

HANA HASHIMOTO, SIXTH VIOLIN • TEACHING GUIDE

Written by Chieri Uegaki

Illustrated by Qin Leng

ABOUT THE BOOK

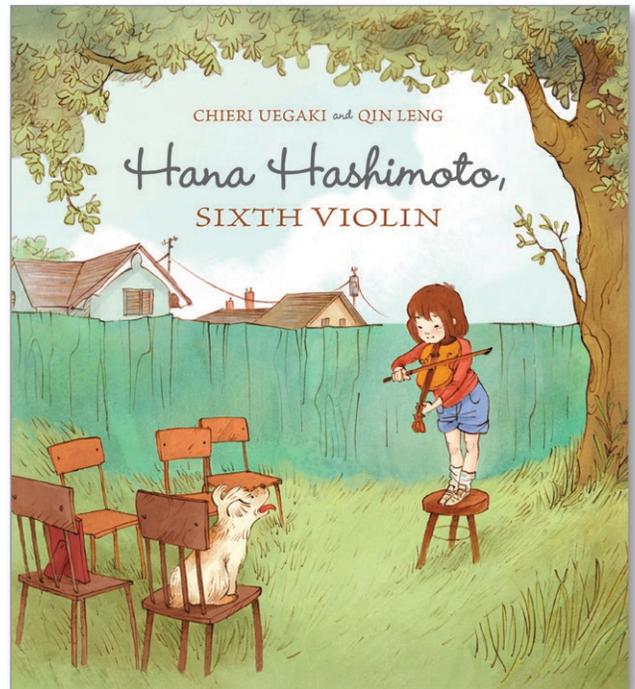
In this beautifully written picture book, Hana Hashimoto has signed up to play her violin at her school's talent show. The trouble is, she's only a beginner, and she's had only three lessons. Her brothers insist she isn't good enough. "It's a talent show, Hana," they tell her. "You'll be a disaster!" Hana remembers how wonderfully her talented grandfather, or Ojii-chan, played his violin when she was visiting him in Japan. So, just like Ojii-chan, Hana practices every day. She is determined to play her best. When Hana's confidence wavers on the night of the show, however, she begins to wonder if her brothers were right. But then Hana surprises everyone once it's her turn to perform — even herself!

ABOUT THE AUTHOR

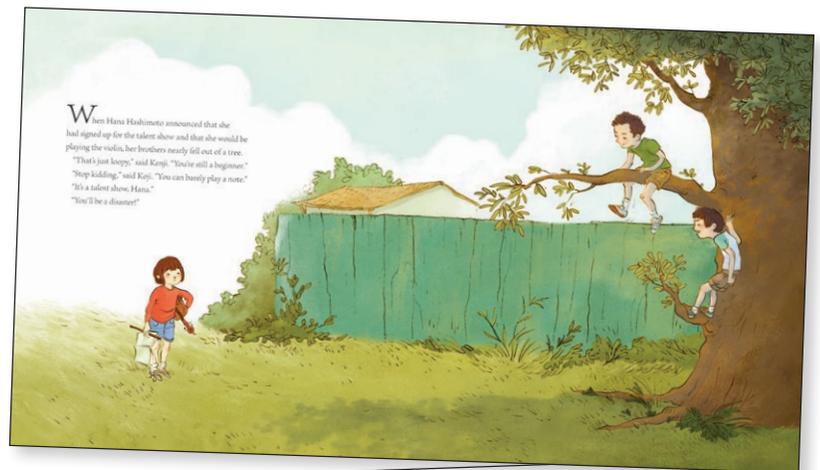
CHIERI UEGAKI is a second-generation Japanese-Canadian who was born in Quesnel, British Columbia. By the age of one, she and her parents had moved to East Vancouver, where she and her two sisters grew up. Chieri's first picture book, *Suki's Kimono*, illustrated by Stéphane Jorsch, was released in 2003. Chieri enjoyed working on the picture book so much that she decided to continue writing for children. *Rosie and Buttercup* was published by Kids Can Press in 2008. *Hana Hashimoto, Sixth Violin* is Chieri's third picture book.

ABOUT THE ILLUSTRATOR

QIN LENG was born in Shanghai, China, and later moved to France and then Montreal, Canada. She now lives in Toronto, Canada, and works as a designer and illustrator. Qin graduated from the Mel Hoppenheim School of Cinema and has received many awards for her animated short films and other works. Her books have been nominated for numerous prizes, including the prestigious Governor General's Literary Award.



