

# Teacher's Guide

## Japanese Storytelling by Kuniko Yamamoto



### **PROGRAM OUTLINE**

#### **Educational Performance**

##### **Japanese Storytelling with Mask, Mime and Music**

Kuniko's performance is dramatic Japanese Storytelling of myths and fables plus social ideas designed to educate and entertain. The combination of traditional Japanese music, hand-crafted masks, highly stylized movement and a touch of magic make this a performance appealing to all grade levels. According to school needs, in a 45-60 minute show, from 3-5 short stories and origami are performed with audience interaction and participation. The stories are carefully selected to portray the culture and moral perspective of Japan. Students are encouraged to compare Japanese and American tales, arts and the cultural elements during a Question and Answer session.

**Curriculum Connection:** Language Arts (Viewing and Speaking), Math (Geometry and Spatial Senses), Geography, Visual Arts & Theater (Cultural and Historical Connection), and Music.

#### **Introducing Kuniko**

Kuniko is a native of Japan where she grew up studying and performing traditional theater and dance. She traveled to the United States a 17 years ago to perform and began touring with Boston's respected Faulkner Light Theater. During this time Kuniko performed at hundreds of schools and colleges. Last decade she has been presenting her programs throughout the U.S.A., often hired by Disney to entertain in the Epcot Japanese Pavilion and The Kennedy Center of Washington DC, also been selected by State Arts Council of Florida, South Carolina and North Carolina 2000.

[WWW.KunikoTheater.com](http://WWW.KunikoTheater.com)

## PRE-VISIT LESSON PLAN

### MAKING ORIGAMI BALOON

**LENGTH:** 2 Class hours

**GRADE LEVEL:** K-12

**SUBJECT AREA:** Language Arts (Reading, Writing), Math (Geometry and Spatial Sense), Foreign Language (Culture), Visual Arts (Skills and Techniques, Cultural and Historical Connections), Music (Cultural and Historical Connections)

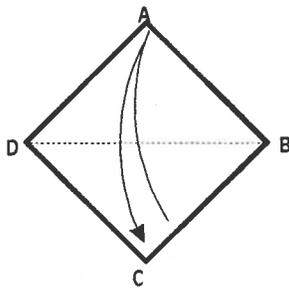
**OBJECTIVES:** Students will;

1. Create paper balloon origami using precise constructing skills and techniques.
2. Work imaginatively and symbolically.
3. Develop interest in and respect for cultures.
4. Be exposed to foreign music and language and compare it with their own.
5. Read about Japan and practice writing skills.
6. Exercise geometry and spatial sense.

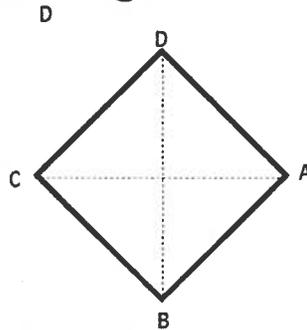
**PROCEDURE:** Show how to make an origami paper balloon using the instruction below. Enjoy the game that follows. Activities connect with the subject areas.



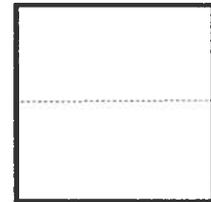
## How to Make An Origami Paper Balloon



**1.** Begin with a perfect square of paper with the white side up. Valley fold the paper in half along the pointed ends and unfold. It is to make creases now that are worked with later.



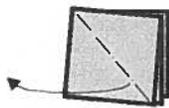
**2.** Rotate the paper 90 degrees clockwise same as step 1. Fold the paper in half and unfold.



**3.** Valley fold the half top edge to the bottom.

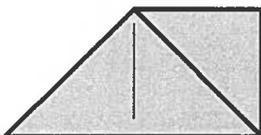


**4.** Rotate and valley fold in half again vertically.

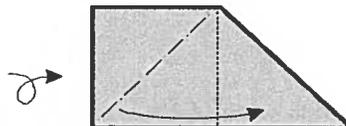


**5.** Open the upper flap and squash to triangle.

Squash along the crease you made in steps 1 and 2.



