

Europeana Learning Scenario

(Non-formal Educators)

Title

Memories of Japan: A discovery of traditions and landscapes through the eyes of foreign travelers

Author(s)

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Abstract

In this Learning Scenario, children will discover Japan through the eyes of some foreign travelers of the late nineteenth and early twentieth century. They will learn from their notes, photographs, and diaries, uncovering old traditions related to Japanese art, theater, music, and lifestyle. Searching on Europeana, they will create a digital diary, adding images and information about Japan. During the second activity, they will also have the opportunity to create a personal *orihon* (Japanese book/travel diary) and write on it a story related to a significant trip they did.

Keywords

Japan, travel journal, diary, photography, traditions

Table of summary

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Subject	Music, art, ethnography, Japanese culture, history, theater.
Topic	Japanese traditions in the diaries of foreign travelers of the 19th-20th century.
Age of participants	8-11
Suitable setting for implementation	Depending on the circumstances, the proposed activities can be carried out: <ul style="list-style-type: none"> - at the museum (educators can start the activity within the museum galleries and then move to the museum activity lab or directly start in the lab) - online, both synchronously (the first part of the activity led by the museum educator with a video-conference system) and asynchronously.
Activity time	1 hr (museum visit) + 30 min activity
Online educational material	<p><u>Resources for educators:</u></p> <p>Travel Diaries: Tales by Lafcadio Earn (the Mount Fuji climbing) Tale by Alice Mabel (1894) (pp. 58-73)</p> <p>Orihon</p> <p>Slides creator if you prefer a digital presentation of images (PowerPoint, Canva, etc...)</p>



Offline educational material	<p>For the activity in the museum: tablet</p> <p>For the <i>orihon</i>: cardboards, sheets, glue, tape, scissors, origami paper, pencils, pens.</p>
Europeana resources used	<p>Felice Beato Kamakura: Bronze statue of the great Buddha at Kamakura, Blessed, Happy; Felice Beato, Museum of Arts and Crafts, Hamburg, CCO 1.0 Nagasaki: Nagasaki, Japan: Temple Street, with the cemetery on the hillside in the background. Photograph by Felice Beato, ca. 1868, Felice Beato Felice Beato, Wellcome Collection, London, CC BY. Nagasaki, Japan: the Daion-ji Temple: priest with samurai and attendants. Photograph by Felice Beato, ca. 1868, Felice Beato Felice Beato, Wellcome Collection, London, CC BY.</p> <p>Raimund von Stillfried-Ratenicz Tokyo: Temple, mountain, photography, photograph, Stillfried-Ratenicz von, Baron Raimund, Museum of Ethnography, Stockholm, Public Domain.</p> <p>Oswald Lübeck Western travelers in Japan: Hakone. Touristin auf einem Tragesessel am Ashino-See im Fuji-Nationalpark, Lübeck, Oswald (Herstellung) (Fotograf), Deutsche Fotothek, Dresden, Public Domain Japan. room in a house. A man is resting on a futon, a woman is kneeling at his side, Lübeck, Oswald (Herstellung) (Fotograf), Deutsche Fotothek, Dresden, Public Domain</p> <p>From unknown travelers: Shop: Two Japanese lantern makers in their workshop, Rijksmuseum, Amsterdam, Public Domain Tea: Four Japanese women during tea ceremony, Rijksmuseum, Amsterdam, Public Domain Fuji: South Wind at Clear Dawn (Red Fuji), Hokusai, Katsushika, Finnish National Gallery, Helsinki, CCO Evening View of Mount Fuji from the Sumida River Dam, from the series: 36 Views of Mount Fuji in the Eastern Capital, Utagawa Kuniyoshi Utgawa Kuniyoshi, Museum of Arts and Crafts, Hamburg, CCO Theatre: Yase onna, Rijksmuseum, Amsterdam, Public Domain Mask, Theater, Museum of Far Eastern Antiquities, Stockholm, CC BY Dressing rooms of a kabuki theater, MAO - Museo Arte Orientale, Turin, CC BY</p>

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Integration into the curriculum

The LS can be connected to different school subjects such as Literature, Music, History, and Art. It provides opportunities to acquire key competences, learn about different countries and traditions, and the value of our experiences.

