

*The World of the Traditional Japanese Fan*

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| **Introduction**  |
| Students will learn about the different types of Japanese fans, their construction, their uses, and the meaning of various motifs and designs. They will have the opportunity to design their own Japanese fan. |
| **Indiana Standards Connections:** * 1C.1I.NH.a - I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

● 1C.1I.NH.b - I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.* 1C.1I.NH.c - I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

●  2C.CI.N.a - In my own and other cultures I can identify some typical **products** related to familiar everyday life.* 2C.CI.N.b - In my own and other cultures I can identify some typical **practices** related to familiar everyday life.
 | **Compelling Question(s):** 1. What are the different types of Japanese fans and what are their uses?
2. How are Japanese fans made?
3. What are important motifs and designs used for fans?

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| **Lesson Objectives:**  Students will:  Learn the correct terminology, construction methods, uses, motifs, and designs for traditional Japanese fans and then design their own uchiwa fan.  |
| **Materials**  |
|  1. *Windows to the World* Resources
2. Slideshow
3. Student Computers
4. Video Document
5. Terminology Document
6. Card stock paper, craft stick, colored pencils and markers, glue, uchiwa template, scissors

A Google Doc with an overview of the lesson including links to the various documents that will be used by the students is located here:<https://docs.google.com/document/d/13rJs1zOKNAPKy7CqvU1sfuaVEZ_tHRmHz50jm9niJS4/edit?usp=sharing> |
| **Learning Plan**  |
| **Activities** **Preliminary Activity:** Homework Assignment - Students will view the *Windows to the World* resources about Japanese fans and write a paragraph about each resource. **Day 1**: During a 90-minute block-day class, students will view an informational slideshow on various traditional Japanese fans and have the opportunity to ask questions. Next, the class will divide into two groups to complete two different “stations”. One station will consist of them individually watching various short videos about Japanese fans and taking notes. The second station will require them to break into smaller groups of three or four and then take turns reading three articles and a list of traditional fan terminology and definitions out loud with the members of their group.**Day 2**: During a 50-minute class, students will work to create their own uchiwa fan. They will need to choose a motif based on their favorite season, animal, flower, insect, or traditional design. Students will create an uchiwa fan with a design on two sides. They will type up a short description of their design so that it can be placed next to their fan which will be displayed in the hallway outside of the classroom.**Homework**: Students will watch a 30-minute video that is a thorough overview of the use of fans and their construction. They will then write a half-page response to the video detailing what they learned and what they thought of the video.  |
| **Assessment Suggestions**   Students will be assessed either through a short written quiz or an online Socrative quiz over the various terms related to traditional Japanese fans. They will also be evaluated based on their written responses to the videos they viewed.   |
| **Extensions**  Students will view and handle the various fans I have collected during my trips to Japan. Students who have previously traveled to Japan and purchased a Japanese fan may bring it in to show the other students.   |