**6.** The result of step 5. Then turn it over.



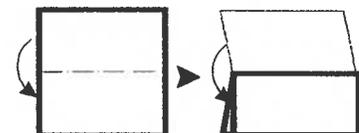
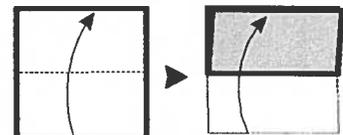
**7.** Open the upper left flap and squash to triangle the same way as in step 5.

### Before you start.....

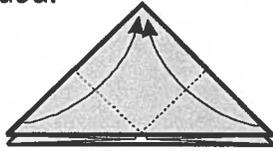
#### THE FOLDING SYMBOLS

To describe folding Origami artists use the system of symbols created by Akira Yoshizawa in the 1930's. Mr. Yoshizawa's symbols were easy to learn and logical, and have now been universally adapted.

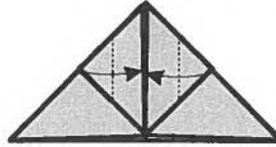
**Valley Fold**  
When opened, it looks like a valley.



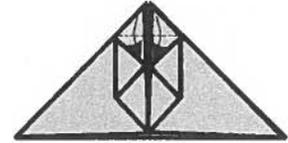
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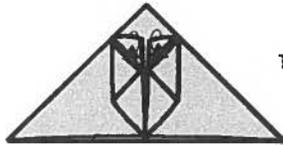
**8.** Fold the two front corners up to the top of the model.



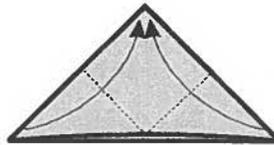
**9.** Fold these two corners in to meet in the middle.



**10.** Fold the two top corners down to touch the two corners you just folded.



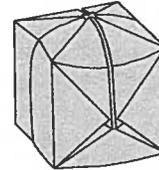
**11.** Tuck the corners into the pockets of triangle.



**12.** Repeat steps 8-11 on this side.



**13.** Inflate by blowing into the hole in the bottom.



**14.** Finished inflatable Paper Balloon. It might be called a water bomb.

If the paper is stiff and not inflating, loosen and shape as you blow closer.



## GAME WITH PAPER BALLOON

Two students face each other and try to hit the paper balloon back and forth. The teacher gives a topic such as counting in Japanese shown below. Each student has to count in Japanese before he/she bounces the ball back. If he/she can't count correctly, he/she is out. The student who can count the furthest, wins the game.

**1** *Ee-chi*  
like itchy

**2** *Nee*  
like knee

**3** *Sun*  
like the sun

**4** *Shee*  
like she

**5** *Goh*  
like go

**6** *Loh-ku*  
like lock

**7** *She-chi*  
like shee-chee

**8** *Ha-chi*  
like hatch

**9** *Kyu*  
like Q

**10** *Ju*  
like jew



## ACTIVITIES

- MUSIC:** Play Japanese traditional music (see *Resources*) as the students fold origami and discuss the difference in mood, rhythm, and feeling compared to American music.
- MATH:** Unfold the paper balloon and draw the creasing lines and review the shapes and geometric positions.
- LANGUAGE ARTS:** Read *Insert LA* and answer the questions.
- READING:** "Sadako and The Thousand Paper Cranes" (More Books—see *Resources*)
- SOCIAL STUDIES:** Show and tell *things from Japan*: movies, clothes, toys, dolls, electronics, pictures, articles, etc. Discuss what influence each item has been giving to the USA.
- CULTURE:** Discuss: if you were going to Japan, what would you bring with you from the US that shows something about Western culture?

## Japanese Words

<i>Ohayo.</i>	Good morning.
<i>Kon-nichi-wa.</i>	Hello.
<i>Kon-ban-wa.</i>	Good evening.
<i>Sayo-nara.</i>	Good bye.
<i>Ari-gatou.</i>	Thank you.
<i>Tomo-dachi</i>	Friend
<i>Kodomo</i>	Child
<i>Sen-sei</i>	Teacher

**BOW**  
Oji-gi



**QUESTION:** Why do Japanese people bow to each other when they meet?

**ANSWER:** Out of respect for others, instead of shaking hands, Japanese people bow to each other as a greeting. It is common knowledge that deeper the bow, the more respect is intended.

