

Japanese Book Markers

Entrepreneurship in the Classroom

Carla Fletcher
Grade 6
Newbury School
7 days

Purpose:

To introduce my sixth grade students to the beautiful writing of characters and paintings of Japan. To use economic terms and create a product to sell at our market in May.

State of Ohio Social Studies Content Standards:

Economics:

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services.
2. Explain that most decisions involve trade-offs and give examples.

Markets

3. Explain why trade occurs when individual, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

People in Societies:

Interaction

1. Compare the cultural practices and products of the societies studied including:
 - d. Customs and traditions.
3. Explain factors that foster conflict or cooperation among countries.
 - e. Economic interests.

Social Studies Skill and Methods:

Obtaining Information, Thinking and Organizing, and Problem Solving

Day 1

Because I include economics throughout the year when teaching, I will only review many of the concepts above. We will begin by making a Web with Japan in the

center. Elicit knowledge of Japan from the students, what ever comes to mind. Some prompting may be necessary such as products, writing, and art. Next, make a KWL chart of Production in Japan. We will fill in what we know or think we know about Production of Goods in Japan. Next, what we want to learn about how the Japanese design and make a product.

I will explain that I am the Japanese Government and I will be financing their product of making some really cool bookmarks to sell at the market. They will be using my money, similar to how businesses were able to grow after WWII. There will be no competition this year in 6th grade. We will all make the same product, market the product and make a profit. This is also similar to how the businesses in Japan were able to develop quickly and efficiently. We will study a few examples of bookmarkers that have been produced in other countries. We want to improve the product and make it appealing to the younger students that will be our consumers.

Day 2

Share with students the Japanese alphabet and art, taken from NCTA website. Practice making the characters on the white boards. Decide at the end of class who is best qualified to be the artists in the class. These students will make the designs and write the Japanese letters that will be on the bookmarkers.

Other jobs include, but are not limited to:

- 1) Marketing-making posters and advertising our product to the school. Creativity and knowledge of how to sell to the younger students. (Haiku, Anna Mae)
- 2) Accounting- math skills to figure out how much we need to charge for the product and how much of a profit we can forecast. Collect money at the end.
- 3) Salespeople-will be in the market - selling our product to the younger students. Outgoing personality and neatness attire. (Wear a Kimono or clothing representing Japan)
- 4) Finishers- tying the strings and tassels onto the bookmarks
- 5) Organizers- set up the market, keep groups working, help out where ever needed.
- 6) Cutters-good with scissors they will also design the shape of the bookmarks.

Day 3, 4, and 5

Production – students get together in groups to begin production/discussion of how to manage the business. All members of the class will help other groups once they are finished discussing until needed for their part in production.

Day 6

Market Day – students not in the market will reflect on how the business went with group members. They will discuss pro and cons of not having competition among themselves. What did they learn about being an entrepreneur? Discuss any costly mistakes and how they could be prevented. Discuss how attitude in the workplace affects a product. Did everyone participate in the production? Did they like being told what they would be good at?

Day 7

Discussion with students about what the different groups came up with from yesterday. Fill in the L in the KWL Chart.

Materials needed:

KWL chart, white boards, sturdy paper, tassels, black ink, markers, books and pictures of and on Japan , art work representing Japan, Japanese characters, posters, miscellaneous art supplies, calculators, computer and projector to show pictures of the writing and art from the NCTA website.

[Japanese Alphabet - Lesson 1 - Language - Kids Web Japan - Web Japan](#)
[Harashobo Ukiyoe Online Selection](#)