

The Geography and Contemporary Culture of Japan

Grade Level: 2nd Grade

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Length of Unit: Three Weeks

I. ABSTRACT

The unit will focus on the geography and culture of contemporary Japan as experienced by the presenters through the Keizai Koho Center Fellowship and the Fulbright Memorial Fund Teacher Program. The unit will include daily lessons, learning activities appropriate books and reference materials, and Internet resources for use by teachers and students.

II. OVERVIEW

A. Concept Objectives

1. The student understands the locations and characteristics of places and regions. (TEKS – GEO 2.6)
2. The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. (TEKS – GEO 2.7)
3. The student understands the use of simple geographic tools such as maps, globes, and photographs. (TEKS – GEO 2.5)
4. The student will understand how environment and culture affect works of art.
5. The student communicates in written, oral, and visual forms. (TEKS 2.18)
6. The student understands the importance of work. (TEKS – Economics 2.9)
7. The student analyzes the characteristics of various types of texts. (TEKS – Reading 2.11)
8. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS – Art 2.2)
9. The student develops a respect for traditions and contributions of the Japanese culture.

B. Content from the *Core Knowledge Sequence*:

1. Understand that maps have keys or legends with symbols and their uses. (Page 47)
2. Find directions on a map: east, west, north, south. (Page 47)
3. The seven continents: Asian, Europe, Africa, North America, South America, Antarctica, and Australia. (Page 47)
4. Identify major oceans: Pacific, Atlantic, Indian, and Arctic. (Page 47)
5. Locate relative to continental Asia: “land of the rising sun.” (Page 48)
6. A country made up of islands; four major islands (Page 48)
7. Pacific Ocean, Sea of Japan. (Page 48)
8. Name your continent, country, state, and community (Page 47)
9. Mt. Fuji (Page 48)
10. Observe the use of line in Katsushika Hokusai, *The Great Wave of Kanagawa Namai-Ura* from *Thirty-six Views of Mt. Fuji* (Page 52)
11. Expose students to old and new poetry, and to have students write their own poems (Page 44).
12. Japanese Flag (Page 48)
13. Tokyo (Page 48)
14. Big modern cities, centers of industry and business (Page 48)
15. Noting line, shape, and special features (such as columns and domes), look at Himeji Castle (also known as “White Heron Castle,” Japan) (Page 53)
16. Recall incidents, characters, facts, and details of stories and other texts. (Page 43)

17. Discuss similarities in characters and events across stories. (Page 43)
18. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction. (Page 43)
19. Stories – The Tongue-Cut Sparrow (a folk tale from Japan) (Page 45)
20. Traditional craft: origami (Page 48)
21. Traditional costume: kimono (Page 48)

C. Skill Objectives

1. The student will use simple geographic tools such as maps, globes, and photographs to find locations, and determine directions on maps and globes. (TEKS – GEO 2.5A)
2. The student will identify major landforms and bodies of water including continents and oceans, on maps and globes. (TEKS – GEO 2.6A)
3. The student will locate the continent of Asia and locate Japan relative to Asia.
4. The student will locate the continent of North America, the United States, the state where they live, and their community. (TEKS – GEO 2.6B)
5. The student will compare information from different sources about places and regions. (TEKS - GEO 2.6C)
6. The student will write a Haiku poem about Mt. Fuji.
7. The student will create written and visual material to express ideas (TEKS – Soc. St. Skills 2.18B) about the Japanese flag.
8. The student will explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (TEKS – GEO 2.7 B)
9. The student will state the importance of work. (TEKS – Economics 2.9)
10. The student will identify how physical characteristics of places and regions affect people’s activities and settlement patterns. (TEKS – GEO 2.7)
11. The student will describe and draw the elements of line, shape, and special features of the Himeji Castle.
12. The student will analyze character, including their traits, relationships, and changes and identify the importance of the setting to a story’s meaning. (TEKS – Reading - 2.11 H & I)
13. The student will make an origami crane using simple instructions.
14. The student will identify the parts of a kimono and express its significance in Japanese culture.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Dalby, Liza Carihfield. *Kimono, Fashioning Culture*. New Haven, CN: Yale University Press, 1993. 0-300-05639-7
2. Kalman, Bobbie. The Lands, Peoples, and Cultures Series.
Japan, the culture. NY: Crabtree Publishing Company, 1989. 0-86505-206-9 (bound), 0-86505-286-7 (pbk.)
Japan, the land. NY: Crabtree Publishing Company, 1989. 0-86505-204-2 (bound), 0-86505-284-0 (pbk.)
Japan, the people. NY: Crabtree Publishing Company, 1989. 0-86505-205-0 (bound), 0-86505-285-9 (pbk.)
3. *Japan...in Pictures* (Visual Geography Series). Minneapolis, MN: Lerner Publications Company, 1994. 0-8225-1861-9.

