

KUNIKO YAMAMOTO - TEACHER'S GUIDE



“Origami Tales”

Welcome to the Show

Kuniko presents Japanese storytelling with origami dragon puppets, traditional bamboo flute music, paper cranes, hip-hop origami dance, and a touch of magic. Kuniko’s delightful performance is a cultural experience that connects with the educational curriculum. Each presentation is designed to expand the student’s knowledge, interest, and respect for other cultures and languages.



This program is presented as part of the Artists-in-the-Schools Program, which is funded and jointly sponsored by the School District of Hillsborough County and the Arts Council of Hillsborough County.

BEFORE THE SHOW

Kuniko Yamamoto, Storyteller and Theater Artist

Kuniko is a native of Japan where she grew up studying and performing traditional theater and dance. She traveled to the United States 17 years ago to perform and began touring with Boston's respected Faulkner Light Theater. During this time she toured and performed in hundreds of schools and colleges. During the past decade, she has presented her programs throughout the U.S and has regularly performed at Disney's Epcot Japanese Pavilion. She has been on the Florida State Arts Council touring roster since 2000, and has been a part of Hillsborough County's Artists in the Schools Program since 1997.

Performance Synopsis

Kuniko's performance is dramatic Japanese storytelling of myths and fables plus social ideas designed to educate and entertain. Her use of a variety of elements including traditional Japanese music, origami, hand crafted masks, highly stylized movement and a touch of magic, make this a performance that appeals to all grade levels. The presentation is usually 45-60 minutes long and includes three to five stories with origami as well as audience interaction and participation. The stories are carefully selected to portray the culture and moral perspective of Japan. Students are encouraged to compare Japanese and American tales, arts and the cultural elements during the question and answer session which usually follows the presentation.

Standards Connected to the Performance

LAFS.K12.SL.1.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

WL.K12.AH.6.4 - Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

TH.K.C.2.1- Respond to a performance and share personal preferences about parts of the performance.

TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it.

TH.3.C.1.2- Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.4.O.3.1- Explain how theatre and its conventions are used to communicate ideas.

TH.5.C.1.2- Explore how theatre can communicate universal truths across the boundaries of culture and language.

Theater Etiquette

The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

Your Role as an Audience Member

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

Enter the performance space quietly and take your seat as directed.

Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.

Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.

You can laugh if something is funny and clap at the end of the performance or after a song.

Using your cell phone, taking pictures or recording is not allowed during the performance. Please remain seated at the end of the performance.

Standards for Theatre Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This review and discussion supports Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate behavior. Teacher and chaperone behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.

About Japan

Review and discuss the following information about Japan with your students.

Where is Japan? Use a map or globe to locate the island of Japan. Japan is in Asia, and it is almost on the other side of world from the United States. Japan lies off the mainland of Asia in Pacific Ocean. It has four main islands: Honshu, Hokkaido, Kyushu and Shikoku. Japan is a small and crowded country, compared to the United States. The land of Japan is about the same size as the state of California and 120 million people live. That's half the population of the whole United States. Mt. Fuji is considered to be the most beautiful mountain in Japan. Rising to an altitude of 12,388 feet, it is also the highest Japanese mountain. Considered sacred by the Japanese, its perfect cone shape has inspired many haiku poets and artists throughout the centuries.

What does the red spot in the middle of the Japanese flag symbolize? The Japanese have a great respect for nature and have festivals each season to celebrate changes of their environment. The red spot on the flag is the symbol of the sun known as the rising sun of Japan.

Compared to the United States, how big is Japan? Japan is only as big as the state of California (or twice the size of Florida).

What is the population of Japan? There are approximately 120 million people living in Japan. That's almost half of the population of the whole United States.

Is Japan crowded compared to the United States? Yes. Japan is a small and crowded island country. Its population density of Japan is 10 times of the United States average.

What is the transportation like in Japan? The Japanese depend heavily on trains. There are subways, local trains and the bullet trains that transport people all over the country. Japanese children usually walk or ride bicycles to go to school.

Why is rice and seafood so popular in Japan? Japan is a small country with limited farmland. Properly cultivated, rice produces higher yields than any other grain with the exception of corn. Since Japan is an island, the Pacific Ocean is harvested for many edibles. Seaweed, sashimi (raw fish), and prawn are staples of the Japanese diet.

When did Japan break out of isolation and establish diplomatic relations with United States? Japan remained closed to Western influence for a long time. Then in the beginning of 20th century Japan finally opened its door to foreign countries. America needed ports in Japan where its steamships could be refueled with coal. Japan began to work with westerners and has since adopted many western habits and customs.

