

VISUAL ARTS/LANGAGE ARTS/MATH/SOCIAL STUDIES LESSON PLAN

CULTRUAL, MULTIPLE INTELLIGENES, BRAIN BASED

PLAN NAME Japan/Kirigami Chain people GRADE Second Teacher Mary Hart

I. LEARNING GOALS

NATIONAL INDICATOR:

Art room: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Classroom: Students obtain information from oral, visual, and print sources.

OHIO INDICATOR:

Art room: Students demonstrate understanding of materials, processes, tools, media, techniques and available technology.

Classroom: Read and interpret a variety of maps.

STUDENT WILL BE ABLE TO (SWBAT) AS "I CAN STATEMENTS"

Art room: I can follow the steps in making a chain of people. I can hold the folded paper so it does not slide in my fingers as I cut the people chain. I can cut, snip in curves and small places, and reverse if needed. I can use small amounts of glue. I can use tape correctly and I know why to use tape instead of glue in this lesson, and that the reason may be different in another lesson.

Classroom: I can find Japan on a map and on a globe. I can tell you how the Japanese people are different than me, and how they are like me. I can tell you how long Japan has been a country. I can remember much of the information I have seen, heard, and read on Japan and the Japanese people.

II. Students Background Knowledge and Experience to Be Successful

What prior knowledge and skills do the students need?

Art room: Gluing, cutting and maybe snipping

Classroom: A beginning knowledge of diversity

How do I know the students have this knowledge and skills?

Art room: The students in our school develop wonderful cutting skills in their Kindergarten classroom. They will be cutting multiple layers of paper, and muscle strength in the student's hands is much less than in previous years, so we will need to have patience with ourselves. There will be many visuals of kimonos for reference in making them, so we shouldn't have any difficulty.

Classroom: The classroom teacher has told me that they have discussed the differences in each other.

How will I accommodate the diverse experiences of my students? (Gender, race/ethnicity, economic status, exceptionalities, skill level, learning styles)

The two major ways we deal with the diversity of our students in the art room is, (1) the art room is known as "our safe-place, we knock the "chips off our shoulders" when we come through the door. The second way is to show the students that they are each smart in two or three ways. Multiple Intelligence teaching method is empowering to the student, and gives them responsibility in their learning.

III. Incorporating the Multiple Intelligences

Verbal-linguistic: How can I include reading, writing, and speaking? The students may write a poem or story using knowledge of the Japanese people learned about in our folktales, stories, and discussions.

Math-logic: How can I include numbers, classification, and calculations? The students will have a copy of the Japanese numbers (characters), readings, and meanings to read, write, add, and subtract. The modern Japanese number system up to 100 is essentially the same as Chinese except for pronunciation.

Spatial: How can I include design, drawing, sculpting, and creating? Students will cut a chain of people and dress them in Kimonos.

Musical: How can I include music, sound, and rhythms? Students will listen to traditional Japanese music in class as we work.

Intrapersonal: How can I let students work alone, and reflect? How can I let students work alone, and reflect? Intrapersonal students may work off to the side alone if they wish. Their grade will not be decreased for non-participation in singing, and dancing.

Interpersonal: How can I include sharing, comparing, relating, interviewing and cooperating? Interpersonal students will work in groups to interpret music for a dance routine, or recite Korean.

Body-Kinesthetic: How can I include movement, exercise, and drama? Body-Kinesthetic students will work with the interpersonal students on dance routines.

Naturalist: How can I include working with nature, learning about plants and animals, and natural events? The Naturalist students may do a watercolor scene of nature to accompany their Kirigami People.

IV. Resources and Materials:

Books: Where Are You Going? (English/Japanese Edition) Eric Carl/Kazuo Iwamura
Too Many Pears (English/Japanese Edition) Jackie French, **Video:** Japanese Dancing
, **Music:** Traditional Japanese, **Flag:** Japanese, **Pictures:** Japanese people in Kimonos, **Paper:** Copy paper cut in half length ways (4.50" x 11"), Wall paper samples for kimonos, **Template:** For people chain www.orgami-resource-center.com/paper-dolls.html **Alphabet and Numbers:** Japanese from the many on the internet

V. Instructional Activities

Teaching Methods: Cooperative Learning, Guided Discovery, Authentic Assessment (Performance, Portfolio, and Self), Multiple Intelligence

Student Grouping: Large group, maybe small groups to one location or set-up centers.

OPENING: Day One Time Allotted: Two or more 40 Min. classes

Begin class by reading a Japanese folktale or story and introduce the country of Japan and locate it on a map and a globe. Have the students locate Japan on as many different maps as you can find. Discuss a brief history of Japan. Demonstrate folding paper, tracing template, and cutting and snipping chain people. Read to students about China or read a folktale or other stories while they work. Don't forget the dancing video and music.

Day Two

Gather in circle area, review and remind students of their learning targets from the last class. Pass out student's chain people and materials and discuss today's objectives. Discuss how to cut and fold a kimono, and how to assemble and glue them together and tape them to the chain people. Read to students about Japan or read other Japanese stories while the students work. Listen to traditional Japanese music and dance.

Important questions to ask students: Who are the Japanese people? What do they do differently from us? What do they do the same? When did Japan become a county? Where is Japan on the globe and the map? How are the Japanese different from us? How are the Japanese people the same as us?

Vocabulary: Kirigami, Kimono, Japan, Japanese, snip, snipping

V. ASSESSMENT/EVALUATION

How will I know if each student has met the learning goals?

Daily Assessments

Formative Assessments: Summarizing Folktales each day by a few students, and Thumbs-up or down to agree or disagree, by the rest of the students, Authentic Questioning by teacher and students.

End of Project Assessments

Summative Assessments: Students self-evaluation on Smiley Rubric

Teacher evaluation of the final product (Kirigami chain people with kimono)
Technique and Vocabulary Quiz

Note: You may add to this lesson or take away items. Make it your own Please use all of the Multiple Intelligences you will be amazed at how attentive each child is at all times. As their teacher you know each child's strengths and weaknesses. The two or three strengths a child has are their Multiple Intelligences or Smarts. Watch them smile and swell with pride when they accept that they are smart in those two or three areas of their school work.

Also, check your area for a Japanese person that could visit your classroom.

Questions and comments: maryihart@msn.com