

The Wind Blows from East to West

Grade Level: Sixth

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Length of Unit: A six to nine weeks instructional period

I. ABSTRACT

The United States was and continues to be the template for the "Industrial boom" in Japan. As the wind blows from east to west we find two major world powers; the United States and Japan. Yet, to truly comprehend Japan's arrival to world status, there needs to be a clear understanding of the catalysts that have brought success to both nations.

This sixth-grade unit coordinates prior historical knowledge of both countries in order to compare and contrast the economic worth, and ideologies that have created cross-winds; winds of change. Lessons have been developed with a focus for students to examine how the Japanese combine lasting ancient religion and culture with existing western philosophy. Assessment is woven throughout the unit. As Japan continues to flourish, we in the United States become intrigued, and connected to this new world power. In this unit students will compare and weigh the differences that moves within these winds.

II. OVERVIEW

A. Sixth Grade World Civilization emphasizes how Japan became a modern, industrialized nation, and then an economic power.

B. Skills to be taught:

- 1) Compare and Contrast
- 2) Main idea
- 3) Recognize Cause and Effects
- 4) Conflict and Resolution
- 5) Using Quality Tools
- 6) Probability and Statistics
- 7) Research Skills

C. Learning Goals/Objectives

- 1) Students will have a knowledge and understanding of the Japanese culture today.
- 2) Students will have a knowledge and understanding of the economics of building a business.
- 3) Students will have a knowledge and understanding of the influence of the United States on Japan and vice versa.

III. BACKGROUND KNOWLEDGE

A. **Modern Japan: An Idea Book for K-12 Teachers, The National Clearinghouse for United States-Japan Studies, Social Studies Development Center, Indiana University, Bloomington, IN.**

B. **Dineen Jaqueline and Phillip Wilkinson. People Who Changed The World. New York: Chesea House Publisher's, 1994.**

C. **Japanese Literature**

D. **E-Mail webmaster @ gateway-japan.org.**

IV. RESOURCES

A. Books

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Japan. Houston: The Junior League of Houston, Inc. 1991. 1811 Briar Oaks Lane, Houston, Texas 77027.

Views of Japan. Sun & Star 1996. USA: Urban Connection Inc., 1996.

Yep, Laurence. Tree of Dreams. United States of America: Bridge Books, 1995. ISBN 0-8167-3498-4.

Willcutt, Bob, Building Algebraic Thinking with Progressive Patterns. Pacific Grove: Critical Thinking Press. ISBN 0-89455-638-X. 1-8-458-4849.

World Map Skolls (IF0243), Grand Rapids: Instructional Fair Inc., 1994. ISBN 1-56822-104-5.

B. AUDIO/VISUAL

Japan Today News. PBS Weekly, TV Program

V. LESSONS

A. Lesson One: ISUBU - The Little Snail, by Carol Ann Williams

- 1) Objective/Goal
 - a. To locate and understand the meaning of vocabulary words through reading and identifying the Japanese vocabulary in the text.
- 2) Materials
 - a. Text, sentence strips, and markers.
- 3) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Language Arts, Myths and Legends.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
- 4) Key Vocabulary
 - a. Choja = A rich and powerful land owner.
 - b. TSUBU = A little snail
 - c. Haido, haido, shishi = giddy-up, giddy up
 - d. janka gonka = jingle jangle
 - e. Hai, hai, shan, shan = whoa! (Stop, or slow down)
 - f. kimono = traditional Japanese dress

- g. amazement
 - h. bale
 - i. banquet
 - j. mansion
- 5) Procedures/Activities
 - a. The teacher will read the text aloud to the students first. The teacher will then place an emphasis on the vocabulary terms that are Japanese. The teacher will then instruct cooperate groups of four or less to write out the words that are Japanese on sentence strips. Each group will tack their strip to the board.
 - 6) Evaluation/Assessment
 - a. Each group will present their strip by pronouncing the word, and explaining how they found its meaning.

