CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #       J-2 (1 of 2)

UNIT TITLE:    Japan Unit

Created By:    Jesus Cardiel - Spring 1997

GRADE:        1st
Japan Unit

BY

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3/3/97
EHD 160
Final Student Teaching
Dr. Kemper
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ___________________________ by ________________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will.....
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Table of content

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3. Lesson concepts
4. Block Plans
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   b) The Great Wave
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   d) My Grandfather's Journey
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6. Activities
   a) Vocabulary list
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   c) Japanese Origami Doll
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7. Assessment
8. Bibliography
Rationale

According to the History-Social Studies Framework, students will develop awareness of cultural diversity, now and long ago. Through stories, fairytales, folktales, and legends students will discover how people, families and ethnic groups are alike as well as those ways in which they differ.

Throughout my unit, the children will be giving the opportunity to discuss stories, discover their moral teaching, analyze what the stories tell about the culture: it's beliefs, customs, ceremonies, traditions, social practices, and the like. Children also will read stories about men and women who are heroes.
Lesson Concepts

1. Children will learn about what happens when we ignore signs of bad weather. Students will become aware that in a catastrophic situation the people in the communities depend on each other. They also will learn about heroes.

2. Children will learn about Japan's culture.

3. Children will learn about how a girl feels when she receives a present for the first time.

4. Children will learn and practice the art of Origami.

5. Children will learn to pronounce and write Japanese numbers.

6. Children will learn how to prepare Japanese food. They also will taste it.
Vocabulary

Origami
Migration
kimono
"take uma"
"ojiisan"
"tsunami"
"mono"
"ame"
endless
"sumo"
calligraphy
typhoon
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<th>Wednesday</th>
<th>Thursday</th>
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<td>*KWL Chart</td>
<td>*My Home in Japan (Bailey)</td>
<td>*Grandmother's Journal Story (Say)</td>
<td>*Umbrell Story (Yashima)</td>
<td>*Origami Lesson</td>
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<td>*The Great Wave Story (Holienbeck)</td>
<td>*Write Vocabulary Words on the Vocabulary List</td>
<td>*Write new words on Vocabulary List</td>
<td>*Write new words on Vocabulary List</td>
<td>*Origami Animals</td>
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<td>*Write Words on Vocabulary List</td>
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**Morning Reading**
8:30 AM

**Afternoon Activities**
12:30 PM

**Art Suitecase**
Japanese Origami Doll

**Write and Draw on Writing Journal**
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<tr>
<th>Japan</th>
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<td><em>Japanese Book</em></td>
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<td>Reading</td>
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<td>Stations</td>
<td><em>Japanese Counting Book</em></td>
<td><em>Japanese Book</em></td>
<td><em>Japanese Book</em></td>
<td><em>Carp Banner</em></td>
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<td>Afternoon Activities</td>
<td><em>Japan/Nippon Book</em></td>
<td><em>Japan/Nippon Book</em></td>
<td><em>Japan/Nippon Book</em></td>
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Introductory Lesson
KWL Chart

Purpose: By using the KWL Chart, the teacher will elicit the student's background knowledge about what they know about Japan.

1. Verbally, the students will tell the teacher what they know about Japan, what they want to know about Japan.

2. The teacher will write the responses on the KWL Chart.
<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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</table>
The Great Wave

Grade: 1st

Book: The Great Wave

Vocabulary: “Ojiisan
   “Tsunami”

Objective: At the end of the lesson, students will be able to understand that it is dangerous to ignore signs of bad weather. Students also will understand that in a catastrophic situation the people in the communities depend on each other. Furthermore, the students will learn that Japan is country by the sea and that long ago rice was grown there.

Instruction: 1. The teacher will elicit on the student’s background knowledge about natural dangers. The following questions will be ask:
   a) What kind of damage can earthquakes, storms and floods cause?
   b) What can people do to protect themselves during these disasters.

2. The teacher will ask the students to predict what the story is going to be about?

3. The teacher will stop reading in the middle of the story to ask some questions to check for understanding of the story.

4. The teacher will discuss the vocabulary words with the students using the big vocabulary chart.

Evaluation: The students will write the new vocabulary words on their vocabulary list.
My Home in Japan

Grade: 1st

Book: My Home in Japan

Vocabulary: kimono
          "take uma"

Objectives: At the end of this lesson, the students will learn about how people live in Japan. They also will learn about Japan’s customs.

Instructions: 1. The teacher will ask the students about how people in Japan live? What is the shape of the houses in Japan? What are the shape of the houses in America? What is the traditional Japanese clothing? What they eat? What do we eat compare to what they eat? What games do children play in Japan?

