



Individual lesson plans for
Regina Bodiford and Elizabeth Sexton

Joint Plan of Action
Regina Bodiford and Elizabeth Sexton

NCTA Seminar
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Journey Through China and Japan

Harding Academy of Memphis

2008-2009 Academic Year

Regina Bodiford and Elizabeth Sexton,

Sixth Grade Teachers

History

The Academy first began in 1952 as Memphis Christian School. It was initiated through the efforts of many dedicated Christians who envisioned a school where the Bible could be taught along side academic subjects.

The Academy has a long history of operating neighborhood elementary programs in the educational buildings of churches of Christ throughout Memphis. In 1996, the Academy opened the first stand-alone elementary facility in Cordova at 8350 Macon Road. The Early Childhood Cordova program was started in January of 1997 in the north wing of the new building. Today, the campuses consists of well-equipped classrooms, computer labs, libraries, and gymnasiums.

Mission

Harding Academy is dedicated to fostering each student's academic excellence and faith in God through a Christ-centered education, which

emphasizes intellectual, spiritual, social, and physical development.

Integrity, service, and excellence – these are the core values that Harding seeks to instill in each student and the values that guide each faculty and staff member. These values are a common bond among all Harding Academy members, past and present. They are an integral part of Harding that aids in fulfilling our mission of developing character and faith in God.

Goals

- * Foster each student's faith in God shaped by knowledge of the Bible.
- * Promote each student's academic excellence.
- * Nurture each student's social and physical development.
- * Provide a premier education with high-quality facilities, resources, and technology.
- * Recruit, develop, place, and retain high-quality teachers and staff.

Plan of Action

We will integrate the teaching of the Asia program in each of our sixth grade classrooms based on our current textbook, Scott Foresman's Social Studies: The World. The textbook will be enhanced by using the internet, information and artifacts we have gathered on our travels, and our recent seminar on Asian studies.

The students in the classrooms learn and work at different ability levels and are from a variety of ethnic backgrounds. We will implement the study of Asia through a multidisciplinary approach using strategies that will reach students with oral, visual, and combination learning styles.

As a part of our world cultures social studies program, we will give an overview of China and Japan by teaching the geography and history of Shang, Zhou, Qin, Han, Sui, Song, Ming dynasties, as well as the Republic of China. We will also include the philosophies of Confucius, Dao, Buddha, and the introduction of Christianity and the effects each had on China. We will teach the history and geography of Japan starting with the Heian Period, the samurai/daimyo period, and the Hideyoshi and Tokugawa Periods as well as Japan in the twenty-first century. We will also include the Shinto religion, and the aforementioned-mentioned philosophies as they relate to Japan's history. We will also include the effects Christianity had on Japanese's development.

The information that the students compile during this study will be placed in a notebook which will be updated as each dynasty is studied. The notebooks will contain such things as: maps and charts, information on significant individuals in each dynasty, legacies, key vocabulary, a comparison of China and Japan, religions, current events, music, literature, and art activities.

Maps and Charts

Students will create maps showing the boundaries of the Chinese and Japanese periods as they are studied. Additionally, physical and political maps of each country will be completed. These maps will be stored in the student's notebook along with an ongoing parallel timeline highlighting concurrent major events in Chinese and Japanese history. A chart will be designed which will include the dynasties, time period, important emperors and other individuals, and the major accomplishments during that period.

Legacies

Students will do a computer search to find major contribution to the world from China and Japan. This findings will be presented as posters that will be displayed in the living museum that will culminate this study.

Key Vocabulary

Key vocabulary words are presented at the beginning at each lesson in the student's textbook. Students will be expected to keep an ongoing vocabulary list on three by five note cards with the vocabulary word on one side and its definition in the students own words on the reverse side.

Comparison of China and Japan

The students will compare the reasons for the fall of each dynasty (losing the Mandate of Heaven), changes in the religious belief system of the dynasties we

study, and forms of government through the present day. This will be done by using various graphic organizers and cause and effect statements.

Current Events

We will encourage our students to stay abreast of current happenings in China and Japan by searching our articles in newspaper, magazines, and the internet and putting this information in their notebooks.

Music, Literature, and Art

Working with the music teacher, Chinese music for the recorder will be introduced to the students. Additionally, during our class time we will play Chinese and Japanese music which we have collected on our travels. This will include traditional as well as contemporary music.

To help the students develop an appreciation of Chinese and Japanese art, we will show examples of art collected on our travels as well as working with the art teacher on incorporating Asian art into her curriculum to enhance their experience by creating wood block prints, Japanese wind socks, origami, Chinese calligraphy, and making paper.

As an example of Japanese literature the students will participate in a Reader Theater, "The Siege of Chihaya Castle." Chinese literature will be introduced by having the students read Chinese Cinderella, by Adeline Yen Mah, which is a true story that paints an authentic picture of twentieth-century China. The students will

look at examples of traditional Chinese and Japanese poetry and create their own poems. To practice composition and oral presentation, the students will choose a fiction or non fiction book to read and report on. The book report will be both oral and visual. The visual presentation, if the book is Chinese, will be made using a dragon that has been divided into sections for title, author, summary and an illustration. If the book is Japanese, this information will be presented in a torii gate booklet . The oral presentation will be made in a small group format where the presenter will be able to talk in depth about the book and answer questions from other classmates.

Notebooks will be sent home periodically for parents to be aware of the what their child is doing in the classroom. Students will be encouraged to keep these notebooks, as a reference on Asian studies, in hopes that they will share them with other students and teachers to encourage an interest in more classes on Asian studies.

This study will culminate with the presentation of a Living Museum on Asian Studies. The students will pull people, places and objects from their notebooks to create and narrate museum vignettes which will be presented to third through fifth grade students. By doing this they will not only share what they have learned in their study of Asia, but will hopefully plant a seed of interest and

curiosity in the minds of those students that follow them.

As teachers with a passion for teaching China and Japan, we will use this plan in our own classrooms as well as sharing it with fellow sixth grade and high school teachers in the hopes that they will begin to incorporate more about Asia into their teaching as well.

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