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OVERVIEW

All children possess inner power and strength. Sometimes the source of this power comes from self-knowledge, loving oneself and knowing one's roots. Finding one's identity and inner power is at the heart of this teaching resource.

	Grade	Theme	High-Yield Strategies
Activity 1	1 to 12	Finding your personal story of strength and resistance	Differentiated instruction Cooperative learning
Activity 2	4 to 8	Empowerment — challenging the voices that say, “No, you can’t!”	Summarizing and note-taking Comparing and contrasting Higher-order thinking
Activity 3	7 to 12	Family Tree — knowing your history	Research Summarizing and note-taking

ACTIVITY 1: SHARING YOUR STORY

Before starting this activity, review the **Guiding Questions** on the last page of this resource.

MATERIALS

- *Hana Hashimoto, Sixth Violin*
- Personal object/artifact
- Markers
- Chart paper
- Other materials depending on how students will present their story



OVERVIEW

Knowledge of one's own family or story can be a catalyst for students to feel a sense of pride. It is also a platform for students to form their own identities and recognize that they have much to offer to their school, community and beyond. Students will be given the opportunity to discover a story from their own personal histories. This will require students to speak with their parents, grandparents, other family members, family friends or those whom the child considers family.

LEARNING GOAL

Students will each uncover a story of interest to them. Similar to Hana's story of her grandfather, the stories they discover should inspire their own power and personal strength. Students will then be asked to write a rap or a short story, depict or use graffiti art, or choose another medium to share their stories.

ACTIVITY

1. As a way of modeling for your students, bring in an object of personal significance to you, one that inspires strength. It could be anything that has meaning.
Note to Educator: The object should be something that reminds you of your story — a rock, a feather, a picture, a book, etc.

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2. Share the story of this object with your students.
Note to Educator: The goal is for you to model that everyone has a story from his or her own personal or family history that is inspirational.
3. Identify and review keywords in *Hana Hashimoto, Sixth Violin*.
4. Read *Hana Hashimoto, Sixth Violin* with students.
5. Primary grades:



- Ask students to identify the “story” Hana draws strength from to play her violin.
- Discuss with the class why this story caused Hana to feel empowered.
- Ask students to close their eyes and envision a time or place where they felt happy, such as a trip, a special event, a time when they felt safe, etc.
- Ask students to consider an object that might remind them of the special time or place they envisioned.
- Depending on your group and how safe they feel, ask students to share the objects and/or the stories.

Junior/Intermediate/Senior grades:

- Divide students into groups of 3.
- On chart paper, have students record a paragraph that describes the “story” Hana draws strength from to play her violin.
- Have students record why they think this caused Hana to feel empowered.
- Ask students to close their eyes and envision a time or place where they felt happy, such as a trip, a special event, a time when they felt safe, etc.
- Ask students to consider an object that might remind them of the special time or place they envisioned.
- Depending on your group and how safe they feel, ask students to share the objects and/or the stories.

ACTION

1. Explain to students that you would like them to discover a story of hope and empowerment similar to Hana.
Note to Educator: Some students might already have a story that they are bursting to share (maybe the one they envisioned), while others may need to do some research. Encourage all students to do some research, starting with their parents, grandparents, etc.
2. Create a handout for students to take home that will support them in exploring the following:

1. Interview parents or other relatives to discover a story of inspiration.
2. Bring an object that relates to the story.

3. Give students an opportunity to present, write, rap or use graffiti art to share their stories.

Note to Educator: If you choose to use rap or graffiti art, please consult the following website for ideas:

<http://www.rhymestoreeducation.com/lessons/> (“Lesson Appendices,” Appendix A and D, pages 11 and 17).

CONSOLIDATION

Ask students to present their stories in small groups or to the class using their objects as a prompt.

EXTENSION ACTIVITIES

Depending on the mediums of the students’ final projects, you may want to have a showcase of your students’ stories.

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ACTIVITY 2: CHALLENGING NEGATIVE VOICES

Before starting this activity, review the **Guiding Questions** on the last page of this guide.

MATERIALS

- *Hana Hashimoto, Sixth Violin*
- Journals
- Materials to construct a poster

OVERVIEW

Children meet with more success when they are confident and mentally well. Students will be asked to think about and consider the “voices” that say negative things and inhibit their confidence.