## Art Form

### ORIGAMI

Origami enfolds one of the prime elements of Japanese traditional arts, the art of simplicity. A few creases evoke an animal, a flower or a face. Origami is a short imaginative leap from a mere figure to an essential character. Over many generations, the Japanese developed and refined a small repertoire of models stylized for ceremonial use. Today origami is both the artist's and mathematician's medium to a greater imagination and simple fun for everybody throughout the world.

### JAPANESE FOLKTALES

The tales are about commoners and kings, castles and fairy lands, good folks and bad folks, funny women and funny ogres, animals, birds, sky, and the unlimited realm of the imagination. The stories share universal morals such as honesty, royalty, respect, and humbleness as they send messages of love and kindness.

### KIMONO

The Kimono is a Japanese traditional clothing. The origin comes from prehistoric time and countless designs were developed according to time and people. In the beginning of the 20th century foreign products began to enter Japan and western clothes made an almost immediate impact on the kimono. Today Japanese people wear western clothes for everyday life and the kimono is only regarded as a ceremonial costume.

### HAIKU

Haiku is a short poem intended to express and evoke the emotions with seventeen syllables, reflecting the Japanese virtue of simplicity.

## RESOURCES

### Japanese Music

Washington Toho Koto Society  
*Silver Anniversary*  
[www.kotosociety.com](http://www.kotosociety.com)  
Kikuko Satoh, Aiko Hasegawa  
and Richard Stagg  
*Yamato Ensemble*  
[www.larkinam.com](http://www.larkinam.com)

Kitaro  
*Silk Road*

## RESOURCES

### Internet

- © Kids Web to Japan (for Grade K-8)  
[Http://jin.jcic.or.jp/kidsweb/index.html](http://jin.jcic.or.jp/kidsweb/index.html)
- © Teen's life in Japan (for Grade 9-12)  
[Http://home.catv.ne.jp/dd/sishead/index.html](http://home.catv.ne.jp/dd/sishead/index.html)  
[Www.tjf.or.jp/eng/ee/eeindex.htm](http://www.tjf.or.jp/eng/ee/eeindex.htm)
- © Concise introductions of typical topics  
[Http://jin.jcic.or.jp/access/index.html](http://jin.jcic.or.jp/access/index.html)
- © News and Articles about Japan  
[Www.japantimes.co.jp/](http://www.japantimes.co.jp/)
- © Japanese Fine Arts  
[Http://jin.jcic.or.jp/museum/menu.html](http://jin.jcic.or.jp/museum/menu.html)

## RESOURCES

### Books

Origami  
Essential Origami  
By Steve and Megumi Biddle St Martin Press  
Origami for Parties  
By Kazuo Kobayashi Kodancho International  
Brilliant Oigami \*Advanced technique involved.  
By David Brill Japan Publications

Haiku  
Haiku Handbook  
-How to Write, Share and Teach Haiku.  
By William J. Higginson

For Grade K-5  
Japanese Children's Favorite Stories  
By Florence Sakade  
Japanese Baseball and Other Stories  
By W. P. Kinsella

For Grade 6-12  
Musashi By Eiji Yoshikawa,  
Kokoro By Natsume Soseki

## Kuniko Yamamoto's **Post Visit Activities for Grades 6-12**

**Social Studies: Geography, History**

**Language Arts: Writing**

**Theater: Cultural and Historical Connections, Application to Life**

### **ACTIVITY: Connection to Japan**

You are the Aide to the American Ambassador to Japan. The Ambassador has asked you to prepare a packet of information about Japan to prepare him to assume his post. He has asked that you include the following information:

- ✍ Where is Japan? Include a map. Describe the geography of Japan. Include land forms, climate and products.
- ✍ What are the religious beliefs of the Japanese?
- ✍ What are some of the important holidays and customs of Japan?
- ✍ How do people dress in Japan? After World War II western clothes became popular as a result of American influence. Compare Japanese clothing before and after the War.
- ✍ Describe the past (e.g. 18th century) and current government.
- ✍ How did Japan succeed in developing its economy after World War II?

