>Dô itashimashite</i>	Don't mention it
<i>samurai</i>	traditional Japanese warrior
<i>Meiji</i>	era from 1868-1912
<i>tatami</i>	smooth straw matting used for the floors in Japanese homes
<i>Ohashi</i>	chopsticks
<i>ichi</i>	one
<i>ni</i>	two
<i>san</i>	three
<i>shi</i>	four
<i>go</i>	five
<i>roku</i>	six
<i>shichi</i>	seven
<i>hachi</i>	eight
<i>kyû</i>	nine
<i>jû</i>	ten
<i>Getsuyôbi</i>	Monday
<i>Kayôbi</i>	Tuesday
<i>Suiyôbi</i>	Wednesday
<i>Mokuyôbi</i>	Thursday
<i>Kinyôbi</i>	Friday
<i>Doyôbi</i>	Saturday
<i>Nichiyôbi</i>	Sunday

The following charts contain simple kanji -- the numbers one through ten, characters used when writing the date, and other simple characters used in people and place names. To the right of the characters are the pronunciations and the meanings in English.

Numbers 1-10

一	ichi, hito(tsu)	one
二	ni, futa(tsu)	two
三	san, mi(ttsu)	three
四	yon/shi, yo (ttsu)	four
五	go, itsu(tsu)	five
六	roku, mu(ttsu)	six
七	shichi, nana(tsu)	seven
八	hachi, yat(tsu)	eight
九	kyû/ku, kokono(tsu)	nine
十	jû, tô	ten
月	getsu/gatsu, tsuki	month/moon
日	nichi/jitsu, hi	day/sun

Characters used in people and place names

山	san, yama	mountain
本	hon, moto	book/origin
口	kô/ku, kuchi	mouth
純	jun, ---	purity
子	ko, shi/su	child
中	chû, naka	middle/inside
東	tô, higashi	east
西	sei/sai, nishi	west
京	kyô/kei,---	capital

Exercises

Using the above charts, try writing the following:

- 1) The number 20 is written (two/ten). The number 14 is written (ten/four). Try writing your age.
- 2) January is written (one/month), February (two/month) etc. The date May 16th is written (five/month--ten/six/day). Try writing these dates and then write your birthday.
- 3) The following surnames are common in Japan:
 Yamaguchi (mountain/mouth)
 Tanaka (rice field/middle)
 Honda (origin/rice field)
- 4) Junko (purity/child) is a common name for a girl, and Junichi (purity/one) is a common name for a boy. The number "one" in a boy's name indicates that he is the first born son. Try to write these names.
- 5) The capital of Japan is Tôkyô (east/capital). Try writing this.

Students will watch video entitled Contemporary Japan: Society and Culture
[Video/Text]

This video unit examines Japanese society and culture since 1945, including urban and rural life in contemporary Japan, changing norms in the Japanese family, the concept of 'outsiders' in Japanese social life, the culture of work and school life, new and old religions, and Japanese pop culture.

Students will discuss Japanese Anime and watch video “Rupan III” supplied by the NCTAN seminar.

Students will create their own Anime character and a storyline for him/her. Students will transform storyline into short animated strip.

Finally students will look at Japanese food as it compares to Chinese food and discuss their relationships. Students will be given an overview of Rice as a staple in the diet from info presented to me during workshop.

This will end our study of Japan.

Korea (north and south):

NCSCOS objectives met:

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Asia and to identify patterns as well as similarities and differences.

Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected, Asian regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Asia, and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Asia.

Week 1: By comparing the size and location of Korea to that of different countries, students will locate Korea on a map, gain an understanding of absolute and relative location, and create a “mental map” of the East Asia region.

Students will be divided into groups of five. Distribute map outlines of North Korea, South Korea, China, France, Guatemala, India, Japan, New Zealand, Nigeria, Thailand, Turkey, and Vietnam (included). Students will estimate relative sizes by comparing North and South Korea side by side with each of the other shaded countries and by laying the other countries over or under the Koreas. After students complete their lists, they will compare them and reexamine any areas on which they differed.

