

**Purpose of Unit:**

Students will be in the midst of a year-long study of city design and world geography. Social Science units on the UN, Middle East, Asia, and Africa and Science units on Water, Energy and Land are aligned in “City Spotlights’ every Friday. After studying the United Nations and the Middle East, students will turn their attention to Asia. During this unit, we will focus on rapid urbanization by focusing on cities of East Asia.

**Target Audience: 7<sup>th</sup> and 8<sup>th</sup> Grade**

**Essential Questions:**

How do cities respond to natural and man-made disasters?  
Does innovative city design make city life more sustainable?  
How do cities grow around religious sites?  
What role does religion play in East Asian history and life?

**Major lessons:**

Hiroshima, Japan – Response to the A-Bomb

Sendai, Japan - Response to 3/11/11

Kobe, Japan – Response to the Earthquake of 1995

Overarching Question: How do cities respond to natural and man-made disasters?

**Hiroshima Lessons**

**Background:**

Show pictures from Hiroshima visit and video from the peace park museum.

**Critique:**

Listen to stories from Hiroshima survivors.

<http://teacher.scholastic.com/activities/wwii/hiroshima/index.htm>

<http://www.pri.org/theworld/?q=node/3970>

Students will read over the effects of the A-bomb and then order them from most significant to least significant.

How has Hiroshima survived?

“The Peace Memorial as the anchor of a new city”

<http://www.time.com/time/world/article/0,8599,1087168,00.html>

Students will complete a web tour of Hiroshima since 1945.

**Create:**

Students will imagine a major event in Philadelphia's last 60 years. If you were to reimagine the city, what would you anchor it with? And why?

**Sendai Lessons**

In these lessons we'll review the historic tsunami that struck Japan in on March 11, 2011.

Background:

The earthquake that caused the tsunami is one of the most 5 powerful earthquakes in the last 100 years. This tsunami has been one of the best documented – as there are ample video, eyewitness accounts, and news sources that we can use to analyze the challenges that Japan faces.

*Focus Question:*

What will it take in order for us to be able to answer this question?

To do so we will review the background of tsunamis, as well as briefly review Japan's unique history as the most tsunami prone country in the world.

Narrated Animation of 3/11/11 Tsunami:

[http://www.youtube.com/watch?feature=player\\_embedded&v=Lo5uH1UJF4A](http://www.youtube.com/watch?feature=player_embedded&v=Lo5uH1UJF4A)

Tsunamis Explained

[http://www.youtube.com/watch?feature=player\\_embedded&v=dJBS94GVyuo](http://www.youtube.com/watch?feature=player_embedded&v=dJBS94GVyuo)

Footage of the 3/11/11 Tsunami

[http://www.youtube.com/watch?feature=player\\_embedded&v=TRDpTEjumdo](http://www.youtube.com/watch?feature=player_embedded&v=TRDpTEjumdo)

Show students slideshow from my trip to Sendai, and read a narrative of a survivor.

By end of class, answer: what is the most significant challenge that Japan faces in the wake of the 3/11/11 tsunami?

Background for teacher:

[Nuclear Reactor Problem Explained](#)

(<http://www.cnn.com/video/-/video/world/2011/03/14/dnt.japan.reactor.explainer.nhk>)

[A Visual Guide Inside Japan's Nuclear Reactors](#)

(<http://www.npr.org/2011/03/15/134545461/interactive-inside-japans-nuclear-reactors>)

**Resources for the class:**

<http://learning.blogs.nytimes.com/2011/03/11/teaching-ideas-the-earthquake-and-tsunami-in-japan/>

<http://www.theatlantic.com/infocus/2012/03/japan-earthquake-one-year-later/100260/>

**News Article Jigsaw Activity:**

Groups will be assigned a different news articles to read and summarize.

Each of these news articles deals with a specific aspect of this tragedy; loss of productivity due to power outages, the possibility of an even more deadly aftershock, possible nuclear meltdown and wide scale radiation, huge financial costs, and a death toll of over 18,000.

