

Konnichiwa! Welcome to Japan!

Grade Level or Special Area: Fifth Grade

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Length of Unit: Nine lessons/ 2 weeks, 2 days

I. ABSTRACT

A. We will embark on a journey through Feudal Japan in a modern way. Students will not only examine and enrich their knowledge of Japan's unique history but also utilize various reading strategies to promote literacy through Social Studies. Using modern day technology, students will familiarize themselves with the geography and religion of Japan. Students will research Japan's four main islands and synthesize their findings in a Power Point presentation. Students will interactively learn about Japan's two main religions and major cities by using the Smart Board. Lastly, through various readings students will utilize reading strategies to learn about Japanese Feudalism. Sayonara!

II. OVERVIEW

A. Concept Objectives

1. To develop an appreciation of Japan's cultural beliefs and history.
2. To develop an understanding of how the geographic location of Japan affects its culture.
3. To develop an awareness of Japan's political history and how it contributed to the traditions and beliefs of Japan.
4. To develop an understanding of Japan's two main religions and appreciate why the people of Japan have strong ties to nature and family.
5. To develop an appreciation for another culture by learning about Japan's political, social, and geographical history.

B. Content from the *Core Knowledge Sequence*

1. Pacific Ocean, Sea of Japan
2. Four Main Islands Hokkaido, Honshu (largest), Shikoku, Kyushu
3. Typhoons, earthquakes, Pacific Rim
4. Religion; Buddhism: The Four Noble Truths and The Eightfold Path, Nirvana; Shinto: reverence for ancestors, reverence for nature, kami
5. Emperor as a nominal leader, but real power in the hands of shogun
6. Samurai Code of Bushido
7. Rigid Cast System
8. Tokyo

C. Skill Objectives

1. Students will make predictions based on statements from an anticipation guides.
2. Students will locate the four main islands of Japan on a map.
3. Students will actively participate in a discussion of the importance of Japan's location.
4. Students will follow directions that involve few steps.
5. Students will interpret information from internet websites.

6. Students will gather information based on the topic of their assignment.
7. Students will use strategies they have been taught for note-taking.
8. Students will use a graphic organizer to organize information they collect.
9. Students will accurately summarize what they have read.
10. Students will work cooperatively to create a Power Point presentation with the information they collect.
11. students will practice listening comprehension by listening to a read aloud and taking notes.
12. students will compare and contrast a typhoon to an earthquake by completing a Venn diagram.
13. Students will be able to generate a paragraph comparing and contrasting a typhoon to an earthquake.
14. Students will be able to implement note-taking strategies by completing a graphic organizer during a shared reading.
15. Students will be able to implement note-taking strategies by completing a graphic organizer during a Power Point presentation.
16. Students will be able to synthesize information into a Venn Diagram by utilizing their notes.
17. Students will be able to summarize what Feudal Japan was like by using the SQ3R method to determine important information.
18. Students will be able to attentively listen to a read aloud about a samurai by connecting their prior knowledge to information from the text.
19. The students will be able to complete a KWL chart about Tokyo using information from the book “Letters from Japan” and the article “Tokyo”.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Pearson Core Knowledge History and Geography by E.D. Hirsch
2. What Your 5th Grader Needs to Know by E.D. Hirsch

B. For Students

1. 4th grade Core Knowledge Review (Feudalism/Knight)
2. 2nd grade Core Knowledge Review (Buddhism)
3. 2nd grade Core Knowledge Review (Modern Civilization and Culture:Japan)

IV. RESOURCES (Provide a list of key resources-literature selections, activity books, AV materials, etc.-that are critical in teaching this unit.)

- A. Greska, M. S. *Letters Home from Japan*. Connecticut: Blackbirch, 2000. 1-56711-409-1
- B. Hirsch, E.D. *Pearson Core Knowledge History and Geography*. New Jersey: Pearson Learning Group, 2002. 0-7690-5026-3.
- C. Hirsch, E.D. *What Your Fifth Grader needs to know*. New York: Bantam Dell, A Division of Random House, Inc., 2005. 0-385-33731-1
- D. Kimmel, E.A. *Sword of the Samurai: Adventure Stories from Japan*. New York: HarperCollins, 1999. 0-06-442131-7.
- E. Virtual Culture “Sumo” [On-line]. Available URL: <http://web-japan.org/kidsweb/virtual/sumo/index.html>
- F. “Shinto Religion” Encyclopedia. [On-line]. Available URL: <http://www.britannica.com/EBchecked/topic/540856/shinto>

V. **LESSONS**

Lesson One: Geography of Japan (4 days)

