

Kathy Ward

Lesson Plan – Kamishibai in 6th Grade

RL.6.3 ~ Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.7 ~ Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

H.6.2 ~ Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Materials needed:

- Kamishibai for *Mulan* (Going to make. Using the versions of *Mulan* by Jeanne M. Lee, another by Li Jian, and one by Robert D. San Souci.)
- Kamishibai stage
- Kamishibai clappers
- 6th Grade Reading Anthology - Yep, Laurence. “The Homecoming,” *Prentice Hall Literature: Language and Literacy*, vol. 6th Grade, Boston, Pearson, 2010, p. 32 - 37.
- Blank paper for students to make a Kamishibai on a Chinese folk tale from the student anthology
- Grading rubrics for the storytelling and for the actual cards

Day 1:

1. Teacher will set up the Kamishibai stage with the teacher-made story cards of *Mulan* (not the Disney version).
2. At the appropriate time during ELA (English/Language Arts), the teacher will use the clappers and call out “Kamishibai! Kamishibai!” to draw attention to the stage.
3. From there, the teacher will tell/read the story of *Mulan* in the Kamishibai fashion.

4. When the teacher is finished, he/she will discuss with the students this form of storytelling from Japan.
- What were the pros and cons with this form of storytelling?
(Student input here. Teacher might want to make a comparison chart as the students give their opinions.)
 - Why do you think this form of storytelling became popular in Japan? Why did it become unpopular? Why do you suppose it is becoming popular again?
(Possible answers: 1. Before television and social media, Kamishibai men would ride bicycles around to entertain, sell candy, and make money. Those who bought candy got to sit up front. Those who didn't buy candy could still hear the story and see the pictures that went along. 2. However, as television became affordable, people would rather see stories acted out than having to look at the pictures on stock cards. 3. Maybe it is becoming popular again as the Japanese become reinterested in their cultural heritage and desire to share this with the world.)
 - How could we use this in our American culture? (Once again, have students share ideas. Tomorrow they will begin to use Kamishibai themselves to read a Chinese folktale from a 6th Grade Anthology with the lower grades.)

Day 2:

1. The students will read "The Homecoming" by Laurence Yep in their 6th Grade Anthology.
2. After the students have finished reading, tell them that they will be making a Kamishibai on the Chinese folktale which they will then in turn perform for the lower grades (K – 3).

Day 3+:

1. This will be a month-long project because the students need to:
 - Make the story cards (this will be divided by groupings)
 - Place the story on the back of the cards
 - Practice telling the story in Kamishibai fashion
 - Sign-up with the lower grades for a time to go in and perform the story

Read Aloud Rubric

	1	2	3	4
Volume	Too soft, can't hear at all.	Can hear, but not loud enough.	Loud enough, and we can all hear perfectly.	Volume was perfect with added increases or decreases for emphasis.
Clarity	Mumbled a lot. Could not understand.	Mumbled some. Hard to understand all of the words.	Pronounced all of the words correctly.	The punctuation was extra crisp!
Fluency	Choppy. Needed to stop to figure words out.	Stopped now and then to work on a word.	Smooth. Knew every word.	Flowed faster or slower depending on the story's mood.
Expression	Didn't change voice at all: monotone.	Read in a sing-song way or didn't change voice much at all.	Changed voice to make it interesting the entire time.	Very professional job. The reader could be on stage.
Use of stage	Awkward use of the stage. Did not have the story cards in order. Showed no practice at all.	Most of the cards were in order. Only one or two confused. Some trouble handling and moving the cards smoothly.	All the cards were in order and were moved smoothly behind the others at the appropriate time.	Highly polished performance: all the cards in order, smooth transition from one to the other, and partial reveals for added drama.

Adapted from Debbie Snow's Pinterest: Mrs. Neff and Mr. Daniel's Second Grade Reading Aloud Rubric

Story Cards for Kamishibai Rubric

	1	2	3	4
Elements and Style of the Cultural Art	The work is completed but shows a lack of understanding of the culture and a lack of planning.	The student completed the assignment but the pictures do not portray the culture of the story, or do so in very minor ways.	The artwork shows that the student was aware of the culture and most of the pictures are appropriate.	Planned carefully, made sketches, and showed advanced awareness of the elements of the particular culture.
Craftsmanship and Neatness	Below average craftsmanship. Shows little effort and obvious defects like rips, tears, stray marks, and hurriedly done.	The student shows average craftsmanship, a bit careless. Minor defects may be present.	With a little more effort in finishing technique, this project could be outstanding. Overall, the project is clean and without major defects like folds or rips.	All aspects of the artwork were considered and patiently completed. The finished product is the result of careful and meticulous planning. The craftsmanship is outstanding. Project is pristine and well kept.
Time and Management	Class time was not used wisely. Little went into the artwork. Student was often off-task and not focused on the project.	Class time was not fully utilized. Little time went into the planning and design of the artwork. The student was sometimes distracted or off-task.	Class time was used well. Some time went into the planning and design of the artwork. The student needed some re-focusing, but managed well.	Class time was used wisely. Much time went into the planning and design of the artwork. Student was self-motivated the entire time, seeking assistance as needed.
Words and Pictures Work Together	The artwork does not go with the words of the story.	Most of the time, the illustrations and the story reflect each other.	The illustrations and the story go well together.	The illustrations really emphasize the cultural aspect of the story and totally flow with the words they depict.