

*Cooking With
Sailor Moon*

4-6th Grade

By Janeeka Hanna



Introduction

Rationale - During these lessons, students will work on the following skill:

- Students will be able to compare and contrast
- Students will be able to make generalizations and predictions
- Students will be able to craft questions and/or use inquiry to make connections
- Students will analyze content
- Students will be able to create and respond to higher order thinking questions
- Students will be able to craft questions and maintain an inquiry based dialogue
- Students will be able to create and respond to higher order thinking questions
- Use problem solving to provide solutions

These are important because students need these skills in life. Students need to have the ability to craft questions and make connections. Students analyze content and figure out solution when they have conflicts at home, or when they need to understand the world around them. Twenty-first century skills are defined as "... certain core **competencies**, such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help **students** thrive in today's world." All of the skills that students will learn/implement during these lessons are considered "twenty-first century skills".

The concepts and content is important for students to learn because they will constantly have to interact with other cultures. They need to have an understanding of what culture is, and how it effects people's behaviors. Without a solid understanding of cultures, students learning twenty-first century skills will be for naught. They will never truly have a chance to exercise their critical thinking and problem solving skills if they cannot understand they people around. Simple offenses could turn people away from them, and cause them to lose the opportunity to prove how smart or amazing they truly are.

Differentiation for Gifted Learners – There are several different elements in this unit that could be beneficial and appropriate for gifted learners. The content of these lessons is one of the aspects that is appropriate. Many times in their regular classrooms, gifted learners are regulated to the normal curriculum. They never receive the opportunity to go beyond the obvious. Through this unit, they have the opportunity to extend ideas that are present in their curriculum. They get a chance to take a topic and explore the different concepts associated with that topic, and go beyond the facts. Most students are going to be familiar with the concept of culture, but rarely do they get to immerse themselves in the culture, and learn the actual food of the culture. They do not get to ask someone from the culture questions, and learn beyond what is written in books. This is important for gifted students because they have the opportunity to demonstrate their knowledge of the topic as opposed to just talking about them.

The process is appropriate for gifted learners because questioning is a large part of the process. The questions that students will answer will give them the opportunity to analyze, synthesize, and evaluate in order to draw conclusions. This is important to gifted learners because it gives them a chance to drive the direction of the explorations. This unit also allows students to ask questions to promote critical and creative thinking, and students get the opportunity to draw their own conclusions and generalizations. This gives students important opportunities to self-direct what is happening in their learning. They have the chance to explore in-depth the subsets of the lessons that interest them. Some students will be drawn in by the opportunity to learn other Japanese meals, others will get a chance to explore other mangas, and the another set might see the value of understanding culture and then explore several different cultures. These hands-on learning experiences will become invaluable to students, and will ensure that they have a firm grasp on the topic.

The product that students create also plays a large part in why this unit is appropriate for gifted learners. Students have the opportunity to address real audiences and problems. They also have the chance to evaluate one another when they taste the sushi that their cohorts have created. This allow students to show what they have learned in a variety of ways and show their work independently.

Finally, this unit is appropriate for gifted learners due to the different features that are available throughout. The skills in this unit are all clustered together by skills, which allows for students to accelerate through the sequence,

as opposed to feeling stagnant in material that they are already familiar with. The complexity of this unit is also appropriate because it causes students to find connections between culture, art, and food. They have to go more in depth to view food as art, even if it is not cut into shapes and figures. The depth is present in the research and products that are created. Students get to explore Japanese culture and Sailor Moon in depth, and see those concepts through more than one lens. Students will be challenged through the advanced reading material offered in the unit, and the fact that some of the information they receive will be in Japanese. Students will also need to use reasoning a majority of the time to see how the different days in the unit connect with one another. Last, but not least, students will get a chance to broadcast their creativity based on the choices they make for their final product. Though the performance task specifically asks for a sushi roll, which does not mean that students are limited to what are thought of as traditional. They have the opportunity to sow their creativity, and design an alternative that may seem different, but still fits the criteria.

Describe the population of gifted children for whom the unit is intended.

This particular unit can be used for any and all gifted learners. Their socioeconomic background does not matter. Even if students have never been to Japan, they can still take joy in the skills and concepts discussed in this unit. Students will need to have some interest in cooking, Japanese culture, and comic books in order to take anything away from this unit. Even if they are not completely familiar with Sailor Moon, students will need to come with an open mind, and a genuine interest in trying foods and experiences that they are not familiar with. This unit will give students an opportunity to explore Japanese culture, and hopefully spark an interest in different cultures. There are not distinguishing characteristics of students that will be drawn to this unit. It is truly a wonderful unit that will draw anyone in that is interested in food.

CONTENT GOALS AND OUTCOMES

GOAL 1: To develop understanding of Japanese culture, and how it relates to Sailor Moon, art and food.

Students will be able to...

- compare and contrast
- make generalizations and predictions
- craft questions and/or use inquiry to make connections
- analyze content
- create and respond to higher order thinking questions
- craft questions and maintain an inquiry based dialogue
- create and respond to higher order thinking questions
- Use problem solving to provide solutions

PROCESS GOALS AND OUTCOMES

GOAL 2: To develop reasoning skills with application to social studies, language arts and language skills.