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop and understanding of how the geographic location of Japan affects its culture.
2. Lesson Content
 - a. Geography: the four main islands of Japan; Hokkaido, Honshu, Shikkoku and Kyushu and the Pacific Ocean and the Sea of Japan
3. Skill Objective(s)
 - a. students will make predictions based on statements from an anticipation guide
 - b. students will locate the four main islands of Japan on a map
 - c. students will actively participate in a discussion of the importance of Japan's location

B. Materials

1. Anticipation guide (Appendix 1)
2. overhead projector
3. overhead copy of Instructional Master 29
4. Core Knowledge Grade 5 Handbook p. 226-7

C. Key Vocabulary

1. Pacific Rim-a term used to describe nations in Asia and North and South America that border the Pacific Ocean
2. Hokkaido- the second largest island of Japan, sparsely inhabited because of its harsh climate and terrain
3. Honshu- one of the islands that make up the nation of Japan; most heavily populated, it is home to the capital, Tokyo
4. Shikoku- the smallest of four major Japanese islands
5. Kyushu- one of the islands that make up the nation of Japan; heavily populated, it is home to the major port city of Nagasaki
6. archipelago- a series, or string, of many islands

D. Procedures/Activities

1. Students will make predictions about Japan by completing the anticipation guide.
2. Students will discuss responses to anticipation guide as a whole group using accountable talk
3. Teacher will display a map of the world and ask students to identify and name the seven continents
4. Teacher will ask students to name as many countries in Asia that they know
5. Teacher will ask students questions about Japans geography and students will discuss the answers with a partner (think- pair- share)
 - a. What do you know about the location and geography of Japan?

- b. (In Asia, four major islands; Hokkaido, Shikoku, Honshu, and Kyushu)
 - c. How would you describe Japan? (3,000+ islands, surrounded by Pacific Ocean and Sea of Japan, etc.)
 - d. How has Japan's island location and geography resulted in its unique culture and history?
6. Teacher will introduce term archipelago- the following question will be asked: Do you think people inhabit all the islands of Japan?
 7. Teacher will ask students to analyze the area around Japan and pose the following question: what do you think the Pacific Rim is?
 8. Briefly discuss an overview of the four main islands using information Core Knowledge Grade 5 Teacher Handbook, pg. 226-227.
 9. Students will be asked to think now about what they have learned about Japan thus far and predict what the Pacific Rim might be-students will think-pair-share with their partners and finally return to a whole group to listen to each others ideas using accountable talk and discuss what they have learned about Japan.

E. Assessment/Evaluation

1. Students will fill in a blank map of Japan including the following: four major islands, Pacific Ocean, Sea of Japan, Pacific Rim
2. Students will revisit the anticipation guide and find if their predictions were accurate from the beginning of the lesson. Student questions will be taken for clarification.

Lesson Two: Geography of Japan: Four Major Islands

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop an understanding of how the geographic location of Japan affects its culture
2. Lesson Content
 - a. Geography: the four main islands of Japan; Hokkaido, Honshu, Shikkoku and Kyushu
3. Skill Objective(s)
 - a. students will follow directions that involve few steps
 - b. students will interpret information from internet websites
 - c. students will gather information appropriate to the purpose of their assignment
 - d. students will use strategies they have been taught for note taking
 - e. students will use a graphic organizer to organize information they collect
 - f. students will accurately summarize what they have read
 - g. students will work cooperatively to create a PowerPoint presentation with the information they collect

B. Materials

1. projector
2. laptops/ computer
3. graphic organizer for note taking (Appendix 2)

C. Key Vocabulary

1. **agriculture**- practice of raising crops and livestock, farming
2. **mountainous**- having many mountains
3. **barren**- having little or no vegetation
4. **Mt. Fuji**- the highest [mountain](#) in [Japan](#) at 3,776 m (12,388 ft).

D. Procedures/Activities

1. Students will be divided into groups of 4-5. Each group will randomly choose one of the four major islands of Japan to research.
2. Using the projector, the teacher will display websites they will be able to navigate using their laptops
3. each group member will choose one topic to research on they island (cities, entertainment/ recreation, mountainous terrain, weather and agriculture)
4. students will complete graphic organizer provided for note taking while researching their topic
5. When all students in the group have gathered all the information on their topic, they will each create a page in a PowerPoint presentation.
6. Once all pages are completed, the group will collaborate and make final decisions for their final product.

E. Assessment/Evaluation

1. Final PowerPoint will be assessed based on the quality, content and workmanship put into the project

Lesson Three: Typhoons and Earthquakes

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop an understanding of how the geographic location of Japan affects its culture
2. Lesson Content
 - a. Natural disasters: typhoons and earthquakes
3. Skill Objective(s)
 - a. students will practice listening comprehension by listening to a read aloud and taking notes
 - b. students will compare and contrast a typhoon to an by completing a Venn diagram
 - c. students will be able to generate a paragraph comparing and contrasting a typhoon to an earthquake

B. Materials

1. Read aloud about typhoons and earthquakes (Appendix C)
2. Copy of T- chart (Appendix D)
3. Anchor chart for K-W-L-S

C. Key Vocabulary

1. **typhoon**- a tropical hurricane the forms over the western Pacific Ocean, particularly in the South China Sea to the south of Japan
2. **earthquake**- shaking or turbulence caused by underground plate movement
3. **tectonic plate**- Several large, movable plates that make up the Earth's lithosphere.

