

National Symbols of Japan:

Cherry Blossom

Purpose:

Increase knowledge of Japanese traditions and compare to American traditions.

Target Grade Levels: K-3

Essential Questions:

- What is the national flower of Japan?
- Why did the Japanese give America cherry trees to plant in Washington, D.C.?
- Why did America send cherry blossom trees to Japan?

Rationale:

Learning traditions of other cultures increases global awareness and tolerance.

Teacher Notes:

The cherry blossom is the national flower of Japan. Samurai warriors were fond of cherry blossoms. The short life of the cherry blossom mirrored their duty to die for their master at a moment's notice. In 1910 the Japanese sent cherry trees to Washington, D.C. as a token of goodwill and friendship. In 1952 America sent cherry trees back to Japan to replenish their collection following World War II. The song Sakura, Sakura means cherry blossom or cherry tree. Sakura is pronounced: sah koo rah.

Materials:

1. Cherry Blossom Fan Directions (Handout A)
2. Fan and cherry blossom patterns (Handout B)
3. Construction paper, crayons, glue, scissors
4. Copies of words to the song, Sakura, Sakura (Handout C)
5. Recording of Sakura, Sakura to sing along with.
(“Teach Me Japanese, Volume 1” by Judy Mahoney, Published by Teach Me Tapes, Inc., 1996. Can be obtained at most public libraries and The Institute for Japanese Studies, japan@osu.edu or 614-3345)
6. Rubric (Handout D)

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Activities: Day One

1. Introduce the lesson by asking the students the following questions: "Why are traditions important?" "What are some traditions that we have in our country?"
2. Show the class how to trace and cut cherry blossom patterns (Handout A & B) and paste onto fan. Show the class how to draw a branch onto fan. Demonstrate how to assemble flowers onto fan.
3. Students will hang fans in classroom.

Activities: Day Two

1. Teacher presents: Teacher will go through words of song, Sakura, Sakura (Handout C) and discuss with class. Teacher will play recording of Sakura, Sakura for students to listen to and sing with. Teacher will tell students why Japanese gave America cherry trees for Washington, D.C. and why America sent cherry trees to Japan in 1952 for grades K-3.
2. Student investigation: Grades 4-8 can do research in the library or internet to find the reason Japan gave America cherry trees and why America sent cherry trees to Japan in 1952. The report should be 100 words.

Activities: Days Three and Four

1. Student reports: Grades 4-8 Each student will submit the report. Volunteers may read their report.
2. Class discussion & teacher feedback.
3. Teacher approval/clarification of conclusions made by students.

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4. Students assemble in groups to make a product such as a banner, flag, bandanna, etc. that includes their state flower, bird, tree, or other symbol. Upper grades may want to compose original music and lyrics of a song to accompany their product.
5. Students will share their products/song with the class.

Assessment:

While this lesson may be assessed in various ways (including group collaboration, group product, teacher observation, individual essay/report, and individual products), a rubric is provided as one form of assessment (Handout D).

Grade Adaptation:

Suggestions for other grade levels: Higher grade levels could try to construct fan from fabric or do a silk screen template to reproduce a cherry blossom design on scarves, t-shirts, etc. Students could make a miniature model of a cherry tree in bloom using wire, paint, cloth and pink tissue paper. Students could make a big book using one line of the Sakura, Sakura song for each page and illustrating it. The book could be given to an elementary school. Challenge students to think of a gift that represents America that they would send to Japan as a token of goodwill.

Relationship to State Social Studies Standards:

Kindergarten, People in Societies, Grade-level Indicator 2

I identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music, and the arts.

Grade 1, People in Societies, Grade-level Indicator 2

I identify cultural practices of a culture on each continent through the

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study of the folktales, music, and art created by people living in that culture.

Grade 2, People in Societies, Grade-level Indicator 2

Describe ways in which language, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

This lesson was developed by Nancy NgDung, teacher, St. Mary School, Columbus, Ohio. It is a revision of the original lesson developed by Julia Morris, teacher, Westerville City Schools.

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Handout A

Cherry Blossom Fan

Materials for each student

1 sheet - Cherry blossom fan pattern page
1 sheet - 8.5 x 14 inch light blue construction paper
1 sheet – 8.5 x 11 inch light pink construction paper
crayons for Grades K-1
crayons or markers for Gr.2 and up
scissors
glue stick