Students will be able to...

- A. State a purpose for all modes of communication—their own as well as those of others
- B. Define a problem, given ill-structured, complex, or technical information
- C. Formulate multiple perspectives (at least two) on a given issue.
- D. State assumptions behind a line of reasoning.
- E. Provide evidence and data to support a claim, issue, or thesis statement.
- F. Make inferences based on evidence.

CONCEPT GOALS AND OUTCOMES

GOAL 3: To understand the concept of cultures

Students will be able to...

- Define Culture
- Define Art
- Connect food and art
- Understand their culture and the culture of those around them.

Assessment Plan

Formative Assessment:

Students formative assessment will consist of completion of a worksheet that discusses the aspects of Japanese culture, and then they will answer the following question: Based on what we have learned today, answer the following question: How does culture cultivate art? Everyday students will take what they learned, and circle back around to the same question. Other formative assessment will be taken through observation of students' conversations, interactions with one another, and how they complete the discussion expectations.

Culture Worksheet:

Name _____ Date _____		
Social Organization: Who lives in your house? Where do your friends live?	Customs & Traditions: What are traditions that are important to your family or community?	Beliefs: What are values that are important to you?
Language: What language or languages do you speak?	's Culture Map	Arts & Entertainment: What are your favorite movies? Music? Books? Games?
Economics: What jobs do people in your family have? Do you do chores or something else to earn money?		Food: What kind of food do you eat? What kind of food do you eat on holidays?

page - 2

Summative Assessment:

Chef Masa is opening a new Japanese restaurant in Downtown Durham. This restaurant is going to be extremely unique because it will be totally Sailor Moon themed. All of the food on the menu will be based on food seen in different episodes, and based on the different characters from the series.

After spending the afternoon with you all, Chef Masa was so excited with your enthusiasm, mastery of chef tools, and work ethic, that he has decided to hire **ONE** of you as his Sous Chef at his new restaurant. In order to choose who will become his newest chef, he has asked that you all create a sushi roll that is based on one of the characters from the series.

You will need to research a character from Sailor Moon (it can be a villain or a hero). You will need to choose a special edible ingredient that you believe personifies that character, and incorporate it into your sushi roll. You will need to give your roll a name, and explain how the secret ingredient fits the character. Chef Masa and his assistant will try each of your rolls, and decide which one of you will become his newest chef.

TEACHER NAME		Lesson #
Taneeka Hanna		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies	ELA	Grades 4/5
CONCEPTUAL LENS		LESSON TOPIC
Culture		Create Meaning for Artwork
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.4/5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4/5.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>SL.4/5.3: Identify the reasons and evidence a speaker provides to support particular points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Culture Cultivates Art</i>		<i>How does culture cultivate art?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that:</p> <ul style="list-style-type: none"> Culture is defined as: the customary beliefs, social forms, and material traits of a racial, religious, or social groups; the set of shared attitudes, values, goals, and practices that characterizes a group. Art is defined as: the expression or application of human creative skill and imagination, typically in visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. Students will know that it is important to be aware of their culture, and the culture of those around them. 		<ul style="list-style-type: none"> Students will be able to compare and contrast Students will be able to make generalizations and predictions Students will be able to craft questions and/or use inquiry to make connections Students will analyze content Students will be able to create and respond to higher order thinking questions Students will be able to craft questions and maintain an inquiry based dialogue
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What is culture? • What are the elements or components which make up culture? • What is art? • What are the elements or components that make up art? • How are culture and art related? • Why would art be a part of culture? 	<ul style="list-style-type: none"> • What's going on in this picture? • What do you see that makes you say that? • What else can you find? • What elements seem imaginary or dreamlike? • Why do you think the artist created this artwork? • What story do you think is being told? • What emotions do you notice in the artwork? • How do you think this artwork connects cultures? <p>(add group created questions)</p>	<ul style="list-style-type: none"> • What is the relationship between culture and art? • What does art tell us about certain cultures? • What might we learn about a culture by observing their art? • How does culture cultivate art? • How do our lives shape our art? • How does our culture shape our lives? • How do our emotions effect how we view art?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The content and vocabulary in this lesson are sophisticated. This lesson is unique to the grade levels.	Students will work with questions/inquiry that is rigorous because questions are open-ended.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the classroom, there will be the image of "Self-Portrait with Her Daughter" by Madame Le Brun posted beside a recreation of the same painting that features Sailor Moon and Chibi-Usa.

Students will view the video about culture found on the Flocabulary site: <https://www.flocabulary.com/unit/culture/>
 Students will be given the lyrics, so they can read along and highlight important ideas that are mentioned in the song. Students are specifically looking for words and phrases about "culture" in the lyrics.

Lyrics:

We're here to talk about **culture**, yeah,
 The way of life a group of people shares.
Traditions, **customs** and **language**,
 Whether hero or hoagie, it's still a sandwich.
 Entertainment, like music and art,
 And religious beliefs can be a big part.
 In New York, with its Jewish community,
 There's kosher food, like at this deli.
 A culture shares values, morals, principles,
 Like down South, we're awfully hospitable.
 And what about the political system?
 There's a queen and prime minister over in England.
 Let's not forget about their economy,
 The way wealth is spread out can determine a lot, see?
 What you eat, where you hang, who you know, what you wear
 Can be determined by the way a culture's wealth is shared.
 A culture can be shared by a big or small group,
 Our country has a culture, but your region does too.

