

Please bring this unit overview to the follow-up session on **October 27, 2012**. We will work together to improve our units, which should be completed by **Friday, November 30**.

General Requirement:

Develop a unit or extended lesson sequence of at least three to five lessons based on the lectures, readings, and study tour provided by Phila-Nipponica. The unit should connect in a meaningful way to your regular curriculum. The final unit, including lesson plans and supplemental material such as primary sources should be sent or emailed to Paula Roberts(proberts@sas.upenn.edu) by Friday, November, 30.

Purpose of Unit: Explain what you want your students to know and be able to do. How does the unit relate to your curriculum?

In the 10-week program, students will be able to:

- Locate and identify Japan on a map, its various islands and main cities
- Compare and Contrast Japanese culture to US culture
- Gain exposure to Japanese Arts and create personal work following tradition
- Strengthen their creative writing and oral skills through traditional Japanese storytelling
- Strengthen their joy of reading what interests them outside of school through Manga
- Experience Japanese culture through different foods and preparation
- Understand the effects of Japan's topography and environment on its society
- Heighten their awareness of the 3/11 Earthquake & Tsunami and Japan's recovery process
- Reflect on the Bombing of Hiroshima and World Peace
- Gain exposure to Japanese Film and current media
- Travel to various local Japanese related areas and establishments

Target Audience: [Grades 6-8, 10 students, male & female](#)

Essential Questions: These are open-ended questions related to each of the major concepts you will teach. Three to five questions will help students relate information to major concepts.

- 1. As I am learning about this culture, what am I learning about my own?*
- 2. What similarities do I see in my daily life?*
- 3. How do I find out more about what interests me on my own time?*

List major lessons.

[Please see Syllabus attachment](#)

Assessments: Describe in some detail. You should have two or more major assessments. Be sure to address different learning styles. Assessments should require mastery of skills (reading, writing, critical thinking, speaking) as well as content.

Minor Pop Quizzes to assess the students' retention of information will be given tentatively around Weeks #3, 5, and 7. An initial pre-test and survey will be given on the day of introduction. Rewards will be given.

The quizzes will vary:

- Word-Definition matching
- Fill in the blanks
- Comment on pictures and photos
- Location on maps
- Define in their own words

Master of Skills Assessments will focus on projects throughout the program:

Reading: Weeks #5&6

Selected readings of Manga- comprehension

Writing: (writing rubric) Week #10

"Critic's Review" of Movie, final draft by end of program (post to community)

Critical Thinking: Week #8

Current events, follow-up to Tsunami, answer questions

Speaking: (presentation rubric) Weeks 5&6

Kamibashi presentation to group and Lower School students

Describe how Phila-Nipponica provided the background and inspiration for this unit.

The program reflects my experiences on the study tour of Japan as well as the information sessions provided to us prior to the trip. The introduction to Japanese culture is a mix of what we learned and were exposed to last summer. Since this is an out of school time program, I incorporated opportunities for the students to be engaged in various activities and media that they may enjoy or have a desire to be exposed to.

I especially wanted an opportunity for the community to join together for the storytelling piece, so that the older students can be positive role models to the younger students, show that reading can be fun, and both communities have a shared experience of helping each other learn.

Teacher and student resources used in unit.

TEXTBOOK *World Geography*- Prentice Hall, A Global Perspective

Site: The Japan Society

The Kamibashi Man by Allen Say

Project-Based Learning (PBL, diy) Sites

Site: The New York Times

Manga & Movies to be determined (student survey help)

Various Podcasts, including "Radiolab"

Other books, TBD with student survey

Aqila Clement- Girard College
Residential Program- Japan Group Syllabus
11/27/12

Week 1- Geography & Culture Intro “JAPAN RAIL PASSES”

Into to Japan Facts- (Geography of Japan & Intro Lesson, Population, Climate, Religions, History, etc) Compare/Contrast with US (ex. community vs. individualism)

Week 2- Home & School in Japan

Architecture and Housing, old and new. Dense population apts., bath houses, shoes, Extensive Days, Cram Schools & Exams, Show photos and clips from movies
Use of Shinto and Kami for cleanliness and luck in school, imaginary pen pals

Week 3- Japanese Arts & Clothing

The “Floating World,” Wood Block printing, Inkan/Hanko (diy), Haiku, Origami, patterns and textiles, listen to shamisen music, photos of samurai armor (prep for museum)

Week 4 – Japanese Arts & Clothing II

Continue Artwork & woodblocking, Intro Tea Ceremony, theater, shamisen music, Photos & video, how to wear kimono, try on
TRIP to Art Museum

Week 5- Storytelling and Manga

Kamishibai: Storytelling through drawings Kamishibai Man, Creative Writing, Oral Reading, Presenting-- *If in budget* ---PRESENTER
Manga: Learn History of Manga, Tezuka, international popularity and spread to other Media, Anime. Encourage reading into adulthood, “*Densha Otaku*” Select Readings

