



PEDAGOGICAL PRINCIPLES

Introduction

We recognize that classroom teachers know their students and curriculum goals best. We have developed the following units, with reference to the Massachusetts Curriculum Frameworks in English Language Arts, Social Studies, and Visual Arts. Each unit provides an array of resources and activities. It is up to you to decide which activities to use and in what order.

The lessons utilize research-based strategies for improving academic outcomes. They reflect an understanding of multiple intelligence theory and a commitment to including all students in rich learning about Asian art and culture. Students with strong visual intelligence, in particular, will benefit from these and from the museum visit.

Components of our Lessons

We have designed the curriculum to be as flexible as possible. Think of each component as if it were a separate course of a meal. It is up to you to think creatively about making the presentation and sequence fit the needs of your students.

Each unit includes excerpts from a primary source document. Social studies teachers will want to use these resources with reference to other documents the class is studying; the process of looking at multiple sources will help students think more like historians.

We use the following themes to help guide how students approach our primary source documents:

- ◆ Understanding Motive
- ◆ Uncovering Assumptions
- ◆ Making Comparisons
- ◆ Distinguishing Between Primary and Secondary Sources

See accompanying charts with some sample units to get you started.

PRIMARY SOURCE MATERIAL

LITERATURE

Many of the lessons draw on outstanding examples of children’s literature that will heighten interest in the cultures of China, Japan and Korea. PEM is prepared to provide copies of the books referenced, for your use in the classroom before your museum visit. Student comprehension of the literature will be supported by the related visual materials (Art Cards), and their experience of the museum collections will be enhanced by the narrative context the readings provide.

Lesson plans also support comprehension by providing questions based on popular connections classifications:

- ◆ Text-to-Self
- ◆ Text-to-Text
- ◆ Text-to-World
- ◆ Finding Evidence

MEDIA COMPONENT

Each unit comes with suggested Web sites, videocassettes, and DVDs to support student learning.

PEM ART CARDS

Each unit comes with a series of Art Cards—images or objects from the PEM collections. Our lessons provide guiding questions to help teachers make history and literature come alive through these images. Here we have extended the connection strategies from the literature section by using the following categories in discussing art:

- ◆ Object-to-Self
- ◆ Object-to-Object
- ◆ Object-to-Text
- ◆ Object-to-World
- ◆ Drawing Inferences

MUSEUM VISITS

Each unit has been designed to support a visit to the Peabody Essex Museum in Salem, Massachusetts. Our gallery teachers look forward to building on the work that you and your students have accomplished in class. These volunteers support PEM’s educational mission by studying the collections and special exhibitions and by teaching students who visit the museum. The museum visit lessons included in these resources provide an idea of what will be covered during these trips and which objects might be used.

ART ACTIVITIES

Art activities help students connect to the material through hands-on experiences. These projects have been designed to reinforce both the artistic elements of the lesson and broader aspects of cultures involved.

For each lesson, we provide a follow-up activity that invites the students to reflect on their trip to the museum and to share their experiences with a parent or guardian, teacher, or museum staff member.

Planning Your Visit

Art museums are very special places, full of opportunities for discovery, discussion, and delight. You can sense the anticipation when a school group enters a museum. There is so much to see! Children never fail to be impressed by the idea that an object is the real thing—so old, so rare, so original!

Exploring a museum invites careful observation and engages critical thinking. Visual learners can play to their strengths in this creative environment. Small groups of students can work on interpretive problems together. Young writers find inspiration in the galleries for new poems, descriptive prose, or personal reflections. All students are called to notice details, articulate questions, generate theories, gather evidence, and compare and contrast what they see in works of art.

The art objects themselves have presence. They focus attention and stimulate discussions grounded in visible evidence. They help bring another time and place to life. They can stop students in their tracks—then lead them into new terrain. Encounters with art yield new insights to be shared with others in the moment of discovery.

Using Art Cards

The Art Cards included with the curriculum guides are intended to provide visual support for the lesson plans. Many of the objects shown are directly related to the recommended reading assignments. For example, Korean clothing and sewing implements are important elements in Linda Sue Park's novel, *Seesaw Girl*. You can use the Art Cards to encourage students to look at and think about PEM collections. Keep in mind, though, that reproductions cannot give a sense of the widely varying sizes, textures, and other properties of the original objects. Those qualities will be revealed only when students visit the museum!

When posted on a wall or bulletin board, or passed around during small group activities, Art Cards can help you visually transform the classroom. If you have the equipment, you may decide to project images from PEM's Web site or print out color copies for individual students.

Visiting PEM

Please set up your visit at least one month in advance by calling the manager of school programs at 978.745.9500, ext. 3060. It is important to let us know which lessons and readings you have done in preparation for your visit and which collections you would like the gallery teacher to emphasize.

Your students will be excited to see the original works of art you have introduced through the Art Cards. They will be surprised at how the actual sizes may vary from what they had imagined, and their understanding of three-dimensional objects will be greatly enhanced in the gallery context with other works of art.

We assign one gallery teacher for every 12 students, so please plan to divide the class evenly before you arrive. Each group of students should be accompanied by an adult from your school. Please see our Web site (www.pem.org) for more detailed information about arranging school visits, admission fees, directions to Salem, and parking.