2. At the end of the story, the teacher will discuss the vocabulary words with the students using the the big vocabulary chart.

Evaluation: The teacher and the students will recall the main points of the book and write the vocabulary words on their vocabulary list.

Extended Activity: See Japanese Origami Doll Sheet on the activity section.
Grandfather's Journey

Grade: 1st

Vocabulary: endless migration

Objective: The students will understand how people feel when people leave the country where they were born to migrate to another country (migration).

Instruction:

1. The teacher will elicit the students' background knowledge by asking the following questions: Have you ever been to another country for a long time? How did you feel when you were there? Have your parents been out of the country for a long time? Who comes from another country?

2. The teacher will define the word Migration.

3. The teacher will ask the children to make predictions about the story.

4. The teacher will read the story to the students.

5. At the end of the story, the teacher will ask how they feel when they were listening to the story.

4. At the end of the story, the teacher will discuss the vocabulary words with the students using the big vocabulary chart. The students also will write the new vocabulary words on their vocabulary list.

Evaluation: The students will draw and write something they liked about the story on their writing journal.
Umbrella

Grade: 1st

Book: Umbrella

Vocabulary: “mono”
“ame”

Objective: The students will experience how a Japanese girl feels when she receives a gift for the first time.

Instruction: 1. The teacher will ask the students the following questions:
Would you like to be a grown-up like your parents?
Would you like to do things grown-up do?
Have you ever received a gift? How did you feel?

2. The teacher will ask the students to make predictions about the story.

3. The teacher will read the story to the children.

4. The teacher will discuss the vocabulary words with the students using the big vocabulary chart.

Evaluation: The students will write the new vocabulary words on their vocabulary list.

Extended Activity: See Painted Parasol Sheet on the activity section.
Origami

Grade: 1st

Vocabulary: origami

Objective: The children will learn that Origami is the Japanese art of folding. The children will practice this art by making paper Origami Animals.

Materials: origami paper squares
            wrapping paper

Instruction: 1. The teacher will explain what Origami means?

2. Children are going to construct an Origami animal (frog).

3. Instructions are attached to the back of this lesson plan

Evaluation: The teacher will evaluate the students by the outcome of the Origami animal.
Origami, the art of paper folding, is a favorite pastime of Japanese children. The Japanese have practiced origami for more than ten centuries. Brought to Japan by the Chinese, origami became part of the Doll Festival, where children threw folded paper dolls into the river to drive away evil spirits. The shapes of animals, insects, people, and any number of things can be fashioned from paper. In traditional origami, these objects are made, without cutting or gluing, from a single square sheet of paper.

Materials

- origami paper squares (6" or 10") or any stiff lightweight paper (typing paper, wrapping paper, or shelf paper)
Procedure

Follow directions for folding paper to make these animals:

1. Dog

   Fold diagonally along A-B.
   Fold back along C-D.
   Fold forward along E-F.
   Fold back along G-H and add face.

2. Pig

   Fold A and B to C.
   Fold on diagonal.
   Fold ends of ears back in opposite direction.
   Fold up nose of top sheet and add features.

3. Fish

   Fold along A-B.
   Points C and D fold into center fold.
   Fold down corner B.
   Fold again along original A-B centerfold.
   Fold up end to create tail and add details of fish.

Variation

- Look through books on origami and try some of your favorites designs.
- Use large squares of butcher paper for some of your creations.

Integration

- Glue the origami to a piece of construction paper. Draw a background and write a haiku poem to accompany the drawing.
- Make an origami card for a special occasion in the coming year.
Count Your Way through Japan

Grade: 1st
Book: Count Your Way through Japan
Vocabulary: sumo calligraphy

Objective: At the end of the book, students will learn how to pronounce Japanese numbers by repeating them. Students also will learn some about the sites of Japan.

Instruction:
1. The teacher will ask the students the following questions:
   Have you heard anyone speak Japanese? Do you any Japanese words?

2. The teacher will read the story to the children.

4. At the end of the story, the teacher will discuss the vocabulary words with the students. The students will write the new vocabulary words on their vocabulary list. The teacher also will make the children repeat the Japanese numbers 1-10 three times.

Evaluation: The teacher and the students will discuss the main points of the book.

Extended Activity: See Japanese counting Book on the activity section.
**BOILED SPINACH**
**HORENSO**

**MATERIALS:**
* spinach
* soy sauce
* sesame seed

**Vocabulary:**
Horenso

**Objective:**
At the end of the story, the students will learn how boiled spinach is cooked. Students also will eat some of the Boiled Spinach/Horenso.

