

## TARGETED QUESTIONS

Use this [video](#) as a tool to spark classroom discussions. Encourage students to activate their prior knowledge and apply it to the conversation. Experiences with art can help students draw upon critical and creative thinking skills to practice analyzing, evaluating, and imagining across disciplines.

### VISUAL ARTS

**Ask Students:**

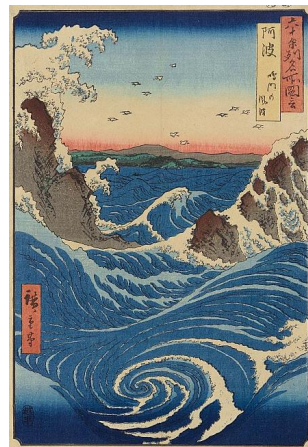
“Which elements in this woodblock print inform the viewer about the culture in which the artwork was made, and how do the elements convey that information?”

Linked to Standard: Grades 7-8. Visual Arts. Responding. 7. Perceive and analyze artistic work. Analyze elements of a work that are indicative of the historical or cultural context in which it was created. (7-8.V.R.07)

**Ask students:**

“Why do you think the various labels on the artwork were important to include at the time this print was made in 1855? What does that tell us about Japanese culture at this time?”

Linked to Standard: Grades 7-8. Visual Arts. Connecting. 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify visual ideas from a variety of cultures connected to different historical populations. (7-8.V.Co.11)



### SCIENCE

**Ask Students:**

“In the video we learn that there is a viewing platform in the Naruto Bridge, so that people can look down on the whirlpools. What do you know about the structural system of a bridge, and what do you think engineers had to consider when designing the bridge for multiple intended uses?”

Linked to Standard: Grade 7. Technology/Engineering. MS-ETS3-4(MA). Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.

### HISTORY & SOCIAL SCIENCE

**Ask Students:**

“Which adjectives would you use to describe this woodblock print, and why? Which synonyms can you list for those words? Which antonyms?”

Linked to Standard: Grade 7. Language Standards [L]. Vocabulary Acquisition and Use. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**Ask Students:**

“In the video we learn that the Naruto Whirlpools are a real natural phenomenon. If you wanted to conduct research to learn more about them, what research questions might you generate, and which sources would you use to find information?”

Linked to Standard: Grade 7. Writing Standards [W]. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**Ask Students:**

“Locate Japan’s Naruto Strait on the map. What do you notice about the location of the Naruto Whirlpools, and how does its location relate to other important physical features in East Asia?”

Linked to Standard: Grade 7. Topic 2. East Asia. Physical and political geography of East Asia [7.T2a]. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

### ENGLISH LANGUAGE ARTS

# CREATIVE CHALLENGES

Encourage students to allow the creative process to guide their responses to the [video](#). Students' final products will differ as they apply their own unique skills, knowledge, and interpretations to the challenge.



## VISUAL ARTS

### Challenge Students:

“How would you describe the composition of this woodblock print? Select another famous natural landmark and create an artwork of it. In your artwork, employ the same composition principles that are seen in *Awa Province: Naruto Whirlpools*.”

Linked to Standard: Grades 7-8. Visual Arts. Creating. 1. Generate and conceptualize artistic ideas and work. Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. (7-8.V.Cr.01)

## HISTORY & SOCIAL SCIENCE

### Challenge Students:

“In the video we learn that *Awa Province: Naruto Whirlpools* was just one artwork in a series that showed famous views of Japanese provinces. The artworks were shared with the general public. Engage in a freewrite to explain how the public might have reacted to seeing artworks of famous places, and how that could have influenced settlement patterns, population size, and economies in Japan.”

Linked to Standard: Grade 7. Topic 2. East Asia. a. Physical and political geography of East Asia [7.T2a]. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

## SCIENCE

### Challenge Students:

“Do the Naruto Whirlpools have kinetic or potential energy, and how do you see the artist conveying this to the viewer in the print? Select another natural water-related example of kinetic and/or potential energy. Draw it and use elements of art to show kinetic and/or potential energy. Label the kinetic and/or potential energy on the drawing where applicable.”

Linked to MA Learning Standard: Grade 7. Physical Science. MS-PS3-7(MA). Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another.

### Challenge Students:

“Choose and research a famous natural landmark. Give an oral presentation to the class to share your knowledge. Make a claim about why the landmark is important. Include in your presentation interesting facts, details, and visual examples, like artworks.”

Linked to Standard: Grade 7. Speaking and Listening Standards [SL]. Presentation of Knowledge and Ideas. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation.

### Challenge Students:

“Write a narrative poem from the perspective of the water that rushes through these whirlpools. Include figurative and sensory language to create a sense of mood and explore the water's experience. What does the water think about the people who have been coming to see the whirlpool for centuries?”

Linked to Standard: Grade 7. Writing Standards [W]. Text Types and Purposes. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

## ENGLISH LANGUAGE ARTS