B. For Students:

1. The students will have a basic knowledge of map and globe skills.

IV. RESOURCES

- A. Asia for Kids Catalog for Asian books – www.asiaforkids.com
- B. Bauer, Karen, & Drew, Rosa. *Japan (World Neighbor Series)*. Cypress, CA: Creative Teaching Press, Inc., 1994. CTP 2520.
- C. Edmonds, Ann C. *Our Global Village – Japan*. St. Louis, MO: Milliken Publishing Co., 1990. 1-55863-153-4. MPR003.
- D. Franco, Betsy. *Japan – A Literature-Based Multicultural Unit*. Monterey, CA: Evan-Moor Corp., 1993. EMC 276.
- E. Higginson, William J. *The Haiku Handbook*. New York, NY: McGraw-Hill Book Company, 1985. 0-07-028786-4
- F. Japan National Tourist Organization – <http://www.jnto.go.jp/english/index.html>
- G. Johnson, Mary Oates, & Scher, Linda. *Culture Kit – Japan*. New York: Scholastic Professional Books, 2000. 0-590-38159-8.
- H. Keller, Mary Jo. *Japan Activity Book*. Cana Point, CA: Edupress, Inc., 1994. 1-56472-048-9. EP 048.
- I. Map of the Month, East Side Station, P.O. Box 2484, Providence, RI 02906-0484
- J. March, Michael. *Guide to Japan*. Jackson, TN: Davidson Titles, 1998. 1-884756-49-2
- K. MOFA Video Guide - http://www.mofa.go.jp/j_info/japan/video/index.html
- L. O'Halloran, Kate. *Hands-on Culture of Japan*. Portland, Maine: J. Weston Walch Publisher, 1997. 0-3086-7.
- M. *Oriental Designs CD-Rom and Book – 495 Different Copyright-Free Designs*. Mineola, NY: Dover Publications, Inc., 1998. 0-486-99964-5
- N. Steffoff, Rebecca. *Japan*. Philadelphia, PA: Chelsea House Publishers, 1999. 0-7910-4761-X.
- O. Strei, Lynita. *Countries and Cultures for Young Explorers: Japan*. Grand Rapids, MI: Instructional Fair: TS Denison, 2000. 0-7424-0032-8. IF2631.
- P. Xpeditions Atlas – Maps Made for Printing and Copying
<http://www.nationalgeographic.com/xpeditions/atlas/>
- Q. Zike, Dinah. *Big Book of Books and Activities*. San Antonio, TX: Dinah-Might Activities, Inc., 1989-1994, pages 70-71.
(P.O. Box 39657, San Antonio, TX 78218, (210) 657-5951)

V. LESSONS

Lesson One: The World - Putting the Pieces Together

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student understands the locations and characteristics of places and regions. (TEKS – GEO 2.6)
 - b. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. (TEKS – GEO 2.7)
 - c. The student understands the use of simple geographic tools such as maps, globes, and photographs. (TEKS – GEO 2.5)
 - 2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses. (Page 47)
 - b. Find directions on a map: east, west, north, south. (Page 47)
 - c. The seven continents: Asian, Europe, Africa, North America, South America, Antarctica, and Australia. (Page 47)
 - d. Identify major oceans: Pacific, Atlantic, Indian, and Arctic. (Page 47)
 - 3. Skills Objectives

- a. The student will use simple geographic tools such as maps, globes, and photographs to find locations, and determine directions on maps and globes. (TEKS – GEO 2.5A)
- b. The student will identify major landforms and bodies of water including continents and oceans, on maps and globes. (TEKS – GEO 2.6A)

B. *Materials*

1. Globe(s)
2. Large complete world map
3. Large blank world map with continents and oceans written on individual strips of paper (Interactive world map) Velcro strips or tape can be used to attach the strips to the map during the lesson.
4. Individual copy of a Continents and Oceans map for each student
5. Transparency of the student Continents and Oceans map
6. Overhead projector with overhead markers
7. Colored pencils or crayons
8. Scissors
9. Glue
10. Layered book *See Appendix A (Layered Look Book, page 70 – *Big Book of Books and Activities*, Dinah Zike.

C. *Key Vocabulary*

1. Symbol – something that represents something else
2. Key – a list of words that explains a symbol
3. Compass Rose - Direction Symbol on a map that shows direction
4. Continent – a large, continuous mass of land
5. Ocean – a large body of salt water

D. *Procedures/Activities*

1. The teacher will introduce the vocabulary words, showing examples of each on a map.
2. Ask students to name as many continents and oceans as they can. Write all answers on the board. Then classify the answers according to where they fit – Country, Ocean, Continent, City, Other, etc. Discuss the differences, referring back to the vocabulary words. At the end of the lesson, add any continents or oceans to this list that were not mentioned.
3. Introduce the continents by using the large interactive world map. Have the students mark their individual maps as you label each continent.
4. Introduce the oceans on the interactive world map. Have the students mark their maps as you introduce each ocean.
5. Identify the location of the continents and oceans on a globe. The students will practice doing this in groups of 2 to 4 if there are enough globes available. If not, point to different locations and ask for responses.
6. Next, give each student a layered book and have them label the following on the different layers of the book, starting at the top: title, “**Japan, Land of the Rising Sun**” or your choice of a title; subtitles (in this order going down), Facts, Map of Japan, Map of Asia, Map of the World, and Continents and Oceans. *See Appendix A for more detailed instructions.
7. The students will glue their Continent and Ocean map to that layer in their Japan layer book.
8. If time permits, the students may color this map using a different color for each continent.

9. Go back to the list of continents and oceans from the beginning of the lesson and add any missing ones to the list (# 2). Using the overhead transparency, review the names and locations of the continents and oceans.
- E. *Assessment/Evaluation*
1. The student will locate the continents and oceans on a globe.
 2. The student will identify the continents and oceans on a blank map.

Lesson Two: Where in the World is Japan? (Three Days)

- A. *Daily Objectives*
1. Concept Objective
 - a. The student understands the locations and characteristics of places and regions. (TEKS – GEO 2.6)
 - b. The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. (TEKS – GEO 2.7)
 - c. The student understands the use of simple geographic tools such as maps, globes, and photographs. (TEKS – GEO 2.5)
 2. Lesson Content
 - a. Locate relative to continental Asia: “land of the rising sun.” (Page 48)
 - b. A country made up of islands; four major islands (Page 48)
 - c. Pacific Ocean, Sea of Japan. (Page 48)
 - d. Name your continent, country, state, and community (Page 47)
 3. Skills Objectives
 - a. The student will locate the continent of Asia and locate Japan relative to Asia.
 - b. The student will locate the continent of North America, the United States, the state where they live, and their community. (TEKS – GEO 2.6B)
 - c. The student will compare information from different sources about places and regions. (TEKS - GEO 2.6C)
- B. *Materials*
1. Book, *Armadillo From Amarillo*, by Lynne Cherry
 2. Globe(s)
 3. Large world maps – one with Japanese perspective (Japan is located in the center of the map) and one with United States perspective (U.S. is in the prominent position)
 4. Interactive world map (Lesson 1)
 5. Large map of Asia
 6. Large map of North America and the United States
 7. Large map of Japan
 8. Resource books about Japan
 9. Pictures of different aspects of Japan – people, landscapes, food, etc. from the Japan Picture File or from books already gathered for this unit. (*See Appendix B for *Japan Picture File* instructions.)
 10. Student copies of a map of Asia
 11. Student copies of a world map
 12. Student copies of a map of North America and of the United States
 13. Student copies of a map of Japan
 14. Overhead transparency of the student world map (From Lesson 1)
 15. Overhead transparency of the student map of Asia
 16. Overhead transparencies of the student North American map and United States map
 17. Overhead transparency of the student map of Japan

