

## **Lesson #2: 1998 Nagano Winter Olympics Opening Ceremony**

**Scope: One Class Lesson spanning 90 minute time period**

**Rationale For Lesson: This lesson will provide students the chance to explore the cultural elements present in the Nagano Winter Olympics opening ceremony.**

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**Essential Question: How does a country choose to honor its cultural legacy as a host nation during the Olympics?**

**Students will be able to:**

- **Identify the cultural symbols present during the opening ceremonies by completing a museum walk and talk.**

**State Standards Addressed**

- Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.
- Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
- Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.
- Establish guidelines, rules and time lines for group work.
- Reflect on the performance of a classroom group in which one has - participated including the contribution of each member in reaching group goals.
- Describe the essential characteristics of the systems of government - found in city-states, kingdoms and empires from ancient times through the Middle Ages.

**Opening Activity: (15 minutes) Students write answers the following questions then discuss them and the following quote:**

*“Vision without action is a daydream. Action without vision is a nightmare.” -Japanese Proverb*

1. What are some ways to put a great plan into action?
2. How is planning so important to the success of a major event such as the Olympics?
3. What are some concerns that a host country might prepare for before hosting the Olympics?

**Gold: How did the Chinese showcase their cultural legacy during their opening ceremonies?**

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### **Building Historical Context by Playing Bluff (20 min.)**

I will review some of the major historical content previously taught earlier in the year by playing the class favorite review game of Bluff. Students are split into two groups and take turns attempting to answer questions. Students may stand when asked a question and the number of students standing indicates the number of points earned or deducted on a team's score. This will be an effective way to activate prior knowledge before our museum walk.

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### **Nagano Opening Ceremony Museum Walk/Talk Activity: (45 minutes)**

<http://www.youtube.com/watch?v=b99IHRbvtps&feature=related>

After viewing the video of the ceremony, tell students that they will be performing a museum walk on the following cultural items of Japan. Around your room, post a one page summary of the following topics, (listed below, feel free to differentiate based on your students' reading levels.) First, split the students into groups and have them go to one of the stations. Instruct them to take three minutes to take notes on the topic (feel free to create a graphic organizer if this makes it easier for them to stay organized). Afterwards, switch until they have gone to each station. If you do not feel comfortable having students leave their seats, it can easily be adapted to have them do it in a packet form from their seats.

- 1) The Geisha

- 2) Taiko Drums
- 3) The Kimono
- 4) Sumo Tradition

After going to each station, go through each of the topics in order and ask review questions to ensure their mastery of the content.

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**Assessment Administered Through SMART Response System Quiz: (10 Minutes)**

If your school has access to such technology, I suggest using it to create an assessment. If this is not possible feel free to create an exit ticket on paper.

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**Closing Activity (Give Me Five)**

In conclusion, I will request that I receive five “take aways” from the lesson from five different students prior to exiting class.

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