

4.1 Lesson Plan for Japan

Purpose: Students rely upon previous knowledge from micro cultures study to discover within the Japanese film *Hula Girls* the strong similarities, as well as appreciable differences, between Japanese and American families and communities, the positive and negative impact of the coal industry on mining towns in both the US and Japan, and the importance of individual growth from coming-of-age experiences in both cultures. Students will also be initiated into the “behind the scenes” development of the film, its story from fact to film, and then visit the online site of the Resort Spa Hawaiians to follow up on the continuing story.

Essential Questions

1. How do I read a film? What are the literal and figurative ways to do so?
2. How do I define the relationship shared with family? With community?
3. When it comes to tradition, where are we going? And, where have we been?
4. How can a break from tradition strengthen a community? A family? A culture?

Content Standards

Target grade level is 8th grade inclusion with cooperative groups which support across the ability-range special education and ESL students.

RLA.8.2.11 Identify and use traditional references sources for different types of information.

RLA.8.2.12 Independently resolve information conflicts and validate information through assessing, researching, and comparing data.

RLA.8.3.5 Play a variety of roles in group discussions which includes active listener, discussion leader and/or facilitator.

RLA.8.3.3 Think critically about oral/visual information presented; relate personal experiences and apply information to global situations.

RLA.8.3.4 Listen in order to analyze and critique information received in spoken texts (e.g. guest speaker, informational video, televised interview, radio news program).

RLA.8.1.10 Use resource materials (e.g. dictionary; glossary; thesaurus) to deter-

mine the meaning of unknown words of multiple meaning words.

Activities for Day 1: Students...note (a) = assessment

- think, pair, and share a list of rules which guide family life in 7-9 minutes;
- as partners report, ask class to decide which are spoken and unspoken rules;
- rank the family rules and prepare to defend most important of list;
- use Peter Senge's 5 Whys from The Fifth Discipline to press students beyond surface explanations;
- conclude with a Write Break to address the prompt, "Explain and provide examples of ways you could disappoint your family" (a)

Activities for Day 2: Students...

- break into 4-neighborhood groups to share Write Break in 7-9 minutes;
- generate discussion to categorize, compare and contrast disappointments;
- file family rules, rankings, most important, and disappointments in portfolio;
- watch the first 5 minutes of *Hula Girls* in Japanese;
- report what they do understand, as well as what they don't;
- see the same clip WITH subtitles on;
- discuss *reading* a film, literally, as well as figuratively;
- watch the first 15 minutes of *Hula Girls* WITH sub-titles;
- return to 4-neighborhood to summarize the 15 minute clip. (a)

Activities for Day 3: Students...

- build a K-W-L chart for Family, Japan, Coal Mining, and Hula Dancing; (a)
- sit in sections which allows each group to focus on one topic in 9-11 minutes;
- jigsaw students through the different topics til all have notes from all groups;
- share general and previous knowledge; add to charts as they hear new info;
- predict how the four topics might be related to each other and explain; (a)
- break into counter-4 neighborhoods to share summaries from first 15 minutes;
- conduct Q and A session to clarify questions and uncertainties.

Activities for Day 4: Students...

- revisit Essential Questions; identify connection points in film as they view;
- resume film with 25 minute clip picked up at stop point;
- divide into topic focus groups so multiple topics can be documented;
- document during viewing what can be learned about Japanese family rules;
- note language, living conditions, mentality of lower class mining people;

- note the economic situation with coal, the town, and their reliance upon mining;
- partner for Write Break to summarize events of 25 minute clip; (a)
- collaborate with students in topic sections to flesh out film notes.

Activities for Day 5: Students...

- collaborate to assemble notes from 25 minutes of film;
- informally present observations so class can add to their body of observations;
- (Teacher will complement Japanese family rules from own readings/research.)
- partners build Venn diagram for Japanese family and American family; refer to previous family notes, as needed; also, rely upon summaries;
- add to K-W-L charts on coal mining from film observations; (a)
- read article noted in materials, “Workers Get the Shaft in Mitsui Coal Mine Closure.”
- follow topic outline rubric to outline the article to target main idea and details. (a)

Activities for Day 6: Students...