B. Lesson Two: PHILOSOPHY AND RELIGION BUDDHISM

- 1) Objective/Goal
 - a. To recognize, understand, and identify the belief system within Japanese culture.
- 2) Materials
 - a. Background worksheet (transparency/hard copy one per student) and a copy of page 18 of People Who Changed the World, Cause and Effect Worksheet, and Buddhism Worksheet (Appendix A, B and C).
- 3) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Language Arts, Myths and Legends.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
- 4) Procedures/Activities
 - a. Display a copy of the background sheet as a transparency while doing a class reading of historical facts about Buddhism. Emphasis should be placed on the Eight Fold Path, due to the contents of the Buddhism worksheet. A choral reading of the eight pathways will bring that extra emphasis. After establishing the myth/legend of Buddha, instruct students to write down the consequences and rewards of following the path using the Cause and Effect worksheet. Read aloud the text from People Who Changed the World, pages 14-18. Information from the text can be used to pull the concepts together.
- 5) Evaluation/Assessment
 - a. The Eight Fold Path worksheet (Appendix B) can be used for classwork, homework, or a test grade.

C. Lesson Three: MINGO LO MOVES THE MOUNTAIN by Arnold Lobel

- 1) Objective/Goal
 - a. To recognize cause and effects, conflicts (plot)/resolutions, define vocabulary terms, and role play.

- 2) Materials
 - a. Text, vocabulary listed on the board or overhead.
- 3) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Language Arts, Myths and Legends
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
- 4) Key Vocabulary
 - billowed
 - platters
 - howl
 - possessions
 - bundle
 - twine
- 5) Procedures/Activities
 - a. The teacher will read aloud, and discuss the plot of the text.
- 6) Discussion Questions
 - a. Why did Ming Lo and his wife not like the mountain near their home?
 - b. What is the problem, or the plot of the story?
 - c. How do Ming Lo and his wife try to solve their problem?
 - d. Did the couple find a solution to their problem?
 - e. If so what was the solution, and, or strategy?
 - f. *Did Ming Lo and his wife really move the mountain?
- 7) Evaluation/Assessment
 - a. Have the students role play the "backwards dance" in the room.

D. Lesson Four: A Tale of Two Tengu by Karen Kawamoto

- 1) Objective/Goal
 - a. To identify the main idea of the story; use context clues to locate and define the meanings of words within the text; and make a story map describing the events within the story.
- 2) Materials
 - a. The text, Story Map Worksheet (Appendix D) sentence strips (vocabulary wall/board).
- 3) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Language Arts, III, Myths and Legends.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
- 4) Key Vocabulary
 - a. Tengu = goblin
 - b. fragrant
 - c. terrace
 - d. array
 - e. lush
 - f. snares
 - g. strut

- h. burly
- 5) Procedures/Activities
 - a. Motivate students by asking these questions:
 - b. What happens when you compete with your best friend?
 - c. What does it mean to keep your nose out of other peoples affairs?
 - d. While reading the story aloud to the class, have each student fill in the story map as you discuss, and retell the story. Instruct the students to define the vocabulary written on the sentence strips by letting students take turns rereading the story.
Handout: (Appendix D) Story Map Student Worksheet.
- 6) Evaluation/Assessment
 - a. Have the students use the vocabulary words to make a short story about friendship and competition.

E. Lesson Five: Japanese Folk Tales

- 1) Objective/Goal
 - a. To respond to various forms of literature, students will write a response to the text using a Haiku poem.
- 2) Materials
 - a. Book, *The Greatest of All, A Japanese Folk Tale* retold by Eric Kimmell.
 - b. The text, and a Haiku worksheet.
- 3) Prior Knowledge for Students
 - a. Grade 6, Core Knowledge Sequence, Language Arts.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
- 4) Key Vocabulary
- 5) Procedures/Activities
 - a. Read the story aloud. Discuss the sequence of events in the text. Model writing a Haiku poem. Students complete a rough draft of the poem.
- 6) Evaluation/Assessment
 - a. Students create a Haiku poem about Japan and America.