In your group, you will read your article and summarize the significant challenge that their article represents with web notes.

1. Take notes on the effects on people, natural and built environments, and effects on the community
2. Colour code the effects to show the effects on people, the natural and built environments, and any effects on the economy
3. Students review their diagrams and consider what effects or challenges will, in their opinion, become longer term challenges and explain why by completing a table – aim for 3- 5 longer term challenges.

Expert groups will be given 4-5 minutes to discuss your article to make sure that your have the same idea and information regarding your challenge.

Expert groups will then be mixed in order that students summarize the main idea of their article to their classmates. While they are summarizing, each student takes notes on the graphic organizer.

Each student is responsible to summarize each challenge, what that challenge means for the Japanese people, and brainstorm what it will take to overcome this challenge. After each student has shared, each mixed group will have a discussion on which challenge they feel is the most significant.

[TEPCO Warns of Major Blackouts, Urges Conservation](#)

<http://www.ibtimes.com/tepcu-warns-massive-blackouts-urges-conservation-275323>)

[Aftershocks Continue to Rattle Japan](http://en.rian.ru/natural/20110319/163087580.html)

(<http://en.rian.ru/natural/20110319/163087580.html>)

[CNN Earthquake Could Be Most Expensive Ever](http://money.cnn.com/2011/03/13/news/international/japan_earthquake_cost/)

([http://money.cnn.com/2011/03/13/news/international/japan\\_earthquake\\_cost/](http://money.cnn.com/2011/03/13/news/international/japan_earthquake_cost/))

[Japan Quake Death Toll Passes 18,000](http://www.guardian.co.uk/world/2011/mar/21/japan-earthquake-death-toll-18000)

(<http://www.guardian.co.uk/world/2011/mar/21/japan-earthquake-death-toll-18000>)

[Japan Calls for Help Evacuating At-Risk Residents](http://www.npr.org/2011/03/19/134687184/japanese-calls-for-help-in-evacuating-residents)

(<http://www.npr.org/2011/03/19/134687184/japanese-calls-for-help-in-evacuating-residents>)

[Japan Relief Efforts Centered at US Military Bases](http://www.npr.org/2011/03/20/134699706/japan-relief-efforts-centered-at-u-s-military-bases)

(<http://www.npr.org/2011/03/20/134699706/japan-relief-efforts-centered-at-u-s-military-bases>)

[Nuclear Disaster Draws attention to Rural Population](http://www.npr.org/2011/03/20/134709238/nuclear-disaster-draws-attention-to-rural-population)

(<http://www.npr.org/2011/03/20/134709238/nuclear-disaster-draws-attention-to-rural-population>)

[Japan Earthquake To Exacerbate Asia's Slowdown](#)

(link no longer works)

Create:

Using Voicethread, students will pick three images from the Sendai Earthquake and write about the images on line. Students will share and discuss these images online with one another.

Current Events Due next week related to something currently happening in Japan related to tsunami recovery.

Kobe Lessons – Transformation as a response to The Great Hanshin Earthquake of '95

**Overarching Question:** Does innovative city design make city life more sustainable?

Part I: What happened early morning on January 17<sup>th</sup> 1995?

Background:

PPT Presentation on the Kobe Earthquake of 1995.

Students will read several personal accounts and newspaper accounts of the earthquake of 1995, and share stories through a jigsaw.

Critique:

Students will assess the damage of the quake through photographs, videos, and primary sources (emergency kits from the Kobe Disaster Museum).

<http://www.youtube.com/watch?v=LkZLjH2yUo4>

<http://www.asiapacificmemo.ca/rebuilding-kobe>

Google image search: The Great Hanshin Earthquake of 1995

<http://www.youtube.com/watch?v=q-l3ZRAtpP4>

Create:

Students will create personal narratives from the viewpoint of survivors of the 1995 Earthquake.

Part 2: How Kobe has recovered from the 1995 disaster?