4. **Ring of Fire**- a series of volcanoes that ring the Pacific Ocean; this area is prone to earthquakes and other volcanic activity

D. Procedures/Activities

1. The teacher will elicit responses from students to see what prior knowledge they have about typhoons and earthquakes using KWLS chart
2. Students will take notes onto the T chart from information read aloud
3. Students will discuss how Japan's location has an influence on the number of earthquakes and occurrences of typhoons.
4. Students will choose one of the natural disasters discussed and research further to find out more about it
5. Students will be instructed to navigate the web for information about the chosen natural disaster to create a timeline of occurrences in Japan
6. Students will partner up with a student who researched the opposite natural disaster and discuss their major components and notice their similarities and differences

E. Assessment/Evaluation

1. Students will write a paragraph comparing and contrasting a typhoon to an earthquake to show understanding of the differences and similarities

Lesson Four: Zen Buddhist Culture (3 days)

A. Daily Objectives

2. Concept Objective(s)
 - a. To develop and understanding of Japan's two main religions and appreciate why the people of Japan have strong ties to nature and family
 - b. To develop an appreciation of Japan's cultural beliefs and history
3. Lesson Content
 - a. Aspects of Feudal Japan through the practices and beliefs of the Zen Buddhist culture.
4. Skill Objective(s)
 - a. Students will be able to implement note taking strategies by completing a graphic organizer during a shared reading.

D. Materials

1. T-chart (Appendix E)
2. SmartBoard
3. Copies of reading for students
4. Chart Paper
5. Markers

E. Key Vocabulary

1. **typhoon**-a severe tropical storm or hurricane that occurs in the Pacific Ocean
2. **meditate**- to think in a quiet, serious way
3. **Shinto**- oldest religion, based on nature
4. **Four Noble Truths**- thoughts about life from the heart of Buddha that Buddhist follow

5. **Buddhism-** religion based on the teachings of Buddha, that originated in India but has spread over much of Asia. It teaches that pain and evil are caused by desire and that to conquer desire to attain Nirvana
6. **Eightfold Path-** according to Buddha, the eight things one must do to achieve enlightenment

F. Procedures/Activities

1. On the *SmartBoard* will be the maps of the following countries: Korea, India, Thailand, and Laos. Students will come to the *SmartBoard*, choose a country, tap that country with their hand to reveal an interesting fact about Buddhism as it pertains to that country:
2. Key vocabulary words will be introduced to the students. Each word will be placed on a sentence strip with the definition written on the back. Each word will be shown to the students. I will pronounce it aloud and have the students repeat the word after me. I will then read the definition of the word to the students and have them place the word on our Word Wall.
3. On a sheet of chart paper will be a t-chart with the words Buddhism above the left column and Shinto above the right column. On a tape recorder will be me reading information on judo, which is a martial art that Buddhist often practice. I will sit and listen to the reading and model for students how to take the important information out of a reading when taking notes.
4. Each student will receive a t-chart. Students will be told that they will be paired up in a shared reading to take notes on the reading of the information on Zen Buddhism.
5. While students are reading the information, they are to take the important information from the reading and place that information under the left hand column labeled Buddhism.

G. Assessment/Evaluation

1. When groups have come to the end of their reading and note taking, as a class we will share out the important information they found in their reading

Lesson Five: Shinto the Oldest Japanese Religion

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop and understanding of Japan's two main religions and appreciate why the people of Japan have strong ties to nature and family
3. Lesson Content
 - a. Aspects of Japanese Feudalism based on the religious practices and beliefs of the Shinto
4. Skill Objective(s)
 - a. Students will be able to implement note taking strategies by completing a graphic organizer during a power point presentation.

B. Materials

1. PowerPpoint presentation
2. t-chart (Appendix E)
3. projector
4. screen

5. sentence strips

C. Key Vocabulary

1. **shinto**- indigenous religious beliefs and practices of Japan. The word Shintō, which literally means “the way of *kami*” (*kami* means “mystical,” “superior,” or “divine,” generally sacred or divine power, specifically the various gods or deities), came into use in order to distinguish indigenous Japanese beliefs from Buddhism, which had been introduced into Japan in the 6th century ad.
2. **jinja**- in the Shintō religion of Japan, the place where the spirit of a deity is enshrined or to which it is summoned. Historically, *jinja* were located in places of great natural beauty; in modern times, however, urban shrines have become common.
3. **torii**- symbolic gateway marking the entrance to the sacred precincts of a [Shintō](#) shrine in Japan.
4. **sumo**-has its roots in the Shinto religion. The matches were dedicated to the gods in prayers for a good harvest.
5. **kabuki**-a traditional Japanese form of theater with its origins in the [Edo period](#). Kabuki, in contrast to the older surviving Japanese art forms such as [No](#), was the popular culture of the townspeople and not of the higher social classes.
6. **origami**- The Japanese art of paper folding that is usually left on the steps of the Shinto shrine as an offering.