Culture is learned and passed down through generations,
But it can still evolve and go through changes.

*Our culture shapes who we are,
From our clothing, food, languages and art,*

Politics , economics and traditions,

Social structures , values and religions .

(2x)

"Alright, mind if I get on this beat? I appreciate you. Look, I'm from Texas, born and raised—gonna slow it down a little to talk about how culture moves, like when people migrate and bring it with them."

Now I don't know where you've been,

But no matter what, you've seen cultural **diffusion** .

The spread of culture from one group to another
Can be rough, like from war, or smooth like butter.

Houston's got a Chinatown,

If I need Chinese products, that's where I buy them now.

Chinese families moved in and settled down,

And their language, food and customs are all around.

Trade, **migration** and communication

Can move culture around the globe and the nation.

OK, so check out Texas:

Close to 40% Hispanic says the census.

That's 'cause we're at the southern border,

Mexico is just a little bit further.

Mexicans migrate for opportunity,

And their culture shapes Texan communities.

In Texas we've got bilingual schools

Where we speak English and Spanish, too.

And Tex-Mex is its own cuisine,

If that's not cultural diffusion, I don't know what it means!

What's your culture? What do you like?

What do you know? What shapes your life?

When it comes to culture, know the golden rule...

Respect other cultures the way you respect yours!

(5x)

*Our culture shapes who we are,
Our clothing, food, languages and art,*

Politics, economics and traditions,

Social structures, values and religions.

(2x)

"Alright, y'all, just remember this: you gotta respect other cultures the way you respect yours. Flocabulary, signing off, peace!"

Following the video, students will fill in the sheet about everything they know about Japanese culture. They will use the concepts discussed in the video in order to discuss Japanese Culture. They will write out what they know about the language, art, music, food, household structure, economics, etc. This simply gives students an opportunity to see how the video connects to Japanese culture.

Name _____		Date _____
Social Organization: Who lives in your house? Where do your friends live?	Customs & Traditions: What are traditions that are important to your family or community?	Beliefs: What are values that are important to you?
Language: What language or languages do you speak?	_____ 's Culture Map	Arts & Entertainment: What are your favorite movies? Music? Books? Games?
Economics: What jobs do people in your family have? Do you do chores or something else to earn money?		Food: What kind of food do you eat? What kind of food do you eat on holidays?
		Other: What else do you think is important about your culture?

Teacher asks pre-lesson questions:

- What is culture?
- What are the elements or components which make up culture?
- What is art?
- What are the elements or components that make up art?
- How are culture and art related?
- Why would art be a part of culture?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After the video, students will view the image of “Self-Portrait with Her Daughter” by Madame Le Brun. They will have to observe the painting before they are allowed to speak.



Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will open the floor to conversation

During Lesson Questions:

- What’s going on in this picture?
- What do you see that makes you say that?
- What else can you find?
- What elements seem imaginary or dreamlike?
- Why do you think the artist created this artwork?
- What story do you think is being told?
- What emotions do you notice in the artwork?
- How do you think this artwork connects cultures?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will get a chance to pose their own questions to the one another. The teacher will paraphrase as needed. Continuing to ask the main 3 questions: What do you see that makes you say that? Who sees something different? Who agrees with that?

Students will then view the image of “Self-Portrait with Her Daughter” by Madame Le Brun posted beside a recreation of the same painting that features Sailor Moon and Chibi-Usa. They will continue to answer the questions posted above while they compare and contrast the portraits.



The teacher will open the floor to conversation

During Lesson Questions:

- What's going on in this picture?
- What do you see that makes you say that?
- What else can you find?
- What elements seem imaginary or dreamlike?
- Why do you think the artist created this artwork?
- What story do you think is being told?
- What emotions do you notice in the artwork?
- How do you think this artwork connects cultures?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher poses Post-Lesson questions:

- What is the relationship between culture and art?
- What does art tell us about certain cultures?
- What might we learn about a culture by observing their art?
- How do our lives shape our art?
- How does our culture shape our lives?
- How do our emotions effect how we view art?

Finally, students are given a sticky note on which to write a response. Responses should be a paragraph that connects culture and art.

Teacher says: Based on what we have learned today, answer the following question:

How does culture cultivate art?

Background of Self-Portrait with Her Daughter:

<https://smarthistory.org/vigee-le-brun-self-portrait-with-her-daughter/>

There are no trademark signs of her professional status as an artist in this image, instead Vigée Le Brun simply paints herself with her daughter Julie. The two are set against a bare, softly illuminated background and clasp each other in a warm embrace whilst looking towards the viewer. They are not clothed in fashion that would have actually been worn during this period, but dressed in a manner that evokes the ancient past. This represents the rising influence of the Neoclassical style on artists working in France.

The use of Neoclassical clothing is a marked difference from Vigée Le Brun's earlier portraits of this type. Although it might be seen as a fashionable affectation, it could also be interpreted as lending the gravity of the classical to motherhood and female relationships, where it was usually only reserved for masculine fraternity and civil values, particularly in the paintings of Jacques-Louis David.

