

Lesson Title: Kamishibai: Japanese Story-Telling Cards

Class and Grade level(s): Language Arts and Art Interdisciplinary lesson, grade 6

Goals and Objectives - The student will:

- Become familiar with the Japanese storytelling form known as *kamishibai* (*kami*=paper *shibai*=drama)
- Be able to identify the key elements in a story
- Create their own *kamishibai* containing 10 to 12 cards
- Demonstrate their knowledge by sharing a *kamishibai* with younger students in the school

Time required/class periods needed: 10 days

Primary source bibliography:

Internet:

<http://www.kamishibai.com> Sells kamishibai materials

<http://www.storycardtheater.com/kamishibai-tips.pdf> Kamishibai performance tips

<http://www.indiana.edu/~easc/outreach/educators/storytelling/kamishibai.shtml> Summaries of many kamishibai stories

<https://www.youtube.com/watch?v=bRAR0IUTNMO> Performance of The Golden Bat by kamishibai master Yassan in Japanese illustrating the animation and drama of this type of storytelling.

<http://muarts.org.uk/artists/theatre/kamishibai/> Another example of Yassan's artistry as an example of how to slide the cards and how animated a performer can be

Books:

Dorson, Richard Mercer, Studies in Japanese Folklore. Richard M. Dorson, ed., Port Washington, NY Kennikat Press, 1973.

Kamichi, Chizuko. How the Years Were Named. Yuko Kanazawa, ill., New York, NY, Kamishibai for Kids.

Say, Allan. Kamishibai Man <http://www.amazon.com/Kamishibai-Man-Allen-Say/dp/0618479546>

Other resources used: n/a

Required materials/supplies: n/a

Vocabulary: n/a

Procedure:

1. Day 1: The teacher will read and demonstrate a *kamishibai* story of his/her choice and show one of the videos of Yassan giving a *kamishibai* performance.
2. Day 2: Without showing any illustrations, the teacher will read the folktale How the Years were Named, a story that tells why years are named for animals in East Asia. The class will decide how the story can be broken up into parts. Teacher will divide the class into enough groups to create an illustration for each part of the story.
3. Day 3-10: Class discussion among the groups to work out the order of performance and discuss what each illustration will be. Students will then create storyboards in Art Class and practice telling the story with one student from each group as principal storyteller, another as card slider, a third as wooden block clacker etc.
4. Final Class: First-grade students will be invited for a performance of the story. Storyboards can be displayed in the library.
5. Further Interdisciplinary Potential: Involve the music teacher and have non-story-telling students sing a Japanese song as a musical accompaniment. This would be especially important if there are more students in the group than needed in the actual storytelling.

Assessment/evaluation: Students will be assessed on the following:

1. Did the students break the story into comprehensible segments?
2. Did each storyboard lead into the next smoothly?
3. Was the student prepared for his/her part of the presentation?
4. Did the story hold together as a whole?