

**Purpose:** To introduce students to culture, language, and contemporary history of South East Asia. To help broaden worldview and celebrate diversity. To show students that all people have things that make them different and special, and things that are the same.

**Standards Addressed:**

History/Social Science

K.1 Students understand that being a good citizen involves acting in certain ways.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Visual Art

### 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Diversity of the Visual Arts

3.3 Look at and discuss works of art from a variety of times and places.

**Overview:** This series of lessons is based on the book “This is how we do it” by Matt Lemothe, which takes the reader through the typical day in the life of 7 different children from 7 different countries. We’ll start in Japan, which is one of the countries in the book, reading about Kei’s life, and then filling in a venn diagram that compares Kei’s life to our life. We will then listen to music from Japan (as a way to get their bodies moving after sitting) and in part two, we will learn about a peacemaker from Japan, the artist Yayoi Kusama. We will read a book about her and have a discussion afterwards to answer the question, “How did Yayoi Kusama make the world a better place?” This will then tie in with our artist of the month. We’ll write a page for our peacemaker book, and also complete an art project in a different art lesson.

The next lesson will be about South Korea. First we will read “Bee-Bim Bop!” to introduce the character of Seo-yun. I will introduce South Korea in the same way that Japan was introduced, but this time, since there is no book, I will illustrate each part of Seo-yun’s day as if it was part of the book, “This Is How We Do It.” We will then fill in a venn diagram that compares Seo-yun’s life to our life. We will listen to some k pop (and maybe learn some cool dance moves) as a brain break, and in part two, we will learn about a South Korean peacemaker, Linda Sue Park. We will read a short excerpt from “When my name was Keoko” and discuss our feelings about

what happened during the Japanese occupation of Korea. We will have a discussion afterwards to answer the question, “How did Linda Sue Park make the world a better place?” We will then write a page for our peacemaker book.

The last lesson will focus on China. First we will read “Dim sum for everyone” to introduce the character of Wei. I will introduce China through the lens of a typical day in the life of a Chinese child, but this time all students will get the opportunity to draw what I describe. We will fill in a venn diagram that compares Wei’s life to our life. We will then listen to some music from China as a brain break. In part two, we will learn about a Chinese peacemaker, Maya Lin, who designed the Vietnam memorial. We will read a book about her and have a discussion afterwards to answer the question, “How did Maya Lin make the world a better place?” This will then tie in with our artist of the month. We’ll write a page for our peacemaker book, and also complete an art project in a different art lesson.

Please note that kindergarten lessons are very short. Although this is a series of three lessons, it will be broken down into smaller chunks that I’ve referred to as sessions.

### **Session 1: Introduction**

At rug: Friends, we have been learning about lots of people and places around the world! Over the next few weeks, we are going to learn about people and countries in the part of the world known as East Asia. Turn and talk to your partner to answer the following question: Why should we learn about other places in the world? [give 1 minute for students to share with each other, circulating to hear answers] Great! I heard a lot of great ideas about why it is so important to learn about the world. Raise your hand if you know the answer to my question: Do you think that people all around the world are exactly like us--eat the same things, speak the same language, and have all the same ideas? [call on students] Right. If everyone in the world was exactly the same, life would be boring!

The first country in Southeast Asia that we are going to learn about is Japan. Put your hand on your head if you’ve ever heard of Japan. On the count of three, whisper something you know about Japan into the air. 1, 2, 3! Great! I heard people whisper that they’ve had Japanese food, and wow, some people have parents who have been to Japan! So now let’s put our listening ears on as we listen to a book describing a typical day of a child in Japan named Kei.

Read “This Is How We Do It” focusing only on Kei’s day.

Turn to your partner and tell them one thing that you noticed about Kei’s day. [circulate as students debrief the book with a partner]

Great! I heard some of you say things that were the same about Kei's life and our lives, and some things that were different. Let's chart these on our Venn Diagram--things that are the same here and in Japan, and things that are different.

[chart responses]

We will continue to learn about Japan later, but first let's move our bodies to a freeze dance to a popular song in Japan right now! [Play "Blizzard" by Daichi Miura]

### **Session 2:** Yayoi Kusama

Yesterday we learned about Kei, who lived in Tokyo, Japan. Put your hands on your head if you remember something about Japan. Tell the person sitting next to you one thing you remember about Japan.

Today we are going to learn about another person from Japan, Yayoi Kusama. She is a famous artist and a peacemaker who never gave up, even when her style was very different from what was expected. [read Yayoi Kusama From Here to Infinity]

I want you to think about Yayoi, her life, and her art. Think about the answer to this question: How did Yayoi Kusama make the world a better place? Turn and tell your partner what you think. [give time to talk to partner, listen for responses] Now raise your hand if you'd like to share what you or your partner said. [chart responses]

We will now go back to our seats and write a page for our peacemaker book about Yayoi Kusama. If you need help with what to write, look at our chart about Yayoi for help. [send kids back to seats to write one sentence and a picture about Yayoi Kusama].

\*\*In another lesson we will be learning about Yayoi Kusama's artistic style and will paint a picture mimicking it.

### **Session 3:** Read aloud: Bee Bim Bop

Turn and talk: What did you notice about the food in the story?

The author who wrote this has written a lot about another country in Southeast Asia called South Korea. Put your hands on your head if you've ever heard of South Korea. Great! We are going to learn more about South Korea tomorrow.