How did Japan become a world economic leader? Using western influence, Japanese industry gained economic power at the end of 19th century. Manufactured goods were exported around the world. World War II left the country in ruins but it was able to quickly rebuild its' industry and establish strong international trade. Today Japan is one of the three most industrialized countries and a leader in the production of electronics.

What is a Kimono? Kimono is a traditional Japanese article of clothing. *Ki* means to wear, *Mono* means a thing. Until the 19th century, the kimono was the typical clothing worn in Japan but as soon as foreign products began to enter the country, western clothing made an immediate impact on the kimono. Today the kimono is only worn on special occasions and holidays.

What is a Koto? The Koto is a musical instrument made of Paulownia wood. It is about six feet long, ten inches wide and has thirteen strings of equal size and tension. A bridge is placed under each string. Moving the bridge up or down will result in an infinite range of tunings. The strings are plucked with plectra worn on the thumb, index and middle fingers of the right hand. Various modifications of sound are made by pressing or pulling the strings with the left hand. In all, there are seventeen different playing techniques for the right hand and eight for the left hand. The Koto is of Chinese origin and was introduced to Japan around the sixth century. It was originally used exclusively by the Imperial Court. By the 17th century, its use became widespread and was enjoyed especially when accompanied by singing

Vocabulary

Practice the following Japanese words with your students.

Hello	Kon nichi wa
Good morning	Oha-yo
Thank you	Arigatoh
Friend	Tomo-dachi
Teacher	Sen-sei
Mother	Oka-san
Father	Oto-san

Standards Connected to the Activity

SS.K.G.1.2- Explain that maps and globes help to locate different places and that globes are a model of the earth.

LAFS.K.SK.1.2- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.SL.2.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.2.SL.1.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.3.SL.1.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

TH.3.H.1.1- Understand how cultural differences are expressed through character, environment, and theme.

LAFS.4.SL.2.4- Report on a topic or text, tell a story, or recount an experience

WL.K12.AM.3.6- Use a variety of idiomatic and cultural authentic expressions appropriately.

WL.K12.AH.6.4 - Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, belief systems).

WL.K12.AL.6.4- Discuss products from the target culture (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

AFTER THE SHOW

Haiku

Japanese Haiku is a 17 syllable three-line poem about nature. Although Haiku's are typically very short, they are an excellent vehicle for expressing your emotions. As long as the poem captures the feeling of a moment, the reader should get a strong impression of the emotion you are trying to express. To achieve this effect, don't just state facts. Try to use descriptions that involve the senses. Read the two Haiku poems below to your students and discuss the differences between these two poems.

*It was a nice day.
The birds had all hatched eggs.
They are free to roam.*

*The sun warmed the grass.
Over the lake a swallow
flirted with the clouds.*

The first poem presents some basic information but is not very engaging. The second poem uses a few vivid words to evoke a distinctly poetic feeling about nature.

WARM-UP EXERCISES: Have students do the following pre-writing exercises to help them visualize moments of nature.

What is your favorite season?

Write something special about your favorite season's weather.

Describe an action of a bird or animal during your favorite season.

Talk about a flower or other plant that grows during your favorite season.

Use words to describe scenery such as ocean, canal, hill and mountain.

WRITE YOUR HAIKU: Have students pick one of the above topics (the weather, birds, animals, flowers, or scenery) and write your own 17 syllable Haiku poem. The first line of the poem should have 5 syllables, the second line should have 7 syllables, and the third line should have 5 syllables. See the information below:

17 syllable Haiku poem with (5-7-5) syllables in three lines.

1. _____ (5-syllables)

2. _____ (7-syllables)

3. _____ (5-syllables)

Origami

Origami is the word for Japanese paper folding; *ori* means to fold and *gami* means paper. Origami folds are one of the prime elements of Japanese traditional arts, the art of simplicity. A few creases evoke an animal, a flower or a face. Origami is a short imaginative leap from a mere figure to an essential character. Over many generations, the Japanese have developed and refined a small repertoire of models that are stylized for ceremonial use.

The historical origin of Origami is unknown but most historians agree it began in China, where paper was invented, in the first century. In the seventh century Japan began importing paper from China and paper folding spread throughout Japan. Until the twelfth century paper was a rarity and precious, used only for important writings and ceremonial uses called No-shi. Female and male paper butterflies were used to cover red ceremonial Sake bottles and the practice is still used in weddings. Today, one thousand paper cranes decorate the shrines and temples of Hiroshima as a symbolic gesture of praying for peace on earth.

