

# Big Map of Crow Boy's Land: Human and Physical Characteristics of Japan

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**Grade Level** 2  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions.

4. The Physical and Human characteristics of Places.

## Arizona Standards

### ELA

#### Reading

#### Integration of Knowledge and Ideas

**2.RL.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Speaking and Listening Comprehension and Collaboration

**2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Language

#### Vocabulary Acquisition and Use

**2.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Other Arizona Standards

### GEOGRAPHY

#### The use of geographic representations and tools help individuals understand their world.

**2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

**2.G1.1** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

**2.G4.1** Identify different physical and cultural regions in the world.

## SIOP Elements

### Preparation

Adapting content

**Linking to background**

**Linking to past learning**

Strategies used

### Scaffolding

**Modeling**

**Guided practice**

Independent practice

Comprehensible input

### Grouping Option

Whole class

**Small groups**

**Partners**

Independent

<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> Individual Group <b>Written</b> <b>Oral</b>
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## Arizona English Language Proficiency Standards

### Listening and Speaking

**Standard 1 The student will demonstrate understanding of oral communications by**  
 B-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.

### Reading

**Standard 4 The student will demonstrate knowledge of reading comprehension by:**  
 B-8: identifying external text features (*e.g., charts, maps, diagrams, illustrations, tables, and timelines*) of text.

B-18: interpreting signs, labels, symbols and captions within the environment.

### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-5: creating a variety of functional texts (*e.g., classroom rules, letters, notes, messages, directions, etc.*) using key words and phrases with instructional support

## Overview

More than ever, it is crucial for children to learn map skills and obtain geographic knowledge. We live in a world that is connected—politically and economically. Current and future generations will travel the world, so an understanding of other cultures and landscapes is increasingly important.

## Purpose

In this lesson the students will use the knowledge that they gained from reading the novel, *Crow Boy* to create a large map of Japan labeling some of its physical and human characteristics. This lesson is a model of how to handle any type of book set in another country so even if your students do not read *Crow Boy* or study about Japan, this lesson can be used. This lesson contains strategies for diverse learners (Ells).

## Key Vocabulary

**human characteristics:** things made by humans like language, houses, and farms

**physical characteristics:** things made by nature like mountains, rivers, and oceans

**culture:** a way of life of a group of people

**map:** a picture or chart that shows human and physical characteristics of a place on Earth

**city:** a place where many people live and work

**mountain:** an area of land that rises very high above the land and is higher than a hill

**river:** a stream of water that flows into an ocean or lake

### Additional Vocabulary for use with PowerPoint

**equator:** an imaginary circle around the middle of the Earth

**Northern Hemisphere:** the half of the Earth that is north of the equator

**Southern Hemisphere:** the half of the Earth that is south of the equator

**North Pole:** the most northern point on Earth

**South Pole:** the most southern point on Earth

**country:** an area of land controlled by its own government

## Materials

- Large Japan map with only the outline of Japan.
- Japan map, color, (legal size) labeled
- Colors pencils or markers
- Atlases
- Samples of different kinds of maps
- Legend for Table-Size Map
- Japan's Human and Physical Features PowerPoint
- Human or Physical Features of Japan Assessment and Answer Key

## Big Map of Crow Boy's Land

- Self-Assessment of Oral Presentation by Expert Cartographers

### Objectives

The student will be able to:

1. Construct a map with symbols and a legend.
2. Locate and discuss human and physical features of Japan using a map.
3. Give an oral presentation.

### Procedures

*Prerequisite: Students have read the book, Crow Boy, and participated in discussions about Japanese culture and landscape as described in the book. They should also know the difference between a human and physical characteristic.*

*Prior Preparation: Print off the table-sized maps of Japan and assemble. You will need one for each group of 3-4 students.*

