

## Japan Teacher Implementation Plan

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1. The Japan Tip/Chanoyu the Art of Tea will be offered each of the four nine week grading periods to Prairie Heights Middle School students. It will be taught to the Visual Arts and Family and n Consumer Science Related Arts classes. This lesson will take five days with 45 minutes class periods.

We have selected an optional enrichment activity to include students, parents, teachers, and guests of the community in an after school outing to an area Japanese restaurant. This opportunity will provide our students the opportunity to learn more about Japan, its customs, and its foods. Our Japanese guests can provide insights into their heritage, customs, and belief structures.

2. In Visual Arts and Family and Consumer Sciences it is not enough to teach only the craft and the skills. This seminar has given to us the opportunity to explore the historical significance of a new and diverse culture. In not only looking at the historical significance of Japan, we look to perceive the future of Japan and how this may impact upon our future.

As the F.A.C.S. teacher, I will directly use the information from the seminar and the guest speakers in the preparation of this lesson on the Japanese Tea Ceremony. It has also inspired me to research further to present this information in a professional manner to my students. I would like our students to experience some of these customs to broaden their insights of the world.

3. This unit allows the prospect to increase production skills but to understand cultural significance. The interdisciplinary approach gives a broader spectrum to the subject area. Students are given the opportunity to learn on their own and through the efforts of others. The Japanese Tea Ceremony is an opportunity to teach about the customary drinks and foods of Japan, but also the importance of ritual in this society.

This lesson will directly relate to not only my standards on diversity and multiculturalism, but will be a great spring board for comparing etiquette in the United States and the etiquette of Japan as it relates to table manners. Both the Visual Arts teacher and I are very excited to present new and interesting information to our students in a fun, interactive and unique format. This lesson lends itself to all aspects of this goal.

4. The Art of Tea lesson will need at least five classroom periods of 45 minutes each.
5. Resources: are listed on page 5 of the Teacher Implementation Plan

## Japanese Teacher Implementation Plan

### *Chanoyu the Art of Tea*

Linda Glave, Family & Consumer Science  
Susan Stroh, Visual Art

**Purpose:** To gain an understanding for the cultural differences and explore the heritage of the Japanese tea ceremony.

1. What is the tea ceremony?
2. How is it preformed?
3. What is the significance of the tea bowl?
4. What foods are served as part of this ceremony?

**Rationale:** Our purpose is to enrich students with the customs and traditions of Japan in an interdisciplinary unit combining the classes of Family and Consumer Science and Visual Arts.

#### *Family & Consumer Science Materials:*

Green Tea  
Square silk cloth (Fukusa)  
Ladle  
Bamboo whisk and holder  
Tea caddy  
Tea scoop

#### *Visual Arts Materials:*

Clay  
Water bottle sprayer  
Plaster bats (or plastic-covered boards)  
Paintbrushes  
Modeling tools  
Kiln  
Glazes/under glazes (food safe)  
Zodiac Handout

#### **Activities:**

**Activity 1:** F.A.C.S. and V. Art students will have be team taught through a PowerPoint presentation on the culture and customs of Japan.

1. Students are introduced to physical and geographical information.
2. Architectural styles of housing, pagodas, etc.
3. Clothing styles, kimonos.
4. Education systems.
5. Religions: Shinto, Buddhism, Confucius, and Christianity.

6. Japanese Diet
7. Japanese Sports
8. Japanese customs and the philosophy of family.

**Activity 2:** The F.A.C.S. and V.Art students will work together to create individual tea bowls.

*The Visual Arts teach will teach the construction of the tea bowl.*

1. Students will be taught that the tea bowl is a treasured object.
2. Students will be taught modeling methods that demonstrate artisanship.
3. Students will be shown a variety of tea bowls decorated with simplicity and beauty.
4. Students will be taught the respect for nature and the natural materials form which it is made.
5. The art teacher will discuss the four stages and nature of clay.
6. Students will model clay into tea bowl, by pressing thumbs down, while slowly turning the clay in their fingers, keeping the walls even, and thin.
7. Clay must be air dried, and fired to a bisque state.
8. Students will glaze with simple earth-colored glaze.
9. Student will apply their zodiac sign of their year of birth with under glaze.
10. One or two letter-style characters will be etched and then painted with a small brush after the background color dries.
11. When the tea bowls are fully air dried, the bowls will be fired in the kiln.

