

# Land of the Rising Sun

**Grade Level or Special Area:** 2<sup>nd</sup> Grade, History and Geography

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**Length of Unit:** Seven lessons (approximately nine days; one day = approximately 50 minutes)

## I. ABSTRACT

In this unit, 2<sup>nd</sup> graders will experience important aspects of traditional and modern Japanese customs and beliefs. While completing hands-on projects, each student will come away from this unit with the tools to better understand both the culture and geography of Japan.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado Model Content Standard #1, Geography)
2. Students understand the impact of scientific and technological developments on individuals and societies. (CMCS 4.1, History).
3. Students recognize how to write and speak for a variety of purposes and audiences. (CMCS #2, Reading and Writing).
4. Students relate the visual arts to various historical and cultural traditions. (CMCS #4, Visual Arts).

### B. Content from the *Core Knowledge Sequence*

1. Kindergarten History and Geography: World History and Geography: An overview of the seven continents (p. 11)
  - a. Identify and locate the seven continents on a map and globe
2. 1<sup>st</sup> Grade History and Geography: World History and Geography: Spatial Sense (p. 27)
  - a. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
3. 2<sup>nd</sup> Grade History and Geography: World History and Geography: Japan (p. 48)
  - a. Geography
    - i. Locate relative to continental Asia: “land of the rising sun”
    - ii. A country made up of islands; four major islands
    - iii. Pacific Ocean; Sea of Japan
    - iv. Mt. Fuji
    - v. Tokyo
  - b. Culture
    - i. Japanese flag
    - ii. Big modern cities, centers of industry and business
    - iii. Traditional craft: origami
    - iv. Traditional costume: kimono
4. 2<sup>nd</sup> Grade Language Arts (p. 45)
  - a. Stories
    - i. The Tongue-Cut Sparrow (a folk tale from Japan)
5. 2<sup>nd</sup> Grade Language Arts (p. 43)
  - a. Writing
    - i. Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on

the purpose and type of composition.

- C. Skill Objectives
  - 1. The students will identify what has previously been learned about Japan.
  - 2. The students will identify the four main islands that make up Japan.
  - 3. The students will identify the major bodies of water that surround Japan.
  - 4. The students will identify important landmarks and symbols of Japan.
  - 5. Students will become familiar with the traditional craft of origami.
  - 6. Students will participate in the art of origami.
  - 7. Students will become familiar with the traditional Japanese costume.
  - 8. Students will be introduced to life in Tokyo.
  - 9. Students will understand that Tokyo is a major city with many exports.
  - 10. Students will be able to effectively edit their own writing.
  - 11. Students will be familiar with different types of poetry.
  - 12. Students will be familiar with the parts of speech, especially an adjective.
  - 13. The students will learn the art of Japanese storytelling called Kamishibai.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Traditions and Trends*, by Carol Allen
  - 2. *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr.
  - 3. *The Land*, by Bobbie Kalman
- B. For Students
  - 1. The students will be able to identify the seven continents. (Kindergarten, p. 11)
  - 2. The students will have previous experience reading maps and using a map key. (Grade 1, p. 27)
  - 3. The students will have previous experience with folk tales. (Kindergarten, p. 9, 1<sup>st</sup> Grade, p. 25)

### IV. RESOURCES

- A. *Japan Today* by E.D. Hirsch, Jr. (Lesson Two)
- B. *A Ticket to Japan* by Tom Streissguth (Lesson Two)
- C. *The Tongue-Cut Sparrow* by Miyoko Matsutani (Lesson Three)
- D. *I Live in Tokyo* by Mari Takabayashi (Lesson Five)
- E. *Suki's Kimono* by Chieri Uegaki (Lesson Six)
- F. *Japan Today* (Teacher's Guide) by Pearson Learning (Lesson Six)
- G. *Culture Kit: Japan*, by Linda Scher (Lesson Seven)

### V. LESSONS

#### Lesson One: What Do We Know? (approximately 30-45 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize how to write and speak for a variety of purposes and audiences. (CMCS #2, Reading and Writing).
  - 2. Lesson Content
    - a. Kindergarten History and Geography: World History and Geography: An overview of the seven continents (p. 11)
      - i. Identify and locate the seven continents on a map and globe
    - b. 1<sup>st</sup> Grade History and Geography: World History and Geography: Spatial Sense (p. 27)
      - i. Review the seven continents

3. Skill Objective(s)
  - a. The students will identify what has previously been learned about Japan.
- B. *Materials*
  1. Chart paper – one sheet approximately five to six feet long
  2. Cherry blossom shapes (approximately two for each pair of students) – half of them on pink and half of them on red
  3. Pencils
  4. Scotch tape
  5. ABC's of Japan folders – one per student
  6. Appendix A – An Explanation of the Unit, one for the teacher
- C. *Key Vocabulary*
  1. Continent – one of the seven large land masses of the Earth
  2. Martial Arts – a style of fighting or self-defense that comes from the Far East
  3. Quince – a flowering shrub used for bonsai trees
- D. *Procedures/Activities*
  1. See Appendix A for an explanation of an ongoing project throughout this unit.
  2. Before beginning this lesson, divide the chart paper into thirds. Label the first section “What We Know”. Label the middle section “What We Want to Know”. Label the third section “What We Learned”.
  3. Divide your students into pairs. **Special Education Modification** – Match your higher achieving students with a lower achieving student.
  4. Ask the children what they know about Japan. If your children are hesitant to volunteer answers, ask questions such as:
    - a. What language do they speak in Japan? *Japanese*
    - b. What continent in Japan a part of? *Asia*
    - c. What is the capital of Japan? *Tokyo*
    - d. What type of foods do they enjoy in Japan? *Rice, Japanese food*
    - e. What types of activities (sports) do they participate in? *Martial Arts*
  5. As the different groups of children give you a response for what they know, give them a pink cherry blossom to record their response. Make sure that each group has completed at least one cherry blossom.
  6. Next, ask the class what they would like to learn while studying about Japan. Again, call on each group to give you a response. Each group can then write their response on a red cherry blossom and hang these under the middle section of the KWL chart under “What We Want to Know”.
  7. Explain to the children that they are recording their responses on cherry blossoms. Ask the children, “Why do you think we are writing our responses on cherry blossoms?”
  8. Tell the children that the people of Japan enjoy the cherry trees very much.
  9. When they bloom, there are many cherry blossom festivals and parties.
  10. Tell the children that another flower/shrub that grows throughout Japan is the quince. The quince shrubs are often used for bonsai.
  11. **Extension** – Your children can illustrate and color pictures of cherry blossom trees. See the following books for pictures to help guide your students:
    - a. *Japan* by Elma Schemenaur (p. 10).
    - b. *Japan* by Andrew Haslam and Clare Doran (p. 60)
  12. Hand out the folders that will be each child's ABC's of Japan book. Tell the children that you would like them to put a large letter “A” at the top of the first page. Then tell them to turn to the back of the “A” page and put letter “B” at the top. Next, they will turn to page two in their folders and put the letter “C” at the top. Continue until each page, front and back, has a letter at the top.

- E. *Assessment/Evaluation*
1. Using the partly completed KWL chart, ask the children what words we can write in our ABC book. They may have come up with words such as Japanese (the language that is spoken), Asia (the continent Japan is found on), rice (food that is eaten), Tokyo (capital of Japan), karate (sporting activity in Japan), quince.
  2. Collect the folders for use in Lesson Two.