D. Procedures/Activities

1. Students will recall the information from the previous lesson that have acquired about the Zen Buddhism religion. Students will be shown pictures of various architectural structures that are related to Shinto and can be found through out the country of Japan.
2. I will ask a student to read a piece of information on Japan. While the student is reading the information, on a piece of chart paper, I will be taking notes. I will bring to the students’ attention that I did not write down everything that the student read, but only the information that was of importance to the subject matter.
3. Students will use their listening and note taking skills to watch a power point presentation on the Shinto religion.
4. Students will write their findings under the column labeled Shinto on their t-chart.

E. Assessment/Evaluation

1. Using the vocabulary from the lesson students will be asked to define the terms or give the word that goes with the term.

Lesson Six: Compare and Contrast Shinto and Zen Buddhism

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop and understanding of Japan’s two main religions and appreciate why the people of Japan have strong ties to nature and family
2. Lesson Content
 - a. the aspects of the Zen Buddhist and Shinto religions to produce a compare and contrast essay.
3. Skill Objective(s)

- a. Students will be able to synthesize information into a Venn diagram by utilizing their notes.

B. Materials

1. Student copies of Venn Diagram (Appendix F)
2. Smart Board (Venn Diagram)
3. Projector
4. Smart Board Marker Pens
5. Compare and Contrast Writing Rubric (Appendix G)

C. Procedures/Activities

1. Before we begin the lesson three students will be chosen to give some interesting facts that they have learned about Shinto and Buddhism based on their reading and the previous days power point presentation.
2. On the *SmartBoard* will be a Venn diagram. I will hold two markers, one fine tip and one wide tip in front of the students. I will compare and contrast the markers using the Venn diagram. I will make it a point to inform the students that when we are completing a Venn diagram the information on the left must be opposite of the information on the right. For example: if I have wide tip on the left side of my Venn diagram, on the right must be fine tip, not the color of the marker.
3. Each student will receive a Venn diagram.
4. Using their notes on Shinto and Buddhism, students will complete their Venn diagram.
5. Once students have completed their Venn diagrams, they will begin their compare and contrast writing piece. Using the Venn diagram from the above mini lesson I will model how to begin the first paragraph after the introduction. Students should be comfortable with introductions, compare and contrast writings and conclusions as they have been taught and utilized in previous lessons.
6. Students will begin their first draft of their compare and contrast writing.
7. Students will conference with the teacher on the mechanics and grammar and receive their rubric to guide them through the proper elements of a compare and contrast writing.
8. Students will begin the second draft of their compare and contrast writing taking into consideration the changes and conferencing.
9. Students will conference with the teacher on the mechanics and grammar
10. Students will be given either a third draft to write or paper to publish their final draft.

D. Assessment/Evaluation

1. Students will be assessed on the information through their compare and contrast writing piece

Lesson Seven: Japanese Feudalism (3 days)

A. Daily Objectives

1. Concept Objective(s)

- a. To develop and awareness of Japan’s political history and how it contributed to the traditions and beliefs of Japan
- 2. Lesson Content
 - a. Samurai, Code of Bushido, class system in Feudal Japanese society.
- 3. Skill Objective(s)
 - a. Students will be able to summarize what feudal Japan was like by using the **SQ3R** method to determine important information.

B. Materials

- 1. History & Geography- E.D. Hirsch, Jr. (pgs 183-185) Transparency copies and student copies.
- 2. SQ3R sheet (Appendix H)
- 3. SQ3R graphic organizer (Appendix I)
- 4. Samurai sayings cards (Appendix J)

C. Key Vocabulary

- 1. **feudalism**- a system of government in which land is exchanged for loyalty and services
- 2. **shogun**- title meaning “great general” given to the strongest military leader in Japan
- 3. **samurai**- a Japanese warrior; also several of these warriors
- 4. **defection**- the abandonment of one’s country, leader, or group
- 5. **figurehead**- a person who rules in name only

D. Procedures/Activities

- 1. Break students up into groups of 3-4 and give each group a samurai saying/belief card. Have students read the samurai saying/belief and discuss their thoughts about the saying/belief. Guide students to determine if they agree with the saying/belief, what thoughts come to their minds, how does it make them feel, and/or ask questions about it. Students should support and challenge each other using accountable talk.
- 2. Inform students that today they will **summarize what Feudal Japan was like by using the SQ3R method to determine important information.**
- 3. Pass out student copies of pages 183-185 from History & Geography Core Knowledge textbook, SQ3R sheets and graphic organizers. Using the overhead and the transparency copies of pages 183-185 model how to use the SQ3R method when reading nonfiction.