Storytelling with Origami/ Fold and Unfold

Read the story of Kite (located inside the square text boxes below) to your students and follow the origami making instructions.

Materials:

- One square sheet of paper per student.

*Paper size: 6" square paper (4" square can be used for 2nd graders)

*Avoid construction paper. It is easy to rip and hard to crease when folding. Colorful square origami paper packages can be purchased at local art supply stores or from online origami shops. Another option would be to cut regular 20 lb., letter-size paper into squares.

Preparation:

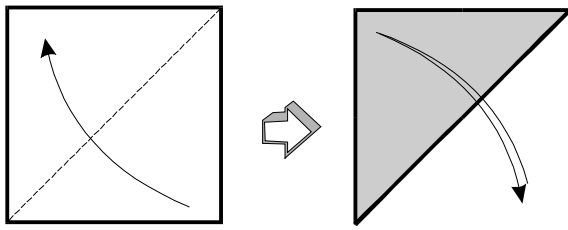
Cut a letter sized sheet (8 ½" by 11") of office paper into an 8 ½" square and pre-fold so that it's easy to show step-by-step folding instructions. For a classroom or library setting 8 ½" square will be large enough. If you are demonstrating this activity to more than 30 students, a larger sized sheet of paper is recommended.

Procedure:

Explain to the students that you are about to show them origami (pronounced or-ih-GAHM-mee). *Ori* means to fold, *gami* means paper and it is a Japanese word meaning paper folding. While you are folding the paper, you will tell the story.

STORY and Origami Instruction: The story is in the text box.

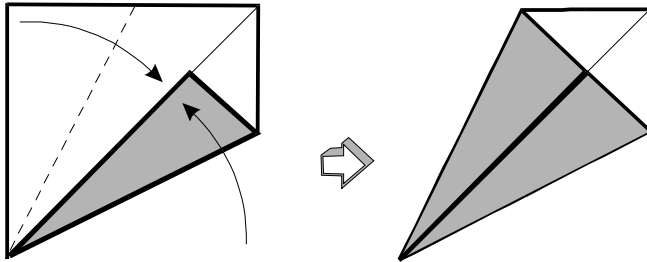
#1



STORY: Once upon a time there was a kite maker who lived in a **square** village at the North Pole. His name was Kite. Every morning, he liked to walk over to the other side of the village. He would meet his friend Penguin and play for a while, then he would return to his backyard and make kites.

Fold and unfold.

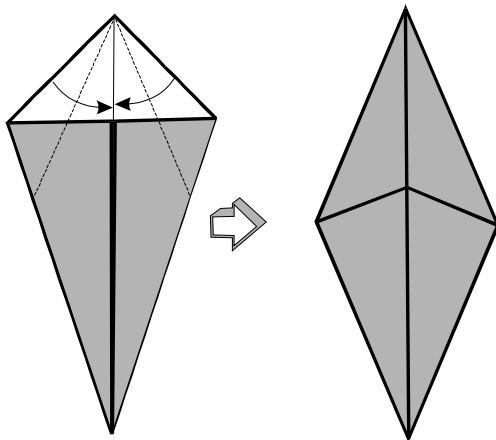
#2



STORY: Kite liked to fly his **kite** high in the sky.

Fold two adjacent sides diagonally to the center crease.
TIP: The two sides will meet at the center and do not overlap.

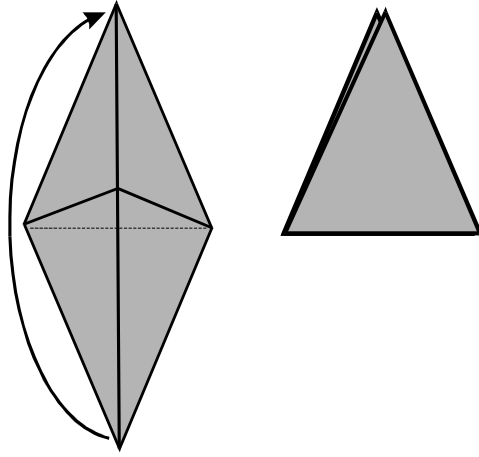
#3



STORY: Kite saw a **diamond** in the sky. He wanted to touch the diamond in the sky. He made a big kite and flew up to the sky on his kite.

Fold the top edges to the center crease.