LEARNING GOAL

Students will be asked to use oppositional thinking as a strategy for challenging the “negative voices.”

ACTIVITY

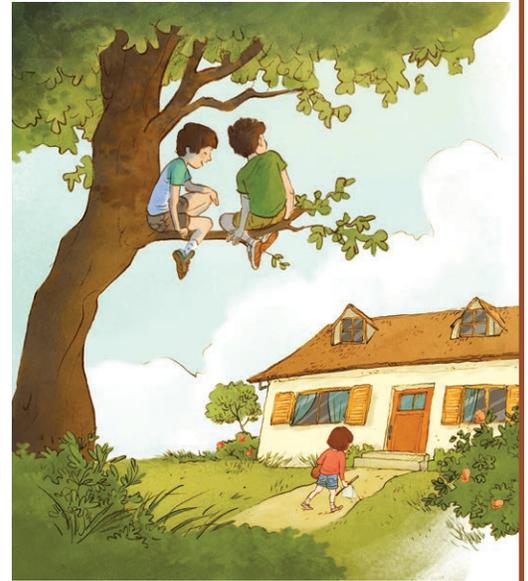
1. Identify and review keywords in *Hana Hashimoto, Sixth Violin*.
2. Read the first page of *Hana Hashimoto, Sixth Violin*.
3. In a journal, ask students to record a situation where there is a “voice” telling them that they cannot accomplish something.

Note to Educator: Ensure that students understand that “voice” can represent a person or our own thoughts. The situations that students record will cover a variety of topics and should be relevant to them.

4. Post questions that will help students to think of a situation (see possible questions on the right).
5. Explain that students are going to discover what Hana did to overcome those voices.
6. Tell students that you are going to read the remainder of the book. Ask them to predict how Hana overcame the voices and to record their thoughts in their journals.
7. In their journals, ask students to make a box and record as many sources of “negative voices” as they can think of.

Note to Educator: Let students know that these voices can come unintentionally from a family member, a friend, a teacher or themselves. It is also important to help students realize that we internalize negative voices and that one of the negative voices is likely their own.

8. Finish reading *Hana Hashimoto, Sixth Violin*.
9. Discuss in small groups how Hana challenged the negative voices, in this case her brothers’, which were telling her to give up.
10. Collect journals.



Questions to generate thought:

- Is there a subject that you think you are not good at?
- Is there a team you didn't try out for because you are concerned you are not good enough?
- Is there something your family tells you that makes you feel like you cannot accomplish something?



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ACTION

1. Show students a current music video or YouTube clip that shows someone resisting negativity.
2. In pairs or groups of 3, have students compare how the video challenged the negative voices with how Hana challenged the negative voices.
3. In a graphic like the one to the right, ask each student to record a negative thought about him- or herself.
4. Ask students to write statements that both support and challenge their negative beliefs.

I am not good at Science.

Note to Educator: The point is for students to refrain from thinking in absolute terms by using oppositional thinking. Absolute thinking is a type of thinking that can contribute to anxiety and depression. Although there might be some

reasons that the negative statement is true, there are always facts to challenge the original negative notion. It is when students challenge negative thoughts that they are able to reframe the notion and persevere.

5. Create a class poster or other visual of student-derived steps that they can use to challenge negative thoughts. You might consider creating multiple visuals that represent these steps (see sample on the right).

Note to Educator: This part of the activity could be done as a class or in multiple groups.

6. Post the student-created steps in your learning environment.

SUPPORT

1. I don't get the best grades.
2. I don't always understand everything.
3. Scientists in the media look different from me.

CHALLENGES

1. I enjoy some Science classes.
2. I like experimenting in Science.
3. There have been other things that I didn't think I was good at, but I am now.

Recognize the negative thought.

Identify thoughts to challenge the negative thought.

Reframe the thoughts so that they are not absolute.

CONSOLIDATION

1. In a community circle, have students share how they felt about the realization that their negative thoughts may not be entirely true.

Note to Educator: Depending on your group, this may be a great opportunity for journaling.

2. Ask students what they can do if a negative thought enters their mind, and show them the anchor charts/visuals they can look at to help challenge that thought.

EXTENSION ACTIVITIES

1. Ask students to track their negative thoughts for a day. At the end of the day, ask students to challenge one of those thoughts.
2. Have students journal at the end of the day, on a regular basis, about a negative thought they had and how they challenged or could challenge it.



