Virtual Travel to Japan

**Topic:** Modern Japan  
**Subject / Course:** East Asian Studies  
**Designer:** Lynda Hauman  
**Class Periods:** One 70 minute period  
**Grades:** 9 - 12

This lesson was designed for a blended grade classroom with 15 students at an alternative school. The East Asian Studies class meets every other day for 70 minutes, and each student has his/her own laptop. This lesson would take place after students have studied Japan’s history. However, individual teachers could modify the activities to best meet the needs of their classes.

### Stage 1 - Desired Results

**Pennsylvania Academic Standards:**

**Geography:**
- 7.3.9.C - Explain the human characteristics of places and regions by their cultural characteristics.
- 7.3.12.C - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
- 7.3.9.C - Explain the human characteristics of places and regions by their settlement characteristics.
- 7.3.12.C - Analyze the significance of human activity in shaping places and regions by their settlement characteristics.

**Understandings / Goals:**
Students will grow in their understanding of 21st Century Japan.

**Essential Questions:**
- What do you know about modern Japan?
- What is unique about the Japanese culture?
- What is unique about the Japanese cities?

**Objectives:**
- Students will identify aspects of modern Japan they already know.
- Students will explore places to go in Japan.
- Students will plan a trip to Japan.

### Stage 2 - Assessment Evidence

**Performance Tasks:**
Students will plan a trip to Japan that demonstrates their understanding of modern Japanese cities and culture.

**Key Criteria:**
- Students can be assessed based on the following criteria:
  - Participation during the warm-up activity:
    - Did the student brainstorm ideas and share them with the class?
  - Trip to Japan:
    - Did the student identify characteristics of three Japanese cities to visit?
    - Did the student identify two cultural sites to visit in each city?
    - Did the student display critical thinking skills as they planned their transportation and route?
  - Participation during the class discussion:
- Did the student share their trip with the class?
- Was the student engaged (laptop closed and actively listening) while other students discussed their trips?
- Did the student participate in the discussion about each trip?

**Other Evidence:**
Depending on how you typically assess your students’ grade for your class, you can adjust these performance indicators to fit your grading system.

**Stage 3 - Learning Plan**

**Learning Activities:**

- **Warm Up**
  - Have students list 5 words that come to their minds when they think about modern Japan.
  - Each student should then share the words they wrote.
  - As they share, type each word into a wordle (www.wordle.net).
  - Then, hit create. Project the image and discuss students’ background knowledge about Japan.
  - Share the following quote from Lonely Planet with the class.
    - “When you hear the word Japan, what do you think of? Does your mind fill with images of ancient temples or futuristic cities? Do you see visions of mist-shrouded hills or lightning fast bullet trains? Do you think of suit-clad businesses men or kimono-clad geisha? Whatever image you have of Japan, it’s probably accurate, because it’s all there.”

- **Virtual Travel**
  - Inform students that they will have the opportunity to plan a trip to Japan. Today, they will plan their virtual travel and share their trip with the class.
  - As they plan, students should select three cities to visit. For each city, they should learn about that city’s characteristics (what makes it unique). They should also research at least two cultural sites to visit in each city. Finally, students can consider transportation arrangements and their budget as they plan their trips.
  - Here are some additional topics for students to consider:
    - Time of year for the trip
    - Flights (they can look at Priceline, Expedia, etc.)
    - Places to stay
    - Food / restaurants to try
  - Allot for 30–40 minutes of student research time. Students can work in pairs if they wish.
  - When students are ready, have them take turns discussing their trip with the class. After each student (or pair) shares, ask a few questions to encourage class discussion. Modify the questions based on student responses. Here are a few questions to get you started:
    - Why did you select those cities?
    - Did anyone else choose the same cities?
    - What interests you about those particular cultural sites?
    - Do you think you would ever actually go on this trip?
    - Those are a few suggestions to get you started – feel free to ask questions depending on your students’ interests and the amount of time you have.

- **Around Tokyo Video**
  - With about 10 minutes left in class, conclude the discussion and play the “Around Tokyo” video. I made this video after my trip to Japan, and it highlights was I did when I was there. The video is 6 minutes and 50 seconds long.
  - Use the final minutes of class time for a Q&A session about anything students noticed on the video.

**Additional Information**

**Adaptations:**
You can easily extend this lesson to have students

**Materials:**
- Student computers with internet access
create an iMovie or Keynote with pictures from the cities they want to visit. Additionally, for students who struggle with open-ended assignments, you can suggest three cities for them. This will help them get started!