F. Lesson Six: Becoming A World Power

- 1) Objective/Goal
 - a. To research and complete background knowledge about the modernizing of Japan to a world power.
- 2) Materials
 - a. Spiral notebook for journal
 - b. Computer internet connection
 - c. Classroom and media center resources
- 3) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Geography.
 - a. Grade 6, Core Knowledge Sequence, Language Arts: Foreign Words and Phrases.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan

c. Grade 6, Core Knowledge Sequence, Series, Japan Becomes A World Power

4) Key Vocabulary

Meiji = "Enlightened Rule"

Industrialized

Power

GMT =

5) Procedures/Activities

a. Facts about Japan

(1) Each student compiles information/facts into a journal.

(2) Entries' format only needs to be brief notes about the following topics for each category:

(a) Geography

i. Physical Characteristics

ii. Land/Area

iii. Tallest Mountain in Japan

(b) Government

(c) Capital and Major Cities

(d) Population

(e) Economy

i. Currency and its status

ii. Products

iii. Top 10 Exports

iv. Top 10 Imports

(f) Major Religion(s)

i. Shinto

ii. Buddhism

(g) Raw Materials

(h) Climate

i. Northern Japan

ii. Southern Japan

(i) Travel and Transportation

(j) Daily Life

i. Time Zone

ii. Diet/major foods

iii. Customs and ceremonies still practiced

iv. Education/schools

(k) Language

(l) History

(m) 1603 -1867 Edo Era

(n) 1868-1912 Meiji Period

(o) 1912-1926 Taisha Era

(p) 1926-298 Showa Era

(q) 1989- Heisei Era

*The teacher can limit the number of facts students research based upon time and resources available. Remind students to record their sources for information.

- 6) Evaluation/Assessment
 - a. Journal entries will serve as an assessment. The students will show their understanding by the way they compiled the information to answer questions and future project needs of this unit.
 - b. Use worksheet, comparing the times Appendix E.

G. Lesson Seven: Cross-Winds

- 1) Objective/Goal
 - a. To compare and contrast major elements of two World Powers.
- 2) Materials
 - a. Students research journals up to date and recording date worksheet, (Appendix F).
 - b. Student Worksheets
 - (1) Beliefs and Preferences, Appendix G.
 - (2) Religions, Appendix H.
 - (3) Business Influences, Appendix I.
- 3) Computer Internet Connection
- 4) Prior Knowledge for Students
 - a. Grade 5, Core Knowledge Sequence, Language Arts III; Myths and Legends.
 - b. Grade 5, Core Knowledge Sequence, World Civilization, Feudal Japan.
 - c. Grade 6, Core Knowledge Sequence, American Civilization II: Industrialization and Urbanization.
- 5) Key Vocabulary
 - Capitalist
 - Free Enterprise
 - Industrialist
 - Ethnocentrism
- 6) Procedures/Activities
 - a. Have student review their research notes and consult the library/media center resources to complete activities. Venn Diagram Worksheets Appendix G, and H. are to engage students in higher order thinking skills. Students will compare available data about Japan and the United States. Review the Venn Diagram process to the class. Discuss what the rings represent and the difference between the two-ring and three-ring Venns. The Venn topics are as follows:
 - (1) Beliefs and Preferences
 - (2) Religions
 - (3) Business Influences
 - b. Issue Appendix F with Appendix H and I. Issue one worksheet at a time to students. After students have complete the worksheet close the lesson with the following questions:

- (1) Why did most of us prefer the same things? This leads to the definition of ethnocentrism. "Ethnocentrism is the tendency for people to feel their culture, religion, race or nation is superior and to judge others by one's own frame of reference."
- (2) How does ethnocentrism develop?
- (3) Is any one choice really better than another? The teacher should accept the variety of responses and attempt to zero in on the second choices as being more Japanese in nature. Be sure to point out that not all Japanese or all Americans will have the same preferences.
- (4) Why might there be a variety of preference even within one culture? Explain that people in any culture are individuals, and that their personal preferences will fall along a continuum, not all at one extreme.