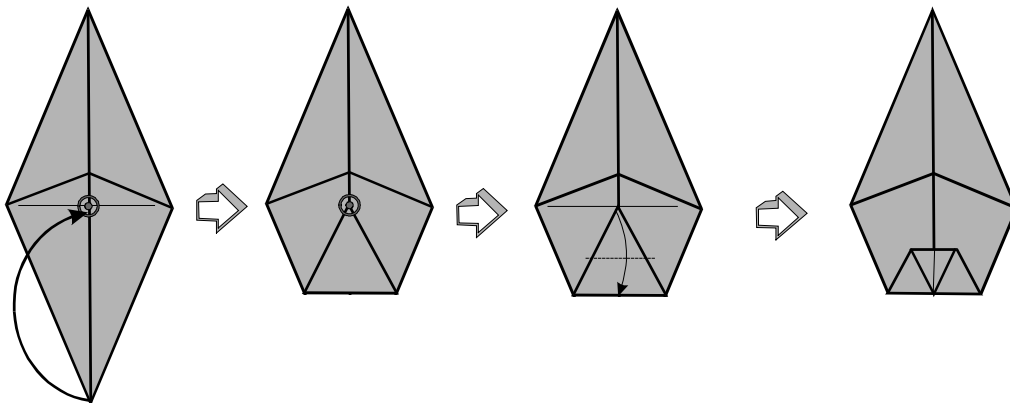
#4



STORY: As he got closer to the diamond, he met a **bird**. (Bring your thumb and fingers together and apart to make the beak/mouth open and close.)

Fold the bottom point up to meet the top point and crease on the fold.

#5

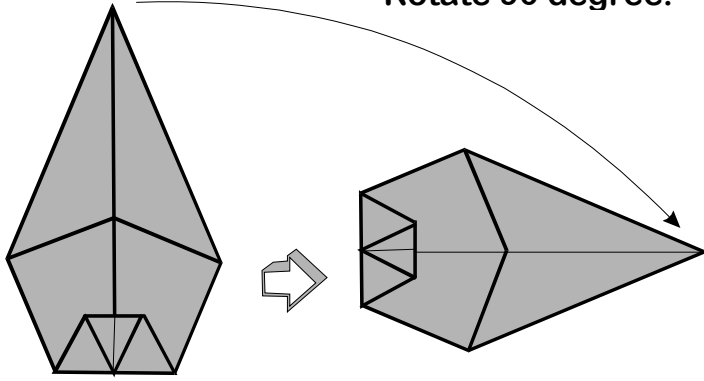


Follow the illustrations step by step.
Fold the bottom point up to the center and crease on the fold. Fold the same point down to meet the bottom edge. Press the creases hard so that they are all flat.

STORY: The bird said to Kite. "That diamond is mine, but I am willing to share it with you because this world is to be shared. Would you like a piece of the **triangle**? If it is too big, how about **half of the triangle**?" "Thank you very much, my friend," Kite smiled.

#6

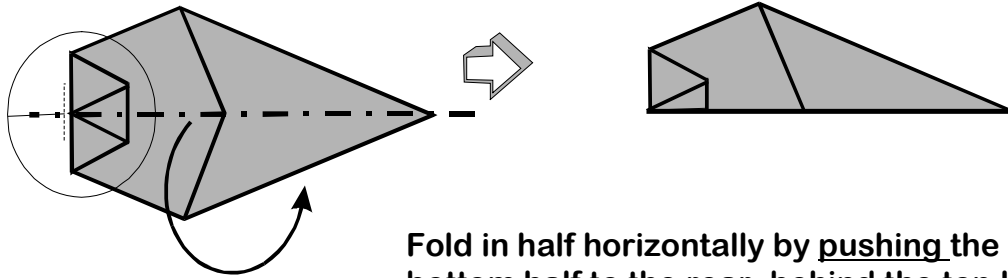
Rotate 90 degree.



STORY: Kite continued on his journey across the sky towards the east (Use the origami model as an **arrow** pointing east.)

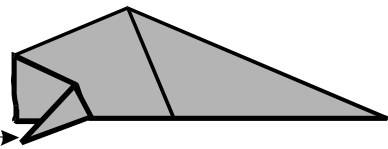
#7

TIP: The circled part is the whale face.



Fold in half horizontally by pushing the bottom half to the rear, behind the top half. As a result, on the left you will see the whale face.

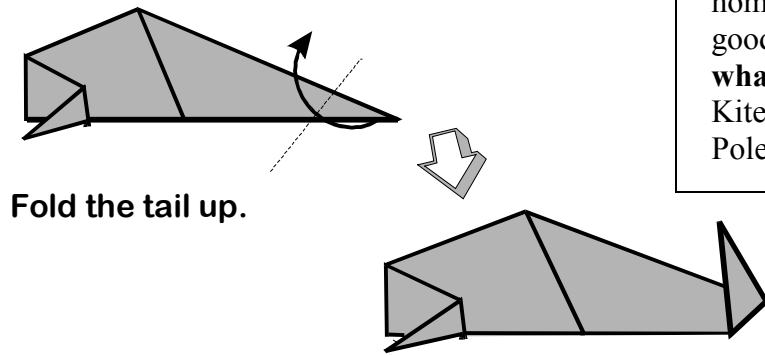
Hello!
Kon-niche-wa



Pull down the small triangle flap. (Move this flap up and down, like a jaw, to make it look like it is talking.)