Background: Kobe, the City of Design

Readings, maps, videos.

Hope to skype with an official of Kobe (if possible).

Critique:

Students will assess Kobe's response to the Earthquake of 1995 and the steps the city has taken since 1995 to be better prepared for any further Earthquakes.

Students will study and critique photographs from my visit, from the internet.

Create:

Using Kobe as an example, students will create a blueprint of 3-4 ideas in city design to improve their city that they are designing on Sim City Deluxe (an ongoing project).

Students will write a narrative describing each of these ideas in detail.

Kyoto - Famous Temples and Shrines of Kyoto

Part One:

Major religions of East Asia (Adapted from National Geographic Education: [http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g68/religion.html?ar\\_a=1](http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g68/religion.html?ar_a=1))

Overview:

The continent of Asia has been the birthplace of many of the world's major religions. Today, Asia continues to reflect the religious diversity of the planet. In this lesson, students will conduct an in-depth review of one of the major world religions by focusing on its origins, beliefs, and history. They will then explore reasons for the spread or decline in Asia of each of the major world religions. Finally, students will predict the continued spread of religions based on current events in Asia.

Objectives:

Students will

- identify major world religions founded on the Asian continent;
- describe major characteristics of world religions; and
- describe factors that influence the spread or decline of religions in a region.

Opening:

One of the defining cultural elements of a region may be the religious affiliation of its people. Asia not only has significant populations of the world's major belief systems, but is the continent on which many of those religions were founded.

Begin the lesson by asking students to list religions with which they are familiar. As they share their responses, group the religions or denominations on the board appropriately, showing how religious groups or denominations relate to each other. Subgroups should be listed with the major religious tradition with which they are associated. For example, students may mention Southern Baptists, Methodists, or Catholics, which should be grouped under "Christianity"; Sunni and Shiite groups should be listed under "Islam"; Theravada and Mahayana groups under "Buddhism"; etc. Grouping related religious bodies will help students to understand their interrelationships.

Emphasize to students that the religions highlighted here are just representations of the diversity of religions practiced and founded in Asia.

Development:

Divide students into pairs. Assign each pair one of the major religions currently practiced in Asia. Then, have the students use National Geographic's interactive Map Machine ([http://education.nationalgeographic.com/education/mapping/interactive-map/?ar\\_a=1](http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1)) Student Edition to learn more about that religion and its origins in Asia.

Students will also read text examples from each religion. Students should take "I notice, I think, I wonder" notes and use the [Major Religion Review](#)

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(<http://education.nationalgeographic.com/media/vintage/www.nationalgeographic.com/xpeditions/lessons/10/g68/religionstudent.pdf>) worksheet as an organizer.

[Religion: Buddhism](#) (link no longer works)

[Religion: Christianity](#) (link no longer works)

[Religion: Confucianism](#) (link no longer works)

[Religion: Hinduism](#) (link no longer works)

[Religion: Islam](#) (link no longer works)

[Religion: Judaism](#) (link no longer works)

[Religion: Shamanism](#) (link no longer works)

[Religion: Shinto](#) (link no longer works)

[Religion: Zoroastrianism](#) (link no longer works)

Have pairs of students compare, contrast, and collate their results with other students who were assigned the same religion. Then, have each group of students present their findings to the class. As they present, note on a large map of Asia where the religion was founded and where it currently is practiced.

Ask the students to reflect on the final question on the Major Religion Review worksheet. Explain that religions have gained or lost popularity over time for a variety of reasons. Have students brainstorm factors that may influence the foothold that a particular religion has on a region. (Responses may include such factors as politics, trade routes, high population centers, transportation, war, etc.)

Explain that another factor affecting how quickly a religion spreads and how long it remains in a region is the physical landscape of the region. Ask students what natural boundaries would act as a hindrance to the spread of a religious system (deserts, mountains, extreme climate). Ask students to draw arrows on the class map to indicate likely avenues for the spread of the belief system between where it was founded and where it is currently practiced.