18. Overhead projector with overhead markers
19. Colored pencils or crayons
20. Scissors
21. Glue
22. Layered books (from Lesson 1)
23. Index cards for Day 3

C. *Key Vocabulary*

1. Perspective – a particular way of looking at something
2. Town – a place that has houses, stores, offices, schools, etc.
3. City – a very large or important town
4. State – any of the political and geographical units that make up a country
5. Country – a part of the world with its own borders and government
6. Sea – a body of salt water that is a part of an ocean yet is partly enclosed by land, such as the Sea of Japan
7. Island – a piece of land surrounded by water

D. *Procedures/Activities*

Day 1

1. Review vocabulary from Lesson 1. Also review the continents and oceans and their locations on the interactive world map.
2. Introduce Lesson 2 vocabulary
3. The teacher will read the book, *Armadillo From Amarillo*, to the students. Discuss how we fit into the big picture of the universe – city, state, country, continent, and the universe using a large world map.
4. Ask the students to name the continent, country, state, and city (town) in which they live.
5. On the large world map, have different students show where to locate North America and the state in which they live.
6. Give each student a copy of the world map. Use the world map overhead to model what the students are to do. They will locate North America and the United States on the world map and color the United States one color and the remainder of North America another color on the map.
7. Give each student a United States map where they will locate, label, and color the state in which they live. They will locate where the city (town) is in which they live, mark it with a dot, and label it. (Save this map for an activity during the culminating activities.)
8. Students will take the world map and glue it on the layer book on the world map section. At this time, the teacher could ask the students to write on the page, “I live on the continent of North America, in the country of the United States, in the state of _____, and in the city (town) of _____.”

Day 2

9. The teacher will do a quick review of the continents and oceans along with where the students live – North America, United States, state, city.
10. The teacher will show pictures of Japan (from a book or the Japan Picture File) to the students to explain that the country that they will be studying is Japan.
11. Using the large continent and ocean map, have the students try to find Asia. When they have located it, ask them to find Asia on their continent and ocean map in their layer book.
12. Next, the students will locate Asia on their world map in the layer book. Also, they will locate Japan. Demonstrate on the large world map or the world map transparency to see if the students have successfully located Japan. At this time, the students will color Japan one color and the remainder of Asia another color.

They could write on this page, in addition to the information written about where they live, “Japan is an island country belonging to the continent of Asia.”

13. Now, give the students a copy of a map of Asia. On the map of Asia, students will locate Japan and color and label it. The students will glue this map to the layer book on the Asia Map section.
14. At this time, if a Japanese perspective world map is available, display it and the United States’ perspective world map together. The students will contrast/compare the two maps. Reinforce the vocabulary word, perspective.

Day 3

15. Display the large map of Japan. The teacher will review the definition of “island” with the students and assign a short research about the islands of Japan. Using available reference books, or ones suggested in the bibliography, the students (individually or in groups) should find answers to the following questions:
 - “Japan is made up of how many islands?”
 - “What are the names of the four main islands?”
 - “What bodies of water surround Japan?”
 - “What is the size of Japan?”
 - “How were the islands of Japan formed?”
16. When students have located and written down this information on note cards *with work cited*, discuss it as a class. (Save these research cards for later.) Locate the main islands of Japan and the surrounding bodies of water on the large Japan map and or the overhead map of Japan transparency. Some information may vary according to the reference books used. Discuss any differences with the students, i.e. *reliable sources*, etc.
17. At this time, have students locate and label the four major islands, the Pacific Ocean, and the Sea of Japan on their individual map of Japan. As the students are labeling this, ask pertinent questions that will help students make predictions about how the location of Japan affects the Japanese lifestyle. (i.e. How does being an island country affect how people live?)
18. The students will glue the map of Japan in the layer book on the Japan Map section. The students could list some of the facts about Japan from their research on this page.

E. *Assessment/Evaluation*

1. The student will locate and name North America, United States, home state, and city of residence on a map. (TEKS – GEO 2.6B)
2. The student will locate Asia and color the country of Japan on a map.
3. The student will locate and name the main islands of Japan, the Pacific Ocean and the Sea of Japan on a map.
4. Using a globe, the student will demonstrate the location of North America, United States, home state, city of residence, Asia, Japan, Sea of Japan, and the Pacific Ocean.

Lesson Three: Mt. Fuji – A National Symbol (Three Days)

A. *Daily Objectives*

1. Concept Objectives
 - a. The student understands the locations and characteristics of places and regions. (TEKS – GEO 2.6)
 - b. The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. (TEKS – GEO 2.7)
 - c. The student understands the use of simple geographic tools such as maps, globes, and photographs. (TEKS – GEO 2.5)