Students will research the area and relative location of another country of their choosing and present the information to the class on a poster that includes the same information for Korea and the original ten countries.

Students will summarize what they know of North Korea or South Korea's relative size, location, and neighbors. Have them brainstorm ways in which proximity to China and Japan might have influenced Korean history.

Students will describe seasons and climate zones of Korea, and develop three itineraries for tours of the peninsula. They will identify some important national, cultural, and historic sites of South and/or North Korea.

Students will be able to answer through their research what are the physical characteristics of the four seasons in Korea, and what cultural events and traditions are associated with them? How does climate vary from South to North Korea? What are Korea's most famous national, cultural, and historic attractions, and where are they located?

Brochures will be presented to the class and shared in the hallway on bulletin board.

NCSCOS objectives met:

4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas of Asia and evaluate their significance for the economic, political, and social development of cultures and regions.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Asia.

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

7.02 Examine the causes of key historical events in selected areas of Asia and analyze the short- and long-range effects on political, economic, and social institutions.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Asia.

8.02 Describe the role of key groups such as Mongols and evaluate their impact on historical and contemporary societies of Asia

Week 2: Students will generally identify some of the advantages and goals of governments and discuss governmental power in terms of unification or fragmentation. By using Korea as a case study, students will study the histories of Korea's Silla, Koryo, and Choson Kingdoms, and construct an annotated timeline to associate characteristics and achievements of each. Finally, students may reflect on current relations between North and South Korea.

The student will conduct an in class reading on the Silla, Koryo, and Choson periods.

Then students will work in small groups underline the main idea and key terms in each

paragraph. Students will make a chart with columns “Dates,” “Events,” and “Achievements,” and categories for the Silla, Koryo, and Choson Kingdoms.

Students will construct an annotated time line for the period of Korean history covered above. Students will discuss questions and reflect on current relations between North and South Korea.

Students will discuss Korea’s relationship with Japan from 1910–45, and examine the issue of losses suffered during wartime and occupation. They will consider a range of opinions on the issue of compensation for human and physical losses during wartime and occupation, and reach a reasoned conclusion after considering evidence and arguments. They will explain reasons for adopting a particular point of view and defend their opinions with evidence and reason.

Students will use the web and other reading resources to determine the reasons Korea was split and how that was affected by international politics.

Students will read “Lost Names” independently and discuss the issues that came up with the separation of Korea. Classroom set needed.

Students will use Korean language websites, newspapers and selected text from “Korea’s Place in the Sun” to look at Korea today and the changes that have occurred since its division. Students will consolidate and analyze information from multiple sources--specifically from articles, interviews, lists and maps--to create a deeper understanding of unfolding world events.

Students will learn about how Korea transformed itself from one of the poorest countries in the early 20th century to an economic giant in the early 21st century.

Students will be given hand out and complete: North Korea Nuclear Test: A Quick Geopolitical Assessment Exercise

NCSCOS objectives met:

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Asia.

11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.

11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.

Week 3: Students will look at the culture of Korea and how it relates to other Asian Countries and the culture of North Carolina. Students will accomplish this through the use of primary source documents and hands on activities.

Students will read an essay entitled “Contemporary Youth Culture” which is a personal essay written by a mother-daughter team on generational differences in Korea.

Students will take a comparative look at education systems of the US and South Korea. This will be a case study that examines the national curriculum and a typical student day in South Korea. Students will be asked to compare and contrast with their own education system and make inferences about the goals, strengths and challenges of each.

