“Ichi-Ni-San-Shi-Go . . . Japan”
Studying Japan using the 5 Themes of Geography

Students learn about Japan’s physical and cultural geography through reference sheets, guided research, and the creation of a 5 Themes Graphic Organizer & Mini-Poster.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Standards</th>
<th>Arizona Language Arts Standards</th>
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<tr>
<td>ELEMENT ONE: THE WORLD IN SPATIAL TERMS</td>
<td>CONCEPT 1: THE WORLD IN SPATIAL TERMS</td>
<td>READING STANDARDS STRAND 1: READING PROCESSES</td>
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<tr>
<td>STANDARD 3</td>
<td>The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</td>
<td>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</td>
</tr>
<tr>
<td>How to analyze the spatial organization of people, places, and environments on Earth’s surface.</td>
<td>GRADES 6-8</td>
<td>CONCEPT 6: COMPREHENSION STRATEGIES</td>
</tr>
<tr>
<td>ELEMENT TWO: PLACES AND REGIONS</td>
<td>PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map. PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied.)</td>
<td>Employ strategies to comprehend text.</td>
</tr>
<tr>
<td>STANDARD 4</td>
<td>GRADES 6-8</td>
<td>GRADES 6-8</td>
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<tr>
<td>The physical and human characteristics of place.</td>
<td>PO 4. Use graphic organizers in order to clarify the meaning of the text.</td>
<td>PO 4. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5</td>
</tr>
<tr>
<td>STANDARD 5</td>
<td></td>
<td>PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims. Connect with: Strand 2 Concept 2</td>
</tr>
<tr>
<td>That people create regions to interpret Earth’s complexity.</td>
<td></td>
<td>GRADE 7</td>
</tr>
<tr>
<td>ELEMENT FOUR: HUMAN SYSTEMS</td>
<td></td>
<td>PO 1. Describe the human and physical characteristics of places and regions.</td>
</tr>
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<td>STANDARD 10</td>
<td></td>
<td>GRADE 8</td>
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<tr>
<td>The characteristics, distribution, and complexity of Earth’s cultural mosaics.</td>
<td></td>
<td>PO 5. Describe how a place changes over time. (Connect with content studied.)</td>
</tr>
<tr>
<td>STANDARD 12</td>
<td></td>
<td>CONCEPT 4: HUMAN SYSTEMS</td>
</tr>
<tr>
<td>The processes, patterns, and functions of human settlement.</td>
<td>Human cultures, their nature, and distribution affect societies and the Earth.</td>
<td>READING STANDARDS STRAND 3: COMPREHENDING INFORMATIONAL TEXT</td>
</tr>
<tr>
<td>ELEMENT FIVE: ENVIRONMENT AND SOCIETY</td>
<td>GRADE 6</td>
<td>Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.</td>
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<tr>
<th>Author</th>
<th>Jeannine Kuropatkin</th>
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<tr>
<td>Grade Level</td>
<td>6-8</td>
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<tr>
<td>Duration</td>
<td>3-4 class periods</td>
</tr>
</tbody>
</table>
STANDARD 14
How human actions modify the physical environment.

STANDARD 15
How physical systems affect human systems.

PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.

PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2

GRADE 7
PO 9. Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.

GRADE 8
PO 3. Describe the characteristics and locations of various cultures throughout the world.

PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.

CONCEPT 5: ENVIRONMENT AND SOCIETY
Human and environmental interactions are interdependent upon one another. Humans interact with the environment—hence, they depend upon it, they modify it, and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

GRADE 6
PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.

PO 4. Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.

GRADE 7
PO 3. Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.

GRADE 8
PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.

PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems.

electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose (Connected to Research Strand in Writing)

PO 7. (Grade 6) and PO 8. (Grades 7-8) Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

WRITING STANDARDS
STRAIGHT 2: WRITING COMPONENTS
CONCEPT 1: IDEAS AND CONTENT
Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

GRADES 6-8
PO 1. Use clear, focused ideas, and details to support the topic.

PO 2. Provide content and selected details that are well suited to audience and purpose.

PO 3. Develop a sufficient explanation or exploration of the topic.

STRAIGHT 3: WRITING APPLICATIONS
CONCEPT 6: RESEARCH
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

GRADES 6-8
PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:

a. paraphrasing to convey ideas and details from the source

b. main idea(s) and relevant details

(See R06-S3C1-05, -06, -07)
(See R07-S3C1-05, -06, -07, -08)
(See R07-S3C1-05, -06, -07, -08)
Overview

As one the world’s most highly developed nations, modern Japan is a paradoxical hybrid of state-of-the-art technology and deeply rooted cultural traditions that somehow coexist harmoniously. Via cultural diffusion, Western culture has adopted much that is Japanese: from cars, electronic components, and sushi, to karaoke, sudoku, and anime. Although most Americans can identify Mt. Fuji, kimono-clad geishas, Buddhist pagodas, and other traditional images of Japan, it is doubtful that they understand the geographic connection such images represent.

Purpose

This lesson is designed to help students: 1) survey the physical and cultural geography of Japan, 2) build research skills, and 3) analyze Japan’s geography using the “Five Themes of Geography” as the vehicle.