**Lesson Two: The Geography and Symbols of Japan (approximately 60 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (CMCS #1, Geography)
  - b. Students relate the visual arts to various historical and cultural traditions. (CMCS #4, Visual Arts).
2. Lesson Content
  - a. 2<sup>nd</sup> Grade History and Geography: World History and Geography: Japan (p. 48)
    - i. Geography
      - a) Locate relative to continental Asia: “land of the rising sun”
      - b) A country made up of islands; four major islands
      - c) Pacific Ocean; Sea of Japan
      - d) Mt. Fuji
      - e) Tokyo
    - ii. Culture (p. 48)
      - a) Japanese flag
3. Skill Objective(s)
  - a. The students will identify the four main islands that make up Japan.
  - b. The students will identify the major bodies of water that surround Japan.
  - c. The students will identify important landmarks and symbols of Japan.

B. *Materials*

1. 9” x 16” sheet of colored construction paper – two per student
2. Appendix B – one per student
3. Appendix C – one per student
4. Appendix D – one half sheet per student, folded and stapled
5. Overhead of Appendix B – for teacher use
6. Glue – white glue works best
7. Pencils
8. *Japan Today* by E.D. Hirsch, Jr.
9. *A Ticket to Japan* by Tom Streissguth

C. *Key Vocabulary*

1. Dormant – not active

D. *Procedures/Activities*

1. Tell the children that today they will be learning where Japan is located, what surrounds Japan, some important landmarks in Japan, and finally about the flag of Japan.
2. Hand out Appendix C – the flag of Japan. Show the children a picture of the flag of Japan in the book *Japan Today* by E.D. Hirsch, Jr. Ask the children if anyone knows why the flag of Japan has a large red circle in the middle. If your students are stumped, tell them that Japan means “land of the rising sun”. It is called this

because Japan is the easternmost country in Asia, therefore, it is the first country in Asia to see the sun rising. The red circle represents the sun.

3. Give the children two or three minutes to color and cut out the flag of Japan.
  4. Hand out Appendix B.
  5. Read aloud page five in the book *A Ticket to Japan* by Tom Streissguth.
  6. Using the overhead of Appendix B while the children have Appendix B in front of them, label the four main islands Hokkaido (hoe-kai-doe), Honshu (hahn-shoe), Shikoku (she-co-coo), Kyushu (key-oo-shoe).
  7. Share the following facts with the children as they label each island:
    - a. Hokkaido is the second largest island and it is underdeveloped because it is so cold, it is made up mostly of forests, and it is far away from the main island.
    - b. Honshu is the largest and main island. Tokyo, the capital of Japan, is located on this island along with two other major cities – Yokohama and Kyoto.
    - c. Shikoku is the smallest of the four main islands.
    - d. Kyushu is the third largest island and is famous for its hot springs and mineral baths on the eastern shore.
  8. Next, label the Sea of Japan to the west of Japan and the Pacific Ocean to the east of Japan.
  9. Read aloud pages six and seven in *A Ticket to Japan*. Label the capital city of Tokyo.
  10. Read aloud pages eight and nine in *A Ticket to Japan*. Label Mt. Fuji. Tell the children that Mt. Fuji stands 12,388 feet tall. While this volcano has been dormant for a few hundred years, it is still classified as an active volcano.
  11. Next, the children should get their glue out.
  12. Instruct the children to glue the flag of Japan on the front of their flipbook. Next, they should glue the map of Japan on the second page of their flipbook.
  13. Collect the flipbooks and hand out the ABC's of Japan folders.
  14. Tell the children to think about what they learned today. Then brainstorm some words that can be added to their ABC's of Japan book. Some possible words include: Hokkaido, Honshu, Shikoku, Kyushu, land of the rising sun, Mt. Fuji, and volcano.
  15. Collect the ABC's of Japan folders for use in Lesson Three.
- E. *Assessment/Evaluation*
1. Hand out Appendix D. Tell the children that they will be telling their parents about Japan and what they have learned today. Appendix D is their homework for tonight and their parents will be helping them with it. It should take approximately five minutes and if a parent is not available, an older brother or sister, aunt or uncle can help. I staple it together so the children cannot see the answers ahead of time. It gives the teacher a more accurate reading on how each child is doing. Collect Appendix D the next school day.

### **Lesson Three: Kamishibai -Japanese storytelling (two days, approximately 45 minutes each day)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students recognize how to write and speak for a variety of purposes and audiences. (CMCS #2, Reading and Writing).
2. Lesson Content
  - a. 2<sup>nd</sup> Grade Language Arts (p. 45)

- i. Stories
          - a) The Tongue-Cut Sparrow (a folk tale from Japan)
3. Skill Objective(s)
- a. The students will learn the art of Japanese storytelling called Kamishibai.
- B. *Materials*
- 1. One set of Kamishibai storytelling cards for The Tongue-Cut Sparrow
  - 2. Pencils
  - 3. Appendix E – one for each student
  - 4. Appendix F – one for each student
  - 5. Appendix G – one sheet for each student plus one overhead
  - 6. Crayons
- C. *Key Vocabulary*
- 1. Folk Tale – a story that is passed down orally from generation to generation
  - 2. Kamishibai – Japanese storytelling
- D. *Procedures/Activities*
- 1. Tell the children that they will be learning about an important part of the Japanese culture today. They will be learning Kamishibai. Ask the children if anyone knows what Kamishibai is. Call on several students. If nobody is correct, tell the children that Kamishibai is Japanese storytelling.
  - 2. Tell the children that you are going to share a folk tale with them today that came from Japan. Ask the class for volunteers to remind the class what a folk tale is (a story that is passed down orally from generation to generation).
  - 3. Explain to the children what Kamishibai is.
 

*Kamishibai is Japanese storytelling that first started in Japan in the 1920's. The Kamishibai storyteller was also a candy seller. He/She would ride a bike that was also equipped with a stage for showing and telling the Kamishibai story. The storyteller would clap two wooden clappers together to alert children in the neighborhood that a Kamishibai story was about to begin. Those children that bought candy from him/her would get a seat nearest to the stage. The storyteller would always stop at exciting parts in the story, leaving the children excited for more. He/She would come back the next day to tell the next part of the story and those children that bought candy from him would again get to sit nearest the stage.*
  - 4. Ask the children, “What motivated these storytellers to continue doing this type of work?” (This is how they made a living)
  - 5. Tell the children that today you would like to share a Japanese folk tale with the class. Tell the children that this story is called *The Tongue-Cut Sparrow*.
  - 6. Read aloud the story as you hold up the pictures for the children to see. Pay special attention to the instructions as they may say to only show part of a card, raise your voice, etc.
  - 7. After reading the story ask the following questions:
    - a. Why do you think the man was rewarded with gold and jewels? (He takes special care of the Sparrow and is generous with it.)
    - b. Why do you think the woman was punished with monsters and ghouls? (She was greedy and cared nothing for the Sparrow. She cared only about her own needs and wants.)
  - 8. Tell the children that they will be completing their own Kamishibai story cards.
  - 9. Hand out Appendix E. Tell the children that they will be making their own Kamishibai story using one of their favorite stories. Ask for volunteers to share the title of their favorite fairy tale. Some possibilities include: Beauty and the

Beast, Cinderella, Tarzan, The Emperor's (Principal's) New Clothes, Pinocchio, Peter Pan, Sleeping Beauty, Snow White and the Seven Dwarfs, Jack and the Beanstalk.

