KIMONO
Submitted by: Lola A. Boxley,
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Grade Level: 6-8

Overview:
In this lesson, students will study the evolution of the kimono and use this information to increase their understanding of the Japanese aesthetic. This Asian culture effortlessly blends its appreciation for nature with everyday life. Nowhere is this merger more evident than in the kimono that bridges the gap between art and fashion.

Students will use printed material or the [http://www.jinjapan.org/kidsweb/virtual/kimono/top.html](http://www.jinjapan.org/kidsweb/virtual/kimono/top.html) Web site to trace the history of the kimono to learn more about this icon of Japanese culture. Students will conclude their study by designing a kimono that is appropriate for both the wearer and for the seasonal event to which the garment will be worn.

Connections to the Curriculum:
Geography, art

Connections to the National Geography Standards:
Standard 6: “How culture and experience influence people’s perceptions of place and regions”

Time:
Two hours

Materials Required:
• Computer with Internet access or
• Printed materials
• Kimono Design Task Sheet
• Asian art books
• Coloring materials
• Scissors

Objectives:
Students will
• read information from articles provided in class or presented on the Internet concerning the history of the kimono;
• answer questions posed on the Kimono Design Task Sheet; and
• apply traditional design principles to create a new kimono.

Geographic Skills:
Acquiring Geographic Information
Answering Geographic Questions
Analyzing Geographic Information
Suggested Procedure

Opening:
Ask students to share images that come to mind when they think of Japan. Record and briefly discuss their responses. Then tell them that today’s lesson will focus on the significance of the kimono in Japanese culture.

Development:
Assign students to small groups or have them work as individuals on this assignment. Give the students the Kimono Design Task Sheet and printed material or the
http://www.jinjapan.org/kidsweb/virtual/kimono/top address to research the history of the kimono.

Closing:
Have students share their finished products and defend their designs based on established kimono principles. Arrange the designs on a bulletin board to help inform others about this aspect of Japan’s ancient culture.

Suggested Student Assessment:
Credit students for all answers that correctly interpret the informational source. Make sure that the kimono design elements have been followed.

Extending the Lesson:
Ask students to locate additional Web sites to enhance their cultural geography study. Challenge them to create a power point presentation to share their research and designs with an appropriate audience.

Ask students to use an atlas to locate two kimono textile centers: Amami O Shima (Amami-Oshima) is famous for oshima-tsumugi; Yuki, Ibaraki Prefecture, produces yuki-tsumugi, which is said to last 300 years.

Related Links:
www.doverpublications.com
http://web.mit.edu/jpnet/kimono/index.html
http://www.japanesekimono.com/japanese_clothing.htm
http://www.japanesekimono.com/kimono_patterns.htm

Books:
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Use a sheet of notebook paper to answer questions, based on Bloom’s Taxonomy, that demonstrate your understanding of this cultural geography lesson.

Knowledge
List the subtopics that are covered in this study on Kimonos?

Comprehension
• What is the main idea of the paragraph about the Edo period?
• How would you summarize the steps that led to the acceptance of the kimono in Japanese culture?

Analysis
• What evidence can you find to support the idea that Japanese believe in conserving resources?
• What conclusions can you draw about the continued importance of the kimono in 21st Century Japan?
• What data was used to support your conclusion?

Art Challenge
Use the information in the “KIMONO” document and on http://www.japanesekimono.com/japanese_clothing.htm to complete one of the following design challenges:
1. Design a kimono for a married woman attending a formal affair in the spring.
2. Design a kimono for a single woman attending a fall formal event.
3. Design a kimono for a young woman visiting a shrine on her Coming-of-Age Day.
4. Design a haori for a young male visiting a shrine on his Coming-of-Age Day

Assessment
Evaluate the kimono designs using the rules established in Japan for wearing the garment:
FURISODE (long flaps on the sleeve, colors and patterns are seasonal)- single women
TOMESODE (short flaps on the sleeves, only the bottom half of the kimono is decorated with a pattern. It can be black or another color.)- married women
HAORI (half-coat) and HAKAMA (a trouser-like split skirt) decorated with their family crest
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Use a sheet of notebook paper to answer questions, based on Bloom’s Taxonomy, that demonstrate your understanding of this cultural geography lesson.

Knowledge
List the subtopics that are covered in this study on Kimonos? (Cover)

Comprehension
• What is the main idea of the paragraph about the Edo period? (P.2)
• How would you summarize the steps that led to the acceptance of the kimono in Japanese culture? (P.1)

Analysis
• What evidence can you find to support the idea that Japanese believe in conserving resources (P.3)
• What conclusions can you draw about the continued importance of the kimono in 21st Century Japan?
• What data was used to support your conclusion?

Art Challenge
Use the information in the “KIMONO” document and on http://www.japanesekimono.com/japanese_clothing.htm to complete one of the following design challenges:
1. Design a kimono for a married woman attending a formal affair in the spring.
2. Design a kimono for a single woman attending a fall formal event.
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4. Design a haori for a young male visiting a shrine on his Coming-of-Age Day

Assessment
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