- d. The student will understand how environment and culture affect works of art.
 2. Lesson Content
 - a. Mt. Fuji (Page 48)
 - b. Observe the use of line in Katsushika Hokusai, *The Great Wave of Kanagawa Namai-Ura* from *Thirty-six Views of Mt. Fuji* (Page 52)
 - c. Expose students to old and new poetry, and to have students write their own poems (Page 44).
 3. Skills Objectives
 - a. The student will identify major landforms on maps and globes. (TEKS GEO 2.6A)
 - b. The student will write a Haiku poem about Mt. Fuji.
- B. *Materials*
1. Globe(s)
 2. Large map of Japan
 3. Photographs of Mt. Fuji from resource books or on the Internet at <http://www.pref.shizuoka.jp/Madein/Fuji/fuji01E.html> . The legend of Mt. Fuji is also on this site.
 4. Copy of the painting, *The Great Wave of Kanagawa Namai-Ura* from *Thirty-six Views of Mt. Fuji*. Internet site: <http://jin.jcic.or.jp/museum/eshi/khokusai/khokusai01/khokusai01r.html>
 5. Resource books about Japan with references to Mt. Fuji
 6. Volcano video – Stein, R. Conrad. *The Magic School Bus Blows Its Top*, Scholastic, 1996. 1-156832-681-5.
 7. Mt. Fuji drawn on butcher paper (Make this about 3 ft. x 3 ft.)
 8. Map colors or crayons
 9. Tempera paint – different colors
 10. Construction paper – white or blue - 9” x 12”
 11. Scissors
 12. Glue
 13. Styrofoam plates or meat trays – 2 or 3 per student
 14. Blunt objects or tools for making designs on Styrofoam trays
 15. Haiku books
 16. Book - *Grass Sandals: the Travels of Basho* by Dawnine Spivak
 17. Index (note) cards
- C. *Key Vocabulary*
1. Symbol – an object that represents something else.
 2. Landform – the shape of the land
 3. Mountain – a very high piece of land
 4. Volcano – A mountain with vents through which molten lava, ash, cinders, and gas erupt, sometimes violently.
 5. Dormant – not active at present. A dormant volcano is not active at present, but could erupt again.
 6. Earthquake – a sudden, violent shaking of the earth, caused by shifting of the earth’s crust.
 7. Tsunami – a very large, destructive wave caused by an underwater earthquake or volcano.
 8. Haiku – a short Japanese poem. Haiku has a very simple form: three lines, the first five syllables long, the second seven, and the third five again.
- D. *Procedures/Activities*
- Day 1

1. Review the map of Japan and name the four main islands and the surrounding waters.
2. Introduce the key vocabulary words and discuss.
3. Read a section of one of the resource books that gives information about how the islands of Japan were formed
4. If a video about volcanoes is available and time permits, show it at this time. Discuss how volcanoes form islands.
5. Show pictures of Mt. Fuji. (The Internet has some great pictures.)
6. Have students, individually or in groups, research the answers to these questions about Mt. Fuji in resource books:
 - “How tall is Mt. Fuji?” (It is the tallest mountain in Japan – 12,389 feet (3,776 meters).
 - “What is Mt. Fuji ?” (A dormant volcano)
 - “When did Mt. Fuji last erupt?” (1707)
 - “The Japanese consider Mt. Fuji as a symbol of what?” (Beauty)

The students should document their answers on note cards with work cited. (Save these note cards for later.)
7. As the students give their answers to their research, write the answers on the large Mt. Fuji cut out of butcher paper. Leave this up for review.

Day 2

8. Review the vocabulary words with emphasis on **tsunami**. Also, review the facts about Mt. Fuji.
9. The teacher will show the picture of *The Great Wave at Kanagawa Nami-Ura from Thirty-six Views of Mt. Fuji* by Katsushika Hokusai. Discuss the quality of line as an element of art and how it is used in this picture. Discuss the wave or tsunami and Mt. Fuji in the picture.
10. Discuss the method of painting this picture – woodblock printing. For background knowledge, read *Hands-on Culture of Japan*, pages 8 – 15.
11. At this time, let students look at woodblock prints in the book, *Art of Japan – woodblock color prints*, by Carol Finley. (See Bibliography)
12. The teacher will demonstrate the Mt. Fuji woodblock printing activity to be done next. (Keller, Mary Jo. Japan Activity Book. Dana Point, CA: Edupress, Inc., 1994. 1-56472-048-9. Page 9.
13. When the students have completed their woodblock print, set it aside to dry. This will be used for the next activity.

Day 3

14. Read the book, *Grass Sandals: the Travels of Basho* by Dawnine Spivak, to the students.
Class discussion: What kind of poetry is this? (Haiku)
What were the poems written by Basho mostly about? (Nature)
15. Introduce more Haiku poetry by reading some Haiku poetry about Japan from a Haiku book. * See Resource List.
16. Explain the elements of Haiku writing – 5 syllables in the first line, 7 in the second, and 5 in the third.
17. Using the activity adapted from the resource book, *Japan – A Literature-Based Multicultural Unit*, Evan Moor Company, pages 34 – 35, make a Haiku scroll. (Use the woodblock print of Mt. Fuji for the scroll.)
18. The students will read their Haiku poems to the class. Display the scrolls in the room or hall.

E. *Assessment/Evaluation*

1. The student will locate major landforms (Mt. Fuji) on a map and the globe.

- The student will write a Haiku poem in the correct form about Mt. Fuji.

Lesson Four: The Flag of Japan

A. Daily Objectives

- Concept Objective
 - The student communicates in written, oral, and visual forms. (TEKS – Lang. Arts 2.18)
- Lesson Content
 - Japanese Flag (Page 48)
- Skills Objectives
 - The student will create written and visual material to express ideas (TEKS – Soc. St. Skills 2.18B) about the Japanese flag.

B. Materials

- Large world map with time zones marked on it
- Japanese flag or a picture of the flag
- White construction paper
- Red construction paper
- Circular object for tracing the sun (paper plate, paper cup, round lid, etc. – choose the size that fits the size flag being made.
- Coat hanger or a dowel rod for each student (Flag mobile) *See Appendix C
- Scissors
- Glue
- Blank note cards – large size for the mobile and small size for research notes
- Fishing line or yarn
- Research books about Japan
- Statements from Procedures/Activities, #4, written on the board or on a large piece of butcher paper or chart tablet

C. Key Vocabulary

- Nippon or Nihon (Japan) – source of the sun
- Time zone – a region in which the same time is used. The earth is divided into 24 time zones.
- Myth – a story that expresses the beliefs of a group of people, tells about gods or goddesses, or gives reasons for something that happens in nature.
- Source – the place, person, or thing from which something comes.
- Symbolize – to stand for or represent something else.

