



Far Away and Long Ago: Japan – Past to Present

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Grade Level	1-2
Duration	3-4 class periods

National Geography Standards	AZ Standards	Arizona Social Science Standards
<p>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</p> <p>Element 4: Human Systems 10. The characteristics, distributions, and complexity of Earth's cultural mosaics</p>	<p>Math Common Core Standards Number and Operations in Base Ten (NBT) 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>GEOGRAPHY Human-environment interactions are essential aspects of human life in all societies. 1.G2.1 Compare how human activities affect culture and the environment now and in the past. Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface. 1.G3.2 Compare places past and present as it relates to content focus. Global interconnections and spatial patterns are a necessary part of geographic reasoning. 2.G4.1 Identify different physical and cultural regions in the world. HISTORY The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. 1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles). DISCIPLINARY SKILLS AND PROCESSES Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. 2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p>

Overview

Long Ago and Far Away

Long ago and far away are words we often use with young children to describe places and events from the past. Young children need to make connections to their lives to understand these broader concepts of time and location. Just like a house our Earth is divided into separate “rooms” which are different in size, purpose, and location. These “rooms” can be compared to the seven continents. In addition these “rooms” do not stay the same; they change over time just like places on the earth. The influences and contributions from the past can still be seen in the world today.

Purpose

In this lesson students will gain a better understanding of both the geographical concepts of location and the historical concept of time by studying the ancient civilization of Japan. Students will understand where Japan is located, that it is a very old civilization, and that although Japan has changed over time – its contributions and culture remain.

Materials

- Teacher Background Information (Chopsticks, History of Origami, Origami Cat Directions, Lucky Cat, and How to Bow)

Session One:

- Floor Plan of a House
- Find the Toy worksheet
- The Earth is Like a House Information Sheet
- The Earth is Like a House worksheet
- Map – Our World (labeled)
- Map – Our World (unlabeled)

Session Two:

- Time line labels
- Penny images (23 sheets) cut into 230 strips
- A Long Time Ago Worksheet and Answer Key

Session Three:

- Photo Analysis worksheet
- PowerPoint Story – *Lucky Cat in Japan*
- Student Interactive Story Guide worksheet
- Chopsticks (about 15 pairs)
- Marshmallows or twisted pretzels (or other objects for students to use with chopsticks)
- Origami paper or paper cut to dimensions of 5 ½” x 5 ½”
- Optional: Googly eyes
- Directions for origami cat/dog
- Japanese Paper Plate Fan worksheet and Checklist
- Paper plates

- Popsicle sticks
- Art supplies – crayons, colored pencils and glue

Objectives

The student will be able to:

1. Label the northern and southern hemispheres, North and South Pole, the equator, the Pacific and Atlantic Oceans, Asia, North America, the United States and Japan on a map.
2. Make a time line using pennies to show the approximate age of Japan as a culture and relate to personal life events.
3. Answer questions using the timeline.
4. Draw images of items from the Japanese culture that have changed over time.

Procedures

Prerequisite Skills: Students should have some prior knowledge of hemispheres, North and South Pole, oceans, and equator. (G1S4C1PO4 and PO5)

SESSION ONE: Earth is Like a House

1. **Anticipatory Set:** Ask a student to describe how to get to their bedroom in their house entering at the front door. As the student begins to describe the process – such as “I go through the kitchen and past a bathroom . . .” STOP the student and tell them they cannot use any “house words” (words like living room, bedroom, kitchen, garage, etc.) to describe the journey to the bedroom. Have the student try again. They will have to say things like “I walk into a big area with a stove and table, go through a long space to a room with square things people sleep on”. Stress to students why it is important to have a shared vocabulary when talking to other people. Through this activity help students see that it is much easier when we label locations so that we can all understand where to find people and places.
2. Project the House Floor Plan and explain that a floor plan is another type of map. It helps us to understand where places are located.
3. Explain to students that the Earth is like a house. It is much easier to tell people where things are located and how to get there if we all understand the names of special “rooms”. When we learn about the world we call these special “rooms” **continents**.