Before Reading

- 4. Teacher and students will read the SQ3R sheets together. Be sure to use the transparencies while going through each part of the method. For example, when going over the **Survey part of the SQ3R** method, show the pictures and discuss any thoughts or questions you might have. (Think aloud good nonfiction strategies and reinforce nonfiction features, be sure to **activate any prior knowledge**)
- 5. Teacher solicits students’ thoughts and questions about the surveying of transparency pages 183-185. Teacher jots down responses under questions column on chart paper that is an enlarged version of the students’ SQ3R graphic organizers.
- 6. Teacher then briefly discusses **Q part of the SQ3R (Question)**. Teacher and students will turn the subheadings into questions.
 - i. Ex: page 183- subheading: Yoritomo and the Rise of Shoguns
 - ii. Question- Who was Yoritomo? What was the rise of shoguns?
- 7. Teacher emphasizes that questioning **sets a purpose for reading**. Students will write down these questions in the Questions column of their SQ3R graphic

organizers. Teacher can also encourage students to add on any of their own personal questions too.

During Reading

8. Teacher will then have students follow along while he/she models the first **R part of SQ3R (Read)** and the second **R part of SQ3R (wRite)**. Teacher will read aloud page 183 and afterwards write down any facts that pertain to the subheadings on the page. This is where the teacher can model **determining important information** as well. Teacher can also solicit student involvement by adding on what they feel was important to remember about each subheading (*Rise of Feudal Japan & Yoritomo and the Rise of Shoguns*).
9. Teacher will then inform students that they will continue to focus on the first **R part of SQ3R (Read)** and the second **R part of SQ3R (wRite)** for pages 184-185. (Students can work independently or with a partner). Students will write down the facts in their Facts column of their graphic organizers.

After Reading

10. After completing the reading, students will share out their facts/answers to the questions generated by the subheadings and the teacher will chart the responses.
11. Teacher will inform students that they will now focus on the last **R part of SQ3R (Review)**. Students will go back and reread their questions and facts/answers and try to restate what was learned from the reading in their own words with a partner.
12. Students will then write down a brief summary of what Feudal Japan was like in their writing notebooks or on the back of their graphic organizers.

E. Assessment/Evaluation

1. At the end of the lesson, students will be assessed on the quality of their restatement of the facts learned about Feudal Japan as well as on their written summaries about Feudal Japan.

Lesson Eight: Samurai Virtues

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop and appreciation of Japan's cultural beliefs and history
2. Lesson Content
 - a. Code of Bushido
 - b. Core Knowledge virtues
3. Skill Objective(s)
 - a. Students will be able to attentively listen to a read aloud about a samurai by connecting their prior knowledge to information from the text.

B. Materials

1. *Matajuro's Training* (pgs. 33-41) in *Sword of the Samurai*, by Eric A. Kimmel
2. Chart paper
3. Graphic organizer (Appendix K)

C. Key Vocabulary

1. **vagabond** (pg 36)- somebody who has no permanent place to live and wanders from place to place
2. **pupil** (pg 36)- student
3. **vital** (pg 40)- extremely important and necessary
4. **parry**- to block or deflect the damaging effect of a blow or weapon

D. Procedures/Activities

1. On chart paper have the title, author, genre, and objective written down. Underneath have the following written: **“Before one can master any art, one must first learn to master oneself”** Ask students to think-pair-share with a partner about what this means.
2. Teacher will then inform the students that today they will attentively listen to a read aloud about a samurai by connecting their prior knowledge to information from the text.
3. Teacher introduces the vocabulary words.
4. Teacher will inform students that as they attentively listen to the read aloud they will complete the first two parts of their graphic organizer. (How does Matajuro exhibit diligence and self-control?)
5. Teacher reviews core knowledge virtues of diligence and self-control with students. Teacher solicits student responses and examples about each virtue.
6. Teacher reads the story aloud and stops occasionally to monitor student listening. Students should be jotting down any examples from the text that supports how Matajuro exhibited diligence and self-control.
7. After the read aloud students will share their evidence from their graphic organizers with a partner and then share out as a whole class.
8. Teacher will then inform students to identify any core knowledge virtue that they believe was also exhibited by Matajuro and write down their evidence in their graphic organizer. Students will share out as a whole class.
9. Teacher will conclude by asking students to once again determine what the saying **“Before one can master any art, one must first learn to master oneself”** means now that they have listened to the story. Students will write down their thoughts on their graphic organizer and then share out.