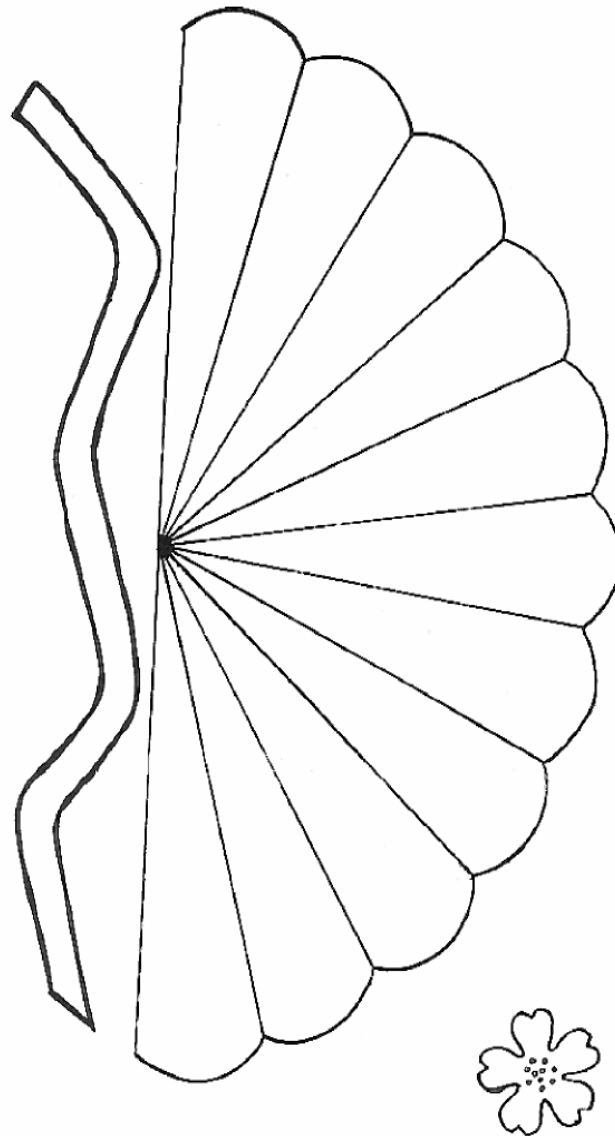
Directions:

1. Enlarge fan, branch and blossoms to fit 8.5 x 14 inch paper.
2. Make a copy for each student of the fan, branch and blossom on light blue construction paper. If copier won't accept construction paper use card stock or make a fan pattern on heavy paper for students to trace onto construction paper. Use a ruler to draw interior lines of fan after they trace the pattern.
3. Students should trace over fan outline and interior lines with a dark blue crayon or marker.
4. Cut fan and set aside.
5. Color branch in with a black crayon or marker so that no blue shows through.
6. Cut and paste branch onto fan across center.
7. Cut out blossom. Trace 8 blossoms onto pink construction paper.
8. Outline blossoms and make dots in center with a dark pink crayon or marker.
9. Cut out blossoms.
10. Put paste in the center only of the back of each blossom. Paste onto branch.
11. Allow blossoms to dry 5-10 minutes.
12. When dry, bend each blossom petal toward center and allow to spring back naturally.
13. The petals will stand up and give the blossoms a 3-D effect.

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Handout B

Fan & Cherry Blossom Patterns



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Handout C

Cherry Blossom Song: Sakura, Sakura

Sakura, Sakura,
Noyamamo satomo
Miwatasu kagiri
Kasumi-ka kumo-ka
Asahi-ni niou
Sakura, sakura,
Hanazakari

Sakura, Sakura
Yayoi no sora wa,
Miwatasu kagiri.
Kasumi ka kumo ka,
Nioi-zo isuru.
I za ya! I za ya!
Mi ni yukan

Cherry Blossoms, cherry blossoms.
On mountains, in villages.
As far as you can see.
Like a mist or floating cloud.
They are fragrant in the morning sun.
Cherry Blossoms, cherry blossoms.
In full bloom.

Cherry Blossoms, cherry blossoms.
Bloom so bright in April breeze.
Like a mist or floating cloud.
Fragrance fills the air around.
Shadows flit along the ground.
Come, oh, come. Come, oh, come.
Come see cherry trees.

<http://japanesegifts.com/sakura.html>

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Handout D

Rubric Scale:

- 3 points: child makes no errors
- 2 points: child makes 1-3 errors
- 1 point: child makes 4 - 5 errors
- 0 points: child makes 6 or more errors

Rubric – K - Grade 3

This assessment is based on teacher observation and individual oral assessment.

Can sing along with the recording to Sakura, Sakura. _____

Colors, cuts and assembles cherry blossom fan. _____

Tells why Japan gave cherry trees to America. _____

Tells why America gave cherry trees to Japan. _____

Rubric – Grades 4 - 8

Can read and sing words with recording of Sakura, Sakura. _____

Colors, cuts, and assembles cherry blossom fan. _____

Accurately reports in his/her essay the reasons why
Japan gave America cherry blossom trees in 1910
and why America sent cherry trees to Japan in 1952. _____

Sites sources of information for report using correct format. _____