Your PEM gallery teacher will have prepared carefully with your group in mind. He or she will be familiar with the information you provided during the registration process about your use of the curricular resources and will offer opportunities for your students to make connections and share what they know. Objects introduced at school through the Art Cards will be featured and compared to related objects. The gallery teacher will ask questions to stimulate careful observation and discussion, layering new information as appropriate.

Well-prepared students will leave PEM with a sense of being able to consolidate cultural information about Asia and confidence in their ability to learn from the works of art and other primary source material available in a museum.

A Visit to the Museum

30 days before visit	<p>Call 978.745.9500, ext. 3060 to book your visit at least 30 days in advance. Please allow 15 days for us to ship copies of books you plan to use in preparing for your visit. Also obtain a Museum Visit Preparation Form. (It is a good idea to book all of your trips at the beginning of the school year.)</p> <p>If paperwork is required in your school or school district, complete it as early as possible.</p>
20 days before visit	<p>Distribute permission slips for all participating students. Limit your group to 90 students and nine adults for self-guided tours. Limit your group to 60 students and six adults for docent-guided tours. Don't forget to find additional parent chaperones.</p>
20–10 days before visit	<p>Preview the galleries that you are going to be visiting. Admission is always free for teachers who present ID at the admissions desk.</p>
10 days before visit	<p>Collect all permission slips and money from participating students.</p>
1–2 weeks before visit	<p>Teach relevant lessons (for examples of how you can use these lessons over the course of a week, see p.6.)</p>
7 days before visit	<p>Complete the Museum Visit Preparation Form describing which lessons, activities and readings your students have completed) and Fax to 978.741.8793. This will help our gallery teachers prepare appropriately for your group's visit.</p>
Day of museum visit	<p>Group goes on a tour with a gallery teacher. You may choose to do a studio activity at the museum, or back at the school. Please return borrowed books.</p>
1–3 Days after your trip	<p>Complete studio activities or follow up activities.</p>

SAMPLE UNIT ONE THE ARTS OF LIFE IN KOREA

Materials and Processes

(Recommended for grades 4–7)

We offer this lesson plan as an example of how the different components of this curriculum might be integrated into a powerful lesson. We hope it gets you thinking about how the various components of these resources can work together to make a rich unit of study.

	Activities for Lesson Plan 10	Homework
Day 1	Prereading Activity: read “Rule Six: On Instructing Women” and answer the discussion questions with your class.	Read the first three chapters of <i>Seesaw Girl</i> (pp. 1–22).
Day 2	Making Connections: Ask students to answer the first Text-to-Self question in class or in book club groups. Have students respond to the writing prompt in their writers’ notebook.	Read chapters four and five (pp. 23–38).
Day 3	Ask students to complete the Finding Evidence question in class or in book clubs. Use the PEM Art Cards to introduce objects in the museum’s collections and to facilitate the Finding Evidence discussion.	Read chapters six, seven, and eight (pp. 39–56).
Day 4	Symbols: Make copies of the visual lexicon for the class. Complete the Object-to-Object questions in book clubs or whole class discussion.	Read chapters nine, ten, and eleven (pp. 57–72).
Day 5	Finish reading <i>Seesaw Girl</i> in class. Review expectations for museum.	None.
Day 6	Museum visit: During the tour, students will get to see many of the objects that are used by characters in the novel <i>Seesaw Girl</i> . Complete the “Making Buchae – Korean Fans” art activity at the museum.	Give the fan you made to a parent or friend.
Day 7	Follow-up activity in class.	None

Using the Haiku Eye

(Recommended for primary grades)

This lesson plan features the Japanese haiku poet Basho and the picture book *Grass Sandals*, available for loan from PEM.

Activities for Lesson Plan 5	
Day 1	Begin by passing around calligraphy brushes and ink stones to the students. Ask students to think about the importance of writing tools for an author (note that this is similar to the Text-to-Self question in the lesson). Tell students they are going to read about a poet who wrote with these tools while walking across Japan. Read <i>Grass Sandals</i> aloud to the class.
Day 2	Photocopy and distribute some of the pages of <i>Grass Sandals</i> as well as some of the translations from the primary source documents. Read aloud the quote from Ralph Fletcher about reading like a writer. Have students write haiku. Like Basho, they will take time each day during this lesson period to reflect and write a haiku in their notebooks in addition to the other activities outlined.
Day 3	Review the important elements that students have learned about haiku. Introduce one or two additional elements from the seven keys of writing haiku, if they have not all been identified. Use <i>Grass Sandals</i> as a touchstone text as your students continue to write haiku daily.
Day 4	Look at other elements in <i>Grass Sandals</i> . Let students copy one of their favorite poems from Basho, a classmate, or a teacher into their notebooks. Encourage students to add pictures and narrative to their notebooks. Distribute the PEM Art Cards so that students can use them as models.
Day 5	Museum visit: During this guided tour, students will get to see many of the objects that are used by characters in <i>Grass Sandals</i> and focus on the Japanese love of nature and refined aesthetics.
Day 6	Have students go to www.pem.org/visit/education/haiku and submit their favorite poem online.

ADDITIONAL RESOURCES

To help students understand primary source documents:

Thornton, T. (2005). Primary Sources. *Northfield Mount Hermon School Web site*. 22 Dec. 2005. www.nmhschool.org/tthornton/how_to_read_a_primary_source.htm.

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