E. Assessment/Evaluation

1. Students will be assessed on their graphic organizer responses. Students will also be assessed on their social interactions and contributions made during partner and whole class share.

Lesson Nine: Field Trip to Tokyo (2 days)

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop an appreciation for another culture by learning about Japan’s political, social, and geographical history
2. Lesson Content
 - a. Map skills – locating Asia, Japan, and Tokyo
 - b. KWL chart – about Tokyo
 - c. Using two different references to gather information about Tokyo
3. Skill Objective(s)
 - a. The students will be able to complete a KWL chart about Tokyo using information from the book “Letters from Japan” and the article “Tokyo”.

B. Materials

1. The book: “Letters from Japan” by Marcia S. Gresko, pages 4 – 10 (at least 4 books)
2. Article “Tokyo” (one for each student) (Appendix L)
3. KWL chart (one for each student) (Appendix M)
4. Web Graphic Organizer (one for each student) (Appendix N)
5. maps of Asia, Japan, and Tokyo for Smart Board

6. post-its
7. pencils
8. chart paper

C. Key Vocabulary

1. **capital** - the main, principal, or chief city or being the official seat of government
2. **economy** - the sum total of production, distribution, and consumption of wealth, goods, and services
3. **landmark** - a historically important building or site or a prominent feature

D. Procedures/Activities

1. Using the Smart Board the teacher will show a world map and have students discuss, and then come to the board to show the locations of the continent of Asia, country of Japan, and city of Tokyo.
2. Using a teacher created KWL chart on chart paper, students will discuss with their partners what they already know about Tokyo. Students will share their answers with the class and put their answers on a post-it and place it under “What I Know”.
3. The students will discuss with their group questions that they have about the city of Tokyo.
4. Students will discuss questions they have about Tokyo and using a post-it, students will write their questions about Tokyo and place them under “What I Want to Know?”
5. Students will be divided by the teacher into groups either with the book “Letters Home from Japan” pages 4-10 or the teacher created article “Tokyo”. Also they will receive the web graphic organizer.
6. Together students will have 20 minutes to read the material on Tokyo and discuss what new information they have learned. The teacher will walk around to each group and monitor students’ understanding.
7. Using the web, the students will complete all the boxes with information from the book or article.
8. Each group will share what they learned with the class.
9. As a whole group students will use a post-it to write new information learned and put the post-it on the chart to complete the KWL chart.
10. The teacher will review questions students’ asked and discuss if the information was found.

E. Assessment/Evaluation

1. **Informal Assessment:** The teacher will document students’ knowledge of Tokyo while walking around to each group.
2. **Formal Assessment:** The teacher will collect the web graphic organizer and KWL chart for evidence of information learned.

VI. CULMINATING ACTIVITY (Optional)

- A. Students will take a field trip to the Metropolitan Museum of Art in New York City to explore Japanese Art from ancient times to the present.
- B. Students will create a diorama to exhibit any aspect of Feudal Japan that has been taught during the unit.

VII. HANDOUTS/WORKSHEETS Any handout should be labeled as an Appendix.

- A. Anticipation Guide
- B. Typhoons and Volcanoes article
- C. Typhoon and Earthquake T-Chart

- D. Four major islands graphic organizer
- E. Japanese religions T-Chart
- F. Buddhism and Shinto Venn Diagram
- G. SQ3R Format
- H. SQ3R graphic organizer
- I. Excerpts from the Samurai handbook
- J. Matajuro's training graphic organizer
- K. Tokyo article
- L. Tokyo KWL chart
- M. Tokyo Fact Web

VIII. BIBLIOGRAPHY

- A. Greska, M. S. *Letters Home from Japan*. Connecticut: Blackbirch, 2000. 1-56711-409-1
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<http://www.britannica.com/EBchecked/topic/540856/shinto>

Appendices:

Appendix A

Name: _____

Date: _____

Directions: Read each statement and write YES in the blank if you believe the statement and could support it or put NO in the blank if you do not believe the statement and could not support it. After you finish reading/ listening, revisit the statement. This time, write TRUE or FALSE once you have learned about the topic.

Before Reading

After Reading

- | | |
|---|-------|
| _____ 1. Japan is part of the Pacific Rim. | _____ |
| _____ 2. The four major islands of Japan are Honshu, Hokkaido, Kyoto, and Kyushu. | _____ |
| _____ 3. Japan is called Nippon, or “setting sun.” | _____ |
| _____ 4. Japan’s closest neighbor to the west is Korea. | _____ |
| _____ 5. The capital of Japan is Tokyo. | _____ |
| _____ 6. Mount Everest is the highest mountain peak in Japan. | _____ |
| _____ 7. Typhoons are common in the Atlantic Ocean near Japan. | _____ |
| _____ 8. The body of water to the west of Japan is the Sea of Japan. | _____ |
| _____ 9. The Pacific Rim includes Japan, Austria, Indonesia, and the Philippines. | _____ |
| _____ 10. Honshu is the largest island in Japan. | _____ |

Appendix B

Name:

Date:

Directions: As you research the island of Japan you were assigned, record important information below which will later be used to create your PowerPoint presentation.