- take first 3 minutes to review rubric for topic outline on mining article;
- use topic outline notes to answer pop quiz questions drawn from article; (a)
- draw a map of the mining picture based upon direct/indirect facts; (a)
- resume film with topic groups continuing to collect observations and questions;
- summarize on own and return to class prepared to discuss and ask questions.

Activities for Day 7: Students...

- turn in summaries for comprehension evaluation; (a)
- assume 4-neighbor groups to update K-W-L charts on Japan, mining, family, hula;
- resume “Extras” for clip on actresses learning the Tahitian Hula; add to hula charts;
- return to class with an original example of “imported entertainment;”
- visit Spa Resort Hawaiians e-site to follow up on imported entertainment concept.

Activities for Day 8: Students...

- predict for each of the focus topics with facts from film to support their ideas;
- rank predictions for each strand: mining, Japan, family, hula and document;
- resume film to run 35 minutes; attention to micro culture details;
- write summary of day’s viewing and add to all four KWL topics for next day. (a)

Activities for Day 9: Students...

- present summary and K-W-L as ticket into film final;
- return to predictions and review rationale for family and mining town;

- resume and complete feature *Hula Girls*; students' responses;
- finalize K-W-L charts for Japan, family, coal mining, and hula; (a)
- set up fishbone diagram to revisit awareness of Japanese culture; (a)

Activities for Day 10: Students...

- choose modifications of #2, #3, or #4 from Essential Questions for essay to extend K-W-L notes with specific focus on Japanese culture; **or**
draw from a topics envelope which includes extension strands for Japanese language, a study of the country's terrain and resources, the Tokugawa and Meiji historic periods, Japanese social behaviors, short story analysis with Japanese micro cultures as the focus, gyotaku printmaking, and Japanese music styles;
- brainstorm and document topics and subtopics for Japanese e-search.

Activities for Day 11: Students...

- identify topic choice for extended study of Japan; share topics/subtopics for essay which includes visual, media, and/or manipulative support to accentuate awareness;
- return to K-W-L charts, family notes, film notes and summaries as support materials; use these as research leads; review film clips upon request;
- follow rubric which emphasizes the film's contribution to further study Japan;
- invite lower grade students to sit in on 8th grade presentations.

Materials

1. Background articles to provide pre and post film support for teacher:
 - a. "Japan Mining." The Library of Congress; CIA World Fact Book.
<http://www.geographic.org> 4/7/2008.
 - b. "The Language of Japan." Information provided by the Japanese Embassy.
AsianInfo.org. 4/7/08.
 - c. Tong, Luding and Bagshaw, Mark. "Exploring East Asian Culture Through Video Clips." Education about Asia. Volume 7, Number 1. Spring 2002. pp. 13-22.
2. Banks, James A. Race, Culture, and Education. New York: Routledge Publishers. 2006. ISBN 0415398207.
3. *Hula Girl*: Japanese film directed by Lee Sang-il in conjunction with FORTISSIMO FILMS and cineQuanon Productions. Color. 120 minutes. 2006. @Amazon.com

Note: International films do not adhere to the US rating system. Preview for age appropriateness. Review policies BEFORE showing in the classroom. Rec: PG. Our school system agreed with written permissions signed and on file from each student's parent.

4. Gannon, Martin J. Understanding Global Cultures: Metaphysical Journeys Through 28 Nations, Clusters of Nations, and Continents. California: Sage Publications. 2004. pp. 29 – 46. ISBN 0-7619-2980-0
5. Micro cultures materials from previous group and individual short fiction studies in Prentice-Hall Literature book. The nine micro cultures and extended vocabulary with background concepts for teaching in the classroom from Banks readings.
6. “Workers Get the Shaft in Mitsui Coal Mine Closure.” From The Institute for Global Communications. labornews@igc.apc.org March 7, 1997.
7. Students will generate their own concept maps, Venn diagrams, and cause-and-effect graphic organizers as interactions and responses to the film unfold.