D. Procedures/Activities

- Introduce the vocabulary for this lesson.
- Identify the different time zones on a large world map. Discuss that Japan is where the day begins – the first time zone of the day.
- Read a myth about how Japan came to be.
- Show a Japanese flag or a picture of one and have students predict the answers to the following statements:
The red circle on the flag represents _____. (the sun)
Nippon, Nihon, or Japan means _____. (source of the sun)
The nickname for Japan is _____. (Land of the Rising Sun)
The red stands for (symbolizes) _____. (sincerity, brightness, and warmth)
The white on the flag stands for (symbolizes) _____. (purity and justice)
(Write predictions by each statement on the board, butcher paper or chart.)
- Students will use the resource books to find the answers to the statements in #4 about the Japanese flag and document on note cards with work cited. (Save these cards for later use.)

6. Students will check their predictions with the answers they found in their research. Fill in the blanks with the correct answer on each statement on the board, butcher paper or chart.
 7. Students will make a Japanese flag mobile. *See Appendix C
 8. Review vocabulary words, time zones, and the facts about the Japanese flag.
- E. *Assessment/Evaluation*
1. The student will make a Japanese flag mobile with written facts about the flag.
 2. The student will answer questions about the flag.

Lesson Five: Where the Past Meets the Present – Big Modern Cities (Two Days)

A. *Daily Objectives*

1. Concept objective(s):
 - a. The student understands the locations and characteristics of places and regions. (TEKS - GEO 2.6)
 - b. The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. (TEKS – GEO 2.7)
 - c. The student understands the use of simple geographic tools such as maps, globes, and photographs. (TEKS – GEO 2.5)
 - d. The student understands the importance of work. (TEKS – Economics 2.9)
2. Lesson content:
 - a. Tokyo (Page 48)
 - b. Big modern cities, centers of industry and business (Page 48)
3. Skill objective(s):
 - a. The student will use simple geographic tools such as maps, globes, and photographs to find locations, and determine directions on maps and globes. (TEKS – GEO 2.5A)
 - b. The student will explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (TEKS – GEO 2.7 B)

B. *Materials*

1. Large map of Japan
2. Book – *This Place Is Crowded* by Vicki Cobb.
3. Population Game – Page 15, *World Neighbor Series – Japan*, Creative Teaching Press, Inc., CTP 2520 (Adapted from *This Place Is Crowded* by Vicki Cobb.)
4. Large map of Japan
5. Student copies of map of Japan
6. Transparency of the map of Japan (From Lesson 2)
7. National Geographic article, “*The Great Tokyo Fish Market*,” National Geographic, November 1995, pp. 38 – 55.
8. National Geographic “*Japan’s Imperial Palace*,” January 2001, pp. 94 – 123.
9. Pictures of city life from the *Japan Picture File*
10. Video about Japan (if available)
11. Map colors or crayons
12. Small star stickers to mark location of major cities (optional)
13. Resource books about Japan
14. Japanese money (Yen) or pictures of Yen
15. Examples of business cards
16. Index (note) cards for Day 1, #5 and Day 2, #15

C. *Key Vocabulary*

1. Capital – the city where the government is based
2. Factories – places where many of the same things are made
3. Industry – manufacturing companies and other businesses

4. Subway – trains that run underground through tunnels
 5. Meishi – business cards
 6. Yen – unit of money in Japan
- D. *Procedures/Activities*
- Day 1
1. Introduce the vocabulary for this lesson.
 2. On the large map of Japan, locate the capital of Japan – Tokyo.
 3. On the overhead, show the transparency of the map of Japan and point out Tokyo.
 4. The students will locate Tokyo on the map of Japan and mark it with a star sticker or draw a star where Tokyo is located. Write “Tokyo” next to the star.
 5. Students will use resource books to find facts about Tokyo and write them on note cards with work cited. (Save these for a later activity.)
 6. Review the information about how Japan was formed and facts about the landforms and geographical features of Japan. Discuss how this affects the settlement patterns and activities of the Japanese people.
 7. Next, the teacher will read the book or selected portions of the book, *This Place Is Crowded* by Vicki Cobb.
 8. The students will participate in the activity, “Population Game” – Page 15, *World Neighbor Series – Japan*, Creative Teaching Press, Inc. CTP 2520 (Adapted from *This Place Is Crowded* by Vicki Cobb.)
 9. Students will write down their feelings about this activity.
- Day 2
10. Review the reasons people live in certain areas of Japan.
 11. Locate the major cities of Japan on the large map of Japan (Tokyo, Yokohama, Osaka, and additional major cities of your choice).
 12. The students will label the location of the major cities on the map of Japan.
 13. Review the key vocabulary with the students, with emphasis on factories, industry, and employment.
 14. The students will brainstorm (as a group while the teacher writes on the board) about what type of industries they think are the most important in Japan.
 15. Using the reference books about Japan, have students research about jobs and industries and write their findings on note cards with work cited. (Check out the websites - www.tsukiji-market.or.jp/tukiji_e.htm and http://jin.jcic.or.jp/today/econo/econo_7.html - for information on Industry.) Save the research cards for a later activity.
 16. The students will verify their brainstorming answers, # 14, with the information found in research.
 17. Using the Japan Picture File, show any pictures that depict life in Japan as it relates to jobs and industry.
 18. Discuss the settlement patterns and the sites for major industries as it relates to the landform of Japan.
- E. *Assessment/Evaluation*
1. The student will locate Tokyo, Yokohama, Osaka, and other major industrial cities of Japan on a map of Japan. (TEKS – GEO 2.5)
 2. Students will tell how the natural environment affects the settlement patterns and activities of the people of Japan. (TEKS – GEO 2.7)

Lesson Six: Japanese Architecture

- A. *Daily Objectives*
1. Concept objective:

- a. The student understands how line, shape, and special features of architecture are different in some Japanese buildings.
 2. Lesson content:
 - a. Noting line, shape, and special features (such as columns and domes), look at Himeji Castle (also known as “White Heron Castle,” Japan) (Page 53)
 3. Skill objective:
 - a. The student will describe and draw the elements of line, shape, and special features of the Himeji Castle.
- B. *Materials*
1. Pictures of the Himeji Castle from resource books or website – <http://jcic.or.jp/kidsweb/museum/castle>
 2. Book – *A Samurai’s Castle*, by Fiona Macdonald (See Bibliography)
 3. Book – *Castles*, by Christopher Gravett (See Bibliography)
 4. Drawing paper
 5. Charcoal or drawing pencil for each student
 6. Construction paper to mount each students’ drawing
 7. Examples of different kinds of line, shape, and special features in architecture
- C. *Key Vocabulary*
1. Ancient – from a long time ago
 2. Castle – a large building, often surrounded by a wall and a moat
 3. Features – an important part or quality of something
- D. *Procedures/Activities*
1. Introduce the key vocabulary words.
 2. Discuss the art elements of line and shape.
 3. Display pictures of architecture representing various lines and shapes.
 4. Show a picture of the Himeji Castle to the students and discuss the elements of line and shape as it relates to this unique building.
 5. Using the book, *A Samurai’s Castle*, or *Castles*, explain the design and building of the Himeji Castle.
 6. If technology is available, the students may check out the website www.thinkquest.org and go to LIBRARY, then search JAPAN, then to CASTLES.
 7. Discuss the use of line and shape again. At this time, point out the special features of Japanese architecture that makes it stand out from other styles of architecture around the world.
 8. The students will draw a picture of the Himeji Castle on drawing paper using drawing pencils or charcoal pencils.
 9. Mount the pictures on construction paper and display them.
- E. *Assessment/Evaluation*
1. The student will identify the elements of line, shape, and special features of the Himeji Castle of Japan through oral and written expression.

Lesson Seven: Japanese Literature (One to Two Days)

- A. *Daily Objectives*
1. Concept objective(s):
 - a. The student analyzes the characteristics of various types of texts. (TEKS – Reading 2.11)
 2. Lesson content
 - a. Recall incidents, characters, facts, and details of stories and other texts. (Page 43)
 - b. Discuss similarities in characters and events across stories. (Page 43)

- c. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction. (Page 43)
 - d. Stories – The Tongue-Cut Sparrow (a folk tale from Japan) (Page 45)
3. Skill objective(s):
- a. The student will analyze character, including their traits, relationships, and changes and identify the importance of the setting to a story’s meaning. (TEKS – Reading - 2.11 H & I)

B. *Materials*

- 1. Story – The Tongue-Cut Sparrow (Several different translations)
- 2. History of the Komishibi storyteller – www.kamishibai.com
- 3. Kamishibai activity, pages 27, 32, and 33 in *Culture Kit – Japan*, by Linda Scher and Mary Oates Johnson. (See Bibliography)
- 4. Butcher paper chart with elements of a story written on it – Character, Setting, Problem, Feelings, Events, and Solution. This could be listing, mind map form, or appropriate graphic organizer.
- 5. Japanese Happy Coat or some type of Japanese traditional dress.
- 6. Bicycle bell or regular bell
- 7. 8 to 10 white or manila construction paper or poster board per student (9” X 12” or smaller)
- 8. Map colors or crayons
- 9. Pencils
- 10. Candy for the students

C. *Key Vocabulary*

- 1. Folktale – a story that is passed down orally from generation to generation
- 2. Fiction – stories about characters and events that are not true
- 3. Kamishibai – large cards with illustrations of events in the story on one side of the card and the related part of the story written on the back of the card
- 4. Greedy – wanting more of something than you need

D. *Procedures/Activities*

- 1. The teacher will come into the classroom dressed in a Japanese Happy Coat or something similar, carrying a bicycle bell or regular bell. Tell the students the history of Komishibi storytelling in Japan. www.komishibai.com
- 2. Introduce the elements of a story – characters, setting, problem, feelings, events, and solution.
- 3. Discuss the genre’ of folk tale and how it has the elements of a story.
- 4. Read the story, *The Tongue-Cut Sparrow*, to the students. Stop at key spots in the story so students will have the opportunity to make predictions, check predictions, and to discuss characters.
- 5. Students will discuss all the elements of this story in a group of 3 or 4.
- 6. Using the large butcher paper chart, the teacher will write in the students’ responses for the different elements of this story.
- 7. Students will use the construction paper or poster board to draw the main events of this story. Be sure that they have a beginning, events, and conclusion.
- 8. After completing the pictures, the students will write the story on the back of the pictures using the Komichibi storyboard process. (See example – *Culture Kit – Japan*, by Linda Scher and Mary Oates Johnson, pages 27, 32, and 33.
- 9. Save the students’ stories for them to read to other students in the class, other classes, and for the culminating activity.
- 10. At the conclusion of the lesson, give each student a piece of candy from the “candy man.”
- 11. If time permits, read a different version of *The Tongue-Cut Sparrow*.

- E. *Assessment/Evaluation*
1. Students will identify the elements of a story – Characters, Setting, Problem(s), Feelings, Events, and Solution. (The student-made Komichibi storyboard can be used to assess the story elements of *The Tongue-Cut Sparrow*.)
 2. The student will identify characters, including their traits, relationships, and changes and identify the importance of the setting to a story’s meaning. (TEKS – Reading 2.11H & I)