**Procedure:**
1. The teacher will prepare the Horenso at home.
2. The teacher will explain how the food was prepared.
3. The teacher will offer some of the Horenso to the students.
4. The recipe will be attached to the back of the lesson plan.
Boiled Spinach/ Horenso

Another category of vegetable dishes, ohitashi, are boiled greens served with soy sauce and topped with katsuobushi (dried bonito fish shavings) or toasted sesame seeds. Other vegetables, such as broccoli or green beans, may be substituted for spinach in this recipe.

1 pound spinach
2 to 4 teaspoons soy sauce
3 tablespoons katsuobushi or sesame seeds

1. Wash spinach well and cook in steamer or in pan with ½ cup water for about 3 minutes. (Do not overcook. Spinach should be bright green when done.)
2. Drain spinach and set in cold water to stop cooking. Then with hands, squeeze out as much water as possible.
3. Cut spinach into 1- to 2-inch pieces and stand in 4 individual serving bowls.

4. Garnish with katsuobushi or toasted sesame seeds and pour soy sauce over spinach. (See page 26 for instructions for toasting.)

Serves 4
WORDS I LEARNED ABOUT JAPAN.

VOCABULARY LIST:
1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
9. _______
10. _______
11. _______
12. _______
Activity

The suitcase

Grade: 1st

Materials: 2 sheets of construction paper
glue or stapler
crayons
scissors

Purpose: The purpose of the suitcase is for the students to save their projects and writings. When the unit is over, they may share the suitcase with friends and family members to increase learning. The suitcase may be used by the teacher to evaluate the student's progress and understanding of the subject.

Directions: 1. Use two pieces of construction paper (12"x18") to form the long sides of the suitcase.

2. To secure the suitcase on the sides, cut pieces of construction paper and glue them to the sides. Pieces must be (one 2"x18") and (two 2"x12").

3. Two handles must be cut to complete the suitcase.

4. The front of the suitcase will be a Japanese flag.
Japan

1. Cut a strip of colored paper for a pipe. Glue this strip to the back of the head.
2. Cut a strip of colored paper for the head and glue it to the back of the head.
3. Glue the head pattern to the back of the head.
4. Fold the head pattern and tape it to the back of the head.
5. Glue the head pattern to the back of the head.
6. Cut a strip of colored paper for the head and glue it to the back of the head.

Egypt

1. Color and cut out scarab pattern.
2. Glue scarab to construction paper and cut slightly larger than scarab.
3. Punch hole in top of scarab and glue scarab to construction paper.
4. Punch hole in hole punch and string yarn through hole to hang.

Israel

1. Create both stems into thirds. Make ends of one stem to make triangle.
2. Twist ends of one stem together to make triangle.
3. Thread second stem under and over each side of first triangle as shown. String yarn through star point for hanging.
Painted Parasols

Parasols plain and fancy are used everywhere in Southeast Asia. When Thais travel by foot, they use parasols to keep off the sun and rain. Fancy parasols are used at weddings, state functions, and various celebrations. In many Thai villages rice farmers supplement their income by making beautiful painted parasols. They fashion the frames from bamboo, cover them with layers of paper, and paint the completed parasols with festive designs.

Materials

- small umbrellas available as party favors (one per student)
- white tempera paint
- brushes
- assorted markers
- sequins and glitter (optional)
- glue
Procedure

1. Open the umbrellas and paint them white.
2. When dry, use markers to create your own festive designs. Glue on sequins or glitter if desired.

Variation

- Paint a large mural of brightly decorated parasols. Include many views: inside pattern of ribs, parasols from above, etc.

Integration

- Act out a skit about farmers going to market carrying their parasols.
Activity

Japanese counting Book

Skills: eye-hand co-ordination
       fine motor skills
       reading and writing numerals
       following directions

Materials: numeral sheet
           scissors
           stapler
           Japanese number chart

Purpose: The purpose of this book is for children to practice writing and pronunciation of Japanese numbers (1-10).

Directions: 1. The teacher will go over the big Japanese chart number.
            2. The children will trace the dotted lines that represents the Japanese numbers.
            3. In the first line, children will write the number in English.
            4. On the bottom line, students will write the number in Japanese.
            5. Children will cut all pages and put them in order (1-10). Then, they will staple them together in the upper right corner.
            6. Students will try to read the numbers to each other.
<table>
<thead>
<tr>
<th>9</th>
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<tbody>
<tr>
<td>九</td>
<td>十</td>
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<tr>
<td>one</td>
<td>ichi</td>
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