10. Put up the overhead of Appendix G. Tell the children that they you will be grading their Kamishibai stories as well as their presentation of them on day two. This is the rubric that you will be using to give them a grade.
  11. Tell the children that they will have six cards to use to tell the story. Some may use all of the cards and some may not. Using Appendix E, tell the children that they will first rewrite the story in their own words that they have chosen. **Special Education Modification** – Allow these children to use a book of the fairy tale they have chosen to help in writing and retelling the story. These students could also be paired with another student to help with the writing and retelling.
  12. Once the students have rewritten the story, hand out Appendix F. Tell the children that they will use these blank cards to draw a picture that goes with each card they just wrote. Once they have drawn all of their pictures they will glue the back of the picture card to the back of the written card that goes with the picture.
  13. If possible, laminate the cards for durability.
  14. Hand out the ABC's of Japan folders. Brainstorm with the children what they learned today. Some possibilities to include in the folders include: Kamishibai, storytelling.
  15. Collect the ABC's of Japan folders for use in Lesson Four.
- E. *Assessment/Evaluation*
1. On day two of this lesson, the children will take turns sharing their Kamishibai cards with the class. You will need one copy of the rubric to fill out for each student (Appendix G).

#### **Lesson Four: Haiku Poetry (one day, approximately 50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to write and speak for a variety of purposes and audiences. (CMCS #2, Reading and Writing).
  2. Lesson Content
    - a. 2<sup>nd</sup> Grade Language Arts (p. 43)
      - i. Writing
        - a) Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  3. Skill Objective(s)
    - a. Students will be able to effectively edit their own writing.
    - b. Students will be familiar with different types of poetry.
    - c. Students will be familiar with the parts of speech, especially an adjective.
- B. *Materials*
1. Flipbook – one per student
  2. Pencils
  3. One overhead of Appendix H
  4. Appendix I – one copy per student
  5. Various items including chopsticks, bamboo, kimono (if items such as this are not available, any items will work)
  6. Writing paper/Scratch paper – one sheet per student

7. Glue
  8. Appendix J – one copy per student
- C. *Key Vocabulary*
1. Haiku – a type of poetry – traditionally it is three lines and had seventeen syllables
- D. *Procedures/Activities*
1. Tell the children that today they will be learning about a new form of poetry called Haiku. Haiku is the shortest form of poetry in Japan and originally it contained only 17 syllables – five syllables in the first line, seven in the second line, and 5 in the third line.
  2. Tell the children that nowadays the rules about writing Haiku are not so strict. They can be three lines of any length – not just five-seven-five.
  3. Put Appendix H up on the overhead to show the children some examples of Haiku. Call on children to read the first two poems aloud. Tell the children that you want to clap to see how many syllables are in each line. Point out that they are traditional Haiku with the correct amount of syllables in each line (five-seven-five)
  4. Next, call on students to read the last two poems that are still Haiku, but each line has varying amounts of syllables. Again, tell the children that you would like to clap to see how many syllables are in each line of the last two poems. Point out that these poems do not follow the five-seven-five rule but are still considered Haiku.
  5. Discuss with the children that each line of a Haiku poem is capitalized. They will always have some sort of punctuation mark at the end of the poem and they may or may not have other punctuation in the poem. Point out the examples on Appendix H.
  6. Sit the items you brought in to the classroom on a table in the front of the room. Tell the children that they will be writing a Haiku poem about one of these items.
  7. On the board, list each item leaving plenty of room below for recording adjectives.
  8. Tell the children that you would like to brainstorm adjectives for each item. Write these on the board. Some examples might be:
    - a. Chopsticks – thin, red, shiny,
    - b. Bamboo – towering, green,
    - c. Kimono – bright, flowing, colorful,
  9. Hand out a piece of writing paper/scratch paper to each student. Tell the students they will be writing their own Haiku poems and that their poems will be graded on three things:
    - a. Spelling
    - b. Capitalization
    - c. Punctuation
  10. Tell the students that they can begin writing their own Haiku poem about one of the three objects. Once they have it written tell them they will need to edit their work. When they are ready, you can hand out one sheet of Appendix I to each student. They will complete their final copies on Appendix I.
  11. **Special Education Modification** – You can put lower achieving students into pairs for this activity.
  12. **Gifted and Talented** – Ask your gifted and talented students to write a traditional Haiku poem with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.
  13. When the final copies have been written, instruct the children to cut them out and

- 14. glue them to page three of their flipbook.
  - 15. Allow time for any students who would like to share their Haiku poem with the class.
  - 16. Hand out the ABC's of Japan folders. Brainstorm with the children what they learned today. Some possibilities to include in the folders include: Haiku, bamboo, kimono.
  - 17. Collect the ABC's of Japan folders for use in Lesson Five.
- E. *Assessment/Evaluation*
- 1. When students complete their Haiku poem, give them the student checklist to complete (Appendix J). Collect them. Teacher can complete the teacher checklist (Appendix J) form when all poems are glued in the flipbooks.

**Lesson Five: Getting to Know Tokyo and its Technology (one day, approximately 45 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students understand the impact of scientific and technological developments on individuals and societies. (CMCS 4.1, History)
    - b. Students recognize how to write and speak for a variety of purposes and audiences. (CMCS #2, Reading and Writing)
  - 2. Lesson Content
    - a. 2<sup>nd</sup> Grade History and Geography: World History and Geography: Japan (p. 48)
      - i. Geography
        - a) Tokyo
      - ii. Culture
        - a) Big, modern cities, centers of industry and business
  - 3. Skill Objective(s)
    - a. Students will be introduced to life in Tokyo.
    - b. Students will understand that Tokyo is a major city with many exports.
- B. *Materials*
- 1. *I Live in Tokyo* by Mari Takabayashi
  - 2. Appendix K – one copy per student, plus one overhead
  - 3. Pencils
  - 4. Scratch paper – one per student
  - 5. Appendix L – one copy per student, plus one overhead
- C. *Key Vocabulary*
- 1. Venn diagram – a type of graph that compares two items
  - 2. Export – an item made in one country and sent to other countries
- D. *Procedures/Activities*
- 1. Tell the children that today they will be listening to a story called *I Live in Tokyo*. Tell the children that the author, Mari Takabayashi, was born in Tokyo but now lives in New York City.
  - 2. Tell the children that they will want to listen carefully to any new words that they can add to their ABC's of Japan book. Hand out a piece of scratch paper to each child. Tell them that this is where they will want to list any new words that they learn. (They will be added to the ABC's of Japan books at the end of the lesson.)
  - 3. Read aloud the story.
  - 4. After reading the story, discuss ways in which Japanese children are like American children (they celebrate Valentine's Day, New Year's Day, play, they can take lunch or eat a school lunch, they study and go to school too, have a field

- day at school, decorate a Christmas tree).
5. Next discuss ways in which American children are not like Japanese children (we don't have as many festivals, we eat different foods, we don't travel by a bullet train).
  6. Hand out Appendix K and follow the instructions below.
  7. When the children have completed Appendix K, hand out Appendix L.
  8. Tell the children that Japan is a modern city with many factories. These factories make cars, radios, televisions, cameras, electronic games and other products that are bought by people from around the world.
  9. Tell the children that tonight they have a simple, but fun piece of homework to do. Choose a child to read the direction on Appendix L out loud. Briefly discuss what an export is (an item made in one country that is sent to other countries). Tell the children that their parents can help with their homework tonight and that it is due the next school day.
  10. Hand out the ABC's of Japan folders. Call on children to volunteer some of the words they heard while reading *I Live in Tokyo*. Some possibilities to include in the folders include: Kobe, calligraphy, Doll's Festival, bento box, Kanji, Boy's Festival, tea ceremony, bullet train, **eX**port (I use the word export on the "x" page of the ABC book.)
  11. Collect the ABC's of Japan folders for use in Lesson Six.
  12. Collect Appendix L the next day and, as a class, tally the results onto a master overhead of Appendix L.
  13. **Extensions** – The class can complete a bar graph showing all the exports and countries of origin.