**Activity 3:** The Tea Ceremony: students of both classes will meet in the F.A.C.S. room for the mock tea ceremony and simulated lesson.

*The F.A.C.S. teacher will present the history of the tea ceremony.*

1. The procedure for seating will be taught and the arrangement with tatami mats and cushions will be arranged on the floor.

*To begin the ceremony:*

2. Students will be invited to sit on the floor for the lesson. (Students must leave their shoes outside and the teacher will welcome them.
3. *Yopku irrasshaimashita!* (Teacher welcome).
4. The teacher will call each student by name, adding the word *San*, a term used for affection. (Example Smith-San).
5. Students will be served small rice cake or sweet.
6. When teacher says *orakuni*, or relax, students may eat their sweet.

*Preparation of utensils:*

7. Teacher will demonstrate the cleaning of the ladle with a red silk napkin.
8. Teacher will wipe the rim of the student made pottery bowl with a white linen cloth.
9. Teacher will warm the pottery bowl with hot water
10. Teacher will pour out the hot water
11. Teacher will teach about the significance of green tea (ocha) and put into bowl.
12. Teacher will ladle the boiling water into the bowl and stir vigorously with the stirrer until the tea foams
13. Teacher will ladle tea into bowls

*Receiving the Tea:*

14. When students receive the bowl of tea, they will place it between you and the next guest and bow to excuse you for going first.
15. Students will then put the bowl in front of their knees and thank the host for the tea.

*Drinking Tea:*

16. Students will be instructed to pick up the bowl of tea, put it in the palm of the left hand and raise it slightly with a bow of the head in thanks.
17. Students are to turn the bowl so that the front is away from the lips.
18. Students drink and wipe the place they drank from with their fingers.
19. Students are then instructed to turn the bowl back to face you.
20. Put the bowl down on the tatami in front of you and with your elbows above your knees pick up the bowl and admire it.
21. When returning the bowl, ensure that the front is turned back to face the host.

**Activity 4:** *Chanou, the Art of Tea*

1. Students will invite an area businessperson to the tea ceremony as their guest.
2. Student s will perform the tea ceremony as practiced in Activity 3.
3. Guest will give a brief presentation on their experiences in Japan as a global partner in business and their experience with the culture.

**Activity 5:** Enrichment activity for students, teachers, and guests of the community.

1. Students will be invited to participate in an optional after school outing to a Japanese restaurant
2. Students will be given the opportunity to learn more about Japan and its customs and foods.
3. Guests will share their Japanese culture with students.

**Assessment:** Students will be required to write a short essay of three to five paragraphs summarizing their learning experiences:

1. The must include new information that they have learned about the customs and traditions of Japan.
2. They must include the knowledge key points from the ceramics lesson and traditional tea bowl.
3. They must include information on the tea ceremony and procedures.
4. Students must use the writing plan as designated in the school improvement plan (see Writing Rubric).
5. Students must model, glaze and decorate a ceramic tea bowl.

**Grade Adaptation:**

Currently written for middle school, but could be adapted for all grades.

## Appendix one: Resources

<http://web-japan.org/factsheet/tea/receive.html>  
<http://fga.freac.fsu.edu/academy/k1japan.htm>  
<http://www.portalmarket.com/ceremony.html>  
<http://www.sg.emb-japan.go.jp/JapanAccess/sado.htm>  
<http://www.answers.com/Japanese%20tea%20ceremony>

Video: *Cha-No-Yu: The Way of Tea*. Tokyo, 1970-79? Video cassette, 16 minutes.  
Demonstration of a Japanese tea ceremony. For more information, see the Japanese Cultural Service <http://www.my.emb-japan.go.jp/EN/jis/vtr.htm>

## Appendix two: State Standards

### *Visual Arts:*

- 6.1.1 Analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify what, when, where, and by whom the work was made.
- 6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.
- 6.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art for meaning.
- 6.3.3 Use appropriate art vocabulary.
- 6.4.1 Identify a variety of criteria used to judge works of art across cultures.
- 6.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.
- 6.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 6.9.1 Utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
- 6.9.1 Utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
  - CERAMICS:
    - Media: modeling clay, clay substitutes, glazes, stains, paint
    - Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn
- 6.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 6.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
- 6.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.
- 6.10.3 Demonstrate respect for their work and the work of others.

