

The Bushido Code - Introduction to Calligraphy

Lesson Title: The Bushido Code - Introduction to Calligraphy

Class and Grade level(s):

Second semester and higher Japanese language students who have studied Hiragana, Katakana & Kanji.

Goals and Objectives:

- READING: Identify kanji used for the Bushido Code
- WRITING: Correctly write kanji used in the Bushido Code in pen or pencil
- Complete the Discovery Packet as homework before the Day 1 Exploration class to understand the basic history of the Bushido Code.
- Complete the Day 1 Exploration packet during Class 1 in preparation for Brush Calligraphy
- Complete the Day 2 Cultural Production Packet and calligraphy activity during the following class period.

Time required/class periods needed:

Two class periods, minimum. Students may want Day 2 for practice day and Day 3 to create a final product.

Primary source bibliography:

Nitobe, Inazo, Bushido: The Soul of Japan (<http://www.gutenberg.org/files/12096/12096-h/12096-h.htm>) (English only)

Nitobe, Inazo, Bushido: The Soul of Japan (<http://www.marino.ne.jp/~rendaico/kodaishi/kodaishico/nihonshindoco/bushidoco/nitobenobushidoebunc.o.html>) (Bilingual Japanese and English)

Terakoya Woodblock print by Issunnishi Hasanato.

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Other resources used:

Friends Journal "The Life of Japanese Quaker Inazo Nitobe 1862 - 1933."(<http://www.friendsjournal.org/life-japanese-quaker-inazo-nitobe-1862-1933/>)

Hatasa, Yukiko, et al. Nakama 1: Introductory Japanese - Communication, Culture Context. Stamford, CT. Cengage Learning 2015.

Heisig, James W. Remembering the Kanji: A Guide to Reading and Writing the Japanese Characters. Honolulu, HI. University of Hawai'i Press 2007.

Klueper, Mark L., et al. Beginning Japanese: Your Pathway to Dynamic Language Acquisition. Rutland, VT. Tuttle Publishing. 2010.

Society for Teaching Japanese as a Foreign Language. 日本の歴史 - 日本事情シリーズ (Japanese History - Conditions of Japan Series). Tokyo . Bunjinsha. 1988

Suzuki, Yuuko. An Introduction to Japanese Calligraphy. Kent, UK. Search Limited Press. 2008

Tokugawa Art Museum.(www.tokugawa-art-museum.jp)

Required materials/supplies:

Pre-class Discovery: Homework/Preparation Packet:

- Selected reading from Bushido: Soul of the Samurai, Bilingual
- Questions to be completed while reading in preparation for Day 1 Exploration.
- **Double-sided photocopy best.**

Day 1 Exploration: In-class Worksheet Packet

- Information Gap worksheet
- Kanji practice pages
- **Double-sided photocopy best.**

Day 2 Cultural Production: Brush Calligraphy Activity

All supplies can be purchased locally at craft/art supply stores such as Hobby Lobby or Michaels

- **Double-sided photocopy best.**
- Japanese Calligraphy brushes (one for each student if possible)
- Japanese Calligraphy ink stone (one for each student if possible)
 - If unavailable, use a paper soup bowl that has a flat rim for scraping excess ink off the brush.
- Japanese Calligraphy ink (one or two bottles for the class to share. NB: This is permanent ink. Permanent.)
 - If time allows, students can grind their own ink using an ink stick.
- Japanese Calligraphy Paper x Per Student
 - 15 - 20 sheets of Japanese/Chinese/Sumi-e paper (for individual kanji practice)
 - Scroll/Sumi-e paper (if making a hanging scroll with all kanji on one sheet)
 - 4 large sheets of newspaper for practice.
- Water for practice on newspaper
- Clean-up supplies
- Audio Visual Device for watching youtube videos

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Vocabulary:		
SAMURAI	侍	Warrior
BUSHIDO	武士道	Way of the Warrior
GI	義	Rectitude, Justice, Integrity
REI	礼	Respect, Politeness
JIN	仁	Benevolence
MAKOTO	真	Honesty
YUU	勇	Courage
MEIYO	名誉	Honor, Reputation
CHUUGI	忠義	Loyalty

Procedure:

DISCOVERY PACKET

1. Handout/send the students the bilingual Bushido: The Soul of Japan homework packet to prepare in advance of Day 1 lesson.

DAY 1 EXPLORATION PACKET

2. Prepare Exploration Packet
3. Discuss reading following the discussion questions in the Exploration packet.
4. Have the students trace each large kanji in the kanji section. Emphasis the importance of stroke order. This will affect how the character looks when written with a brush.
5. Practice writing each character in the medium-sized squares. Give students feedback on how their characters look.
6. Complete the Information Graphic of the 7 virtues of the Bushido Code
7. Scan the history book section and label the document as instructed. Many students may not be at this level: In this case, think of it as an exploration of the document.
8. Ask students to share their ideas on what the passage is about
9. Answer the question in Japanese. Students should respond in Japanese.
10. For homework, students will practice the characters in the smallest squares.

DAY 2 CULTURAL PRODUCTION PACKET

11. **Teacher:** Prepare Cultural Production Packet and supplies needed
12. **Teacher:** Write the 7 Virtues of the Bushido Code in Kanji on the board
13. **As a class:** Look at the woodblock picture of the Temple school and follow the discussion prompts in the packet
14. Watch the Shodo basics1 video on youtube: <https://www.youtube.com/watch?v=EgnDGUBlw7Y>
(You might point out that the word "do" is the same in both bushido and shodo)
15. Watch the Shodo basics2 video on youtube: <https://www.youtube.com/watch?v=VS90WbeQxSE>
16. Watch the Bushido video on youtube: https://www.youtube.com/watch?v=yVBO_XxZSTs
17. Have students practice writing their chosen characters with water on newspaper
18. Once they are comfortable with their character(s) they may use the Sumi-e paper. Remember to use the smooth side, not the rough.
19. All packets are to be turned in for grading. Students may take their calligraphy home. Teacher is advised to take a photo of each production for grading.
20. Clean up

Assessment/Grading

Discovery Homework: 0-10 points. Evaluation of responses to the homework response section.
Exploration: 0-60 points. Evaluation of participation in class and packet.
Cultural Production: 0-60 points. Evaluation of participation in class and packet.

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Grading rubric for DISCOVERY Packet

	Unsatisfactory (0 - 2)	Basic (3)	Proficient (4)	Distinguished (5)
Content	Did not start or complete the assignment..	Few responses demonstrate little evidence of understanding of the concepts	Most responses demonstrate understanding of the concepts	Responses demonstrate understanding of the concepts of the Bushido Code.
Writing conventions	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.

Grading rubric for Exploration and Cultural Production Packets

	Unsatisfactory (0 - 5)	Basic (10)	Proficient (15)	Distinguished (20)
Content	Did not participate in the class discussion	Few responses during class discussion demonstrating little evidence of understanding of the concepts	Frequent responses during class discussion demonstrating little evidence of understanding of the concepts	Full participation during class discussion demonstrating evidence of understanding of the concepts
Writing	Did not write kanji	Wrote some kanji but not in correct stroke order, unbalanced	Wrote most kanji with some balance	Wrote all kanji. all are balanced and look native.
Reading	Did not participate	Few responses during class discussion demonstrating little evidence of understanding of the concepts	Frequent responses during class discussion demonstrating little evidence of understanding of the concepts	Full participation during class discussion demonstrating evidence of understanding of the concepts