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## **Lesson: The Rice Culture**

### **Goals and Objectives:**

The student will be able to: Students will be able to demonstrate an understanding of the social and cultural importance of rice to select cultures of East Asia by producing their own “rice stories” as a precursor to the preparation, cultivation and harvesting of their own rice paddy. Students will devise an operations plan that will pull together the necessary elements and delineate the necessary steps to building this paddy.

### **Time required/class periods needed:**

One week- five block periods

### **Primary source bibliography:**

Online resource- *Rice Bowl Tales* ‘China the First Paddy,’ Toney Barrell

[www.abc.net.au/rn/streetstories/stories/2006/1799554.htm](http://www.abc.net.au/rn/streetstories/stories/2006/1799554.htm)

Online resource- *Rice Bowl Tales* ‘The Last Big Paddy,’ Toney Barrell

[www.abc.net.au/rn/streetstories/stories/2006/1798515.htm](http://www.abc.net.au/rn/streetstories/stories/2006/1798515.htm)

Online resource- ‘Plucking the Crop to help it grow,’ Chinese Folktale

<http://chineseculture.about.com/library/weekly/aa081699.htm>

Online resource- ‘Rice and the Fox Wife,’ Aichi-ken Densetsu Shu

[www.soupsong.com/frice2.html](http://www.soupsong.com/frice2.html)

‘*Sweet and Sour Tales from China*,’ Retold by Carol Kendall and Yao-wen Li

Clarion Books, New York, NY, 1980

Audio recording (CD) Provided- *Rice Bowl Tales*, Toney Barrell

<http://www.thechangingworld.org/archives/2007/wk19.php>

### **Other resources used:**

Students will access all available material on the proper cultivation and harvesting of “wet” rice, through textbooks, agricultural manuals and internet resources offering all practical instruction.

**Required materials/supplies:**

- Internet access
- Aforementioned text
- CD player offering capability for individual listening
- Samples of various “uncooked” grains, to include- millet, oats, wheat, barley, rye and rice
- Access to detailed world map
- Note books
- Chart paper
- Markers and pens

**Vocabulary:**

Monsoon, Embryo, Germinate, Levees, Pollination, Semi-aquatic, Ecosystem, Protein, Carbohydrate, Inari, Broadcast Seeding, Transplanting, Fertilizing, Irrigation, Wa, Gohan, Asagohan, Hirugohan, Bangohan

## Procedure:

- I. **Access Prior Knowledge-** Students will be given packets of an unlabeled grain. They will be asked to:
  - a. Identify possible grain types- what could it be?
  - b. Surmise where these grains are grown. (Locate on a map of the world)
  - c. Surmise what people the people who eat these grains look like as a result of their diet.
- II. **Word splash** of the vocabulary words listed above. Display in a prominent place in the classroom but don't seek to define the words, as that will occur in the course of the lesson.
- III. **Guided Practice-** Students create a class flow chart delineating how they imagine rice is grown. (What comes first, what second etc.?) They will save this flow chart, as it will serve as an assessment tool by which they will compare their final "researched" chart.
- IV. **Conduct an information search.** Divide the class into groups of four with each group researching and presenting to the class their discoveries about the following:
  - a. The percentage of the world's people whose staple grain is rice versus those whose is wheat.
  - b. Geography of "rice dominant" countries and why they would chose rice over wheat. (Hint-monsoon season)
  - c. How rice is grown- (Describe two methods)
  - d. How rice is incorporated into the cultures that grow it.
- V. **Divide the class into two groups.** One group will follow the cultural line and examine the impact that rice has on the lives of people who cultivate it. The other group will explore the human and technological processes involved with the actual cultivation of the plant.
- VI. **Independent Practice-**The Online articles such as 'China the First Paddy,' will expand students' understanding of the rice culture in China. **You may want to consider reading them first then rewriting or retelling them in simplified form. There is an image gallery, too, which will help comprehension.**
- VII. **Also read the Chinese fable, 'Plucking Up a Crop to Help it Grow,' and the story 'Rice and the Fox Wife,' both also found online.** And they will listen to the collection of rice tales provided on the CD listed above. Students can continue searching for further cultural, religious or mythological information about rice and its impact on the people of East Asia. Their product will be the creation of a myth or story that will signify their own endeavor into the production of rice.

**Assessment/evaluation:** Students will read aloud their rice story or myth and examine the assumptions they began this lesson with and go over what learned.