Lesson Eight: Origami

- A. *Daily Objectives*
1. Concept objective:
 - a. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS – Art 2.2)
 2. Lesson content:
 - a. Traditional craft: origami (Page 48)
 3. Skill objective:
 - a. The student will make an origami crane using simple instructions.
- B. *Materials*
1. Book – *The Paper Crane* by Molly Bangs and/or the book, *Tree of Cranes*, by Allen Say
 2. Video, *The Paper Crane*, produced by Reading Rainbow (If available)
 3. Resource books about origami
 4. Origami paper or lightweight paper cut into square sizes
 5. Website – How to Make an Origami Crane
<http://www.monkey.org/~aidan/origami/crane/>
 6. Origami samples (simple to more elaborate) if available
 7. Pictures of cranes from the “Japan Picture File” – “The Japanese Crane, Bird of Happiness,” *National Geographic*, October, 1983, pages 542 – 556.
- C. *Key Vocabulary*
1. Origami – the Japanese art of folding paper
 2. Crane – a large wading bird with long legs and a long neck and bill. A symbol of happiness, longevity, and marital fidelity in Japan.
 3. Craft – work or a hobby in which you make things with your hands
- D. *Procedures/Activities*
1. Introduce the key vocabulary and discuss.
 2. Show origami samples to the students.
 3. Discuss the origami figure of the crane and the significance it has in Japanese culture. Show the pictures of the cranes from the Japan Picture File.
 4. Read *The Paper Crane*, by Molly Bangs or *Tree of Cranes*, by Allen Say to the students.
 5. Have students retell the story and tell how they feel the crane has special significance in the story.
 6. Give each student a piece of origami paper. They will follow instructions for making a simple origami crane.
 7. Give students several opportunities to practice making a crane.
 8. Display cranes around the room or on a bare tree limb.
 9. If time permits, show the Reading Rainbow video, *The Paper Crane*.
- E. *Assessment/Evaluation*
1. The student will follow simple instructions to make an origami crane.
 2. The student will write a paragraph about the significance of the Japanese crane.

Lesson Nine: Kimono

A. Daily Objectives

1. Concept objective:
 - a. The student will develop a respect for traditions and contributions of the Japanese culture.
2. Lesson content:
 - a. Traditional costume: kimono (Page 48)
3. Skill objective:
 - a. The student will identify the parts of a kimono and express its significance in Japanese culture.

B. Materials

1. Sample of a kimono, if available. (Second hand stores are a source for this.)
2. Kimono pictures (from *National Geographic Magazine*, or other resource books)
3. Japanese Dolls dressed in traditional dress (kimono), if available.
4. Teacher resource, *Kimono – Fashioning Culture*, by Liza Dalby
5. Resources found on Internet at <http://jin.jcic.or.jp/kidsweb/> and <http://www.jinjapan.org/kidsweb/>, search word – kimono.
6. Book, *Japanese Girl and Boy – Paper Dolls*, by Kathy Allert (See Bibliography)
7. Kimono pattern – Butterick #6697 (girls), Butterick #6698 (adult) for students or teachers who would like to make a kimono.
8. Pattern for making a simple kimono for students to wear – page 42, *Japan – Activity Book*, by Mary Jo Keller.
9. Pattern for making a Japanese doll in traditional dress – page 24 & 25, *Japan*, by Karen Bauer and Rosa Drew (CTP 2520). Check material list in the book.

C. Key Vocabulary

1. Kimono (kee-moh –noh) traditional Japanese form of dress
2. Obi – a wide sash tied around the waist over the kimono
3. Geta – wooden clogs with short stilts underneath and straps on top that fit between the toes
4. Zori – low sandals
5. Tabi – cotton socks with a slit to fit around the sandal straps

D. Procedures/Activities

1. Introduce the key vocabulary.
2. Students will look at traditional Japanese clothing, using either pictures or authentic Japanese clothing and shoes. If possible, let students try on a kimono if it is available.
3. Discuss the difference between traditional clothing and everyday clothing. At this time, explain some of the history behind the kimono and its significance in the history of Japan.
4. Students will make a Japanese doll in traditional dress using the pattern on pages 24 & 25 in *Japan*, by Karen Bauer and Rosa Drew.
5. If time permits, have students go to the kids Internet site listed in #5 on the materials list to learn more about the kimono.

E. Assessment/Evaluation

1. The student will identify the different parts of a kimono, including the different type shoes.
2. The students will distinguish between Japanese traditional clothing and everyday clothing. (Pictures may be used for this assessment)

VI. CULMINATING ACTIVITY

- A. Centers for students
1. Lunch Box Center
 - a. Book – *I Need A Lunch Box* by Jeannette Caines
 - b. Various American lunch boxes
 - c. Pictures of Japanese lunch boxes or an authentic Japanese lunch box
 - d. Cigar box or pencil box (any similar box with a lid) to make a Japanese lunch box
 - e. Small plastic or paper containers to hold samples of food
 2. Chopstick Center
 - a. Book – *How My Parents Learned to Eat*, by Ina R. Friedman
 - b. Chopsticks for each student
 - c. Directions for eating with chopsticks
 - d. Popcorn for students to use to practice eating with chopsticks
 3. Display Board Center
 - a. Large poster board for each student
 - b. United States map from Lesson 2
 - c. Japan map to mark the capital, Tokyo
 - d. Drawing paper to draw and color scenes from Japan and the United States
 - e. Lined paper to write about how the two countries are alike and how they are different. Check out the website – <http://geography.miningco.com> .
 4. “Meishi” - Business Card Center
 - a. Cardstock paper the size of business cards (or a little larger)
 - b. Examples of business cards
 - c. Colored pencils or markers
 5. Counting in Japanese Center
 - a. Book - Haskins, Jim. *Count Your Way through Japan*. Minneapolis, MN: Carolrhoda Books, Inc., 1987. 0-87614-301-X
 - b. Blank flashcards to write and draw Japanese numbers and symbols
 - c. Colored pencils or markers
 6. Japanese Alphabet Book Center
 - a. Book – *A to Zen*, by Ruth Wells.
 - b. Layered book – (*Big Book of Books*, by Dinah Zikes, page 70) Cut book in half for this activity.
 - c. Japan resource books for names and pictures of Japanese objects, customs, holidays, etc.
 - d. Colored pencils
 7. Japanese Food Center
 - a. Book – Ridgwell, Jenny. *A Taste of Japan*. New York, NY: Thomson Learning, 1993. 1-56847-097-5.
 - b. Samples of various food items from Japan (found at most Asian Markets and some major grocery store chains.
 - c. Green tea
 - d. Small cups and plates
 - e. Chopsticks
 8. Japanese Music Center
 - a. Tape or CD of Japanese Music
 - b. Copies of words to some Japanese songs on tape
 - c. Blank paper for students to draw on while listening to the music.
- B. “A Day (or Night) In Japan”

VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A - C

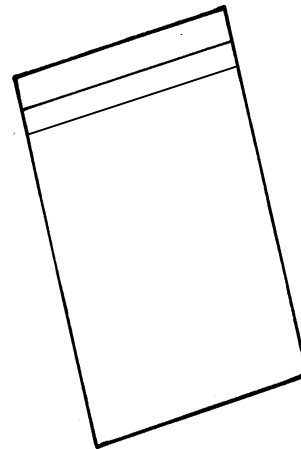
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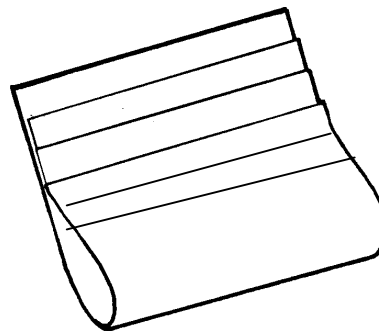
Appendix A

Layered Look Book – Adapted from *Big Book of Books and Activities* by Dinah Zike, page 70.