In particular, it provides opportunities for sharing ideas, collaborating, communicating, promoting creative production skills, understanding the importance of historical and cultural heritage, observing, and describing.

Aim of the educational activity

The aims of the activity are:

- to make children learn about Japanese culture and new ways to discover different cultures
- to let children reflect on the richness and value of diversity
- to encourage self-reflection, writing, and creativity skills
- to strengthen children's storytelling and key competences.

Outcome of the educational activity

At the end of the activity, each student will realize a personal *orihon*, writing a personal memory of a significant trip made. In group, while visiting the museum, they will work together to create a contemporary and digital *orihon*, with special postcards from the Japanese culture.

Key Competencies

- **Literacy** is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.
- **Multilingual competence** defines the ability to use different languages appropriately and effectively, be for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening speaking reading and writing) in an appropriate range of societal and cultural contexts according to one's want or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s).
- **Digital competence** involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration media literacy, digital content creation (including programming) safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving, and critical thinking.
- **Personal social and learning to learn competence** is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.
- **Cultural awareness and expression competence** involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Activities

Name of activity	Procedure	Time
<p>Japan through the eyes of European travelers</p>	<p>The visit will begin in the Museum's Japanese area (if present; otherwise the activity could start directly in the museum lab), where the educator will introduce the theme of foreign travelers that went to Japan between the end of the 19th and the beginning of the 20th century, capturing traditions and landscapes through drawings, writings and mostly photographs, a new media that was spreading quickly.</p> <p>Educators can introduce this theme by starting with the images by Lübeck Oswald of Western travelers in Japan:</p> <p>Hakone. Touristin auf einem Tragesessel am Ashino-See im Fuji-Nationalpark, Lübeck, Oswald (Herstellung) (Fotograf), Deutsche Fotothek, Dresden, Public Domain</p> <p>Japan. room in a house. A man is resting on a futon, a woman is kneeling at his side, Lübeck, Oswald (Herstellung) (Fotograf), Deutsche Fotothek, Dresden, Public Domain</p> <p>The educator will then narrate and show a series of images from Europeana, taking time to analyze some aspects of the culture, in relation to the objects on display at the museum. The narration will be always led using the inquiry-based method to increase children's participation.</p> <p>The dialogue can start with these images, to be discussed together: What do they represent? For each, the educator will explain something about the meaning of this tradition (lantern making, tea ceremony).</p> <p><u>Shop:</u> Two Japanese lantern makers in their workshop, Rijksmuseum, Amsterdam, Public Domain</p> <p><u>Tea:</u> Four Japanese women during tea ceremony, Rijksmuseum, Amsterdam, Public Domain</p> <p>The educator can then start reading excerpts of some travel pages from ancient diaries, introducing Japanese traditions through those and photographs of travelers:</p> <p>1. LANDSCAPES</p> <p>Tales by Lafcadio Earn (the Mount Fuji climbing): Educators can take an excerpt of this diary and show images of Mount Fuji, while reading:</p> <p>South Wind at Clear Dawn (Red Fuji), Hokusai, Katsushika, Finnish National Gallery, Helsinki, CCO</p> <p>Evening View of Mount Fuji from the Sumida River Dam, from the series: 36 Views of Mount Fuji in the Eastern Capital, Utagawa Kuniyoshi, Museum of Arts and Crafts, Hamburg, CCO</p> <p>Educators can then show other images of photographers who captured Japanese landscapes and tell something about each place, for example the location of the cities,</p>	<p>40 min</p>