## **Appendix two continued: State Standards**

### *Family and Consumer Science*

- M-NW-3.1 Laboratory/kitchen safety and sanitation.
- M-NW-3.2 Cooking terms, measurements and abbreviations.
- M-NW-3.3 Reading and using recipes.
- M-NW-3.3 Teamwork in the foods lab.
- M-R-1.5 Diversity and Multiculturalism.
- M-R-1.2 Appreciating diversity.
- M-R-2.2 Behavior, etiquette, and personal appearance for the occasion.

**Appendix three: Rubric for Writing Assignment**

Name: \_\_\_\_\_

<i>Criteria for Assessment</i>	<i>Absent 0 points</i>	<i>Beginning 13 points</i>	<i>Developing 17 points</i>	<i>Good 21 points</i>	<i>Exemplary 25 points</i>
<b><u>Ideas and Content:</u> Focused on topic with relevant supporting details</b>		Minimal focus on topic: Very few details to support ideas.	Ideas wander from topic: Some details to support ideas.	Ideas relate to the topic but not fully developed.	Completely focused to the topic with relevant supporting details.
<b><u>Organization:</u> Beginning and end with clear sentences and paragraph transitions.</b>		Writing has one of the organizational components. Weak or absent sentence/paragraph transitions.	Writing has two of the organizational components; Weak sentence/paragraph transitions.	Writing has a beginning, middle and end. Adequate sentence/paragraph transitions.	Writing has a strong beginning, middle, and end with in-depth detail and excellent sentence/paragraph transitions.
<b><u>Style/Voice:</u> Fluent with personal expressions and powerful vocabulary.</b>		Writing has limited word usage; Simple sentence patterns; Little or no voice and emotion	Ordinary word usage; Only a couple sentence patterns; Some of the writing has voice and emotion.	Adequate word usage; Varied sentence patterns. Most of the writing has voice and emotion.	Elaborate word usage and sentence patterns; Fluent with strong voice and emotion.
<b><u>Conventions:</u> Correct capitalization, organization of sentences, punctuation, and spelling.</b>		Writing has little sense of direction with too many errors.	Writing has some organization with many errors.	Writing has clear organization with some errors.	Writing has excellent organization with very few errors.

**Appendix Four:**

Tea Ceremony and Ceramic Lesson

Name: \_\_\_\_\_

<b>Criteria/Points</b>	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Excellent</i>	<i>Score</i>
	1	2	3	4	
<b>Working Together</b>	Partners do not try to get along and do not share responsibilities.	Partners have some problems working together; one partner does most of the work.	Partners get along well and share the work.	Partners show respect for one another, get along well together on all aspects of the project.	
<b>Writing Rubric</b>	Enter Score earned:	Enter Score earned:	Enter Score earned:	Enter Score earned:	
<b>Tea Bowl Construction</b>	Tea Bowl Incomplete	Tea Bowl Lacks Craftsmanship	Tea Bowl Demonstrates Craftsmanship	Tea Bowl of Excellent Construction and Design	
<b>Glazing and Decoration</b>	Glazing Incomplete	Glazing is not Discernable	Glazing is Complete with Zodiac Decoration	Glazing is Complete and Excellent Quality	
<b>Elements of Art</b>	Student fails to complete project.	Student completes project, but evidence of art elements is missing.	Student demonstrates some knowledge of art elements in projects.	Student demonstrates superior knowledge of art elements in projects.	
<b>Working Together Tea Room Decoration</b>	Partners do not try to get along and do not share responsibilities.	Partners have some problems working together; one partner does most of the work.	Partners get along well and share the work.	Partners show respect for one another, get along well together on all aspects of the project.	
<b>The Tea Ceremony</b>	No attempt by student to actively participate in Tea Ceremony	Student participates. Has difficulty following traditions.	Student participates and shows respect for others. Follows steps of Tea Ceremony	Student participates and demonstrates high respect for tradition.	