- I will distribute a typical high school student’s weekly schedule and the K-12 curriculum map.
- To ensure understanding, students will be asked questions such as, “What courses are taught? When does world language teaching begin? How many years of language does an average student study? What courses are taught in Korea that are not taught in the United States and vice versa? Why might this be true? Does the Korean student take any elective courses?”
- Students will be asked to write down five inferences from the documents. “What do these documents (the curriculum and the schedule) tell you about the student’s life and about education in South Korea?”
- The class will be divided into groups of four to six and have students compare their inferences within their group. As each student reads one of his/her inferences other group members will identify the evidence in the document for that inference.
- Students will work individually to make a schedule similar to that of the typical South Korean student. Have the groups make inferences based on the schedules of group members.
- Each group will make a chart with columns headed “Goals,” “Strengths,” and “Challenges,” and categories for South Korean and U.S. education systems. Students should complete these charts based on information they have read and gathered as well as their inferences.

Students will complete a web quest to explore some of the cultural differences between the United States and Korea.

Students will create a Venn diagram to identify the most important belief systems in Korean culture, and graphically display the similarities, differences, and interrelationship among Korean belief systems.

Students will explain the origins and purpose of the Korean alphabet, han'gul, and recognize the han'gul alphabet. They will explain advantages of han'gul for the promotion of literacy and identify and pronounce six to eight han'gul characters.

Using this website:

<http://www.geocities.com/Tokyo/Pagoda/1876/hangul.htm>

This will complete our study of Korea.

Dissemination of Knowledge: Currently I have been sharing the ideas gained and my experiences with the NCTAN program with a group of colleagues to use in their classroom. There are three other teachers in my school who teach the same grade level and subject as I do. One of these teachers attended an NCTAN program several years ago and has also been sharing some materials that she collected at that time. I have been very open to sharing all materials provided by the NCTAN program and I have also encouraged my fellow colleagues to participate in the upcoming program.

It is my goal to share this implementation with my fellow teachers so that they may use it in the coming years as I plan to. I would also be more than happy to present an in service workshop to share these materials with others in my school and district.

Learning from NCTAN seminar: This has been my first in-depth study of Asia which is quite a shame since I am responsible to teaching it to so many of our students. My experience with this program has been a great one and I feel I am much more equipped to share the culture and history of these Asian countries with my students now.

Unfortunately the adopted text does very little to cover the lives of people in Asia and the differences and similarities between each individual country. Most people in the United States consider all Asian people simply that "Asian" with little or no regard for their background or native culture. Hopefully with the information presented I can change that.

Each day of our seminar brought many new ideas to my lesson plans which I am very excited about being able to implement in the very near future. Our study of the rice culture and its importance to both China and Japan will go along way of helping me to explain the cultural difference between the different cuisines and their relationship not only to the people but the land to which they are a part of.

The discussion of and the video presentation of the Tea ceremony was also a great idea to which I had never even been exposed to before this seminar. I plan to use the tea ceremony in an upcoming lesson plan to show the importance and reverence of the culture.

The history lessons included in the program will also prove to be a great asset to use in my classroom. Teaching geography it's often easy to leave out the history just as our text does but its great to have an opportunity to actually teach some history and show

how it ties into the geography as our presenters did during the seminar. Asian history is such a rich story with so many different angles I will definitely continue using the resources provided to do more independent research and discover more areas that I would like to explore. Whether talking about the Moguls or the Shogun the information presented during the seminar will help to supplement the materials provided to the student. The history behind the culture as provided in our reading also gives me another weapon in my arsenal on information to share with my students. With so many resources provided by the NCTAN program I will be able to explore new areas of Asian history for years to come as I explore their culture more.

Finally the hands on activities were great to learn. Its one thing to read about something or see it in a video, but to actually learn to do it myself and take that knowledge back to my classroom will go a long way toward making me a much more effective teacher of Asian studies. I can't wait to teach my students to roll sushi, brush paint, explore bamboo, practice Tai Chi and beat the ceremonial Taiko drum. These activities will give my students a chance to explore a side of Asian culture and history that they would otherwise never get a chance to. These are items that cant be learned or experienced through any modern technology other than the actual hands-on activity as was provided to us as students in the NCTAN program.

The knowledge provided during this program has made me a much stronger and well versed educator in Asian studies.