STORY: When Kite looked down, he saw the Pacific Ocean and a whale. Kite swam with the whale all the way to Japan and learned to say things like, "**Kon-niche-wa**," which is how you say "Hello" in Japanese.

#8



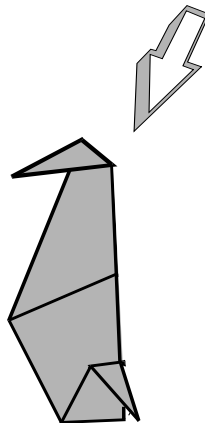
Fold the tail up.

STORY: But now Kite misses home, so it is time to say goodbye, "Say-o-na-ra...". The **whale** was kind enough to give Kite a ride up to the North Pole.

The completed whale!

#9

Rotate the whale 90 degrees, (counterclockwise) as if the whale is doing a headstand. Then it looks like a penguin!



STORY: Kite could not wait to see his friend Penguin again so that he could tell him about all of the things he met that day: the big diamond, the friendly bird, the islands of Japan, and the whale he met. **Penguin** loved listening to Kite's story and asked Kite to tell him more. Now Penguin is your friend too. When you experience your next origami adventure, tell him your story!

Standards Connected to the Activity

LAFS.K12.SL.1.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

VA.K.S.2.1- Develop artistic skills through the repeated use of tools, process, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills.

VA.1.S.3.1- Practice skills and techniques to create with two- and/or three-dimensional media.

LAFS.1.RL.2.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LAFS.2.RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

VA.2.S.3.1- Manipulate art materials and refine techniques to create two-and/or three dimensional personal works.

VA.3.C.1.1- Use the art-making process to develop ideas for self-expression.

VA.4.S.1.2- Explore and use media, technology, and other resources to express ideas visually.

VA.5.S.3.1- Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

VA.6.S.2.2- Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

RESOURCES

Essential Origami, by Steve and Megumi Biddle St Martin Press
Origami for Parties, by Kazuo Kobayashi Kodancha International
Briliant Oigami *Advanced technique involved, by David Brill Japan Publications
Haiku Handbook -How to Write, Share and Teach Haiku, by William J. Higginson

For Grade K-5:

The Funny Little Woman, Retold by Arlene Mosel
The Stonecutter, by Gerald McDermott
Japanese Children's Favorite Stories, by Florence Sakade
Japanese Baseball and Other Stories, by W. P. Kinsella

For Grade 6-12

Musashi, by Eiji Yoshikawa,
Kokoro, by Natsume Soseki
Rashomon and Other Stories, by Ryunosuke Akutagawa
Journey to Topaz, by Yoshiko Uchida
Picture Bride, by Yoshiko Uchida

WEB RESOURCES

Kids Web to Japan (for Grade K-8)- <http://web-japan.org/kidsweb/index.html>
The Lives of Japanese Elementary Students- http://www.tjf.or.jp/shogakusei/index_e.htm
The Lives of Japanese H.S. School Students-
<http://www.tjf.or.jp/deai/contents/search/phototop.html>
Japan Foundation Newsletter- <http://www.tjf.or.jp/newsletter/index.htm>
Resource & Lesson Plan for Teachers- <http://www.tjf.or.jp/takarabako/index.htm>
News and Articles about Japan- www.japantimes.co.jp/
Japanese Fine Arts- [Http://jin.jcic.or.jp/museum/menu.html](http://jin.jcic.or.jp/museum/menu.html)

Studying/Working in Japan

Japanese-USA exchange, fellowship and grants information- www.jpj.go.jp
Teaching in Japan- Fulbright Memorial Fund- www.jusec.org; www.iie.org/pgms/fmf

Origami

How to make an origami crane- <http://www.monkey.org/~aidan/origami/crane/>
Advanced Origami- <http://www.paperfolding.com/>

Kimono

Brief history and description- <http://www.csuohio.edu/history/japan/japan10.html>

Japanese Music

Powerful Japanese Drum Group - Fushu Daiko- www.fushudaiko.com
Accomplished Koto Players- www.kotosociety.com



www.KunikoTheater.com