E. *Assessment/Evaluation*

1. Hand out Appendix K to the students. Tell the children that they will be completing a Venn diagram. Explain that a Venn diagram is a graph used to compare two things. Tell the children to look at their paper and raise their hand if they know what two things they will be comparing. (Japanese children and American children)
2. Add one item in each section before letting the children complete it on their own. Walk around the room to check for understanding. Remind the children that we just talked about ways in which Japanese and American children were alike and different. They should think about that when completing the Venn diagram.
3. **Special Education Modification** - Allow those children that struggle an opportunity to work with you in a small group until they feel comfortable completing the Venn diagram on their own. Tell your students that they can stay at the table (or a quiet spot) with you until they feel comfortable with the assignment. Some children may stay only a few minutes and some may complete the whole assignment with you.

**Lesson Six: Japanese Traditions – Kimono (one day, approximately 60 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students relate the visual arts to various historical and cultural traditions. (CMCS #4, Visual Arts).
2. Lesson Content
  - a. 2<sup>nd</sup> Grade History and Geography: World History and Geography: Japan (p. 48)
    - i. Culture
      - a) Traditional Costume: Kimono

3. Skill Objective(s)
  - a. Students will become familiar with the traditional Japanese costume.
- B. *Materials*
  1. *Suki's Kimono* by Chieri Uegaki
  2. *Japan Today* (Teacher's Guide) by Pearson Learning
  3. Pencils
  4. Crayons
  5. Appendix M – one per student
  6. Flipbooks – previously used in Lesson Four
  7. Appendix N – one for the teacher
- C. *Key Vocabulary*
  1. Kimono – traditional costume
- D. *Procedures/Activities*
  1. Before the lesson, review pages 13-14 in *Japan Today*, the Pearson Learning Teacher's Guide.
  2. Read aloud the story *Suki's Kimono*. Tell the children that the kimono is the traditional dress for the Japanese culture.
  3. Tell the children that today people have kimonos for special occasions. A kimono could tell you many things: what season it was, whether a woman was married or not, and what special occasion it was.
  4. Tell the children that today women only wear a kimono for a special occasion. If you see a kimono with flowers all over, it means that the woman is not married. If there are mostly flowers at the bottom of the kimono, it means that the woman is married.
  5. Tell the children that another item that was worn long ago were wooden clogs called "geta" (gay-tuh). These were worn by farmers when they worked in muddy fields.
  6. Hand out Appendix M. Tell the children that they will design their own kimono. First, they need to use pencil to draw the design, then they may use crayon to color the design in.
  7. While the students are working, hand out their flipbooks (they were previously used in Lesson Four).
  8. When students have finished drawing and coloring their kimono, they can glue it to the fourth and final page of their flipbook.
  9. Collect the flipbooks and display them in the classroom or hallway.
  10. Hand out the ABC's of Japan folders. Brainstorm some words that can be added to their ABC's of Japan books. Some ideas might include: kimono, celebrations, holiday, and geta.
  11. Collect the ABC's of Japan folders for use in Lesson Six.
- E. *Assessment/Evaluation*
  1. Use Appendix N to review what the students have learned throughout the unit. Tell the children that the unit test will be given tomorrow and today's review should help them get ready for the test. Tell them that we will be playing a game call "Hold 'Em Up". Go over the directions (below) with them.
    - a. **Directions:** One player will be sitting at the desk while the other players sit behind. The teacher will give the player a question to answer on the piece of scratch paper. Tell the children that their answers will most likely be words. Do not hold up your answer until I say, "hold 'em up". At that time, I will tally the correct answers on my point sheet. The team with the most tally marks will win at the end of the game. (If you wish, you can give score updates; however, this type of scorekeeping lends

- itself well to non-competitive play.)
2. Divide the children into six groups (approximately 4 students in each group).
  3. Each group will need a stack of 12-15 sheets of scratch paper and a pencil sitting at a desk.
  4. Give each person in the group a letter. For example, player A, player B, player C, etc. Call all of the player A's up to the desks.
  5. Give them a question from Appendix N. Give them one to three minutes to answer that question depending on how in depth the answer will be.
  6. When you say "hold 'em up", each player A should hold up his/her answer while you give each group with the correct answer a point on the point sheet.
  7. Tell the class the correct answer. If needed, a short discussion can follow to ensure that all the students understand the answer.
  8. Next, call of the player B's up to the desks. Follow directions five through seven above.
  9. Play until all players have had at least two turns or as time allows.

**Lesson Seven: Final Project - Origami (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students relate the visual arts to various historical and cultural traditions. (CMCS #4, Visual Arts).
  2. Lesson Content
    - a. 2<sup>nd</sup> Grade History and Geography: World History and Geography: Japan (p. 48)
      - i. Culture
        - a) Traditional craft: origami
  3. Skill Objective(s)
    - a. Students will become familiar with the traditional craft of origami.
    - b. Students will participate in the art of origami.
- B. *Materials*
1. Approximately 75-100 sheets of colored paper cut into squares 6"x 6"
  2. *Culture Kit: Japan*, by Linda Scher – copies of pages 44-45 for each adult volunteer
  3. KWL chart from Lesson One
  4. Approximately 20 cherry blossom shapes in white construction paper
- C. *Key Vocabulary*
1. Origami – the art of paper folding which began in Japan
- D. *Procedures/Activities*
1. Divide the children into groups of four or five. You will need one adult volunteer to be in charge of each group.
  2. Using pages 44-45 in the book *Culture Kit: Japan* by Linda Scher have each adult lead their group in the paper folding of a dog and a cat.
  3. Extension – There are many wonderful origami books out there that you can use to make more than just a dog and a cat. I have found many at [www.scholastic.com](http://www.scholastic.com).
  4. If space and time allow, display the origami.
  5. Hang up the KWL chart that was partly completed in Lesson One. Tell the children that today we want to complete the last column, which is "What We Learned".
  6. When a student raises his/her hand to offer something that was learned, give that student a cherry blossom shape to write their response on. They can then hang

them in the last column of the KWL chart.

- E. *Assessment/Evaluation*
  - 1. Hang up the KWL chart that was partly completed in Lesson One. Tell the children that today we want to complete the last column, which is “What We Learned”.
  - 2. When a student raises his/her hand to offer something that was learned, give that student a cherry blossom shape to write their response on. They can then hang them in the last column of the KWL chart.
  - 3. Review the entire KWL chart with the class to see what the kids knew on day one of the unit and compare that to what they knew at the end of the unit.