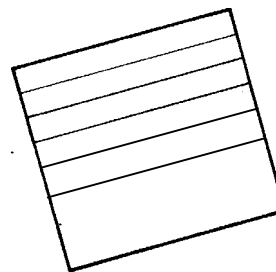
1. Stack 3 sheets of 12 in. x 18 in. construction paper.
Space the narrow edges of the three papers 1 inch apart.



2. Bring the bottom of the three papers upward and space the edges so that all the layers are the same distance apart.



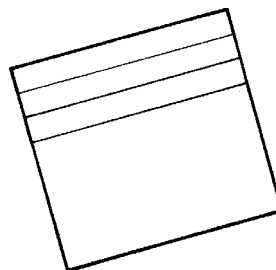
3. When all the sheets are an equal distance apart, fold the papers and crease well.



4. Staple the papers together at the crease.

5. Label the layers as follows:
Top: **Japan, Land of the Rising Sun**

2nd Layer: Facts
3rd Layer: Map of Japan
4th Layer: Map of Asia
5th Layer: Map of the World
6th Layer: Continents and Oceans



Appendix B

Japan Picture File

Materials Needed:

1. Pictures of different aspects of Japanese life. (See Resource list on this page.)
2. Colored construction paper
3. Paper cutter or scissors
4. Rubber cement or stick glue

Instructions:

1. Cut pictures out and save any captions or bibliography information to glue on the back. The caption could be put on the front if students are reading them, or on the back if you want students to make predictions about the picture.
2. Match the background paper with one of the colors in the picture and cut out about one inch larger than the picture.
3. Glue the pictures on the paper.
4. Laminate the pictures.

National Geographic Magazines are an excellent source of pictures about Japan. The older issues have some wonderful pictures that are still applicable today. It takes two of each magazine to get the best use of the pictures.

National Geographic resources:

1. "Japan, The Exquisite Enigma," by Franc Shor. Vol. 118, No. 6. December, 1960, pp. 733 – 779.
2. "Those Successful Japanese," by Colin Irwin. Vol. 145, No. 3. March, 1974, pp. 322 – 359.
3. "Festival in Japan," by Douglas Lee. Vol. 154, No. 1, July, 1978, pp. 78 - 85.
4. "Hokkaido – Japan's Last Frontier," by Douglas Lee. Vol. 157, No. 1. January, 1980, pp. 62 – 93.
5. "The Japanese Crane, Bird of Happiness," by Tsuneo Hayashida. Vol. 164, No. 4. October 1983, pp. 542 – 556.
6. "Hagi: Where Japan's Revolution Began," by Taylor Gregg. Vol. 165, No. 6. June, 1984, pp. 750 – 773.
7. "Where Gods Dwelled – The Japan Alps," by Charles McCarry & "The Preposterous Puffer," by Noel D Vietmeyer. Vol 166, No. 2. August, 1984, pp. 238 – 259 and 260 – 270.
8. "In A Japanese Garden," by Bruce A. Coats. Vol. 176, No. 5. November, 1989, pp. 638 – 663.
9. "Change Comes Slowly For Japanese Women," by Deborah Fallows. Vol. 177, No. 4. April, 1990, pp.52-83.
10. "Japan's Sun Rises Over The Pacific," by Arthur Zich. Vol. 180, No. 5. November, 1991, pp. 36 –67.
11. "Kyushu: Japan's Southern Gateway," by Tracy Dahlby. Vol. 185, No. 1. January, 1994, pp. 88 – 117.
12. "Inner Japan," by Patrick Smith. Vol. 186, No. 3. September, 1994, pp. 64 – 95.
13. "The Great Tokyo Fish Market," by T. R. Reid. Vol. 188, No. 5. November, 1995, pp. 38 – 55.
14. "Japan's Imperial Palace," by Robert M. Poole. January, 2001, pp. 94 – 123.

Appendix C

Japanese Flag Mobile

Materials Needed:

1. Coat hanger or dowel rod (12 to 18 inches long)
2. Yarn or fish line
3. 2 sheets of white construction paper or poster board for each student (9 in. x 12 in. or 12 in. x 18 in.)
4. 5 in. x 7 in. note cards (Five cards for each student)
5. Colored pencils
6. Red construction paper – students will use a large round object to trace 2 circles for the center of the flag.

Instructions:

1. Cut out 2 red round circles for the center of the flag.
2. Glue these 2 circles onto the 2 white sheets of construction paper.
3. Glue the top edge of the two white papers together, being sure that the red circles are facing out. If you are using a coat hanger, do not glue the center 2 inches of the papers.
4. Using the note cards, write the following facts (one on each card):
 - * The red circle represents the sun.
 - *Nippon means source of the sun.
 - *The nickname for Japan is Land of the Rising Sun.
 - *The red symbolizes sincerity, brightness, and warmth.
 - *The white symbolizes purity and justice.
5. Slip the double-sided flag over the coat hanger or the rod.
6. Cut yarn long enough to attach to the rod or the coat hanger and hang down 4 to 5 inches from the bottom of the flag. String the yarn evenly on the rod or coat hanger.
7. Using a hole punch, punch a hole in the center top of each card. String a card on each piece of yarn and tie it.
8. Display the mobiles around the room or in the halls.