#### **End Product:**

Prepare a presentation for the Ambassador including the information listed above. Include a poster with map(s) and illustrations to clarify

### **RESPONDING TO THE SHOW**

1. **Discussion #1:** What is Kuniko's intention of her performance? (TH.B.1.4.1, TH.C.1.3.1))

*Things to consider: Kuniko strives for developing students' interest in and respect for cultures and languages that are different from their own.*

**Discussion #2:** How did she use masks and visual effects to convey her intent?

*Things to consider: Masks enhance the impact of character and make it enticing for the audience.*

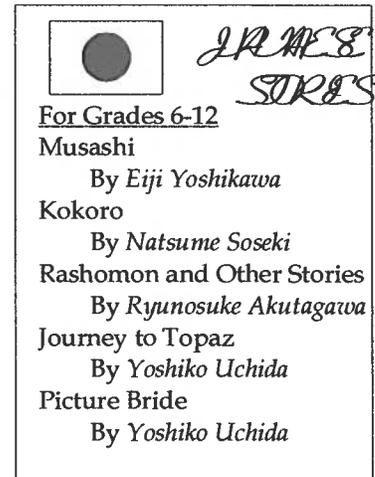
2. Kuniko shows the power of storytelling. List the moments of the show that are theatrical and could

not be done as effectively on film. (TH.E.1.4.1)

*Things to consider: Storytelling is a live performance that seeks for a dynamic of improvisation and audience interaction.*

3. **Short Answer Question:** What is the theme of the story of Stonecutter? (LA.E.1.4.3)

4. **Persuasive Writing:** In the story of the stonecutter if you were there to stop him from wishing to become a prince, what would you tell him? Write a letter to the stonecutter. (LA.B.1.3.1-2, LA.E.1.3.1-2)



## Kuniko Yamamoto's **Post Visit Activities for Grade 6-12**

**Social Studies: People, Places and Environment**

**Language Arts: Writing**

**Foreign Language: Culture**

### **INTERNET ACTIVITY** (LA.B2.4.1, LA.B 2.4.4))

**PRE-VIEWING ACTIVITY:** When you hear the word of Japan, what comes to mind? Show your image of Japan by making a collage with magazine and newspaper scraps or by writing a poem.

#### **INTERNET ACTIVITY**

-Visit [www.tjf.or.jp/deai](http://www.tjf.or.jp/deai)

-Write: What is your reaction to these portraits? Are there any differences from the image of Japan you showed in your Pre-Viewing Activity?

-Take a photo of yourself and a teenage friend and write an essay introducing your life in the United States to a Japanese teen.

### **INTERVIEW ACTIVITY** (LA.C.1.4.3)

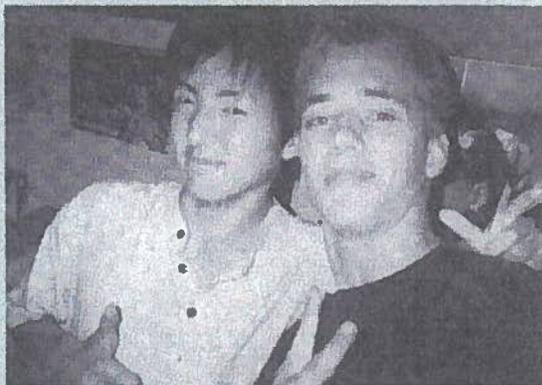
-Nine students from Franklin High School in Wisconsin and their Japanese-language teacher visited Japan. Read the journal written by one of the students. Make a list of questions you would like to ask the writer.

-Find someone who has been to a foreign country or another state. Ask questions about unusual sights, experiences, favorite things, dislikes etc. Write an interview article.