Although Vigée Le Brun was undoubtedly the most successful female painter of France, and beyond, her legacy was overlooked nearly two centuries following her death in 1841. Her revival in the 20th century, however, has not always been positive, with notions of vanity and sentimentality clouding the resuscitation of her legacy. A well-known example, the influential twentieth-century French theorist Simone de Beauvoir disparaged Vigée Le Brun for portraits such as these, writing: "Mme Vigée Le Brun never wearied of putting her smiling maternity on her canvases." To devalue both the subject and the painter, however, seems a troubling endorsement, rather than challenge, to the disparity of recognition this unarguable success achieved in a notably male-dominated vision of art history.

Vigée Le Brun reconciles the stoic Neoclassical style with an intimate view into the relationship of mother and daughter, manifest in the contact between the bare flesh of both of these figures. The two become almost one, and their extreme proximity and shared gaze unites them against the viewer. Sadly, this close relationship would become estranged during their stay in Russia, only to be united shortly before the daughter's early death in 1819.

TEACHER NAME		Lesson #
Hanna		2
MODEL	CONTENT AREA	GRADE LEVEL
Taba	ELA	4 th /5 th Grade
CONCEPTUAL LENS		LESSON TOPIC
Culture		Cultures Found in Sailor Moon
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.4/5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4/5.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>SL.4/5.3: Identify the reasons and evidence a speaker provides to support particular points.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Culture cultivates art		How does culture cultivate art?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know that:</p> <ul style="list-style-type: none"> - Culture is defined as: the customary beliefs, social forms, and material traits of a racial, religious, or social groups; the set of shared attitudes, values, goals, and practices that characterizes a group. - Art is defined as: the expression or application of human creative skill and imagination, typically in visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. - Food is a part of people's culture and that food can sometimes be considered art. - Students will know that it is important to be aware of their culture, and the culture of those around them. 		<ul style="list-style-type: none"> • Students will be able to compare and contrast • Students will be able to make generalizations and predictions • Students will be able to craft questions and/or use inquiry • Students will analyze content • Students will be able to create and respond to higher order thinking questions • Students will be able to craft questions and maintain an inquiry based dialogue
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What does “culture” mean to you? • What are some things that are a part of “culture”? • Why is culture important? • What does “art” mean to you? • What are some things that are a part of “art”? • Why is art important? • How is art a part of culture? • Why is art a part of culture? 	<ul style="list-style-type: none"> • How did other cultures influence Sailor Moon? • What aspects of culture are written about in this article? • Which aspects of culture might be related or go together? • Which group could you subsume under another group? • What is a generalization you might make after reading this article that articulates the relationship between culture and art? • What is something that would be true about culture? 	<ul style="list-style-type: none"> • What is the relationship between culture and art? • How was Sailor Moon influenced by other cultures? • How can different cultures have a positive impact on art? • How can art have a positive impact on different cultures? • How does culture cultivate art?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The reading used in this lesson is sophisticated and uses advanced concepts and vocabulary.	Students engage in in-depth critical thinking as they must analyze the concept of “culture” through grouping and regrouping.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

To engage students, the students will watch 2 short clips from Sailor Moon. The teacher will ask students what cultures do they think are being portrayed in these 2 clips, and how do they know.

<https://www.viz.com/watch/streaming/media/sailor-moon-episode-10/6607/sub> (18:40-18:30 and 10:17-9:50)

<https://www.viz.com/watch/streaming/media/sailor-moon-episode-111/7400/sub> (10:33-5:48)

The teacher will ask the pre-lesson questions:

- **What does “culture” mean to you?**
- **What are some things that are a part of “culture”?**
- **Why is culture important?**
- **What does “art” mean to you?**
- **What are some things that are a part of “art”?**
- **Why is art important?**
- **How is art a part of culture?**
- **Why is art a part of culture?**

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

- **Listing:**
Students will read an article related to the cultures that influenced Sailor Moon. The article is broken into 5 parts that analyze symbols from Japanese, Christianity, Buddhism, and Shinto cultures, and discuss how they make up important aspects of the Sailor Moon series. As students read their article, they will be expected to list the different cultures that influenced Sailor Moon, and what some of their symbols mean.

Article:

<http://web.mit.edu/philip/www/sailormoon/3rdweek.pdf>

Students will discuss a few during lesson questions:

- How did other cultures influence Sailor Moon?
- What aspects of culture are written about in this article?
- Which aspects of culture might be related or go together?

Students will then share their lists-teacher will make a comprehensive list on the board as the students share their words aloud. Students are recognized by the teacher to share.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- **Grouping and Labeling:**
Students (working in groups of 3) select about 20 words and /or phrases from the comprehensive list the teacher recorded on the board. In groups, the students will create smaller word groups based on similarities; "Which of the words/phrases go together as they relate to some aspect of the concept of, "culture"?"
Expectation: 1) There must be at least 3 different groups
2) Each group must have at least 3 words or phrases
3) No word can be used more than once; member of only one group.

