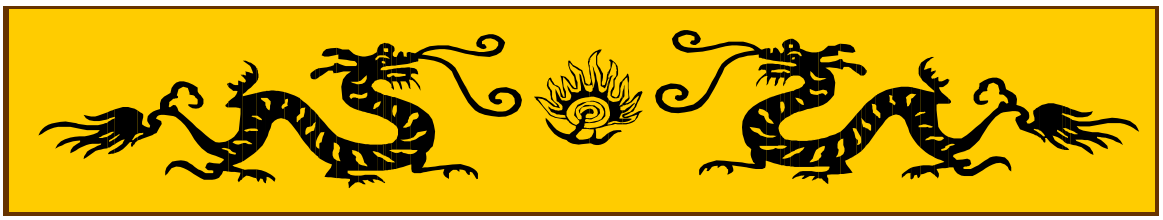

East Asia History and Culture for Teachers Workshop for K-14 Educators
Special Topic: Pictures of the Floating Worlds

Description

Pictures of the Floating World is a professional development workshop for K-14 educators organized by the Kansas Consortium for Teaching about Asia at the University of Kansas with support from the Greater Kansas City Japan Festival. The workshop will focus on Edo period Japan (1600-1868) as depicted in the woodblock prints of the time known as ukiyo-e, meaning "floating world pictures." Content and resources for teaching will cover how these prints were created, how they reflect the changing status and tastes of a growing urban populace, and how they influenced Western art. Presentations are aligned with KSDE Standards for fine arts, yet will benefit all educators interested in learning more about this pivotal period in Japanese history by using art as a primary source.

Following formal instruction in the morning, participants will attend the Greater Kansas City Japan Festival which offers a variety of talks and demonstrations on traditional Japanese cultural practices. Many of these such as tea ceremony and flower arranging have been practiced since the Edo period or even earlier.

Objectives: Participants will be able to:

1. Identify the process by which ukiyo-e were created and how they developed (VA:Re7.2.3)
2. Understand the reasons why they were made and their audience (VA:Cn11.1.1)
3. Compare and contrast ukiyo-e with art in the West influenced by ukiyo-e (VA:Cn11.1.2)
4. Describe if their personal response to ukiyo-e changed after the workshop (VA:Cn11.1.l)
5. Become familiar with educational resources for teaching about ukiyo-e and about Japan.
6. Create a lesson plan appropriate for participant's individual grade and subject area about Edo period Japan incorporating ukiyo-e as a primary source (if seeking graduate credit).

Benefits:

All participants will receive free admission to the Japan Festival, and a thumb drive with educational resources for teaching about ukiyo-e and Japan, plus a PDF copy of the presentation. Benefits for successful completion include 12 hours towards eligibility for subsidized study tours to East Asia through the National Consortium for Teaching about Asia. Option for one graduate credit is available through the Baker University Graduate School of Education to be paid by the participant.

Instructor: Nancy Hope, Coordinator, Kansas Consortium for Teaching about Asia

Dates and Locations:
The workshop/course features the "blended" style of instruction, both online at one's convenience in addition to face-to-face interaction.

Part 1: October 6, 2018

At the Greater Kansas City Japan Festival held at Johnson County Community College (JCCC), 12345 College Blvd., Overland Park, Kansas

Formal Instruction in room #126A, JCCC Carlson Center

8:15 AM Registration and welcome.
8:30-9:30 Lecture on ukiyo-e, Edo period Japan, and their influence
9:30-10:20 Presentation on educational resources for teaching about ukiyo-e, Edo period Japan, and Japanese history and culture in general.

Ceremonies:

10:30-11:00 Opening Ceremony for the Festival in Yardley Hall

Individual Learning:

11:00 AM – 5:30 PM: Lectures, demonstrations, exhibits and hands-on opportunities at the Festival on the enduring traditions of Japan presented by noted experts in the field.

Part 2: Prior to October 20, 2018

1. Read *Tokugawa Japan: An Introductory Essay* by Marcia Yonemoto at https://www.colorado.edu/ptea-curriculum/sites/default/files/attached-files/tokugawa-essay.pdf and *Central Themes and Key Points for Japan, the Tokugawa (1600-1868)* at http://afe.easia.columbia.edu/main_pop/kpct/kp_tokugawa.htm. Then answer the questions below in at least two paragraphs. Email your answers to nfhope@ku.edu.
    a. How did Japan change after the Tokugawa family came to power?
    b. What are some positive and negative aspects of this change?
    c. How did the samurai and the townspeople to this new environment; how was ukiyo-e part of this response?

2. View http://www.learner.org/courses/globalart/work/165/index.html , http://www.metmuseum.org/toah/hd/jpon/hd_jpon.htm and https://davidcharlesfox.com/japonisme-influence-japanese-art-western-artists/ (especially the video).
    a. How has ukiyo-e influence Western art? Do you find any influences from Western art in ukiyo-e?
    b. Why was ukiyo-e appealing to Western artists?
    c. What Western artists are noted for being influenced by ukiyo—e?

Part 3: Prior to November 3, 2018:

1. Listen to ten *Postcards from Asia* about Japan at http://ceas.ku.edu/postcards-asia.
2. Tell us how you might use a *Postcard* in your own classroom.

3. Create your own *Postcard* (about 150-200 words) regarding some facet of contemporary Japan that is appropriate for your students.
4. Make a list of the sources your consulted to create your own *Postcard.*
5. Email transcript of your *Postcard* and list of sources consulted to nfhope@ku.edu.

Part 4: Prior to November 17, 2017

Assess curricula in your subject area and grade level to ascertain where a lesson on ukiyou-e and/or Edo period Japan would best fit, then create one lesson plan meets the following criteria:

a. Involves Japan in the 21st century in a major way.
b. Is applicable to the grade level(s) and subject(s) taught by the participant.
c. Incorporates at least one primary source that can be located by others.
d. Follows the KCTA template online at http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc.

The lesson plan should be emailed with any attachments (handouts, rubrics, PowerPoint, etc.) to nfhope@ku.edu. Lessons may be selected for posting on the KCTA lesson plan bank at http://ceas.ku.edu/lesson-finder later.

Prior to November 19 (For credit option):

Grades submitted for one graduate credit to Baker University Graduate School of Education https://bakeruniversity.formstack.com/forms/ks_consortium_teaching_asia.

Assessment for Credit:

Workshop attendance and participation	20%
Reflections on study questions	20%
Creation of *Postcard*	20%
Creation of lesson plan	40%

Assessment based on rubrics for:

1. Reflections on study questions
2. Creation of a *Postcard from Japan*
3. Creation of a lesson plan

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)	Basic (1-2)	Proficient (3-4)	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 a *Postcard from Contemporary Japan*

	Unsatisfactory (0)	Basic (1-2)	Proficient (3-4)	Distinguished (5)
Postcard content	Key points about a contemporary issue are missing.	Key points about a contemporary issue are scant.	Key points derived from listed sources are included, but poorly articulated.	Several key points derived from listed sources are clearly articulated.
List of sources	No sources are listed.	One basic source is listed.	More than one source is listed.	Sources listed are substantive.
Reflection on *Postcard* use	No reflection.	Vague or not well articulated reflection.	Reflection is thoughtful in how it relates to participant's grade and subject area.	Reflection includes some thoughts on how *Postcard* could be extended for future use.

Grading rubric for lesson plan

	Unsatisfactory (0)	Basic (1-2)	Proficient (3-4)	Distinguished (5)
Completeness following the	Not every section completed	Every section of has some details.	Each section is clearly explained.	Each section is carefully and thoroughly complete.

required KCTA template				
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.