<table>
<thead>
<tr>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Wordle (<a href="http://www.wordle.net">www.wordle.net</a>)</td>
</tr>
<tr>
<td>- Lonely Planet (<a href="http://www.lonelyplanet/japan">www.lonelyplanet/japan</a>)</td>
</tr>
</tbody>
</table>

- Teacher computer and projector
- Around Tokyo video
This lesson was designed for a blended grade classroom with 15 students at an alternative school. The East Asian Studies class meets every other day for 70 minutes, and each student has his/her own laptop. This lesson would take place after students have studied Japan’s history. However, individual teachers could modify the activities to best meet the needs of their classes.

### Stage 1 - Desired Results

**Pennsylvania Academic Standards:**

**Civics & Government:**
- 5.2.9.A – Contrast the essential rights and responsibilities of citizens
- 5.2.12.A - Evaluate an individual’s civic rights, responsibilities and duties
- 5.2.12.G – Evaluate what makes a competent and responsible citizen

**Understandings / Goals:**
Students will grow in their understanding of 21st Century Japan.

**Essential Questions:**
- What do you know about Japanese economics?
- What is the role of companies in Japanese society?
- What should the role of companies be in American society?

**Objectives:**
- Students will identify Japanese companies.
- Students will analyze the role of corporate social responsibility in Japanese companies.
- Students will think critically about the role of companies in society.
- Students will compose a letter to a local company that encourages corporate social responsibility.

### Stage 2 - Assessment Evidence

**Performance Tasks:**
Students will find evidence of corporate social responsibility in one Japanese company. Students will also apply their understanding of corporate social responsibility to American companies. To do this, students will compose a letter to a local company that encourages corporate social responsibility.

**Key Criteria:**
- Students can be assessed based on the following criteria:
  - Participation during the warm-up activity:
    - Did the student attempt to find anything about Japan’s economy in the news?
    - Did the student share his/her findings with the class?
    - Was the student engaged (laptop closed and actively listening) while other students shared?
  - Japanese Companies:
    - Did the student identify one Japanese company?
    - Did the student provide evidence (at least one example) of corporate social responsibility from that company?
    - Did the student share his/her information on the class GoogleDoc?
**Letter:**
- Did the student identify a local business to contact?
- Did the student compose an appropriate and professional letter that explains corporate social responsibility and encourages the company to responsibly get involved in society?

**Other Evidence:**
Depending on how you typically assess your students’ grade for your class, you can adjust these performance indicators to fit your grading system.

### Stage 3 - Learning Plan

#### Learning Activities:

- **Warm Up**
  - If you have newspapers available, give a newspaper to each student (or each pair). If you do not have newspapers available, students can use various news sources on the internet for this activity.
  - Give the students about three minutes to search the newspaper to see if they can find any information about the Japanese economy. (What they find will depend on the day, but there will always be stock market information in the business section.)
  - Have students share what they found – if anything!
  - Ask students if they already know anything about Japan’s economy.

- **Economy Video**
  - Play the economy video. This will encourage students to think about several difference aspects of Japan’s economy.

- **Defining Corporate Social Responsibility**
  - The end of the video asks students to consider corporate social responsibility.
  - Divide the class into three groups – Corporate, Social and Responsibility. Have each group develop a definition for their word.
  - Each group should share their definition, and as they do type and project their responses (or write them on the whiteboard).
  - With the three definitions, ask each group to create a definition of corporate social responsibility. Each group should share with the class again.
  - Discuss their responses and provide them with a variety of definitions from the web by showing them the Google results for “define: corporate social responsibility.”

- **Corporate Social Responsibility GoogleDoc**
  - Next, have students select one Japanese company. (Wikipedia has a great list of Japanese companies.)
  - They should visit the company’s website (the English version!) and find at least one example of corporate social responsibility.
  - Create a class GoogleDoc, and invite students to collaborate. Each student should post the company he/she found and one example of corporate social responsibility.
    - Example: “Omron actively addresses environmental issues such as the conservation of natural resources and creating eco-friendly products.”
  - Provide students with about 10 minutes to find their example of corporate social responsibility.
  - Then, have each student describe the company he/she found and the example of corporate social responsibility. As each student shares, discuss the value of corporate social responsibility. Depending on how the discussion lasts, it might carry over to the next class day.
  - After all students share, ask “What does this GoogleDoc show us about these Japanese businesses?”
  - Allow students to consider this question and discuss their answers.

- **Letters**
  - Now that students have a good understanding of corporate social responsibility, they will
consider ways to improve corporate social responsibility in local businesses.

- Students should identify one local company.
- Students will compose a letter to the company that includes the following information:
  - Description of corporate social responsibility
  - At least two examples of how to be socially responsible in business practices
  - Explanation of the importance of corporate social responsibility
  - The letter should be at least a paragraph long and free from typographical errors.
- You can provide class time for students to work, or assign the letter as a homework assignment.
- Feel free to have students share the letter with the class.