7) Evaluation/Assessment

- a. The completed Venn can serve as an assessment for this lesson.

H. Lesson Eight: CREATING A BUSINESS

1) Objective/Goal

- a. The goal of this unit is to build upon students ability to solve multilevel problems by creating solution strategies. Using prior knowledge, paired students will produce a product. Each grouping will research a business, inferencing and analyzing data that is relevant to their business. The unit will also develop "targeted skills across the curriculum".

2) Materials

- a. Review question game for Japan, Appendix J.
- b. Solution Web, Appendix K.
- c. The business section of the newspaper.
- d. Solution Web, Appendix K.
- a. Business packet, Appendix L.
- b. Creating A Business, Appendix M.
- c. Solution Matrix, Appendix N.
- d. Solution Matrix, N.
- e. Keeping An Eye on Business, Appendix O.
- f. Show Me The Money, Appendix Q.
- g. Welcome To The Business World, Appendix P.

1) Prior Knowledge for Students

- a. Grade 5, Core Knowledge Sequence, World Civilization.
- b. Grade 5, Core Knowledge Sequence, Mathematics.

2) Key Vocabulary

balance sheet capital collateral currency
demand economics economy excess
free enterprise gain goods labor
lean loan loss market
monetary mortgage product productivity
services stock stock holder stock market
supply trade

3) Procedures/Activities

- a. The *QIA game is a review device the teacher can use as a pre-assessment for teaching this lesson (Appendix J).

*Answer Key to Questions

- (1) Japan Origami Japan
- (2) the Crane a drink Haiku
- (3) Mount Fjui, or Fujiyama Sukiyaki Samirai
- (4) Kimono Wear-they are sandals Tsunami
- (5) Miso Sashimi Kami
- (6) Parliamentary Tofu Japan
- (7) Tatami Obi Four main islands
- (8) Japan The Doll Festival, or Hina Matsuri Good fortune and money
- (9) Kabuki Undokai Japan
- (10) Minoru Yamasaki 1945 Kokkaido
- (11) Cloisomme Jigoro Kano the yen
- (12) the Shinano Bonsai Shinto
- (13) Fusuma Zori the Third, Fifth and Seventh birthdays
- (14) futon the Festival of Lanterns Soji
- (15) Koi Japan Lotus Blossoms

- b. Using Japan as an example, Japan used the United States as a model for its economic gain. The Japanese watched, then learned how to improve on existing businesses in the U. S. Now they are the second largest economic superpower in the world. Students, now need to incorporate the term Superpower with Economic Power.

- (1) Day 1 To start the project, show a taping of Japan Today News report on PBS. The class can discuss the viewing. Certain sections of the programming may be rewound, or paused for continued emphasis. Have students review Japan's currency. Homework: Complete Show Me The Money Worksheet, Appendix M.

- (2) Day 2 Divide the class into groups of four, or less. Using the overhead, construct a solution web. Allow the students to sit in their groups with 2 pieces of construction paper and writing utensils. Model 4 or 5 solutions for the web, using input from various students. Instruct the groups to complete the class solution web using one of the pieces of construction paper.

Handout: Appendix K.

Question the class. What item annoys you the most? Can that item be improved to your liking? If so, what can you do to produce a better item? Have each group write down this information on the second sheet of construction paper.

Hints: Suggestions that might bring about answers. Does the machine work fast enough? Does he/she produce a product that everyone needs or a select group? If so what is the population of the that group? Can you produce the product cheaply? Could you cut cost in the production of the product? If so, do you need to cut

personnel, change solutions (chemicals), move to a better location, etc.?

Homework: Bring the business section from a local newspaper, one per group.