Week 6- Storytelling and Manga II

Continue select readings & creative writing, complete project for presentation
VISIT Lower School and present stories, community effort
Watch Anime version of Manga stories- various selection

Week 7 – FOOD

Japanese Seafood & Agriculture, Food Culture, “Obento,” holidays & treats
Students make rolls, food taste test (still working on presenter)
(If extra time in week, *technology & transportation*- student interest)

Week 8- the March 11th Earthquake & Tsunami (and meltdown)

Geology of Japan, Brief explanation of plate tectonics
Locate & Discuss of 3/11, Survivor Stories, Readings & Video Discussions
History of other earthquakes, floods, Japan & World- (US. Hurricane Katrina, Sandy)
Rebuilding & Community Support & Effort- Current Events

Week 9- The Bombing of Hiroshima and the Search for Peace

Clips from “Double Blasted” Radiolab, survivors, Hibakusha, DNA
The story of Sadako- Peace Museum, Origami Cranes
Introduce outside reading, *Hiroshima* by John Hershey

Week 10- Japanese Films, after the war & present

Godzilla, Samurai, Kurasawa, J-Horror Craze -Watch Clips
Watch Hayao Miyazaki - Grave of the Fireflies, Write a Critic’s Review

Week ????- Special (when warmer)

TRIPS- Spring- Trip to Shofuso, Cherry Blossoms, Tea Ceremony,
Theater performance trip?

21st Century Lesson Plan

Program	Introduction to Japanese Culture
Date	Monday & Tuesday, Dec 3 & 4, 2012

Objectives

Week 1- Geography & Culture Intro "JAPAN RAIL PASSES"

Intro to Japan Facts- (Geography of Japan & Intro Lesson, Population, Climate, Religions, History, etc) Point out cultural differences from US (ex. community vs. individualism)

Supplies Needed

Markers, pens
Small notepads to turn them into "passes" to Japan
Computers, technology 5:15-5:45pm (Rm 101)

Today's Lesson (continues into Tuesday)

First discuss the entire 10-wk trimester and the expectations in the club- do a pre-quiz to assess what the students know and a quick survey of what the students want to learn in their "Japan Rail Passes"

Begin with a "Trip to Japan"

Monday -Geography & Environment

Using Maps & Photos- Locate Japan on Map, Compare to US
Names of Islands, Popular Cities & sights, locate
The Geography of Japan and surrounding seas & countries
Earthquakes!
Climates, similarities to Eastern US
Population, Demographics
Religions
Worksheet- Japan map (draw, highlight)

Tuesday- General Compare & Contrast- US & Japan Culture

Next, students pair up and move from table to table to see unusual photos and create curiosity and discussion. (Shoes at door, individual vs. conform)

Going back to what they know from Monday, locate, question.

In pairs, do research on other examples of what they have learned (computers)

(Give cue words to support search)

Report back to groups on what they found out!

Action Items for Following Session

Next week we continue into "Home & School" in Japan.

21st Century Lesson Plan

Program	Introduction to Japanese Culture
Date	Monday & Tuesday, Dec 10 & 11, 2012

Objectives

Week 2- Home & School in Japan

Architecture and Housing, old and new. Dense population apts., bath houses, shoes, Extensive Days, Cram Schools & Exams, Show photos and clips from movies
Use of Shinto and Kami for cleanliness and luck in school, etc...

Supplies Needed

Copier paper, Markers, pens, poster board (white, 10pk)
Computers, technology 5:15-5:45pm (Rm 101)
(Photos, etc)

Today's Lesson (continues into Tuesday)

Start by asking students to draw out their homes, or their friend's homes that they like. Follow up by showing Japanese home layout, past & present. Compare

Back to population- remind large, but small country. Also the structure for earthquakes. How do they make it work?

Photos of apts, homes, community areas, Examples in Tokyo & Kobe (earthquake & rebuild)

Quick group activity- knowing this information of family & housing, create a neighborhood together. Where are the homes? Schools? Etc?

Families- (photos) household, patriarchy, filial piety, tradition

Schools- (photos) compare a day at Girard to a Japanese school –Ask students to go through their routine schedule, and then see a Japanese student's schedule.

Lunch?

Afterschool Clubs?

Homework?

EXAMS!!!

Ask questions reflecting on Week 1- what do you see happening in their schools that enforce their society's norms and beliefs? What things are repeated? What is important?

Independent activity- Imagine you had a Japanese penpal. What would you ask him or her??? What would you say about your school, pro's? con's?

Action Items for Following Session

Next week we begin Art & Fashion, preparing for Art Museum trip on Week 4