



## ***Samurai in Motion* Workshop/Course for K-14 Educators**

To register or for more information contact: [nfhope@ku.edu](mailto:nfhope@ku.edu)

### **Benefits for Educators**

1. FREE thumb drive with great resources for teaching about samurai.
2. FREE admission to the Greater Kansas City Japan Festival. (Educators who invite one student to accompany them also receive free admission for the student.)
3. FREE membership in Kansas Consortium for Teaching about Asia and Center for East Asian Studies educational listservs detailing further state and national opportunities for educators to learn more about Japan and East Asia.
4. OPTIONAL enrollment for one graduate credit from Baker University Graduate School of Education. Credit given upon successful completion of all workshop requirements. (Fee of \$65 to be paid by the participant.)

### **Description**

*Samurai in Motion* is a professional development workshop/course for K-14 educators organized by the Kansas Consortium for Teaching about Asia and the Center for East Asian Studies at University of Kansas with support from the Greater Kansas City Japan Festival. It offers an interdisciplinary examination of the history, philosophy and traditions of the samurai with a focus on their physical and mental training. The topic of samurai aligns with state, national and AP world history standards, but the workshop/course will benefit all educators interested in learning more about Japan.

### **Dates and Location**

The workshop/course features the “blended” style of instruction, both online at one’s convenience plus face-to-face interaction.

**Part 1: October 1, 2016** at the Greater Kansas City Japan Festival held at Johnson County Community College, 12345 College Blvd., Overland Park, Kansas

#### **Formal instruction:**

1. 8:15 AM: Registration and welcome in lobby of Hudson Auditorium, Nerman Museum of Contemporary Art at Johnson Country Community College
2. 8:30-9:45: Presentation on educational resources for teaching about the samurai focusing on their physical and mental training including martial arts such as kendo, swimming, philosophy such as bushido and Zen Buddhism, and pastimes such as tea ceremony and flower arranging.

#### **Directed hands-on instruction:**

3. 9:45-10:45: Taiko drumming workshop for workshop participants on the Polsky stage. By the end of the hour, everyone will be capable of drumming an entire piece of music. (Participants will be paired to rotate so that half the time, they will play an actual drum and half the time will do air drumming.)
4. 10:45 - 11:30: Break

#### **Presentations and ceremonies:**

5. 11:30 AM - 12:10 PM – Opening presentation on health, wellness and sports in Japan yesterday and today in Yardley Hall

6. 12:10 – 12:35 PM – Opening Ceremonies in Yardley Hall (Educators participating in *Samurai in Motion* to be formally recognized for their learning and teaching about Japan by the Consul-General of Japan in Chicago or his representative.)
7. 12:35 – 5:30 PM - Exploration of samurai techniques for physical and mental training including kendo and other martial arts, ikebana, tea ceremony, Zen Buddhism, etc. via presentations and demonstrations by noted experts in the field.

**Part 2: Prior to October 15, 2016**

Educators view two PowerPoint presentations created by the instructor about the samurai online at <http://ceas.ku.edu/samurai-war-and-peace> and answer the study questions below.

**Part 3: Prior to November 5, 2016**

Educators listen to ten *Postcards from Asia* about Japan online at <http://ceas.ku.edu/postcards-asia>; create and implement mini-lesson in their classroom incorporating at least one *Postcard*.

**Part 4: Prior to November 19, 2016**

Educators assess their curricula to ascertain where a lesson on samurai would best fit. They create one lesson plan appropriate for their students following the KCTA template online at <http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc>.

**Objectives: Educators will be able to:**

1. Identify the main points of samurai physical and mental training and the history and philosophy underlying such.
2. Identify popular American misconceptions about samurai.
3. Become familiar with educational resources/primary sources for teaching about samurai.
4. Create one lesson plan appropriate for participant's individual grade and subject area about samurai incorporating primary sources.