- (3) Day 3 Using the business section of a local paper have the groups look through the tables, stock market reports and articles. Have students select one item that he/she desires, to know more about.
- (4) Day 4 Discuss prior events. Instruct the groups to choose an existing product that they would like to improve. Inform each group that they will be receiving a packet to start their business from (Appendix L). Each group will be responsible for reading and completing out the information needed by the bank, the teacher.
Note: When choosing a product make sure each group has an ample amount of time to choose a product and work the PDCH Cycle (Appendix M). The PDCA Cycle is the scientific approach that McClanahan and Wicks says is a systematic way to learn and work. It prepares students to think systematically. The PDCA Cycle is a model developed in the 1920's by Dr. Shewhart of Bell Laboratories to help workers focus on process improvement. Students will need to follow this model to complete their business packet. Appendix M can be used as a poster, transparency or student study guide sheet to complete the Business Packet.
Homework: Locate a picture of the product that is to be improved.
- (5) Day 5 Utilize the library for information on certain products if necessary. Illustrate the product if a picture could not be located. Each group will fill out the Solution Web worksheet, and questions that were used on Day 2.
- (6) Day 6 Devising a strategy to solve the problem. Each group will establish a pro and con sheet of solutions. Each group will determine what solution is the best economically. The bank will make a visit to the new company as a courtesy call.
Handouts: Solution Matrix, Appendix N.
- (7) Day 7-9 Replicas of the improved product should be built in the classroom. Materials may vary depending upon products. Use parent involvement. Make a transparency or make a poster. Keeping An Eye on Business, Appendix O, should be used each day so the students are reminded of the focus.
- (8) Day 10 Money Matter activities can include a comparison chart of the dollar and yen as well as a balance sheet for the product created in the business packet. Each group will visit the bank. The bank (the teacher) will hand out balance sheets for the companies to fill out.

Handouts: Show Me the Money Appendix Q and Welcome To the Business World, Appendix P.

Appendix Q Key

2) 300, 3) \$5.00, 4) 1,125, 5) 1,837.5, 6) 2,362.5, 7) 20.38

- (9) Day 11 Redirect the students to the focus on Japan. Discussion.
What type of manpower does it take to recreate/improve a product?
What do you think makes a better product quantity, or quality?
Why?
- 4) Evaluation/Assessment
- a. Successful completion of a business packet.

VI. UNIT EVALUATION/ASSESSMENT

- A.** The teacher will need to develop authentic assessments to find out what each student is able to do, with knowledge, in context, also include self and peer-assessments for the unit evaluation. To facilitate interactive learning during this stage of the unit quality tools are used.
- B.** Objective/Goal
- 1) To provide students opportunities for continuous improvement.
- C.** Materials
- 1) Issue Bin Worksheet, Appendix R.
2) Plus/Delta Chart, Appendix S.
- D.** Key Vocabulary
- E.** Quality Tool(s) Improvement Issue Data
- F.** Procedures/Activities
- 1) Issue Bin
- a. A tool to allow student to openly give suggestions, state unanswered questions during active times of the day or duration of the learning unit when others or the teacher can not address them at the time.
McClanahan and Wicks have identified processes and steps below to implement this tool:
- (1) Step 1 Teacher explains the purpose of the tool to the class.
(2) Step 2 Enlarge the worksheet, Appendix to poster size (18x24) and post in the classroom or use a chart paper.
(3) Step 3 As a class, determine how issue bin items will be recorded (markers or self-stick notes).
- 2) Plus/Delta Process
- a. This tool provides a way for students to assess any activity, project or daily work. This can be done by the whole class, groups or individually, Make a transparency of the worksheet or make a poster and use self-stick notes for students to offer ideas openly. Responses should be judged or evaluated. This can be done on a flip chart or blackboard by writing the symbols +/D and listing responses under each symbols (see Appendix S).
- 3) Handout: Appendix R

VII. CULMINATING ACTIVITY

- A.** Student host a trade fair. Each group displays their product with a business report that includes charts, graphic aids and tables. An enlarge display can be designed and exhibited. Invite internal and community visitors to the event.