The teacher will move through the classroom checking in with student groups. The teacher will guide students as necessary with questions but allow the student groups to come to their own conclusions. As students finish, the teacher will instruct student to label the groups to indicate how the words in the group are related to the concept, "culture". (Example: Japanese culture, Christian culture, Buddhism, American culture) Students will explain their reasoning to the teacher. The teacher will ask students to describe the similarities and difference among groups. The teacher will then ask students to defend their choice of label and the reasons for the words/phrases being grouped as they are.

Students will share their labels and reasons for the grouping with the whole class. Teacher will ask questions such as, "What evidence do you have for that position/point? And Why do you say that?"

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

- **Subsuming, Regrouping, Renaming**
Students will answer the during lesson question:

Which group could you subsume under another group?

Student groups will be challenged to regroup items. The new groups must be new categories with new labels.

- Expectations: 1) Items can be used in more than one category (group)
2) New labels must be assigned for the categories (groups)
3) Groups must have at least three words per group since words can be used in multiple groups
4) Categories must be based on some aspect of the concept "culture"

The teacher will ask all groups to share their categories (labels with some example words) Teacher will ask questions such as, "What evidence do you have for that position/point? And Why do you say that?"

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be asked to create a statement (generalization) which represents the relationship between the concept, "culture", and the concept "art".

Students will then write a paragraph explaining how certain aspects of different cultures cultivated art (Sailor Moon comics/tv show). Evidence from the content (Sailor Moon article) should be included in the paragraph as support for the relationship between culture and art. Students will submit their writing by the end of the class.

TEACHER NAME		Lesson #
Hanna		3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA	4 th /5 th Grade
CONCEPTUAL LENS		LESSON TOPIC
Culture		Sailor Moon As Art
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.4/5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4/5.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>SL.4/5.3: Identify the reasons and evidence a speaker provides to support particular points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture cultivates art		How does culture cultivate art?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that:</p> <ul style="list-style-type: none"> - Culture is defined as: the customary beliefs, social forms, and material traits of a racial, religious, or social groups; the set of shared attitudes, values, goals, and practices that characterizes a group. - Art is defined as: the expression or application of human creative skill and imagination, typically in visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. - Food is a part of people's culture and that food can sometimes be considered art. - Students will know that it is important to be aware of their culture, and the culture of those around them. 		<ul style="list-style-type: none"> • Students will be able to compare and contrast • Students will be able to make generalizations and predictions • Students will be able to craft questions and/or use inquiry • Students will analyze content • Students will be able to create and respond to higher order thinking questions • Students will be able to craft questions and maintain an inquiry based dialogue • Use problem solving to provide solutions
GUIDING QUESTIONS		
<i>What questions will be asked to support instruction?</i>		
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What was happening in the video you watched? • What were some of the things that are a part of culture noticed in the video? • What makes this video a part of a certain culture? • What is the relationship between the video and the reading? • What theme connects the video and the reading? 	<ul style="list-style-type: none"> • How did other cultures influence Sailor Moon? • What is something that would be true about culture? • How does Sailor Moon represent art? • How does she represent culture? • What role does culture play in cultivating the art represented by Sailor Moon? 	<ul style="list-style-type: none"> • What was the theme or “big idea” you discovered through participation in this seminar? • What concepts did you explore as a result of this seminar? • What generalizations could be made about the impact of Sailor Moon on culture and art? • How did this seminar help deepen your knowledge of culture? • What is the relationship between culture and art? • How was Sailor Moon influenced by other cultures? • How can different cultures have a positive impact on art? • How can art have a positive impact on different cultures? • How does culture cultivate art? • What challenges did you experience through the seminar? • What new questions arose as a result of the discussion and debrief? • How did your role in the seminar (inner/outer) impact your feelings about the seminar? • What will you do differently as a result of your participation in this Socratic Seminar?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The reading used in this lesson is sophisticated and uses advanced concepts and vocabulary.	Students will participate in Socratic Seminar. Students will facilitate the seminar themselves and will be responsible for crafting questions which maintain the integrity of the seminar.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

To engage students, the students will watch an entire episode of Sailor Moon. The teacher will ask students what cultures do they think are being portrayed in the show, and how do they know.

<https://www.viz.com/watch/streaming/media/sailor-moon-episode-51/6854/sub> (All)

The teacher will ask the pre-lesson questions:

- What was happening in the video you watched?
- What were some of the things that are a part of culture noticed in the video?
- What makes this video a part of a certain culture?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be given back their article on Sailor Moon, in order to engage in “close reading” of the article. Students will work in groups of 3. Each student will employ “close reading” strategies to accomplish their re-read. When all groups members have finished, groups will discuss notes, and questions, they have from their reading. Each group will craft at least 6 questions (2 opening, 2 core, and 2 closing) as a result of close reading.

Article:

<http://web.mit.edu/philip/www/sailormoon/3rdweek.pdf>

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When groups have completed their task, the teacher will ask the following questions:

- What is the relationship between the video and the reading?
- What theme connects the video and the reading?
- How did other cultures influence Sailor Moon?
- What is something that would be true about culture?
- How does Sailor Moon represent art?
- How does she represent culture?
- What role does culture play in cultivating the art represented by Sailor Moon?