### Additional Information

**Adaptations:**
You can extend the letter writing activity to include peer reviewing, more research about the local company, or preparing the letter for mailing!

**Materials:**
- Class set of newspapers
- Student computers with internet access
- Teacher computer and projector
- Economics video

**References:**
- Omron Corporation (www.omron.com)
- GoogleDocs
This lesson was designed for a blended grade classroom with 15 students at an alternative school. The East Asian Studies class meets every other day for 70 minutes, and each student has his/her own laptop. This lesson would take place after students have studied Japan’s history. However, individual teachers could modify the activities to best meet the needs of their classes.

### Stage 1 - Desired Results

**Pennsylvania Academic Standards:**

**Geography:**
- 7.3.9.C - Explain the human characteristics of places and regions by their cultural characteristics.
- 7.3.12.C - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.

**Civics & Government:**
- 5.2.12.G – Evaluate what makes a competent and responsible citizen

**Environment & Ecology:**
- 4.8.10.C – Analyze how human activity can cause changes in the ecosystem
- 4.8.12.D - Analyze the international implications of environmental occurrences

**Understandings / Goals:**
Students will grow in their understanding of 21st Century Japan.

**Essential Questions:**
- What does Japan do to protect the environment?
- How do other countries compare to Japan when it comes to environmental issues and protections?

**Objectives:**
- Students will compare and contrast US and Japanese environmental issues.
- Students will create a poster that illustrates environmental issues and protections in an East Asian country.

### Stage 2 - Assessment Evidence

**Performance Tasks:**
Students will participate in an activity that will allow them to think critically and make comparison between the US and Japan. Students will also work in a group to create a poster that illustrates environmental problems and protections in an East Asian country.

**Key Criteria:**
- Students can be assessed based on the following criteria:
  - US and Japan Comparison
    - Was the student engaged (laptop closed and actively listening) during the statistics comparison?
    - Did the student participate by sharing a statistic?
<table>
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<tr>
<th>Poster Work</th>
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<td>Was the student on task as he/she worked in the group?</td>
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<td>Did the group include at least 3 examples of current environmental concerns and 3 examples of current environmental protections on their poster?</td>
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<td>Did the group provide citations of the sources they used?</td>
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### Other Evidence:
Depending on how you typically assess your students’ grade for your class, you can adjust these performance indicators to fit your grading system.

#### Stage 3 - Learning Plan

### Learning Activities:

- **Warm Up** –
  - As a class, take the “Green Schools Report Card Quiz” (see references)
  - You can just project the quiz and decide on answers as a class.
  - Discuss initiatives at your school to help protect the environment.

- **Environment Video**
  - Show the Eco-Friendly video to the class. This video highlights several aspects of steps many Japanese take to protect the environment.

- **Japan v. USA**
  - Print and distribute United Nations environmental statistics from Japan and the US (see references)
  - Divide the class into two groups – Japan and the USA
  - Each group should review the environmental statistics from their country and highlight statistics that they think are really good (or really bad!)
  - Depending on students’ background knowledge, they might need to look up some terms (GDP, GHG, etc.)
  - Then, each group should take turns sharing their statistic to compare with the other group.
    - Example - Japan “We generate 3,306,000 tons of hazardous waste a year” USA – “Oh, we generate 34,788,488 tons of waste a year.”
  - Go back and forth between groups and discuss the trends each group finds.
  - Remind students to take population and size into consideration as well!

- **Environment Posters**
  - Now that your students have compared the US to Japan, they will investigate other countries in East Asia.
  - Divide the students into 5 groups – Japan, China, Korea, Mongolia & Vietnam.
  - Each group should use news sources on their computers to find current information about the state of the environment in their country.
  - They will create a mini poster (9x12) with evidence of environmental problems and environmental protections for their country.
    - They can use headlines, images, or short paragraphs to illustrate the environmental concerns and protections
    - Each group should include at least 3 examples of environmental issues and 3 examples of current protections
    - Students can do this digitally, or hands on – you can leave it up to them!
  - You can decide how much class time to provide for students.
  - When the posters are complete, have each group share their posters with the class.
  - As each group presents, discuss similarities and differences between the other countries.

### Additional Information

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<th>Adaptations:</th>
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<td>Instead of having students create a poster, they could</td>
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| Materials: |
make a Keynote and do a more formal presentation. As an extension, students could also write an analysis paper about the reasons why environmental issues are handled differently in different countries.