Closing:

Have students reflect on the emergence of the major religions in Asia by examining the class map showing the spread of the belief systems. Give each student a blank map of Asia and ask them to predict the flow of religious beliefs for each of the major religions over the next 100 years. Explain that they should reflect on [current events in Asia](http://asiasociety.org/policy) (<http://asiasociety.org/policy>) as a factor in the spread or decline of each of the religions. Then, on the reverse side, have students describe why they think the spread of the major religions will take their predicted route.

Suggested Student Assessment:

Teachers can use the students' predictions as an indication of their understanding of the content of this lesson.

Extending the Lesson:

- Have students explore some of the most sacred religious sites in Asia by visiting [Sacred Sites and Pilgrimage Traditions of Asia](http://www.sacredsites.com/asia/) (<http://www.sacredsites.com/asia/>).
- Ask students to extend their knowledge of religions and belief systems of Asia by doing further research into other religions and belief systems that have played crucial roles in

the cultural development of the people in this region. Include Taoism, Confucianism, Jainism, Sikhism, Zoroastrianism.

- Have students generate a physical time line for the religions of Asia using note cards and yarn. Each card should contain the name of a religion/belief system in Asia, founder (if appropriate), and description of the original founding area and contemporary area of influence.
- Have students research the spread of one of the religions of Asia and generate a series of thematic maps over the life of the religion.

### **Key Concepts**

1. Confucianism
2. Shamanism
3. World Religion
4. Hinduism
5. Islam
6. Shinto
7. Buddhism
8. Belief System
9. Christianity
10. Asian Culture
11. Religion Founding
12. Asian Religion
13. Major Religion
14. Judaism
15. Religious Diversity
16. Asian Pacific Heritage Month
17. Zoroastrianism

### **Part Two: Religion in the context of Cities - Kyoto**

(Adapted from National Geographic -

[http://education.nationalgeographic.com/archive/xpeditions/lessons/12/g68/citiesasia.html?ar\\_a=1](http://education.nationalgeographic.com/archive/xpeditions/lessons/12/g68/citiesasia.html?ar_a=1))

Students have been identifying the characteristics of cities throughout the year. In this exercise, students will analyze the influence of geography on patterns of urban settlement and the role geography plays in the types of cities that develop. Students will create a list of different types of cities and then compare and analyze different Asian cities.

Objectives:

Students will

- identify the characteristics of cities;



- describe the influence of geography on patterns of urban settlement and the strength of cities;
- provide examples of the interrelationship between geography and human belief systems;
- explore how rulers use cities to enhance their authority; and
- analyze the role of cities in trading patterns.

Development:

Divide students into pairs. Give each pair of students a physical map of a region in Asia and have them speculate about where they think cities might have developed and why. Tell them to consider any significant physical features that might impact urban development. An example would be to think about where cities in the Middle East were created (since we just studied the ME).

After students have noted on their maps where they believe a city would grow, have them cross-reference their maps with a map showing selected major [contemporary](http://www.lib.utexas.edu/maps/map_sites/cities_sites.html) ([http://www.lib.utexas.edu/maps/map\\_sites/cities\\_sites.html](http://www.lib.utexas.edu/maps/map_sites/cities_sites.html)) and [historic](http://www.lib.utexas.edu/maps/historical/history_asia.html) ([http://www.lib.utexas.edu/maps/historical/history\\_asia.html](http://www.lib.utexas.edu/maps/historical/history_asia.html)) cities in Asia. Reconvene as a class to discuss reasons for the placement of the actual cities.

Some cities were carefully planned before they were built. Often the plan was intended to symbolize and reinforce the ruler's power and authority. Have students speculate how they would locate a city so it symbolized and strengthened the ruler's power and authority. Ask them:

- What would be at the city's center?
- Where would the streets go?
- Where would the religious buildings be?

Have students analyze the plan of Beijing, China. Ask them how the plan gives the impression that the ruler was the authority. (Other cities that demonstrate the leader's power include Xi'an [formerly Chang'an], China; Delhi, India; and Hangzhou, China.)

