

## Lesson Plan: Japan: Comparing the Cultural Tradition of Masks in Japanese and Igo Culture

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Materials:  
Computers with internet access

Paper, pencil  
Poster board, scissors, glue

Activities:

1. Divide students into two groups. One group will be given the task of researching Noh masks, the second group will be given the task of researching Ibo egwugwu mask. Tell students that even though they were divided into two groups they will still be researching their topics individually.
  - a. Research questions students will answer:
    - i. A definition of each of these masks, a description, techniques used to make the mask
    - ii. Background information about the occasions each of these masks are worn.
    - iii. Students will look up images of their assigned mask and describe its characteristics. What does it look like? What are its features? What colors are used? What shapes.
  - b. Students will record their answers in the form of notes
  - c. Students will also collect pictures to provide visuals for their masks
2. Next, pair one student who researched Noh with one who researched Ibo masks. Students will take turns presenting their research to each other. While one student presents, the student listening will take notes.
3. Post 4 poster boards around the classroom. Invite students to glue their images of masks to the poster boards to make a collage. Two poster boards are for Noh, two are for Ibo masks.
4. Display poster boards in class
5. Watch segments of a Noh play and then an egwugwu ceremony.
6. Closing activity: In a personal response, students will write a reflection about what they have learned. Tell them to consider addressing the following in their response: Which masks do they prefer? Why? What do these masks say about their respective cultures? How are the mask similar? How are they different? Why do they think this assignment was important?

**Standards**

#### KEY IDEAS AND DETAILS

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### CRAFT AND STRUCTURE

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### INTEGRATION OF KNOWLEDGE AND IDEAS

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### TEXT TYPES AND PURPOSES\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### COMPREHENSION AND COLLABORATION

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.