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<thead>
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<tbody>
<tr>
<td>- Green Schools Initiative (<a href="http://www.greenschools.net/form.php?modin=53">http://www.greenschools.net/form.php?modin=53</a>)</td>
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<td>- United Nations Environmental Statistics (<a href="http://unstats.un.org/unsd/environment/Questionnaires/country_snapshots.htm">http://unstats.un.org/unsd/environment/Questionnaires/country_snapshots.htm</a>)</td>
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<tr>
<td>- Student computers with internet access</td>
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<td>- Teacher computer and projector</td>
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<tr>
<td>- US &amp; Japan United Nations Environment Statistics sheets (enough for each student)</td>
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<td>- Eco-Friendly video</td>
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<td>- Small sheets of poster board</td>
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### Stage 1 - Desired Results

**Pennsylvania Academic Standards:**

**History:**
- 8.1.9.C – Analyze the fundamentals of historical interpretation
- 8.4.12.D – Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe.

**Understandings / Goals:**
Students will grow in their understanding of 21st Century Japan.

**Essential Questions:**
- What can we learn from the legacy of Hiroshima?
- Why is peace so important in the 21st Century?

**Objectives:**
- Students will analyze a hibakusha’s story.
- Students will consider Hiroshima’s message of peace in 21st Century society.

### Stage 2 - Assessment Evidence

**Performance Tasks:**
Students will listen to a hibakusha’s story and participate in a class discussion about peace in 21st Century society.

**Key Criteria:**
- Students can be assessed based on the following criteria:
  - Hibakusha’s Stories
    - Did the student listen to one of the stories?
    - Did the student summarize the story for the class?
    - Did the student demonstrate higher order thinking skills and interpret what he/she heard?
  - Discussion
    - Was the student engaged in the class discussion (actively listening and laptop closed)?
    - Did the student answer any questions?

**Other Evidence:**
Depending on how you typically assess your students’ grade for your class, you can adjust these performance indicators to fit your grading system.

### Stage 3 - Learning Plan
Learning Activities:

- **Warm Up** –
  o Review the information students learned when they studied the dropping of the atomic bomb earlier in the class.
  o Remind students that hibakusha are the survivors of the atomic bomb in Hiroshima and Nagasaki.

- **Public Radio International – The World – Hiroshima Survivor Stories**
  o Have students each listen to one of the four survivor’s stories from Public Radio International’s The World Hiroshima Survivor’s stories (see references).
  o Students can select which of the four stories they would like to listen to.
  o Students should use their headphones
  o As they listen, students should be prepared to summarize what they heard and provide an analysis (how does it make them feel, what do you think that would have been like, does the story sound similar or different to other stories they have heard before)

- **Discussion**
  o Have each student share his/her reactions to the story he/she listened to. Prompt students with additional questions and facilitate a class discussion about the stories.
  o Inform students that we will now consider lessons that we can learn from their stories. (When I was in Japan, the biggest lesson I learned in Hiroshima was the message of peace.)

- **Peace Activity**
  o Give each student an index card with the word peace on it. However, prepare cards so that each card has peace written in a different language. Don’t tell students what the word on the card means!
    - Der Frieden – German
    - La Paix – French
    - Shalom – Hebrew
    - Salam – Arabic
    - La Paz – Spanish
    - Amani – Swahili
    - You can find these and more at http://www.peaceloveandme.com/peacelanguage.html
  o Go around the room, and have each student try to pronounce the word on his/her card.
  o Then, see if any student knows what all the words mean – Peace!
  o Peace in Japanese is Heiwa, which you will hear in the video!

- **Message of Peace**
  o Show the Message of Peace video.
  o After the video discuss the story of Sadako.
  o Make paper cranes! Provide students with square origami paper. If you know how to fold paper cranes, lead students in the activity. If not, there are several YouTube videos with step-by-step directions. This one was particularly helpful: http://www.youtube.com/watch?v=1LHH1AxVOv4
  o Sum up the lesson by discussing the possibility of peace in 21st Century society:
    - Is world peace possible?
    - What would we need to do to accomplish world peace?
    - Would world peace ever be possible? Why/Why not?
    - Why is Hiroshima’s message of peace so powerful?

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**Additional Information**

**Adaptations:**
If students are excited about making paper cranes, you can decide as a class to make enough to send to the

**Materials:**
- Student computers with internet access
- Teacher computer and projector
| Peace Memorial in Hiroshima! | Headphones for students  
|                           | Peace language cards  
|                           | Message of Peace video  
|                           | Origami paper |

**References:**

- Public Radio International (http://www.pri.org/theworld/?q=node/3970)
- YouTube - How to Fold a Paper Crane (http://www.youtube.com/watch?v=1LHH1AxVOv4)