Tell students to suppose that a city was built as a **commercial center**. Ask them:

- What geographic features are essential for good commerce?
- Where would the markets be?
- Where would the streets go?

Have students analyze [Canton \(Guangzhou\)](http://maps-guide.org/china/guangzhou-map.htm) (<http://maps-guide.org/china/guangzhou-map.htm>), China. Ask them:

- How does its geographic position and layout enhance its commercial importance? (Other major commercial cities include Kozhikode (Calicut), India;

Malacca, Malaysia; Singapore; Hong Kong; Guangzhou, China; Samarqand and Bukhoro, Uzbekistan; Baku, Azerbaijan; Turpan and Shanghai, China; and Mumbai, India.)

Besides political and commercial cities, there are also planned cities that represent the people's idea of the cosmos or of the ruler's relationship to the cosmos. They are sometimes called **cosmic cities**. Many Chinese cities are planned "cosmic" cities, intended to express and maintain the ruler's power. Show students the plans of [Xi'an](http://www.travelchinaguide.com/map/xian/xian.htm) (<http://www.travelchinaguide.com/map/xian/xian.htm>), and [Kyoto](http://www.lonelyplanet.com/maps/asia/japan/kyoto/) (<http://www.lonelyplanet.com/maps/asia/japan/kyoto/>) and have them note the similarities in the plans. The ruler's sacred power, which radiated out over the city, was symbolized by this carefully laid-out city plan. Angkor Wat and Angkor Thom, cities in the Khmer Empire, are also cosmic sites. Have students discuss in what ways these centers are replicas of the cosmos.

A fourth type of city is a **sacred city**, one that grows at a sacred site such as at the base of a sacred mountain or at a location associated with a famous person. Its development is often haphazard—as pilgrims gather there and merchants come to sell their goods, a city gradually grows. Unlike a cosmic city, which can be built at any site, a sacred city cannot be moved; the site is what is most important. [Jerusalem](http://www.passia.org/jerusalem/maps/0_M_A_P_S.htm) ([http://www.passia.org/jerusalem/maps/0\\_M\\_A\\_P\\_S.htm](http://www.passia.org/jerusalem/maps/0_M_A_P_S.htm)) in Israel, [Mecca](http://www.al-islam.org/ziyarat/maps/macca/macca.htm) (<http://www.al-islam.org/ziyarat/maps/macca/macca.htm>) in Saudi Arabia, and [Varanasi](http://www.webindia123.com/city/up/varanasi/intro.htm) (<http://www.webindia123.com/city/up/varanasi/intro.htm>) in India are sacred cities. Have students look at the plans of these cities.

Some cities in Asia were built up by colonial powers and were intended to support their imperial strengths. Lahore, Pakistan; Shanghai, China; and Bombay (Mumbai), Calcutta, Goa, and Delhi, India; are examples of **colonial cities**.

**Critique:**

Show students photographs from my trip in Kyoto, as well as my visit to Kamakura.

Look at a map of Kamakura and Kyoto together and explain why each of these cities is a Cosmic City.

Have students examine maps of other Asian cities to determine if those cities would be classified as commercial, cosmic, sacred, or colonial. Students will explain with three reasons why they believe the city is classified as such.

**Create:**

Students will be asked to plan their own cosmic or sacred cities; incorporating religious and sacred sites into a city plan.

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Their plans should include a map of the physical area in which the city is placed—indicating protective geographic features, trade routes, or other aspects—and a ground plan of the city. It should indicate the public space, how it is used, and where the diverse ethnic or religious groups live. Have students share their city plans with the whole class.

Assessments on all lessons:

- Quiz on Shintoism and Buddhism
- City Design Critiques and Creates (blueprints)
- Notebook work
- Informative Writing – Reflections on changing ideas about City Design
- Persuasive Writing where students incorporate ideas learned about city design into their own writings about their city's Mission Statement