

Jona S. Hall

Seminar on Teaching about Asia
Spring 2008
Japanese Kamishibai Stories

Grade Level: 7th

Time: 4 days

Purpose: Students will write a short story using techniques taught in class during previous lessons. They will then transform their story into a Japanese Kamishibai using artful illustrations and the Kamishibai technique for writing down the story. They will then share their stories with their other classmates during a storytelling period. Students will then have the opportunity to take their stories to one of the local elementaries to share what they have written and illustrated. Like most tales, the stories must contain a positive message with a lesson to be learned by the end.

Language Arts Standards:

1. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response (Communications 7.6)
2. Vary language choices as appropriate to the context of the speech. (Communications 7.7)
3. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting. (Writing Applications 7.1)
4. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (Writing Processes 7.1)
5. Determine a purpose and audience. (Writing Processes 7.4)
6. Use organizational strategies (e.g. outlines, diagrams, maps) to plan writing. (Writing Processes 7.5)
7. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. (Writing Processes 7.9)
8. Use resources and reference materials (e.g. dictionaries, and thesauruses) to select more effective vocabulary. (Writing Processes 7.14)
9. Proofread writing, edit to improve conventions (e.g. grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (Writing Processes 7.15)

Procedures and Activities:

Day One - I will introduce students to Kamishibai by reading them a Kamishibai story titled, The Mother Cat. Following the story, students will review elements of short stories from previous lessons and apply it to the story they just heard. Once students have completed the review, I will introduce to them the type of story that they were read in class. We will compare and contrast it to stories read to children in America. Using the websites attached to the lesson, we will also take a look at the history of Kamishibai and its importance to the Japanese culture. We will answer questions about why it was popular and why it faded away over time. Students will then be assigned a task to pair up with a classmate and begin brainstorming a short story they would like to write and illustrate into a Kamishibai. Requirements for the final product will be provided so that students will know exactly which tasks they need to complete in order to receive full credit.

Day Two – Students will bring their story plans to class and begin to map out the specific details using the story graph technique they have used when brainstorming stories earlier in the year. The story graph will contain all of the elements of a short story including the introduction, rising actions, climax, and resolution. Students will also be expected to identify the setting, the characters, and the lesson learned at the end of the story. Once the story graph has been successfully completed, students will start writing the rough draft of their story. While one individual is writing the second group member can begin drawing the pictures for the Kamishibai cards and the storage envelope. The drawings will be drawn using crayons and then filled in using watercolor paints. (Many of the Kamishibai cards were illustrated using a watercolor technique.) Students will use the entire class period to work on the cards for their Kamishibai story. The work that does not get completed in day two will be completed in day three.

Day Three – This will be the final workday for the Kamishibai stories. Students will need to finish their work during today's class. During this time stories will be cut and pasted on the correct cards according to the illustrations. I will explain a second time the necessary order in which stories must be placed on the Kamishibai card so that they can be read properly. Students who complete their cards within the class period will have time to practice reading their stories.

Day Four – Today will be the day students share their Kamishibai stories with their classmates. Following the regular school day, a few of the best stories will be chosen to be shared at the local elementary schools.

Assessment:

Students will read their Kamishibai stories to their classmates. The stories will follow the specific techniques that Kamishibai travelers used when stopping into towns to share their stories with children. The stories that students share will follow the literary techniques of a short story and include all of the necessary elements. In addition, the story must contain a lesson to be learned or moral.

Materials:

Story Graphs

Card Stock or 8 ½ x 11 White Paper

Crayons

Water Color Paints

Kamishibai Story – The Mother Cat

Example Card Layouts:

Front of Card #1



Back of Card #1

This needs to be the written narrative for the second picture in the stack of cards. Therefore, as the pictures are flipped they will match with the corresponding picture. Cards also contain the Japanese translation of the story too.

Front of Card #2



Back of Card #2

The second card will contain the narrative for the third card. It will continue to follow that pattern throughout the story.

Book Resources:

Linquist, Terry. Ways That Work. Heinemann; Portsmouth, NH. 1997

Website Resources:

<http://www.kamishibai.com/>

http://www.teachingk-8.com/archives/articles/kamishibai_stories_by_dianne_clouet.html