## **VI. CULMINATING ACTIVITY**

- A. Students will complete the unit test (Appendix O). This should be done after Lesson Six, which is the review for the test. Lesson Seven will take place on the last day of the unit.
- B. The unit test is worth 30 total points. I would recommend grading it together as a class to reinforce missed or incorrect responses. See Appendix P for grading.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: An Explanation of the Unit
- B. Appendix B: Map of Japan
- C. Appendix C: Flag of Japan
- D. Appendix D: Home Assessment
- E. Appendix E: Kamishibai Storytelling Cards (Writing)
- F. Appendix F: Kamishibai Storytelling Cards (Pictures)
- G. Appendix G: Rubric for Kamishibai Cards
- H. Appendix H: Traditional Haiku or Not
- I. Appendix I: Final Copy for the Haiku Poems
- J. Appendix J: Student and Teacher Checklist for the Haiku Poems
- K. Appendix K: Venn Diagram
- L. Appendix L: Exports
- M. Appendix M: Kimono
- N. Appendix N: Review for Unit Test
- O. Appendix O: Unit Test
- P. Appendix P: Unit Test Key

## **VIII. BIBLIOGRAPHY**

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- L. Streissguth, T. *A Ticket to Japan*. Minneapolis: Carolrhoda Books, Inc., 1997. 1-57505-127-3.
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## An Explanation of the Unit

Throughout this unit, the children will be keeping an *ABC's of Japan* folder. This will be a 3-ring folder with 13 sheets of notebook paper in it. Before beginning the unit, hand out the pre-made folders and have the children label the first page with a large "A" at the top. On the back side of the "A" page will be the "B" page and so on. Do this so that each page, front and back, has a letter at the top.

Each day, hand out their ABC's of Japan folders. During the last five minutes of each lesson, discuss with the children what they have learned about on that day and give them time to record words in their folders. For example, when you study about kimonos, the children will add the word kimonos on the "K" page. When you study about Mt. Fuji, they will add Mt. Fuji to the "M" page. See below for a complete list of possible words.

At the end of the unit, the children will choose one item from each page and write a short paragraph telling about it. They will then illustrate and color each page. When the unit is completed, each child will have his/her own *ABC's of Japan* book.

A – Asia

B – bullet train

C – cherry trees, chopsticks, children's day (holiday for boys)

D – diet (rice)

E – emperor, earthquake (Tokyo destroyed in 1923)

F – flag, festival of dolls (holiday for girls), fishing

G – Ginza (area in Tokyo with many restaurants), geta

H – Hokkaido, Honshu, Hiroshima, haiku

I – ichi (number one in Japanese)

J – Japanese, Judo

K – Kyushu, karate, kimono, Kamishibai (Japanese storytelling)

L – Land of the Rising Sun

M – Mt. Fuji, mon (family crest design)

N – Nihon (Japanese for "land of the rising sun"),

O - origami

P – Pearl Harbor

Q – quince (shrubs used for bonsai trees)

R - rice

S – Shikoku, Shinto (religion), Sumo wrestling

T – Tokyo, technology

U – uniforms, undokai (field day)

V – volcanos,

W – Winter Olympics (1972)

X - EXport

Y – yen (unit of money),

Z – Zen Buddhism (religion)

## Appendix A, page 2

The class will also be completing a flip book out of construction paper. This should also be made ahead of time to alleviate confusion. Each book will need two sheets of 9" x 16" construction paper of the same color. Lay the paper in front of you so that it is 16 inches from left to right. On the first sheet, measure and fold at 8 ½ inches from the left. On the second sheet, measure and fold at 7 ½ inches from the left. You can now put the two sheets together and you should have about an inch showing at the bottom of each page.

The first page is where the kids will glue their flag of Japan and write "land of the rising sun". This will take place in Lesson Two.

The second page is where the kids will glue the map of Japan after it has been labeled in Lesson Two.

The third page is where the children will glue their final copy of their Haiku poem after Lesson Four.

The fourth and last page is where the children will glue their kimono after they have designed it in Lesson Seven.

There are many wonderful literature books that can be incorporated into this unit. I share them with the children during our read-aloud times each day throughout the unit. I've listed some of them below.

Coatsworth, E. J. *The Cat Who Went to Heaven*. Canada: Simon and Schuster, 1976. 0027197107.

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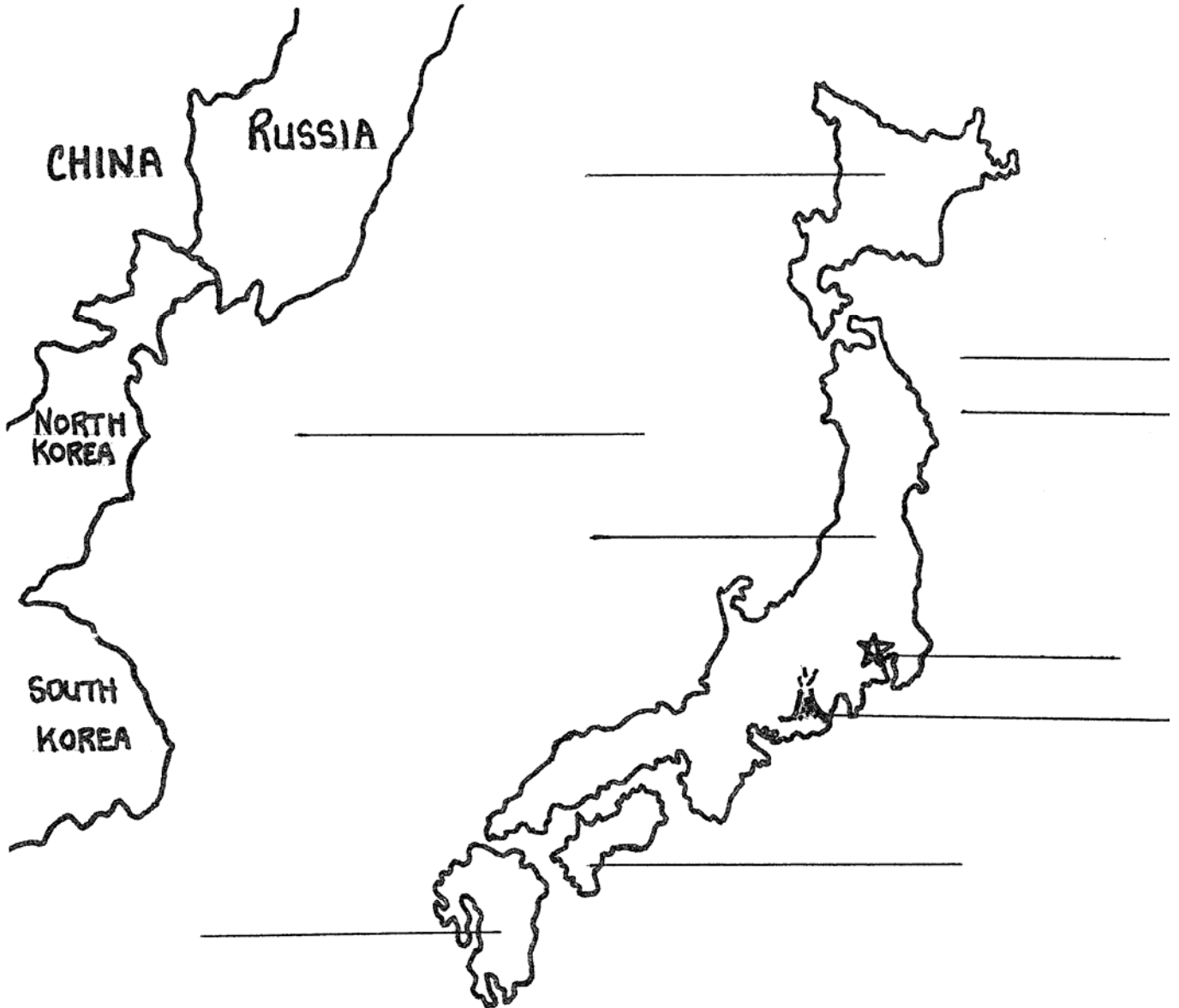
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Appendix B