Students respond to the questions orally. Multiple responses representing different perspectives will be allowed. **This portion will happen after the seminar has been completed.**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be divided into two groups. One group will compose the inner circle of the Socratic seminar; one group will form the outer circle of the Socratic Seminar environment. The inner circle member begin the dialogue while the outer circle member take notes about the dialogue, craft questions they have about the dialogue and observe one participant of the inner circle (their partner for the seminar). The leader, one student designated by the teacher/the teacher if necessary, will begin the seminar with one provocative question. Inner circle students will respond in a dialogue fashion through the seminar. Students will follow expectations for participation (see attached). These expectation will also be discussed prior to the seminar.

Opening questions might include: (if the designee does not have an opening questions, these could be used. These questions could also be inserted if the dialogue during the seminar falters.)

- What cultural impact did Sailor Moon have on different cultures?
- What is the theme of the video and reading?
- How is the video related to culture?
- What significant impact did art have on Sailor Moon, and how did that affect different cultures?

Students will dialogue for 10 minutes and then the inner circle and outer circle will change places. The new outer circle members will now be taking notes, crafting questions, and observing their partner in the inner circle.

When students have completed the seminar, the teacher will pose the following questions:

- What was the theme or “big idea” you discovered through participation in this seminar?
- What concepts did you explore as a result of this seminar?
- What generalizations could be made about the impact of Sailor Moon on culture and art?
- How did this seminar help deepen your knowledge of culture?
- What is the relationship between culture and art?
- How was Sailor Moon influenced by other cultures?
- How can different cultures have a positive impact on art?
- How can art have a positive impact on different cultures?
- How does culture cultivate art?
- What challenges did you experience through the seminar?
- How did your role in the seminar (inner/outer) impact your feelings about the seminar?
- What will you do differently as a result of your participation in this Socratic Seminar?

After students have shared responses orally, students will return to their small groups.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will complete their reflective writing tasks:

Socratic Reflective Writing

1. What is one thing you liked that you said?
2. What is one point someone else said that you agree with?
3. What was the most interesting question?
4. What was the most interesting idea to come from a participant?
5. What was the best thing that you observed?
6. What was the most troubling thing that you observed?
7. What do you think should be done differently in the next seminar?
8. As a Socratic Seminar participant, what area of the process will you work on for next time?
9. What new questions arose as a result of the discussion and debrief?

Finally, students are given a sticky note on which to write a response. Responses should be a paragraph that connects culture and art.

Teacher says: Based on what we have learned today, answer the following question:

How does culture cultivate art?

Socratic Seminar Handouts on the following pages

Socratic Seminar Questions

Opening Questions	Core Questions	Closing
(Level 1)	(Level 2)	(Level 3)
<ul style="list-style-type: none"> • Relates to text/video • Uses concrete examples • Open-ended • Is not a yes or no question 	<ul style="list-style-type: none"> • Develops theme • Leads into the abstract • Leads to further questions 	<ul style="list-style-type: none"> • Relates to self • Relates to reality
<p style="text-align: center;">EXAMPLES</p> <ul style="list-style-type: none"> • What does the author mean when he says... “with torn and bleeding hearts we smile?” • When do you wear a mask? • When do masks “grin and lie?” • What would make the author say “But let the world dream otherwise.” 	<p style="text-align: center;">EXAMPLES</p> <ul style="list-style-type: none"> • Is there a time when we can see below the mask people wear? • What is the purpose of wearing a mask? • What is your response to people who wear masks? • Can masks belie the wearer? 	<p style="text-align: center;">EXAMPLES</p> <ul style="list-style-type: none"> • What do you think was the wisdom that the author was trying to impart to you? • What in your thinking has changed about the way you treat people who wear masks?

Socratic Seminar Questions

Opening Questions	Core Questions	Closing
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<ul style="list-style-type: none"> • Relates to text/video • Uses concrete examples • Open-ended • Is not a yes or no question 	<ul style="list-style-type: none"> • Develops theme • Leads into the abstract • Leads to further questions 	<ul style="list-style-type: none"> • Relates to self • Relates to reality
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Socratic Seminar Questions

Name: _____ Title of Seminar: _____ Date: _____

	Opening Questions (Level 1)	Core Questions (Level 2)	Closing Questions (Level 3)
1			
2			
3			

Seminar Questioning Cheat Sheet

Clarification Questions:

- What do you mean by _____?
- What is your main point?
- How does _ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Let me see if I understand you; do you mean _____ or _____?
- Jane, would you summarize in your own words what Juan has said?... Juan, is that what you meant?
- Could you give me an example?
- Would this be an example: _____?
- Could you explain that further?
- Could you expand upon that?

Questions About the Initial Question or Issue:

- How can we find out?
- What does this question assume?
- Would _____ put the question differently?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or hard to answer? Why?
- Does this question ask us to evaluate something?
- Do we all agree that this is the question?
- To answer this question, what question would we have to answer first?
- I'm not sure I understand how you are interpreting the main question at issue.
- Is this the same issue as _?
- How would _____ put this issue?
- Why is this question important?
- Does this question lead to other questions or issues?

Assumption Probes:

- What are you assuming?
- What is Erika assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Why would someone make this assumption?

Reason and Evidence Probes:

- What would be an example?
- How do you know?
- Why do you think that is true?
- Do you have any evidence for that?
- What difference does that make?
- What are your reasons for saying that?
- What other information do we need?
- Could you explain your reason to use?