Topic: _____

Cities	Entertainment
Mountains/ Terrain	Weather
Agriculture	Other Interesting Information

Appendix C

Typhoons and Volcanoes

The Ring of Fire is a series of volcanoes that ring the Pacific Ocean. It is an area of active tectonic movement which means there are changes in the structure of the Earth's surface resulting from the movement of the plates. Because of Japan's position in the Ring of Fire and in the western Pacific, it is subject to typhoons and earthquakes.

A typhoon is a tropical hurricane that forms over the western Pacific Ocean, particularly in the northwest Pacific Ocean. Typhoons can be so severe that they result in landslides and floods. Typhoons feature heavy rains and winds that maintain speeds equal to or greater than 74 miles (119 kilometers) per hour. Storms similar to typhoons that occur in other parts of the world are called tropical *cyclones* or *hurricanes*. The word typhoon comes from the Chinese term *tai-fung*, meaning great wind.

Typhoons occur most frequently in the late summer. They form over warm seas between about 5 and 20 degrees of latitude from the equator. The heavy rains and strong winds of a typhoon can cause great loss of life and billions of dollars in property damage. As a typhoon approaches lands, its winds produce a rush of seawater called a *storm surge* that can devastate coastal areas.

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural means of releasing stress. The West Coast is most at risk of having an earthquake, but earthquakes can happen in the Midwest and along the East Coast. Earthquakes can be felt over large areas, but they usually last less than one minute. Unfortunately, at this time earthquakes cannot be predicted.

There are about 20 tectonic plates along the surface of the earth that move continuously and slowly past each other. When the plates squeeze or stretch, huge rocks form at their edges and the rock shifts with great force and causes an earthquake.

Experts who measure Earth's activity have found that there are 7,500 earthquakes a year in Japan, of which 1,500 are strong enough for people to be aware of them. About every two years, an earthquake occurs that causes major damage and loss of life. One of the worst was in 1923 when 140,000 people in Tokyo, Japan were killed.

Appendix D

Name:

Date:

Directions: Use the T- chart below to take notes on typhoons and earthquakes.