**Instructor:** Nancy Hope (<http://kcta.ku.edu/staff>), Associate Director, Kansas Consortium for Teaching about Asia

**Instructional Deadlines for Educators to receive graduate credit (optional):**

1. **October 1:** Participate in the "Samurai in Motion" Workshop/Course and attend other presentations and ceremonies during the Greater Kansas City Japan Festival.
  - a. (Optional) Enroll in one graduate credit from the Baker University Graduate School of Education for \$65.
2. **October 15:** View two online lectures detailing the history and culture of the samurai online at <http://ceas.ku.edu/samurai-war-and-peace>. Answer the four study questions below in at least two paragraphs each and submit answers to [nfhope@ku.edu](mailto:nfhope@ku.edu).
  - a. What were the samurai; where did they come from; how did they fight?
  - b. What were the rights and responsibilities of a samurai; how did this change over time?
  - c. What methods did the Tokugawa shoguns use to maintain their hold on power; how effective do you think they were?
  - d. How did samurai culture influence the growth of the arts in Japan; what lasting impact do you think samurai culture had if any outside of Japan?
3. **November 5:** Listen to ten *Postcards from Asia* dealing with Japan online at <http://ceas.ku.edu/postcards-asia>. Create a mini-lesson from at least one *Postcard*, using the format of your choosing and present this mini-lesson to your students.

Email [nfhope@ku.edu](mailto:nfhope@ku.edu) your mini-lesson and report on the following:

- a. What did you learn about Japan from these *Postcards*?
- b. What was your students' reactions to the mini-lesson?
- c. What is your reflection on your students' learning outcomes?
- d. Is there an aspect of Japan on which you'd like to have a *Postcard* created?

4. **November 19:** Create one lesson plan that meets the following criteria:
- Involves the samurai in a major way.
  - Is applicable to the grade level(s) and subject(s) taught by the participant.
  - Incorporates at least one primary source that can be located by others.
  - Follows the KCTA template online at <http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc>.

Email the lesson plan as an MS Word document with any attachments (handouts, rubrics, PowerPoint, etc.) to [nfhope@ku.edu](mailto:nfhope@ku.edu). Lessons may be posted later on the KCTA lesson plan bank <http://ceas.ku.edu/lesson-finder>.

5. **December 3:** Grades submitted for graduate credit to Baker University Graduate School of Education.

**Assessment for Credit:**

Workshop attendance and participation	20%
Reflections on study questions	20%
Mini lesson	20%
Lesson plan	40%

**Grading Scale:**

100 – 90	= A
89 – 80	= B
79 – 70	= C
69 – 60	= D
59% & below	= F

**Grading rubric for reflections on study questions**

	Unsatisfactory (0 - 2)	Basic (3)	Proficient (4)	Distinguished (5)
Content	Reflections show no personal response to issues and concepts in discussed in presentations.	Engagement with concepts conveys little evidence of personal response and not of graduate level quality.	Most reflections demonstrate engagement with concepts and are of graduate level quality.	Each reflection demonstrates engagement with the concepts and is of graduate level quality.
Writing conventions	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.

**Grading rubric for mini lesson**

	Unsatisfactory (0 - 2)	Basic (3)	Proficient (4)	Distinguished (5)
Content	Key points derived from "Postcards" are missing	Key points derived from "Postcards" are scant	Key points derived from "Postcards" are included, but poorly articulated	Several key points derived from "Postcards" are clearly articulated
Objective(s)	Behavior, criteria, and expectations are missing.	Behavior, criteria, and expectations are apparent, but poorly written.	Behavior, criteria, and expectations somewhat clearly communicated.	Behavior, criteria, and expectations clearly communicated.
Reflection	Reflection is vague and/or incomplete	Does not describe areas for growth, strengths or modifications for future usage.	Has somewhat thoughtful reflection describing areas for growth, strengths or modifications for future usage.	Includes a thoughtful reflection describing areas for growth, strengths or modifications for future usage.

## Grading rubric for lesson plan

	Unsatisfactory 0 - 2)	Basic (3)	Proficient (4)	Distinguished (5)
Completeness following the required KCTA template	Not every section completed	Every section of has some details.	Each section is clearly explained.	Each section is carefully and thoroughly complete.
Linked to Curriculum Standards	Not listed	Limited linkage to Standards.	Clear linkage to Standards.	Clear and well developed linkage to Standards.
Primary Source(s)	Not listed	Limited or incomplete location listed.	Complete location listed for at least one source.	Complete location listed for more than one source.
Context	Incomplete or no description of target population and learning environment	Vague description of target population and learning environment	Appropriate of lesson for target population and learning environment clear	Unique attributes of target population and learning environment are very clear and appropriateness of the lesson is obvious
Objective(s)	Behavior, criteria, and expectations are missing.	Behavior, criteria, and expectations are apparent, but poorly written.	Behavior, criteria, and expectations somewhat clearly communicated.	Behavior, criteria, and expectations clearly communicated.
Turned in on time	Not turned in	Turned in late.	Turned in on time but not complete.	Turned in on time and complete.