

Fans STEM Lesson



INTRODUCTION

My class will take part in a lesson about fans used in Asian cultures using the *Windows to the World* website as well as other websites for research purposes.

This lesson focuses on technology and engineering as well as 2 of the 4 C's of STEM education—Creativity and Critical Thinking.

INDIANA STANDARDS CONNECTION Grade 8 Integrated STEM

7.AM.3 Students use models to compare and contrast different systems and explain the factors that influence them.

8.CC.1 Students collect and document evidence to share information with others in multiple media forms

HS.CC.1 Students will communicate evidence, investigations, analyses, and the solution(s) of a problem in multiple media forms appropriate for the audience.

COMPELLING QUESTIONS

How did fans transform from simple cooling items to works of art?

How did fans become a symbol of status?

How were fans, cross-cultural items?

LESSON OBJECTIVES

Students will:

- Be able to explain how fans became a symbol of status and affluence
- Be able to explain how fans were used as tools of communication
- Be able to explain how fans were used in various Asian countries in dance performances and the cultural differences between the countries' dances

Fans STEM Lesson

MATERIALS

Large craft sticks
Cardstock
Markers
Ribbon
Student iPads

LEARNING PLAN (Activities)

Students will begin by conducting research of fans in Asian cultures. They need to be sure to include how each country's culture influenced their fans.

Students present their findings to the class in digital format of their choosing (i.e. Google slide presentation, iMovie, etc.).

Students will draw a design for a fan, showcasing various aspects of Asian culture (i.e. elements of nature, different characters of writing, etc.)

Students will create their fans using the materials supplied.

Students will present their fans to the class and receive feedback, both positive as well as constructive.

ASSESSMENT SUGGESTIONS

Students will be assessed on their technology presentation (information included and engagement of material). Students will receive feedback from their peers about their presentation—both positive as well as constructive, using a rubric of the teacher's design.

Students' fans will be assessed using 2 of the 4 C's of STEM—creativity and critical thinking, using a rubric of the teacher's design.

EXTENSIONS

To add a literacy component to this activity, students could write a short story about one of the following:

- My fan's journey from Asia to Europe
- Fans and Other Fashion Accessories
- Fans as Symbols of Status
- Fans Across Many Cultures