VIII. APPENDICES

- A.** Appendix A Background Information
- B.** Appendix B Eightfold Path
- C.** Appendix C Cause and Effect
- D.** Appendix D Story Map
- E.** Appendix E Comparing The Times
- F.** Appendix F Research Journal
- G.** Appendix G Beliefs and Preferences
- H.** Appendix H Religions
- I.** Appendix I Business Influences
- J.** Appendix J Review Questions Games for Japan
- K.** Appendix K Solution Web
- L.** Appendix L Business Packet
- M.** Appendix M Creating A Business
- N.** Appendix N Solution Matrix
- O.** Appendix O Keeping An Eye on Business
- P.** Appendix P Welcome To The Business World
- Q.** Appendix Q Show Me The Money
- R.** Appendix R Issue Bin
- S.** Appendix S Plus/Delta Chart

A. APPENDIX A

BACKGROUND INFORMATION

Philosophy

CONFUCIANISM

Confucius was a Chinese teacher of moral (respect for family), and human values. In Confucianism, the four major classes were identified, scholar, farmer, craftsman, and merchant.

Religion

BUDDHISM

Myth/Legend: C. 530 B.C. Varanasi (India)

Gautama (Family Name) born approximately 563 B.C. Son of the a ruler of the Shakya tribe, located on the borders of Nepal. Mahamaya (mother) dreamt of a white elephant in her womb. Prince Siddhartha, was born out of her side, stood up took seven paces, and declared himself chief of all the world. The Prince married Yasodhara and had a son, Rahula.

At the age of 29, Rahula left home and joined a group of ascetics searching for spiritual understanding. He learned about meditation and fasting. After almost starving to death, he decides to eat to gain strength-ascetis disproved. He spent six years trying to find enlightenment. His last try was to meditate under the Bo Tree in the country of Maghada. On the morning of the Full Moon, Day in May he achieved his goal. Rahula became the Buddha, "The Enlightened One."

The Buddha preached to the ascetics in Dear Park at Sarnath, near Varanasi. He taught the Four Noble Truths:

- (1) The world is full of suffering.
- (2) Suffering is caused by human desires.
- (3) Suffering will end, only if the people set aside these desires.
- (4) To do so one has to follow the "Eightfold Path"
 - Peaceful and pure conduct
 - Telling the truth
 - Being open
 - Exercising self-control correctly
 - Causing no injury
 - Meditating correctly on the meaning of life

During Buddha's lifetime and about 200 years after his death his teachings only reached Northeast India.

King Asoka of the Mauryan Empire (274 B.C.) sickened by the cruelty of war converted to Buddhism. Quickly the religion spread, reaching nearby countries. He carved ways of behaving in pillars for his people to see and follow. He also forbid the sacrifice of animals. Missionaries were sent out to spread the "new" religion. The king knew

that he was liked because he welcomed anyone from anywhere. King Asoka's famous quote was "All Men Are My Children."

The religion eventually split into 2 groups; North: Mayana Buddhists spreading to Northwest India, China Tibet, Korea, and Japan; South: Hinayana, Neither: Theravada Buddhists spreading to South India Sri Lanka, Burma, Thailand and Southeast Asia. After Asoka's death the spread of Brahmanism and Islam lead to the decline of Buddhism in India.

ZEN BUDDHISM

Taken from China to Japan, Korea, and Vietnam Zen monks meditate and participate in Judo and other martial arts, flower arranging, tea ceremonies and gardening. The monks meditate to gain insight about problems that cannot be answered by the ordinary rational minds, Koans.

B. Appendix B

Name:

Date:

Eightfold Path

Fill in the blank with the correct letter.

- | | |
|----------------------------|--|
| ___ 1. Right View | a. The intention to resist evil |
| ___ 2. Right Speech | b. Respecting life, morality, and property |
| ___ 3. Right Effort | c. Holding a Job that does not injure others |
| ___ 4. Right Thought | d. Knowledge of the truth |
| ___ 5. Right Concentration | e. Saying nothing that will hurt others |
| ___ 6. Right Action | f. Practicing proper forms of concentration |
| ___ 7. Right Mindfulness | g. Controlling one's feelings, and thoughts |
| ___ 8. Right Livelihood | h. Striving to free one's mind from evil |
-
- ___ 9. List four countries that Buddhism has affected
- ___ 10. How many truths are there?
- ___ 11. What type of Buddhism is practiced in Japan?
- ___ 3. Right Effort

