

TARGETED QUESTIONS

Develop robust classroom dialogues around what is seen and heard in the [video](#). Students are encouraged to activate their prior knowledge and apply it to the conversation. By prompting the use of higher-order thinking skills, students analyze and evaluate.

VISUAL ARTS

Ask Students:

“Which elements in this woodblock print inform the viewer about the culture in which the artwork was made (Japanese culture), 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, and what does that tell us about the 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:

“Locate Japan’s Naruto Strait on the map. What do you notice about the location of the Naruto Whirlpools, and can you relate its location 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

Ask Students:

“Which adjectives would you use to best describe this woodblock print, and why? Which synonyms can you name 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 could you go 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.

RIGOROUS CHALLENGES

Encourage students to respond to the [video](#) in ways that are driven by the creative process. Students' final products will differ as they apply their own unique skills, knowledge, and interpretations to the challenge.



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 free write 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.

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.

SCIENCE

ENGLISH LANGUAGE ARTS

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 photographs or 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:

“Imagine you're planning a trip to Japan to see the Naruto whirlpools. Write a letter to a friend making a claim about why he/she/they should join you on the trip to visit the whirlpools, even if he/she/they are nervous to travel.”

Linked to Standard: Grade 7. Writing Standards [W]. Text Types and Purposes. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- Provide a concluding statement or section that follows from and supports the argument presented.

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)