	<p>a few historical information and describe them.</p> <p>Felice Beato <u>Kamakura:</u> Bronze statue of the great Buddha at Kamakura, Blessed, Happy;Felice Beato, Museum of Arts and Crafts, Hamburg, CC0 1.0 <u>Nagasaki:</u> Nagasaki, Japan: Temple Street, with the cemetery on the hillside in the background. Photograph by Felice Beato, ca. 1868, Felice Beato Felice Beato, Wellcome Collection, London, CC BY. Nagasaki, Japan: the Daion-ji Temple: priest with samurai and attendants. Photograph by Felice Beato, ca. 1868, Felice Beato Felice Beato, Wellcome Collection, London, CC BY.</p> <p>Raimund von Stillfried-Ratenicz <u>Tokyo:</u> Temple, mountain, photography, photograph, Stillfried-Ratenicz von, Baron Raimund, Museum of Ethnography, Stockholm, Public Domain.</p> <p style="text-align: center;">2. TRADITIONAL THEATRE</p> <p>Tale by Alice Mabel (1894) (pp. 58-73): Educators can take an excerpt of this diary and show while reading, images of no and kabuki theatre</p> <p>Yase onna, Rijksmuseum, Amsterdam, Public Domain Mask, Theater, Museum of Far Eastern Antiquities, Stockholm, CC BY Dressing rooms of a kabuki theater, MAO - Museo Arte Orientale, Turin, CC BY</p> <p>He/she can also use images of Japanese dolls representing theatre characters, obi and kimono as provided by Museo Popoli e Culture, Milan- see attachments below),</p>	
<p>Our journey begins</p>	<p>After that narration, children will be divided into couples/groups (depending on the number of children, groups should be a minimum of two and a maximum of four) and the educator will give each couple/group two or four Japanese words to focus on and discover, looking for images and contents on Europeana. Words will be:</p> <p>MUSICAL INSTRUMENTS Group 1: BIWA, KOTO Group 2: SHAMISEN, TAIKO</p> <p>CLOTHING Group 1 or 3: HAORI, HAKAMA Group 2 or 4: GETA, KANZASHI</p> <p>The educator will explain how to use technology and will assist children during the selection process. The tablets used will be prepared to have the Europeana web page opened and ready for search. He/she will also explain which items can be used with reference to the licenses.</p> <p>Once chosen, they will download the image and use a digital presentation tool to post</p>	<p>20 min</p>

	<p>them, adding a short description next to each image, their names, and why they chose it. After that, the museum educator will wrap up the session, asking children to illustrate what they have selected.</p> <p>This digital <i>orihon</i> will be shared with the participants after the activity.</p>	
<p>Lab Activity: Build your orihon</p>	<p>After this activity, children will have the chance to build their own <i>orihon</i>. The educator will guide the whole process, making sure every step is done to carry on with the next one.</p> <p>The steps will be</p> <ol style="list-style-type: none"> 1. Show some <i>orihon</i> images to help children visualize what they will be creating. 1. Give children blank A3 sheets, asking them to fold the sheets on the long side, and cut them along the line to have two long strips of paper, then they will have to fold the stripes to obtain something similar to an accordion, in 4 parts each (to make the process easier the educator can suggest folding it in a half and then in a half again and adjust the “accordion” later). Using tape, they will merge the two stripes on the short side to create a long stripe. 2. Once the stripe is ready, children will focus on the covers of their <i>orihon</i>. The educator will give children A5 cardboard, to be divided and cut in a half. For decorating them (the front and the back cover), they can use origami paper, pencils, felt tips, or other artistic materials chosen by the educator. 3. Children will then use glue to paste the two covers to the first and last sheets. 4. After having realized their <i>orihon</i> they will choose a memory of a trip they liked and write it down to the <i>orihon</i>. (if the time is enough they can also illustrate the episode). 	<p>30 min</p>

Participants’ feedback

Participants will be asked to give feedback after the session if in presence, and to fill out a brief survey if the activity would be held online.

Educator’s remarks

The activity was implemented in presence in a lab room and participants liked it a lot. The children who participated in the activity (8-10 years old) were not familiar with Japanese culture and they particularly enjoyed learning about the travelers and create their own *orihon*.

Below some tips to implement this activity:

- Allow 10 minutes at the beginning of the activity to explain the different steps of the activity

- Consider having other educators helping you in the activity, especially while children are using tablets to search for images

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

All Images from the Museo Popoli e Culture, Milan (Italy)

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Uchikake
20th Century
Embroidered silk, Japan

Female coat with a train, worn on the wedding day and decorated with traditional good-luck motifs.

Museo Popoli e Culture, PIME Milano (Italy)



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Ningyou

20th Century

Embroidered fabric and painted wood, Japan

Dolls depicting scenes from the kabuki theatre. They traditionally protect children and ward off negative forces.

Museo Popoli e Culture, PIME Milano (Italy)



Ningyou
20th Century
Embroidered fabric and painted wood, Japan

Dolls depicting scenes from the kabuki theatre. They traditionally protect children and ward off negative forces.

Museo Popoli e Culture, PIME Milano (Italy)



Ningyou (obi detail)
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