C. Appendix C

Name:

Date:

CAUSES AND EFFECT

CAUSE

EFFECTS

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

D. Appendix D

Name:

Date:

STORY MAP

CHARACTERS SETTING

PLOT/CONFLICT

SOLUTIONS

E. Appendix E

Comparing The Times

Directions: State one "Then" to one "Today"

THEN (Show Era) Today (Heisci Era)

F. APPENDIX F

_____ 's Research Journal

Recording Data for Venn Diagrams

Topic _____

Source(s) _____

Information/Details

Conclusion

G. APPENDIX G

Beliefs and Preferences

Are Your Preferences Better or Different?

Directions determine what beliefs and preferences are alike and different among most Americans, Japanese and you.

AMERICANS JAPANESE

YOU OR CLASS

Use the data (letters) from the table below to place your data in the rings above.

Ethnocentrism Table

Belief/Preference Americans Japanese You

To believe in One religion More than one 1

To eat with Silverware Chopsticks 2

To fly Kites Kites 3

To prefer sport of Judo Judo 4

To prefer Sushi Sushi 5

To prefer Karate Karate 6

To prefer Potatoes Rice 7

To make group decisions by Voting Consensus 8

To prefer to eat Meat Fish 9

To prefer sport of Baseball Baseball 10

H. APPENDIX H

Religions

Compare and Contrast Major Religions

Contrast

Buddhism Shintoism

Christianity

Step 1. Use a Research Journal Recording data sheet to support data placement.

Step 2. Place data below in Venn rings.

official document is Bible nature-worship

salvation ancestor-worship

dead-worship code of moral precepts

place of worship shrine in home

Step 3. Summarize your conclusion at the bottom of the Recording Data Worksheet.

I. APPENDIX I

Business Influences

What Do We Have Today?

Compare and contrast industrialization and capitalization using data from your research findings. Identify four major characteristics of each and place them in the Venn rings.

J. APPENDIX J

Select questions and place them on index cards. Divide students into cooperative groups and have them draw questions and try to answer. Then, meet as a whole group, mix cards, have students draw cards and answer questions from team points.

19. Which country is known as the Land of the Rising sun?

20. What is the Japanese art of paper folding called?

21. Tokyo is the capital of which country?

22. What origami bird has become a symbol of peace for Japanese children?

23. Does the Japanese word sake name a dessert, a drink, or a robe?

24. Which ocean separates Japan from the United States?

25. Which form of Japanese poetry is written in three lines, contains seventeen syllables, and usually describes nature?

26. What is the highest mountain in Japan?

27. Is a popular Japanese dish made by boiling beef strips with bean curds called samurai, sukiyaki or sushi?

28. What were ancient Japanese warriors called?

29. What name is given to the long robe with wide sleeves which is worn as an outer garment in Japanese homes and for special occasions?

30. In Japan, would you eat, plant, or wear gets?

31. What Japanese word is used to describe the huge tidal wave often caused by an earthquake or an under sea volcanic eruption?