#### SESSION ONE and TWO

1. Begin the class by having students turn to their shoulder partners and sharing one or two things they remember about the land of Japan as described in the book. Then have one of the partners pick one of their ideas and share it with the class. Write these ideas on the whiteboard under the label: **Land**. Ask them if Land is a human or physical characteristic. Students should recall that land is a physical characteristic. Next to **Land**, write **Physical Characteristics**. (**Preparation: Linking to past learning**)
2. Ask the class, "What are **Human Characteristics**?" and write these words on the whiteboard. Have students give you ideas on what are human characteristics that they learned from the book. If someone says, **Culture**, write it next to **Human Characteristics**. (**Preparation: Linking to past learning**)
3. Distribute Vocabulary Cards for the words already introduced (culture, human and physical characteristics). (**Scaffolding: Comprehensible input**)
4. Next introduce the vocabulary word, **map**. What do we use maps for? How is a map different from a globe? Show some examples of road maps, tourist maps, and an atlas map. (**Scaffolding: Comprehensible input**)
5. Ask the class, "Do you think we can show human and physical features on a map? Let's try and see if we can but first we need to know a few more vocabulary words." Introduce through the Vocabulary Cards the terms: map, mountain, river, city, and country. (**Scaffolding: Comprehensible input**)

6. Project the small color map of Japan. Model how they will create the same map by looking at the small map and transferring the information to the large map. (**Scaffolding: Modeling and guided practice**)
7. Divide the students into groups of 3-4 students. Distribute one table-sized map of Japan, one small color map just like the one projected, and some colored pencils/markers to each group. Tell students to find each of the physical or human features shown on the small map on their big map and use the markers/color pencils to color areas, create symbols and label the locations. (**Grouping Option: Small groups or partners**) (**Application: Hands on**)
8. Allow groups plenty of time to work. As groups are about to finish, distribute the Legend for Table-Size Map. Have groups color and label the symbols they have been transferring from the small map to the big map on the separate legend.
9. Have groups attach the legend they created to their big map.

#### SESSION THREE

*Prior to this session, post the groups' maps on classroom walls.*

10. Tell the class that as Expert Cartographers they need to share their work with others. They will have 10 minutes to prepare their oral presentation. Then each member of the group will present their maps to the whole class. (**Integrating Process: Speaking & listening**) At the end of the presentations, the students will complete the Self-Assessment of Oral Presentation by Expert Cartographers. (**Assessment: Oral and written**)
11. Show the Japan's Human and Physical Features PowerPoint showing images of Japan, Kyoto, Kobe, Osaka, Tokyo, Mount Fuji, Chugoku Mountains, Japanese Alps, Echigo Mountains, Shinano River, Tone River, and Lake Biwa, Equator, Northern and Southern Hemispheres, and North and South Poles. As each slide is projected, have partners decide if the image is of a human or physical feature. Have the class decide whose answers are right.
12. Show the PowerPoint a second time and have the groups stand by their table-size maps that are still hanging on the wall and as a location is projected, they need to find it on the map and point to it.
13. Distribute the Human or Physical Features of Japan Assessment. Show the PowerPoint a third time and call out the feature that they need to decide if it is a human or physical feature (See Answer Key for help).

### Assessment

## Big Map of Crow Boy's Land

### ELA

Students will complete the Self-Assessment of Oral Presentation by Expert Cartographers. The teacher will also complete the same rubric for each group. Mastery will be 3 or higher as scored by the teacher.

Students can complete the Vocabulary Test. Mastery will be seen as 75% or higher on the quiz.

### Geography and ELA

Maps can be graded for completeness and correctness. Mastery will be considered 80% or higher.

### Geography

Human or Physical Features of Japan Assessment can be graded for correctness. Mastery will be considered 80% or higher.

## Extensions

**Biology:** Students can research about crows and their habitat in the USA and Japan.

**Geography:** Create another map based on another book. Learn the additional vocabulary that was shown in the PowerPoint (Northern Hemisphere, etc.). Have students narrate the PowerPoint on the second or third showing. Let them add vocabulary words that are special to Japan and take a test on them.

**Writing:** One of the group maps can be used as a background for a bulleting board where students display their opinion pieces, learned vocabulary, facts, and/or a narrative about Japan.

**Social studies:** Explore the Japanese culture with the video:

<https://video.nationalgeographic.com/video/destinations/japan-dest>

## Sources

Japan maps created by:  
<http://geoalliance.asu.edu/azga/>

images: <http://office.microsoft.com/en-us/images/>

Yashima, Taro. Crow Boy. 1976.