Typhoon	Earthquake

Appendix E

Name _____
Class _____

Date _____
PS108K

*T-Chart on
Japanese Religions*

Buddism	Shinto

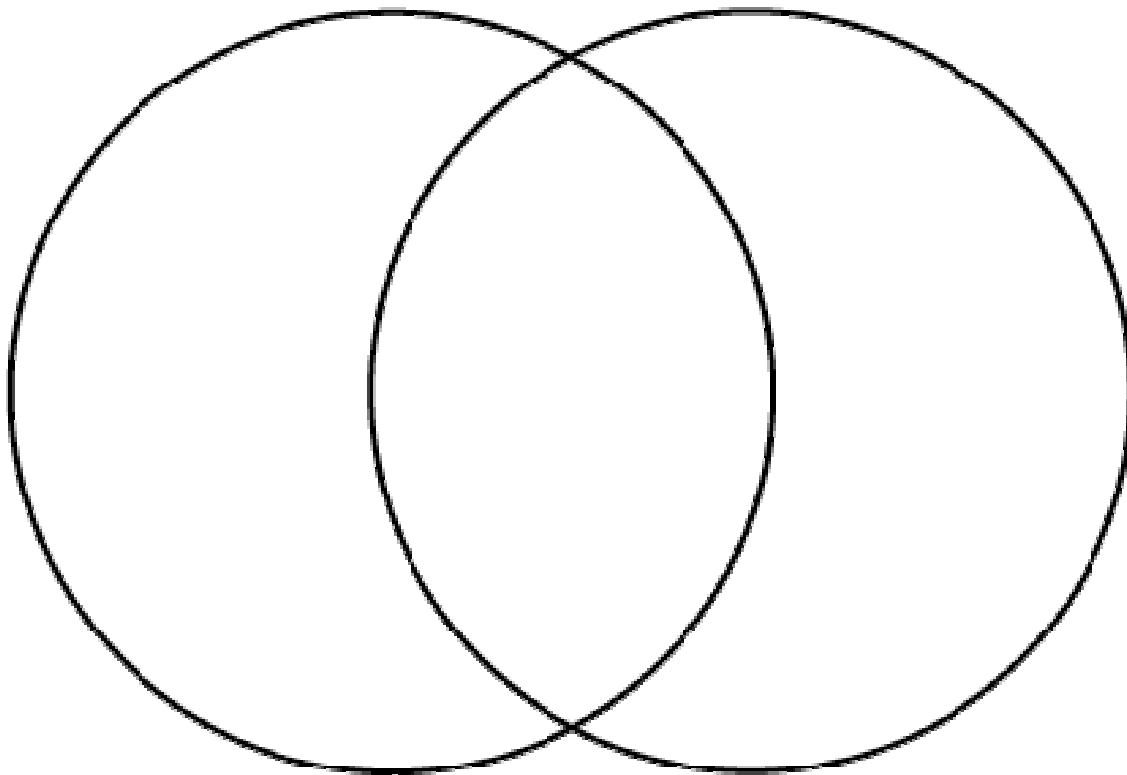
Appendix F

Name: _____

Date: _____

Buddhism

Shinto



Appendix G

Compare / Contrast Essay

Date: _____ **Class** _____ **Writer:** _____

Title: _____

Rating Scale: 1 to 5. 1=very weak, 2=weak, 3=okay, 4=very good, 5=super

	Criteria	R	Comments
1	Opening catches reader's interest.		
2	Thesis states topics and the main idea.		
3	Features or subjects are discussed in the same order.		
4	Order in which features are discussed is logical.		
5	Specific examples are used to support ideas.		
6	Wording and ideas are fresh and interesting.		
7	Compare/contrast clue words are used.		
8	Grammar		
9	Spelling		
10	Capitalization		

Date _____ Class _____ Evaluator: _____

<http://7-12educators.about.com> _____

Appendix H

SQ3R

How to read a non-fiction piece and increase your study skills of non-fiction texts.

Before Reading

Survey = Look through the text, read the bold print, look at the pictures, scan questions. (**Activate prior knowledge**)

Question = Turn the headings into questions (**This sets a purpose for reading.**)

During Reading

Read = Read the text with the intent to answer the questions you created by using the headings.

WRite = Now write down the answers to your questions, try to include at least three details or facts to support your answer. (Be sure to stop after each heading and then answer the question)

After Reading

Review = Now go back and reread your questions/answers and facts. Try to restate what you have learned in your own words without looking at your answers/facts. (**Self-monitor your understanding**)

Appendix I

Name _____

Date _____

SQ3R Graphic Organizer

Questions	Facts/Answers

Appendix J

Excerpts from Samurai Handbook
(History & Geography Core Knowledge textbook- p. 185)

**EVERY MORNING MAKE UP YOUR MIND
HOW TO DIE. EVERY EVENING FRESHEN
YOUR MIND IN THE THOUGHT OF
DEATH... THUS YOUR MIND WILL BE
PREPARED.**

**FOR YOU THERE SHOULD BE NO
THOUGHT BUT OF SERVICE TO THE ONE
MASTER WHO HAS A CLAIM ON YOUR
GRATEFUL HEART.**

Appendix K

Name _____

Date _____

Objective: Students will be able to attentively listen to a read aloud about a samurai by connecting their prior knowledge to the information from the text.

As you listen to the story Matajuro's Training, be sure to identify how Yagyu Matajuro exhibited certain virtues previously discussed. Write the evidence to how the virtue was shown in the *Information from the Text* column.

Prior Knowledge Core Knowledge Virtues	Information from the Text Evidence
Diligence	
Self-control	
_____ (virtue of your choice)	

“Before one can master any art, one must first learn to master oneself” means...



Tokyo

Tokyo is the city capital of Japan and was founded in the 12th century. It has a population of over 28,000,000 people. Tokyo consists of an urban area, a country area with farms and mountain villages, and the Izu islands. Tokyo is governed by a popularly elected governor and assembly. The city of Tokyo is the financial, educational, and cultural center of Japan. Tokyo is considered one of the most modern cities in the world since it constantly rebuilds due to disasters. It is also one of the most crowded and expensive cities in the world.

Tokyo's economy puts much emphasis on financial services and banking. Tokyo is the manufacturer of electronic (apparatus) appliances, transport equipment, automobiles, cameras, furniture, textiles as well as publishing and printing.

The city, which lies on the Kanto plain, is intersected by the Sumida River and has many canals. Tokyo has an outstanding subway system, and the world's first public monorail which runs between downtown and Haneda international airport.

Some landmarks include:

- The Hie Shrine
- The Korakuen, a 17th - century landscape garden
- The Tokyo Tower
- The Ginza (shopping and entertainment center)
- Over 100 universities and colleges

Appendix M

Name _____
Class _____

Date _____
PS108K

K-W-L
of
Tokyo Japan

K What I know about Tokyo	W What I want to know about Tokyo	L What I have learned about Tokyo

Appendix N

Name _____
Class _____

Date _____
PS108K _____

Facts about Tokyo Web