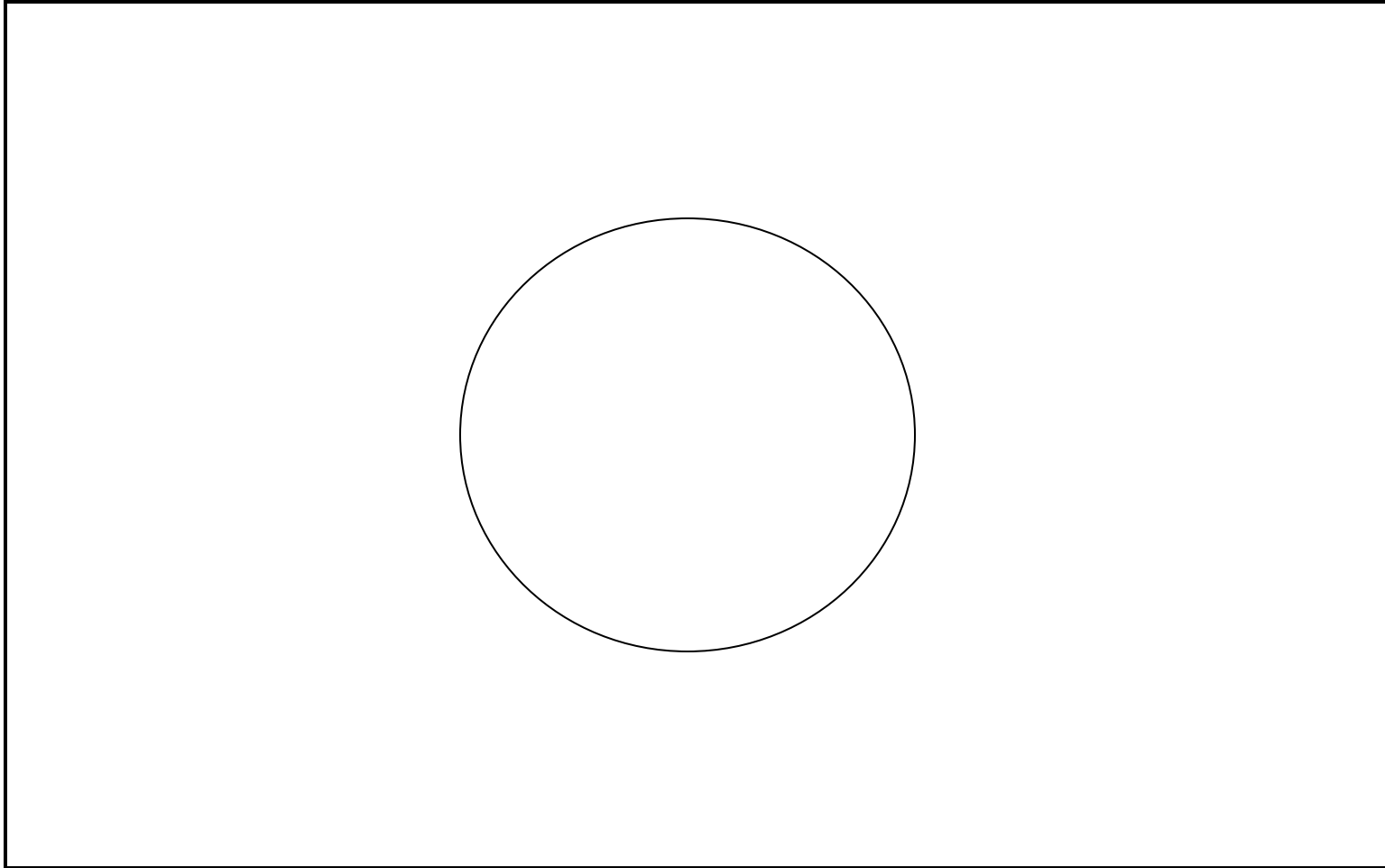
# Map of Japan





Appendix C

**Flag of Japan**



## Appendix D

### Home Study

Dear Parents,

As you know, we are continuing our study of Japan. Today we learned about the flag of Japan, and the geography of Japan. Please ask your child the following questions then check "Yes" if they can give you the correct answer or "No" if they gave you an incorrect answer. Sign on the signature line and send back to school with your child tomorrow. Thanks for your help!

1. Japan has how many main islands? (4)  Yes  No
2. What is the capital of Japan? (Tokyo)  Yes  No
3. What active volcano did you learn about? (Mt. Fuji)  Yes  No
4. Why is Japan called the "land of the rising sun"? (It is the easternmost country in Asia; therefore, it sees the sun first in the morning.)  Yes  No

---

Parent signature

### Home Study

Dear Parents,

As you know, we are continuing our study of Japan. Today we learned about the flag of Japan, and the geography of Japan. Please ask your child the following questions then check "Yes" if they can give you the correct answer or "No" if they gave you an incorrect answer. Sign on the signature line and send back to school with your child tomorrow. Thanks for your help!

1. Japan has how many main islands? (4)  Yes  No
2. What is the capital of Japan? (Tokyo)  Yes  No
3. What active volcano did you learn about? (Mt. Fuji)  Yes  No
4. Why is Japan called the "land of the rising sun"? (It is the easternmost country in Asia; therefore, it sees the sun first in the morning.)  Yes  No

---

Parent signature

**Appendix E**

Kamishibai Storytelling Cards - writing


**Appendix F**

Kamishibai Storytelling Cards - pictures

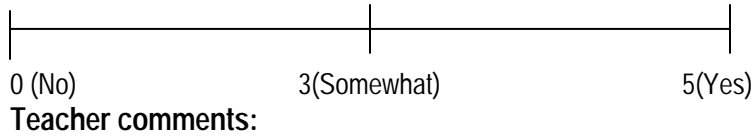

Appendix G

RUBRIC FOR KAMISHIBAI CARDS

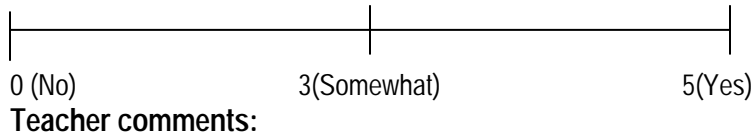
Student Name \_\_\_\_\_

Fairy Tale/Story \_\_\_\_\_

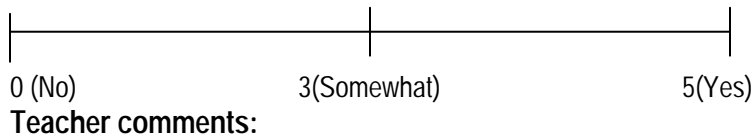
**1. I completed my Kamishibai cards on time.**



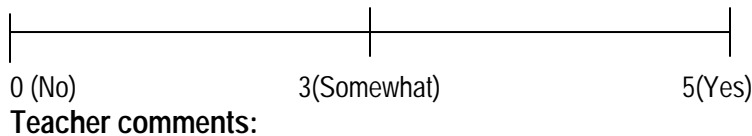
**2. My spelling is my best and I edited my work.**



**3. I used my best artwork on my Kamishibai storycards.**



**4. I used my best “speaker voice” when presenting my story to the class.**

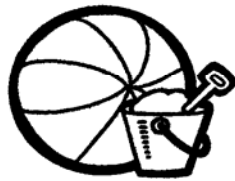


Grade: \_\_\_\_\_ = \_\_\_\_\_  
20

Appendix H  
**TRADITIONAL HAIKU OR NOT**

**Traditional Haiku**

Wake up butterfly.  
Let's chase each other around.  
Sleeping butterfly.