Reason and Evidence Probes (continued):

- Are these reasons adequate?
- Can you explain how you logically got from _____ to ____?
- Do you see any difficulties with their reasoning here?
- Why did you say that?
- What led you to that belief?
- How does that apply to this case?
- What would change your mind?
- But is that good evidence to believe that?
- Is there a reason to doubt that evidence?
- Who is in a position to know if that is so?
- What would you say to someone who said _____?
- Can someone else give evidence to support that response?
- By what reasoning did you come to that conclusion?
- How could we find out whether that is true?

Origin or Source Questions:

- Where did you get this idea?
- Do your friends or family feel the same way?
- Has the media influenced you?
- Have you always felt this way?
- What caused you to feel this way?
- Did you originate this idea or get it from someone else?

Implication and Consequence Probes:

- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is the probability of this result?
- What is an alternative?
- If this and this are the case, then what else must also be true?
- If we say that this is unethical, how about that?

Viewpoint Questions:

- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _____ would make?
- What might someone who believed _____ think?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Hillary and Tom's ideas alike? Different?

Name: _____

Date: _____

AFTER SOCRATIC SEMINAR

Directions: Answer the following questions in the Socratic Seminar Debrief using complete sentences. After the debriefing discussion, answer the Socratic Reflective Writing Questions using complete sentences.

Socratic Seminar Debrief

1. How did you feel about the seminar?
2. Reflect on your own experience.
3. If you changed your opinion during the discussion, what changed it?
4. Using your own knowledge on this topic or issue, create a question to start a seminar.
5. What was the best part of the seminar? The worst part?

6. What was your overall opinion of the Socratic Seminar?

Socratic Reflective Writing

10. What is one thing you liked that you said?

11. What is one point someone else said that you agree with?

12. What was the most interesting question?

13. What was the most interesting idea to come from a participant?

14. What was the best thing that you observed?

15. What was the most troubling thing that you observed?

16. What do you think should be done differently in the next seminar?

17. As a Socratic Seminar participant, what area of the process will you work on for next time?

18. What new questions arose as a result of the discussion and debrief?

Socratic Seminar Preparation

Name: _____

Date: _____

I. Reading and Understanding

A. Re-read the prompt/article individually.

B. Highlight or underline at least one main idea per paragraph. Summarize main points from each heading below:

Japanese Culture: Moons, ribbons, sneezes:

Japanese Culture: Sword, Mirror, Jewel:

Japanese Culture: Shinto and Buddhism:

Japanese Animation & Culture: Christian Imagery:

Japanese Culture: School:

C. Circle or Highlight any unfamiliar words or phrases. Write them down below with definitions:

D. Write down a minimum of **SIX** (6) questions about what you have read. (Use 2 level 1, 2, and 3's Questions) Write them on your questioning chart.

TEACHER NAME		Lesson #
Hanna		4
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Science/ELA	4 th and 5 th Grade
CONCEPTUAL LENS		LESSON TOPIC
Culture		Japanese Culture
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.4/5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4/5.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>SL.4/5.3: Identify the reasons and evidence a speaker provides to support particular points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture cultivates art.		How does culture cultivate art?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that:</p> <ul style="list-style-type: none"> - Culture is defined as: the customary beliefs, social forms, and material traits of a racial, religious, or social groups; the set of shared attitudes, values, goals, and practices that characterizes a group. - Art is defined as: the expression or application of human creative skill and imagination, typically in visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. - Food is a part of people's culture and that food can sometimes be considered art. - Students will know that it is important to be aware of their culture, and the culture of those around them. - 		<p>Students will be able to...</p> <ul style="list-style-type: none"> - Make generalizations and predictions - Craft questions and/or use inquiry to make connections - Analyze content - Respond to higher order thinking questions. - Collect and analyze data necessary to create inferences - Identify and apply tools used by chefs - Compare and contrast cultures.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> - What is culture? - What are the elements or components which make up culture? - What is art? - What are the elements or components that make up art? - How are culture and art related? - Why would art be a part of culture? - Why would food be related to art? - Why would food be related to culture? - What do chefs do? - What do chefs wear? - What are some characteristics that a chef must possess? - What are some tools that chefs use? - What rules impact how chefs work? - What might chefs need in order to be safe? 	<ul style="list-style-type: none"> - What types of food did the chef discuss? - What characteristics did the chef possess? - What tools did he use? - How did the chef act responsibly while cooking? - How did the chef relate culture to food? - How did the chef relate food to culture? - What foods do you think are most important to Japanese culture? - What American food are influenced by Japanese culture? - 	<ul style="list-style-type: none"> - What did you learn about chefs? - How did you make inferences during your observations? - What rules did you impose on yourself and other working with you? - How did you decide on these rules? - What might we learn about a culture by observing their food? - What might we learn about a culture by trying their food? - How does our culture effect our food? - How is food apart of culture? - How does culture cultivate art?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
The content and vocabulary in this lesson are sophisticated. This lesson is unique to the grade levels.	Students will as professional chefs and immerse themselves into Japanese Culture.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the classroom, they will notice a Japanese chef dressed in tradition attire. Students will be instructed to create independent lists of what they know about chefs. The list should include (Pre-Lesson Questions): *What chefs do, What chefs wear, What tool chefs might use, Where chefs might work, Characteristics chefs should possess.*

After five minutes of listing, students are asked to share their thoughts with the class. The teacher will record responses so that the list is visible to the class. Students are asked to provide elaboration for their responses.