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- Project The Earth is Like a House Information Sheet and compare the “House” to the World.
- Distribute and project the Find the Toy worksheet. Have each student draw a line showing the route to the toy. Have students pair and share how they would find the toy using the house floor plan. Practice reading and pronouncing the names of the continents they pass to get the toy.
- Project and read aloud to the students The Earth is Like a House worksheet. Have the students read aloud the words in the word box. Students should fill in the blanks with their word choices.
- Tell students: Japan is a small country located on a mountainous archipelago (group of islands) of four main islands. It is located in the sea more than 115 miles (190 km) from the continent of Asia.
- Distribute the unlabeled Our World map to students and project the labeled Our World map. Have students find Japan and write Japan on their maps. Explain that there are seven very large areas of land on the Earth called **continents** (vocabulary word). Next, have students write the location of Asia on their map.
- Tell students: In order to describe where a place is located on the earth humans (people) use certain words. Japan is in what is called the Northern Hemisphere (use a globe to explain about hemispheres-half the world). The imaginary line that divides the earth into two halves is called the equator. Have students label the equator. Then point out and label the North Pole. Color in the Northern Hemisphere red and color the Equator brown.
- Tell students: The other half of the world is called the Southern Hemisphere. Have students write in the word Southern Hemisphere and South Pole. Color in the Southern Hemisphere green.
- Tell students: In order to get to Japan from the United States, we would have to cross two really large bodies of water – the Pacific Ocean or the Atlantic Ocean. Point out the location of the United States, Arizona, and Phoenix and the two oceans on a map and have students label the oceans and the United States.
- Point out the continents – North America, South America, Antarctica, Australia, Asia, Africa, and Europe on the world map. Have students label North America and Asia on their map. Help students notice that continents are different sizes, some are big and some are small. Point out to students that Japan is located near the Pacific Ocean.
- Tell students there can be many countries on a continent. Ask students if they can name any countries they know about or have visited.
- Be sure students understand the United States is a **country** located on the **continent** of North America and Japan is a **country** located on the **continent** of Asia. May also want to reinforce the concept of a state located in North America and a city located in a state.
- Closure:** Explain to students they will be learning about a country located in Asia called Japan and just like the rooms in the house – the people that use the rooms, the furniture in the rooms, and the way the rooms are used can change. Share with students the analogy of how their own bedroom may have changed from a nursery to a big kid room or a brother or sister has been added, etc.

SESSION TWO:

Note: This is a whole class demonstration activity led by the teacher. Create the Time Line Labels on large sheets of paper for labeling the different parts of this session.

- Anticipatory Set:** Show students a penny. Tell them that for this lesson the penny represents one year of time. Ask how many pennies it will take to show the number of years since they were born (their age)?
- Layout on a large table (or the floor) the 7 or 8 pennies (real or the copies) needed to show the age of the students. Place the label (timeline labels provided) for their birth above the penny at the end of the line.
- Ask them if they know how many years their school has been in existence? Then add on enough additional pennies in the line to make this number of years. Place the label for this event above that penny.
- Ask them if they know how many years Arizona has been a state? Tell them Arizona became a state in 1912. Add additional pennies to make the number of years (ex. 2008-1912 = 96 years so you should have 96 pennies in a row. Place the label for this event above the penny for this event.
- Ask them if they know how many pennies we will need to add to the line to represent the year the United States declared its independence from England? Then add the additional pennies necessary (1776 – use the beginning of the American Revolution).
- Cut the sheets of pennies into strips of ten pennies. Either have students do this or have them pre-cut and ready to use. **Hint:** You could give each student one sheet and have the student glue/or tape the 10 strips.
- Begin by laying out the strips of pennies and have students work together to glue or tape 100 strips of pennies together to make 1000.

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8. Have students count as they go.
9. Stop and have students notice how long their time line is getting. Tell them they are not done yet. Glue or tape together another 100 strips of pennies together to make another 1000. As students realize this is a long time ago, have them add another 30 strips to represent an additional 300 years.
10. Have students add the label "Japan begins" above the last penny. Explain to students they will soon be learning more about Japanese culture which began about 2,300 years ago.
11. Students complete A Long Time Ago worksheet to be used as an assessment.

SESSION THREE: Japan: Past to Present

1. **Anticipatory Set:** Project the three pictures of Phoenix taken over time. Have students tell what they notice about the pictures. Ask them if this is how Phoenix (or their hometown) looks today. You might want to tell students a story about your life in the "olden days" about how a place has changed.
2. Have students work together to come up with the clues that they found and write them on the whiteboard.
3. Project the picture of Lucky Cat. Tell them that Lucky Cat is going to tell them a little about Japan in the old days and Japan now.
4. Distribute the Student Story Interactive Story Guide. While showing the PowerPoint story, have students complete the interactive tasks on the Student Interactive Story Guide. Stop at the appropriate spots in the story and help the students read the worksheet and follow its directions.
5. Optional: If you are short on time or supplies, you may want to omit the chopsticks or origami part of the tasks.
6. Distribute the Japanese Paper Plate Fan worksheet. Give each child one paper plate and one Popsicle stick. On the fan students can draw pictures of what they have learned about Japan from the story and answer the four questions.

7. Distribute the Japanese Paper Plate Fan Checklist and have students self-assess their fans.

Assessment

Geography

Our World map can be graded for correct placement of the physical and human characteristics required **OR** provide students with a blank map and use as a test. Mastery will be considered 80% or higher. The Earth is Like a House worksheet can be graded. Mastery will be considered 80% or higher.

Mathematics

A Long Time Ago worksheet can be graded for accuracy. Mastery will be considered 80% or higher.

History

Student Story Interactive Story Guide can be graded for accuracy. Mastery will be considered 80% or higher.

Japanese Paper Plate Fan Checklist can be used to score student work. Mastery will be considered 80% or higher.

Extensions

- Read the book *The Tale of the Lucky Cat* by Sunny Seki
- Use National Geographic book *Welcome to Japan* for additional facts and information about Japan.
- *Tokyo Friends* by Betty Reynolds is also a great book for younger children.
- Explore other Asian cultures of China and India. Add onto the penny timeline to show that China and India are even older cultures than Japan.

Sources

Welcome to Japan. Robyn Crocker, National Geographic Windows on Literacy