Let's play at the beach.  
Warm day - oh such fun we have!  
Playing at the beach.

**Three lines - any length**

Hopping around in the grass  
Summertime bunny  
How I love watching you!



Oh red, white, and blue  
Blowing in the breeze  
A symbol of freedom for all!

Appendix I  
**FINAL COPY FOR THE HAIKU POETRY**

**Name** \_\_\_\_\_

A decorative rectangular frame with a repeating pattern of stylized sun rays. Inside the frame are three horizontal lines for writing a haiku.

**Name** \_\_\_\_\_

A decorative rectangular frame with a repeating pattern of stylized sun rays. Inside the frame are three horizontal lines for writing a haiku.

Appendix J

**Student Checklist**

Name \_\_\_\_\_

Answer each question by checking “yes” or “no” or filling in the blank.

- 1. I worked by myself to complete my poem.     \_\_\_yes     \_\_\_no
- 2. If I worked with someone else, who was it? \_\_\_\_\_
- 3. The adjectives on the board helped me write my poem.     \_\_\_yes     \_\_\_no
- 4. I read over my work to make sure it made sense.     \_\_\_yes     \_\_\_no
- 5. I corrected any spelling mistakes in my poem.     \_\_\_yes     \_\_\_no
- 6. I used my best handwriting on my final copy.     \_\_\_yes     \_\_\_no
- 7. I chose “Extra Effort” and completed another Haiku poem.     \_\_\_yes     \_\_\_no

**Teacher Checklist**

Name \_\_\_\_\_

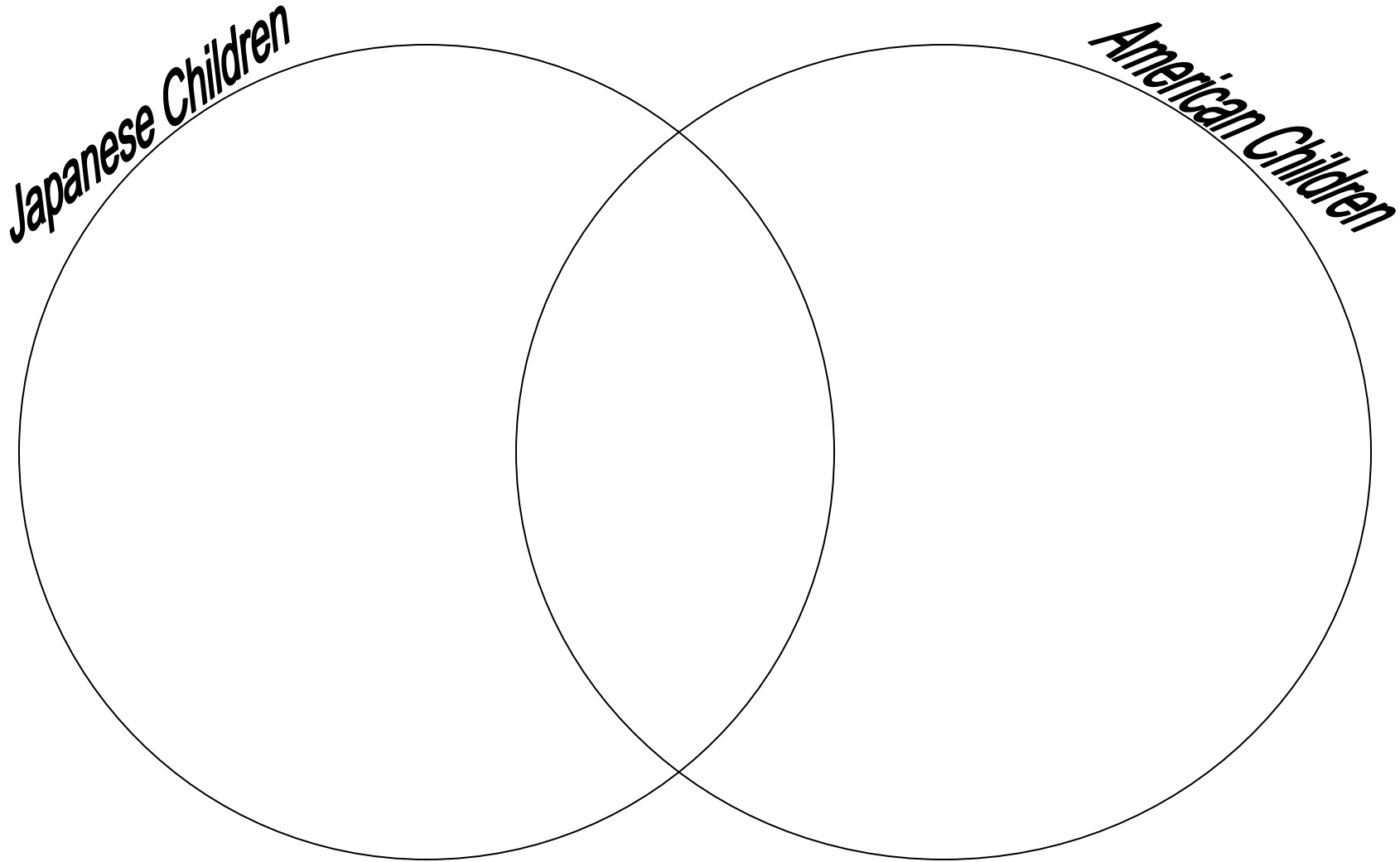
- 1. Student used strong adjectives in poem.     \_\_\_yes     \_\_\_no
- 2. Student read over rough draft and corrected any mistakes.     \_\_\_yes     \_\_\_no
- 3. Student’s final copy is free of spelling errors.     \_\_\_yes     \_\_\_no
- 4. Student’s best handwriting was used on his/her final copy.     \_\_\_yes     \_\_\_no
- 5. Student chose “Extra Effort” and completed a second  
    Haiku poem.     \_\_\_yes     \_\_\_no

Teacher comments:

Appendix K

NAME \_\_\_\_\_

Using your best handwriting and spelling, complete this venn diagram comparing Japanese children and American children. You should have at least three sentences in each section.



## Appendix L

Name \_\_\_\_\_

Exports – items made in one country and sent to another country

There are many items that people in Japan make that are exported (or sent) to other countries. Many of these items are electronics such as the ones listed below. With your parents help, please look at the following items in your house and make a check under the country that item was made. We will discuss our results the next school day.