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ACTIVITY 3: PERSPECTIVES

Before starting this activity, review the **Guiding Questions** on the last page of this guide.

MATERIALS

- *Hana Hashimoto, Sixth Violin*
- Access to the internet
- Materials for the family tree

OVERVIEW

Students can draw great strength from knowing their histories and the commonalities they share with their ancestors. By creating their own family trees, students will have an opportunity to think about their ancestors. In addition, they will include information about their cultural identities, as well as something positive that each person in their trees brought or brings to the world! Students will research a variety of family trees and choose a format that makes sense for them.

LEARNING GOAL

Students will research, create and present their family trees.

ACTIVITY

1. Read *Hana Hashimoto, Sixth Violin*.
2. Similar to Hana, ask students to lie down or sit in a meditative pose and envision their own grandparent or another family member. Have students close their eyes, and guide them to think about the setting that they are envisioning. They can utilize their five senses to provide a detailed description.
Note to Educator: Envisioning a grandparent or ancestor might be challenging for some students if they have had a negative experience or a recent death, or if they don't know a grandparent. It is important to send a letter home to parents explaining this activity and provide students with options such as envisioning an aunt or parent.
3. Explain to students that you will be exploring family trees.
4. For each member on the family tree, students should include a name, a photo if possible, something about the person's culture and something interesting or positive about that person.

ACTION

1. As a class, give students the opportunity to explore what they know and what they wonder about family trees. Record ideas in a chart (see on the right).
2. Give students time to review family trees on the internet and decide on a format that makes sense to them.
Note to Educator: It is important to offer choice and consider whether or not students can utilize digital options.
3. Give students time to research and interview parents and relatives about their own personal histories.
4. As students complete their family trees, continually guide them to include information about the family members' cultural identities and positive family contributions.

What We Know	What We Wonder



CONSOLIDATION

Give students time to present their family trees.

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WHY USE THIS TEACHING GUIDE?

This resource strives to support educators who want to give students the tools to critically read the world. It embraces a critical pedagogy that engages dialogue with students about how social, political and economic factors impact them and others. Through the activities provided, educators will empower and support students to challenge social inequities and create a better world.

This resource uses high-yield instructional strategies (e.g., making comparisons, cooperative learning, reinforcing effort, etc.) as a tool to increase students' skill sets and create a platform for relevant inquiries. Literature has the power to engage children and promote imagination, and it can also maintain stereotypes or interrupt them. This resource aims to offer young people the opportunity to think critically and to problem-solve — life skills that will equip them to navigate various life circumstances.

GUIDING QUESTIONS WHEN USING PICTURE BOOKS

	Questions to think about PRIOR to using a picture book	Questions to plan for PRIOR to the activity
Awareness	<ul style="list-style-type: none">• Do you know your own biases?• Do you know what stereotypes and biases are present in the book?	<ul style="list-style-type: none">• How are you prepared to challenge the stereotypes and biases in the book?
Connection	<ul style="list-style-type: none">• Who will connect most with the images in the book?• Who will connect most with the content and themes in the book?	<ul style="list-style-type: none">• How can you support all students to make a personal and meaningful connection to the book?
Perspective	<ul style="list-style-type: none">• Whose voices are present?• Whose voices are missing?• Who has the power and privilege? (Think in terms of gender, race, ability, economic class, religion, etc.)• What is the historical context of the book?	<ul style="list-style-type: none">• How can you include the missing voice(s)?• How can you address issues of power and privilege?• How can you contextualize the book?
Social Action and Challenging Inequity	<ul style="list-style-type: none">• How can issues of social justice be taken up through the use of this book? (Every book has an avenue where we can consider issues of social justice. For example, if the book is set in a middle-class community, what are some of the injustices for those who do not live in middle-class communities?)	<ul style="list-style-type: none">• How can you help students to think about taking action that is meaningful to them (i.e., older students have more playscape time, the absence of a community center in the neighborhood, factors that cause poverty in the community/other countries)?• How can you equip students to take action against inequities?

RESOURCES USED IN *HANA HASHIMOTO, SIXTH VIOLIN* TEACHING GUIDE

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Virginia: Association for Supervision and Curriculum Development, 2001.

San Vicente, R., The Hip Hop Curriculum Writers' Collective. *Rhymes to Re-Education: A Hip Hop Curriculum Resource Guide for Educators with Social Justice Activities*. Toronto: A Different Publisher, 2014.