

Title: *Kamishibai for Turbulent Times* (Grade 10, US History Equivalent)

Introduction/Summary: As students become familiarized with the turbulent events of the 1960's and 70's, this is an opportunity for them to delve into greater rigor regarding specific events of the time using the art form of Kamishibai as the medium of presentation.

Duration of Lessons: Five class periods, 45-50 minutes each

Connection to standards/common core: Social Studies, Grade Ten (Ohio)

American History, **Historical Thinking and Skills** - #2: The use of primary and secondary sources of information includes an examination of the credibility of each source.

American History, **Historical Thinking and Skills** - #4: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term casual relations.

American History, **Cold War (1945-1991)** – #24: The United States followed a policy of containment during the Cold War in response to the spread of communism.

American History, **Cold War (1945-1991)** – #25: The Second Red Scare and McCarthyism reflected Cold War fears in American society.

American History, **Cold War (1945-1991)** – #26: The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

American History, **Social Transformations in the United States (1945-1994)** – #28: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Learning Objectives: Upon completion of the lesson, students will have a stronger grasp and understanding of not only the event assigned to/chosen by them, but also the events presented by other students. Additionally, they will have encountered and created their own Kamishibai, having a new or deeper understanding of this fantastic creative art form.

Materials:

- a) Teacher Powerpoint Presentation of information
- b) Student digital copy of Powerpoint presentation with digital pdf cornell notes
- c) Students with personal computers and an internet connection
- d) White Cardstock
- e) Coloring medium (crayons, paints, colored pencils, etc.)
- f) Kamishibai Stage (if feasible)

Lesson Activity #1-

- 1) For the first 2 periods of the lesson, the teacher will present the information from the 1950's, 60's, and 70's units to the students with the students typing down additional information and anecdotes in the cornell notes provided with their digital copy of the notes
- 2) Following the presentation of information, the class will play a game of Kahoot! (www.getkahoot.com) created by the teacher to assess not only the class' retention and understanding, but also the individual student's level of understanding.

- 3) The teacher will then use the information gained by the Kahoot! Data download to decide what topics needed to be readdressed to the whole class and what needs to be addressed to individual students.
- 4) This game can then be re-used for a quick assess at a later date in time, check on progression, etc.
- 5) The students will then be assigned/choose the particular event that they will be presenting in Kamishibai format in depth- depending on the size of the class it may be an individual or group project
 - a. The Marshall Plan
 - b. Containment Policy
 - c. The Cuban Missile Crisis
 - d. The 2nd Red Scare/McCarthyism
 - e. The Space Race
 - f. The Iranian Revolution
 - g. The Iranian Hostage Crisis
 - h. Woodstock
 - i. Altamont
 - j. The March on Selma
 - k. The March on Washington
 - l. The Energy Crisis
 - m. The Assassination of JFK
 - n. The Assassination of MLK Jr
 - o. The Assassination of Malcolm X
 - p. The Yom Kippur War
 - q. The Camp David Accords
- 6) The students will then be told that they will be creating a Kamishibai detailing the event in question – they may create the images in the classical format by putting the images on paper/cardstock; taking photos of themselves acting out the scenes in costume; or by some combination in a powerpoint (if they do it as a powerpoint, they must time the leftward reveals to pause as if they were physical cards; this is a more challenging format than hand drawing/tracing/using photos)
 - a. If the students do not know what Kamishibai is or the methodology of how it works please show or assign the students to watch “What is Kamishibai” by Dym Sensei on YouTube at the following link: https://www.youtube.com/watch?v=v6URceEr_zc
 - b. Additionally, to highlight the presentation aspects of Kamishibai, please have the students watch a presentation of “The Three Magic Charms” as told by Genevieve Waller of Crooked Door Storytelling on YouTube at the following link: https://www.youtube.com/watch?v=O_Ugic0n49M
 - i. Make sure that the students are to be paying attention to the way the cards are revealed, the formatting of the places and characters on the cards, and the inflection in the voice and facial expressions of the narrator.
 - c. The presentation must include 10-12 cards
- 7) The students will then have 2 days in class to complete their Kamishibai presentations
- 8) The students will then present their Kamishibai with the grade being based on historical accuracy and proper use of the Kamishibai art form – they will not be docked points based on their artistic talent, although additional points can be awarded for exceptional presentations. The important thing is for the students to manipulate the historical knowledge into a new expressive format, and to understand the mechanics and reasoning behind the Kamishibai format.

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