### **The Things I Couldn't Photograph**

Joe Farrell

This is me and Koichi, the son of the people who hosted me for a night in Chigasaki. He and I had a lot of similar interests and got along very well. What I love best about Japan are not buildings, or statues, or objects. They can't be seen. They are attitudes, ideals, mindsets. They are kindness and respect. I can't take a picture of how much I love the fact that young people can walk home or take the trains at night without worrying that they will be harassed or victimized as happens too often in America. I love how people are courteous and respectful to each other. It is the ideas, and not the sights, of Japan that make it feel like home to me. It is a very beautiful country, but that only adds to the experience. *The Japan Forum Newsletter # 15*



# Q&A JAPAN

## **1. Where is Japan?**

Let's look at map; Japan is in Asia, and almost other side of the world from the United States.

Japan lies off the mainland of Asia in Pacific Ocean. It has four main islands: Honshu, Hokkaido, Kyushu and Shikoku. Japan is small and crowded country, compared to the United States. ***The Most Beautiful Mountain:*** Japanese highest mountain rising to 12,388 feet, Mt.Fuji, has been considered sacred and 'perfect' cone shape has inspired many haiku poets and artists for centuries.

## **2, What does the red spot in the middle of the Japanese flag mean?**

Japanese have a great respect for nature and have festivals each season to celebrate changes of their environment. The red spot on the flag is the symbol of the sun known as the rising sun of Japan.

## **3, Compare to the United States, how big is Japan?**

It is only as big as the state of California (or twice the size of Florida).

## **4, What is the population of Japan?**

Approximately 120 million. That's almost half of the population of the whole United States.

## **5, Is Japan crowded, comparing to the United States?**

Yes. Japan is a small island country and many people live. The population density of Japan is 10 times of the United States average.

## **6, What is the transportation like in Japan?**

Japanese depend heavily on trains. There are subways, local trains and the bullet trains transport people all over the country. Japanese children walk or ride bicycle to go to school.

## **7, Why is rice and seafood so popular in Japan?**

Japan is a small country limited farmland. Properly cultivated, rice produces higher yields than any other grain exception of corn. Since Japan is an island, the pacific ocean is harvested for many edibles. Seaweed, sashimi (raw fish), and prawn are staples of the Japanese diet.

## **8, When did Japan break out of isolation and establish diplomatic relations with United States?**

For long time Japan remained closed to Western influence. Then in the beginning of 20th century Japan finally opened its door to foreign. The Americans needed ports in Japan where its steamships could refueled with coal. Japan began to meet to westerners and since then many western habits and customs have been adopted.

### **9, How did Japan become a world economic leader?**

Using the western influence, Japanese industry gained economic power at the end of 19th century. Manufacture goods were exported around the world. World War Second left the country in ruins but it rebuilt the industry power fast with strong international trade. Today it is one of the three most industrized countries and is specialized in Hi-Tec.

### **10, What is kimono?**

Kimono is Japanese traditional clothing. *Ki* means to wear *Mono* means a thing. Till 19th century, kimono was typical clothing in Japan but as soon as foreign products began to enter Japan, western clothing made an immediate impact on kimono. Today the kimono is only worn on special occasion and holidays.

### **11, What is Koto?**

The Koto is made of Paulownia wood, is about six feet long and ten inches wide, and has thirteen strings of equal size and tension. A bridge is placed under each string. Moving the bridge up or down results in an infinite range of tunings. The strings are plucked with plectra worn on the thumb, index and middle fingers of the right hand. Various modifications of sound are made by pressing or pulling the strings with the left hand. In all, there are seventeen different playing techniques for the right hand and eight for the left hand. The koto is of Chinese origin and was introduced to Japan around the sixth century, and was originally used exclusively by the Imperial Court. By the 17th century, its use became widespread and was enjoyed especially when accompanied by voice, shamisen, or shakuhachi.