	U.S.A	Japan	Taiwan	Korea	Other
<b>Television</b>					
<b>Radio</b>					
<b>Camera</b>					
<b>Watch</b>					
<b>Phone</b>					
<b>Stereo</b>					
<b>Car</b>					
<b>Computer</b>					

Appendix M

**Kimono**



## Appendix N

# Unit Test Review Questions

1. **On what continent is Japan located?** (Asia)
2. **What is the capital city of Japan?** (Tokyo)
3. **How many major islands does Japan have?** (Four)
4. **Name one of the main islands.** (Hokkaido, Honshu, Shikoku, Kyushu)
5. **What major volcano did we learn about?** (Mt. Fuji)
6. **On which island is Mt. Fuji located?** (Honshu)
7. **Name the two bodies of water that border Japan.** (Sea of Japan, Pacific Ocean)
8. **Why is Japan called “the land of the rising sun”?** (because it is the furthest country east in Asia; therefore it sees the sun first)
9. **Which island is the smallest?** (Shikoku)
10. **Draw a picture of the flag of Japan and label the colors on the flag.** (They should use color words to label the circle red, and the outside of the circle white)
11. **What is Kamishibai?** (Japanese storytelling)
12. **When did Kamishibai begin in Japan?** (1920's)
13. **What is the art of paper folding called?** (origami)
14. **What famous trees in Japan have a festival to celebrate their blooming?** (cherry blossom trees)
15. **The red circle on the flag of Japan stands for what?** (the sun)
16. **A special robe that the Japanese wear is called what?** (kimono)
17. **Tokyo has**
  - a. farms
  - b. skyscrapers
  - c. a mountain in the middle of the city
18. **What is the name of one celebration in Japan?** (Children's Day, New Year Celebration (oshogatsu), First Day of Spring (setsubun), Tea Ceremony)
19. **What are the characters called in Japanese writing?** (Kanji – Chinese characters)
20. **Who was rewarded in the story The Tongue-Cut Sparrow?** (the man)

Name \_\_\_\_\_

## Japan Unit Test

Circle the correct answer for each question.

1. Japan is on which continent? (1 point)
  - a. Africa
  - b. South America
  - c. Asia
2. What is the name of the main island? (1 point)
  - a. Tokyo
  - b. Honshu
  - c. Shikodu
3. What is the capital of Japan? (1 point)
  - a. Kobe
  - b. China
  - c. Tokyo
4. What does the word "Japan" mean? (1 point)
  - a. land of the falling rain
  - b. land of the rising sun
  - c. land of the four islands

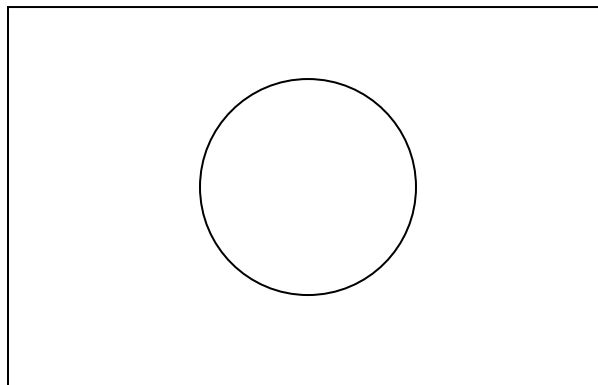
Fill in the blanks with the correct answer. Use your best spelling.

5. What major volcano sits on the island of Honshu? (2 points)

\_\_\_\_\_

What color should the circle be on the flag of Japan? (2 points) \_\_\_\_\_

Color the flag. (2 points)



**Appendix O, page 2**

6. What does the flag of Japan stand for? (3 points) \_\_\_\_\_

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7. a. In the Tongue-Cut Sparrow, why was the man rewarded with gold and jewels? (3 points)

---

---

b. Why was the woman punished with monsters and ghouls? (3 points)

---

---

8. Name one body of water that surrounds Japan. (3 points) \_\_\_\_\_

Draw a line from the correct vocabulary word to its definition. (6 points)

Export	A traditional Japanese costume.
Martial arts	Not active.
Origami	Items made in one country and sent to another.
Kimono	A style of fighting or self-defense.
Continent	A large land mass.
Dormant	The art of paper folding.

Using complete sentences, tell me what you most enjoyed learning about. (2 points)

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Appendix P, page 1

## Japan Unit Test Key

Circle the correct answer for each question.

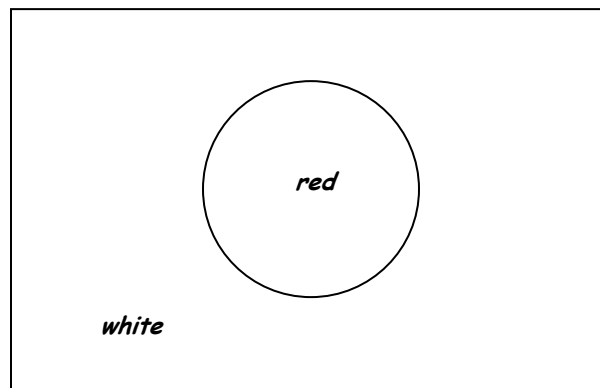
1. Japan is on which continent? (1 point)
  - a. Africa
  - b. South America
  - c. Asia**
2. What is the name of the main island? (1 point)
  - a. Tokyo
  - b. Honshu**
  - c. Shikodu
3. What is the capital of Japan? (1 point)
  - a. Kobe
  - b. China
  - c. Tokyo**
4. What does the word "Japan" mean? (1 point)
  - a. land of the falling rain
  - b. land of the rising sun**
  - c. land of the four islands

Fill in the blanks with the correct answer. Use your best spelling.

5. What major volcano sits on the island of Honshu? (2 points) **Mt. Fuji**

What color should the circle be on the flag of Japan? (2 points) **red**

Color the flag. (2 points)



Appendix P, page 2

6. What does the flag of Japan stand for? (3 points)

*The red circle in the middle stands for the sun. Japan is the first Asian country to see the sun rise in the mornings.*

7. a. In the Tongue-Cut Sparrow, why was the man rewarded with gold and jewels? (3 points)

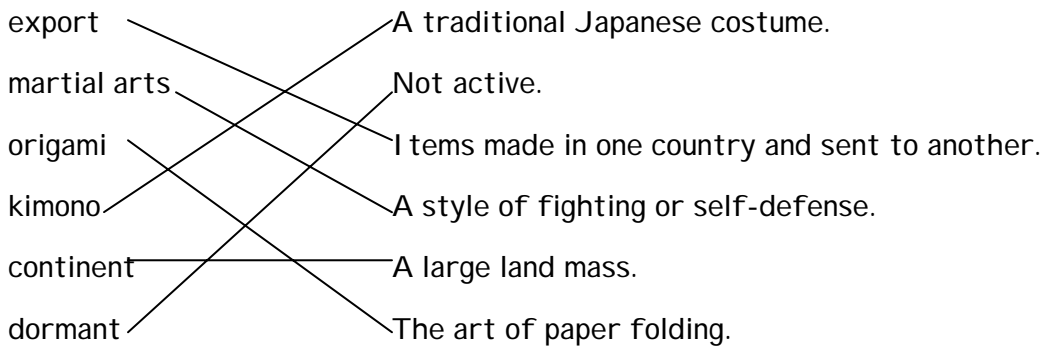
*He took special care of the sparrow and was not greedy.*

b. Why was the woman punished with monsters and ghouls? (3 points)

*She was greedy and cared nothing for the sparrow. She cared only about herself.*

8. Name one body of water that surrounds Japan. (3 points) *Sea of Japan or Pacific Ocean*

Draw a line from the correct vocabulary word to its definition. (6points)



Using complete sentences, tell me what you most enjoyed learning about. (2 points)

---

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