Teacher then asks pre-lesson questions.

- What is culture?
- What are the elements or components which make up culture?
- What is art?
- What are the elements or components that make up art?
- How are culture and art related?
- Why would art be a part of culture?

- Why would food be related to art?
- Why would food be related to culture?
- What do chefs do?
- What do chefs wear?
- What are some characteristics that a chef must possess?
- What are some tools that chefs use?
- What rules impact how chefs work?
- What might chefs need in order to be safe?

Students respond to questions orally as a whole group.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will introduce the guest speaker, Masa; Owner of Waraji Japanese Restaurant. Students are instructed to view the speaker, and focus on how he acts, what he does, and what characteristics he possesses.

After listening to the chef, students are referred back to their original list. They will be asked to add to their list based on information gained from listening to the Japanese chef. The teacher will then ask the during lesson questions.

Students will answer during lesson questions as they work.

- What did you learn about chefs?
- How did you make inferences during your observations?
- What rules did you impose on yourself and other working with you?
- How did you decide on these rules?
- What might we learn about a culture by observing their food?
- What might we learn about a culture by trying their food?
- How does our culture effect our food?
- How is food apart of culture?
- How does culture cultivate art?

Students will work through the stations, and make any necessary inferences that will make their dish their own.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have completed the necessary steps, the teacher will give them an opportunity to draw any conclusions based on their experience of becoming a chef. The students will then present their dish, and have an opportunity to compare and contrast their dish to Masa's. Each groups will have an opportunity to taste test each other's dish, and discuss and conclusions that they have come too.

Post-lesson questions are posed by the teacher.

- What types of food did the chef discuss?
- What characteristics did the chef possess?
- What tools did he use?
- How did the chef act responsibly while cooking?
- How did the chef relate culture to food?
- How did the chef relate food to culture?
- What foods do you think are most important to Japanese culture?
- What American food are influenced by Japanese culture?

Students respond to questions orally. Answers are discussed and elaborated.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are divided into groups (different grouping that for the cooking activity) and provided with chart paper and markers. Students are instructed to create a recipe for the perfect chef. The recipe should reflect what they have concluded about becoming a chef. Students should consider: *What chefs do, What chefs wear, What tool chefs might use, Where chefs might work, Characteristics chefs should possess.*

Recipes are collected and posted. Students use a gallery walk strategy to view and comment on recipes created by other groups. Comments are made on post-it notes provided by the teacher.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students are provided with index cards. As a ticket out the door, students are instructed to respond to the following questions:

How is food a part of culture?
How does culture cultivate art?

This lesson will lead directly into their performance task that will tie in the Sailor Moon aspect of the class.

Google Slideshow for all lessons can be found here:

https://drive.google.com/open?id=12SSwN7cU-zh7J4zR_Kq1xQVVDUa8nNlaSivE_PpmcvQ

Resources

Bullis Student Tutors. (2017, September 16). The Guide to Socratic Seminars. Retrieved July 14, 2019, from <https://youtu.be/p9eloDV4k44>

This quick video gives students an overview of how a Socratic Seminar should look, what it entails, and how to make sure theirs is successful.

Culture. (n.d.). Retrieved July 14, 2019, from <https://www.flocabulary.com/unit/culture/>

This video gives students a definition for culture, and it also gives them example of the things culture includes.

JustOneCookbook. (2017, July 08). How To Make Gyoza (Japanese Potstickers) (Recipe) 餃子の作り方 (レシピ). Retrieved from https://youtu.be/z60_v7NhFck

This video teaches students how to make Japanese Potstickers.

KikkomanUSA. (2009, December 23). How To: Step-by-Step Sushi at Home. Retrieved July 14, 2019, from <https://youtu.be/yGG01tj9wi4>

This video teaches students how to roll sushi.

Sailor Moon. (n.d.). Retrieved July 14, 2019, from <http://web.mit.edu/philip/www/sailormoon/3rdweek.pdf>

This article is what students will use in order to complete their Taba model and their Socratic Seminar. It discusses the different cultural influences that were used to create Sailor Moon.

Vigée Le Brun, Self-Portrait with her Daughter. (n.d.). Retrieved July 14, 2019, from <https://smarthistory.org/vigee-le-brun-self-portrait-with-her-daughter/>

This site gives background to the painting that will be used for Day 1. It gives information on the artist and the significance of the painting.

VIZ: Watch Sailor Moon Episode 10 for Free. (n.d.). Retrieved July 14, 2019, from <https://www.viz.com/watch/streaming/media/sailor-moon-episode-10/6607/sub>

VIZ: Watch Sailor Moon Episode 111 for Free. (n.d.). Retrieved July 14, 2019, from <https://www.viz.com/watch/streaming/media/sailor-moon-episode-111/7400/sub>

VIZ: Watch Sailor Moon Episode 51 for Free. (n.d.). Retrieved July 14, 2019, from <https://www.viz.com/watch/streaming/media/sailor-moon-episode-51/6854/sub>