32. What name is given to a Japanese soup made of broth, soybean paste, and vegetables or seaweed?

33. What name is given to a Japanese dish that consists of thinly sliced strips of raw fish dipped in soya sauce?

34. What are the Shinto deities, or gods, called?

35. What system of government is found in Japan?

36. What is the name of the Japanese bean-curd cake made from ground soybeans?

37. Yokohama, Kobe, Osaka and Sapporo are cities in which country?

38. What is the name given to the straw matting used as a floor covering in many Japanese homes?
39. What is the name of the broad sash worn on a Japanese robe?
40. Japan is made up of how many main islands?
41. Nippon is another name for which country?
42. On which Japanese holiday do young girls set up a display of their family's collection of antique dolls dressed in traditional costume?
43. The Japanese holiday Otorii Sama celebrates the spirit of what two things?
44. Which word names a form of Japanese drama that is based on old themes and performed according to tradition-Kabuki, Karate, or Koto?
45. The Japanese celebrate Sports Day for children. What is this event called?
46. The world's largest active volcano, Mount Aso, is located in which country?
47. What famous Japanese-American architect designed the two-towered World Trade Center in New York City?
48. In what year were Japanese women given the right to vote?
49. What is Japan's second largest island?
50. The Japanese perfected the art of decorating surfaces with raised enamel shapes outlined by soldered metal. What is it called?
51. What Japanese educator invented the sport of judo?
52. What is the basic unit of money in Japan?
53. What is the name of Japan's Longest river?
54. What name is given to the Japanese art of growing trees and other plants as decorative miniatures?
55. Which Japanese religion is based on the worship of Emperor, ancestors, and spirits of nature?
56. What name is given to the sliding doors found in traditional Japanese homes?
57. What is the name given to the flat, thonged sandals made of straw, leather, or rubber, which are worn by the Japanese?
58. In Japan, which three birthdays are considered most special to a child?
59. What name is given to the versatile piece of upholstered furniture, designed by the Japanese, which can be unfolded to make a bed or folded to make a chair?
60. The Bon Festival celebrated in July, honors Japanese ancestors. By what other name is this festival known?
61. What name is given to the movable screens that are used to divide the open interior of a Japanese house into separate living spaces?
62. The Japanese prize a fancy cousin of the goldfish for its colorful markings and its longevity. What is the name of this Japanese carp?
63. The rickshaw, or jinrikisha, a one-seated wheeled cart pulled by a man on foot, was originally used as means of transportation in which Asian country?
64. What is the name given to the water lilies that are used as Hindu religious symbols and often appear in Oriental art?

81.

82.

Loan (amount needed from the bank) _____, _____, _____, _____, _____

Collateral (mortgage, stocks, credit reports)

83.

84.

85.

86.

Applicant(s) Signature

Bank Signature

Loan Approval: Yes No

N. APPENDIX N

SOLUTION MATRIX

PDCA CYCLE

PLAN

ACT DO

CHECK

PLAN DO CHECK ACT

Identify the project Design Check progress against questions and bank Complete action

Clarify objectives/directions Do appropriate activities/assignments Identify and remove

road-blocks Document findings

Identify key players Write Report

Source: Future Force by Elaine McClanahan and Carolyn Wicks

O. APPENDIX N

SOLUTION MATRIX

SOLUTION PRO CON

APPENDIX O

KEEPING AN EYE ON BUSINESS

Keep a tally of the cost of materials that you are using. The Bank needs to sign your tally sheet each day.

Keep a tally of the time that you are spending on the improvement factor.

Are you spending more on materials than the estimated cost projected for the improved product?

Has anyone bought stock in you product?

What type of advertising/promotion are you going to use to market your product?

APPENDIX P

WELCOME TO THE BUSINESS WORLD!

Business Name: _____ Date: _____

BALANCE SHEET ITEMS

Assets Capital and Liabilities

1 1

2 2

3 3

TOTAL = TOTAL

*Follow the directions provided by the banker (teacher) to complete your balance sheet.

Student Name: _____

P. APPENDIX Q

SHOW ME THE MONEY

Complete the following currency table. Assume the exchange rate is 150 yen per \$1.00.

CURRENCY TABLE

UNITED STATES DOLLARS JAPANESE YEN

1

\$1.00

150

2

\$2.00

3

750

4

\$7.50

5

\$12.25

6

\$15.75

7

3,057

8

\$50.00

9

\$100.00

Q. APPENDIX R

ISSUE BIN

To open and channel communication in a constructive way. A process for addressing and dealing with issues, unanswered questions, or suggestions to be considered.

Source: Future by Elaine McClanahan and Carolyn Wicks

APPENDIX S

Name: _____ \Business Name: _____

PLUS/DELTA CHART

List What Went Well What Changes Are Needed To Improve?

Source: Future Force by Elaine McClanahan and Carolyn Wicks