### **Session 4:** Make our own class "This Is How We Do It" book about South Korea

Friends, today we are going to learn more about what a typical day looks like for a child in South Korea. We are going to answer all the same questions as in the book "This Is How We Do It." As I explain the answer to each question I have written on a large sheet of paper, I will draw a picture to illustrate what we are talking about. The things I will write about are:

1. This is Me: Seo-yun
2. This is where I live: apartment building

3. This is who I live with: Mom, dad, brother
4. This is what I wear to school: uniform
5. This is what I eat for breakfast: Rice, stew
6. This is how I go to school: car
7. This is my teacher
8. This is how we learn: at desks
9. This is how I spell my name
10. This is what I eat for lunch: rice, stew, meat in a tray
11. This is how I play: soccer
12. This is how I help: clean
13. This is how we eat dinner: communal, bibimbop
14. This is what I do in the evening: homework
15. This is where I sleep: bed

Turn to your partner and tell them one thing that you noticed about Seo-yun's day. [circulate as students debrief the book with a partner]

Great! I heard some of you say things that were the same about Seo-yun's life and our lives, and somethings that were different. Let's chart these on our Venn Diagram--things that are the same here and in South Korea, and things that are different.

[chart responses]

We will continue to learn about South Korea later, but first let's move our bodies to a freeze dance to a popular song in South Korea! [Play "Candy" by H.O.T.]

### **Session 5:** Linda Sue Park

Today we are going to learn more about a peacemaker who is from the United States, but writes a lot about South Korea. In fact, we've already read one of her books! Linda Sue Park wrote *Bee-Bim Bop*, but she has also written some historical fiction--things that happened in real life, but the characters in the book are not real--about South Korea. Today we are going to read part of a book she wrote called "When My Name Was Keoko."

[Read "When My Name was Keoko"]

Friends, how did that story make you feel? Tell your partner how you would feel if you had to change your name.

Linda Sue Park wrote about this history in South Korea because she did not want people to forget when the people of Korea were ruled by another country. They did not like when Japan occupied Korea. They thought a lot of the rules that Japan made were unfair. Linda Sue Park

is a peacemaker because she writes about this history so that we can remember all the people whose lives were changed by this.

Tomorrow we are going to write a peacemaker page for Linda Sue Park.

**Session 6:** Review “When My Name was Keoko” and other books by Linda Sue Park  
Friends, put your hands on your head if you can tell us the answer to this question: How did Linda Sue Park make the world a better place? Turn and tell your partner what you think. [give time to talk to partner, listen for responses] Now raise your hand if you’d like to share what you or your partner said. [chart responses]

We will now go back to our seats and write a page for our peacemaker book about Linda Sue Park. If you need help with what to write, look at our chart about Linda Sue Park for help. [send kids back to seats to write one sentence and a picture about Linda Sue Park].

**Session 7:** Read aloud: Dim Sum for Everyone

Turn and talk: What did you notice about the food in the story?

The food in this story is from another country in Southeast Asia called China. Put your hands on your head if you’ve ever heard of China. Great! We are going to learn more about China tomorrow.

**Session 8:** Make their own “This Is How We Do It” book about China

Friends, today we are going to learn more about what a typical day looks like for a child in China. We are going to answer all the same questions as in the book “This Is How We Do It.” As I explain the answer to each question, you will draw a picture to illustrate what we are talking about. The things you will draw about are:

1. This is Me: Wei
2. This is where I live: apartment
3. This is who I live with: mom and dad
4. This is what I wear to school: uniform
5. This is what I eat for breakfast: steamed buns
6. This is how I go to school: bus
7. This is my teacher
8. This is how we learn: desks
9. This is how I spell my name
10. This is what I eat for lunch: rice, vegetables, chicken
11. This is how I play: tag
12. This is how I help: chores
13. This is how we eat dinner:
14. This is what I do in the evening: read
15. This is where I sleep: bed

→ I will answer each question in a powerpoint so students will have a visual cue to help them draw a picture. This session will probably be split in two so as to not fatigue the students.

After the book is complete:

Turn to your partner and tell them one thing that you noticed about Wei's day. [circulate as students debrief the book with a partner]

Great! I heard some of you say things that were the same about Wei's life and our lives, and some things that were different. Let's chart these on our Venn Diagram--things that are the same here and in China, and things that are different.

[chart responses]

We will continue to learn about China later, but first let's move our bodies to a freeze dance to a popular song in China! [Play Song by Teresa Teng]

### **Session 9:** Maya Lin

Today we are going to learn about a peacemaker whose family was from China. She grew up to become a famous architect who built a memorial for all of the soldiers in a war that happened in another country in southeast Asia, Vietnam.

[Read Maya Lin]

Friends, put your hands on your head if you can tell us the answer to this question: How did Maya Lin make the world a better place? Turn and tell your partner what you think. [give time to talk to partner, listen for responses] Now raise your hand if you'd like to share what you or your partner said. [chart responses]

We will now go back to our seats and write a page for our peacemaker book about Maya Lin. If you need help with what to write, look at our chart about Maya Lin for help. [send kids back to seats to write one sentence and a picture about Maya Lin].

\*\*In another lesson we will be learning about Maya Lin's artistic style and will make a sculpture mimicking it.