### **12, What is Origami?**

Origami is Japanese paper folding; *ori* means to fold and *gami(kami)* means paper. Origami folds one of prime element of Japanese traditional arts, the art of simplicity. A few creases evoke an animal, a flower or a face and origami is a short imaginative leap from a mere figure to an essential character. Over many generations, Japanese developed and refined a small repertoire of models that are stylized for ceremonial use and today origami is both artist's and mathematician's the medium to a greater imagination and simple fun for everybody throughout the world.

### **13, What is Haiku?**

Japanese Haiku is a 17 syllable three-line poem about nature. Although Haiku is very short to express your emotion, if the poem capture the feeling of a moment, the reader should get a strong impression of the sense you are trying to show. To achieve this effect, don't just state facts. Try to use descriptions that involves the senses. Let's look at the difference between these two poems.

### **14. How to say Hello in Japanese ?**

KON-nee-chi-wa



## RESOURCE

### Study Resource

Kids Web to Japan (for Grade K-8)

<http://web-japan.org/kidsweb/index.html>

The Lives of Japanese Elementary School Students

[http://www.tjf.or.jp/shogakusei/index\\_e.htm](http://www.tjf.or.jp/shogakusei/index_e.htm)

The Lives of Japanese High School Students

[http://www.tjf.or.jp/deai/contents/search/photo\\_top.html](http://www.tjf.or.jp/deai/contents/search/photo_top.html)

Japan Foundation Newsletter

<http://www.tjf.or.jp/newsletter/index.htm>

Resource & Lesson Plan for Teachers

<http://www.tjf.or.jp/takarabako/index.htm>

### Studying/Working in Japan

Arts & Cultural Exchange Information

Japanese-USA exchange, fellowship and grants information

<http://www.jpf.go.jp/e/index.html>

Studying in Japan - Exchange students program

[www.studyjapan.go.jp/en/index.html](http://www.studyjapan.go.jp/en/index.html)

Teaching in Japan---Fulbright Memorial Fund

<http://www.iie.org/Template.cfm?&Template=/programs/fmf/default.htm>

### Origami

How to make origami crane

<http://www.monkey.org/~aidan/origami/crane/>

### Advanced Origami

<http://www.origami.vancouver.bc.ca/>

### More about Origami

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

Kimono Brief history and description

<http://www.csuohio.edu/history/japan/japan10.html>

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## JAPANESE SCHOOL LIFE



Japanese children enter the first grade of elementary school in April after their sixth birthday. They attend elementary school for six years, where they study Japanese, arithmetic, science, social studies, music, crafts, physical education, and home economics (to learn simple cooking and sewing skills). During their three years in middle school, English is added to this list. Recently, the number of schools using computers has increased, and many have access to the Internet.

There are around 30 students in a typical elementary school class. In most elementary and some middle schools, the children eat lunch together in the classroom, enjoying a healthy, nutritious meal prepared by the school or by a local "school lunch center." Every day the students also clean the rooms, halls, toilets, and yards of their own school.

There are many school events during the year, such as Field Day when students compete in tug-of-war and relay races, excursion to points of historical significance, and arts and culture festivals featuring skits and other performances by children. There are also three- to four-day trips to culturally important cities like Kyoto and Nara, ski resorts, and elsewhere for students in the highest grades of elementary, middle, and high schools. Most middle schools require uniforms for their students. Almost all middle school students take part in an after-school club activity of their choice, such as a musical or arts group, a sports team, or a science club.

All Japanese children are required to attend school through the ninth grade. Although schooling is not compulsory after middle school, nearly 97% of Japanese students go on to high school, which lasts for three years. Over 48% of high school graduates go on to four-year universities or two- or three-year junior colleges.

Students must pass tests in order to enter high school or college, and they study very diligently for these exams. It is not unusual for high school graduates who fail on their first sitting to attend a special school for a year or two to prepare for a second or third try at the college entrance exams. Some people worry that studying so hard for the exams throws the youngsters' mental, moral, and physical development off balance. *-From Kids Web Japan*

On a separate sheet write down;

# 1 Read the article above and list the differences compared to the American (your) school life.

# 2 Now list the similarities compared to American (your) school life.



Japanese students are serving their own lunch (soup and bread).