Materials

- Student Handout - Arizona Geographic Alliance “Asia” Map
- Student Handout - Arizona Geographic Alliance “Japan” Map
- Color Pencils
- Student Notes & Teacher Keys – “Five Themes Reference Sheets” 1) Location 2) Place 3) Human Environment Interaction 4) Movement 5) Regions”
- Student Guided Practice Worksheet & Teacher Key – “Which Theme is it?”
- Reference books: Encyclopedias, Atlases, Almanacs, Selected books on Japan (see Resources section for recommended titles)
- Student Tip Sheet: “Researching Japan on the Internet”
- Computers with Internet access
- Student Graphic Organizer Template – “Five Themes of Geography”
- Student Mini-Poster Template – “Five Themes of Geography”
- Sample of a completed “Five Themes of Geography” Graphic Organizer & Mini-Poster
- Assessment Rubric for “Five Themes of Geography” Graphic Organizer & Mini-Poster

Objectives

The student will be able to:

- identify on a map the following geographic locations: Japan, China, North and South Korea, Russia, Taiwan, Sea of Japan, Pacific Ocean, Hokkaido, Honshu, Shikoku, Kyushu, Tokyo, Kyoto.
- write framed outline notes on the “Five Themes Reference Sheets.”
- categorize geographic statements about Japan according to the established criteria defining each of the Five Themes
- locate appropriate print and/or electronic references for researching the “Five Themes of Geography” as they apply to Japan.
- apply research to do an accurate analysis of Japan’s geography through a “Five Themes of Geography” Graphic Organizer & Mini-Poster.

Procedures

SESSION ONE

1. Ask students to brainstorm the following question: “When you think of Japan, what images immediately pop into your head?” Generate a class list on the board or on an overhead transparency.

2. Next ask students to identify those items on the list that are Japanese products or ideas that have been widely adopted by the United States. Put a checkmark by those items. Explain to students that they have just identified examples of cultural diffusion. Cultural diffusion is when one culture “borrows” foods, customs, products, holidays, clothing styles, languages, or ideas from another culture. This is a great example of one of the “Five Themes of Geography” called “Movement.” Cultural diffusion represents a “movement of ideas” between cultures.

3. Inform students that the “Five Themes of Geography” consist of: Location, Place, HEI or Human Environment Interaction, Movement, and Regions. Each of these themes provides a useful
tool for examining the overall geography of places on Earth. The “Five Themes” are especially helpful when applied to the study of countries, such as Japan. It is usual to start out with the theme of Location since this theme answers the question, “Where is it?”

4. Pass out Atlases, color pencils and copies of the “Asia” and “Japan” maps that have been printed back to back. Instruct students to look first at the map of “Asia” and pose the following questions and guided instructions. (Note: It is recommended that the teacher make an overhead transparency of this map to serve as a key.)

- What continent is featured on this map? (Asia, the largest of the seven continents)
- Locate and label Japan on the map. Color it red.
- What body of water lies directly east of Japan? (Pacific Ocean) What body of water lies directly west of Japan? (Sea of Japan) Label both bodies of water and color them blue.
- What two countries, located on a peninsula, lie directly west of Japan? (North & South Korea) Color North Korea yellow & South Korea green.
- What large Asian country lies directly west of the two Koreas? (China) Color China orange. Mention that Japan’s history and culture have been greatly influenced by Chinese ideas.
- What large country lies NW of Japan? (Russia) Color Russia purple.
- What small island nation lies directly SW of Japan? (Taiwan) Color Taiwan brown.
- Create a map legend for the countries colored.

5. Have students flip the paper over to the side with the “Japan” map and pose the following questions and guided instructions. (Note: It is recommended that the teacher make an overhead transparency of the answer key.)

- Japan is an archipelago or a chain of islands. How many major islands form the country of Japan? (Four)
- The northern-most island is called Hokkaido (hok – eye – doe). Label Hokkaido.
- Directly south of Hokkaido, lies the largest of the four islands, called Honshu (hon – shoe). Label Honshu.
- The smallest island to the south of Honshu is Shikoku (she – ko – coo). Label Shikoku.
- The island furthest to the south is Kyushu (cue – shoe). Label Kyushu.
- The capital of Japan, Tokyo, is located on the east coast of Honshu (36°N, 140°E). Label Tokyo on the map, using the star symbol.
- The traditional capital of Japan, Kyoto, is located in south-central Honshu (35°N, 136°E). Label Kyoto on the map, using the dot symbol.
- The body of water to the east of Japan is the Pacific Ocean, while the one directly west of Japan is the Sea of Japan. Label both of these.

6. Tell students to use their atlases and completed maps to help them answer the following questions.

- Where is Japan located? (off the east coast of the Asian continent, east of the Sea of Japan and the two Koreas, west of the Pacific Ocean, NE of Taiwan)
- Where is Tokyo located? (on the east coast of the island of Honshu, NE of Kyoto)

7. Inform students that they have just used examples of “relative location” to describe the general position of Japan and Tokyo on earth. Whenever you answer the question, “Where is it?” you are actively engaged in the theme called Location.

8. Pass out the Student Notes entitled “Five Themes Reference Sheet - Location.” As the teacher discusses the theme of Location, and its subcategories of absolute and relative location, the students fill in the missing notes. The teacher displays the Answer Key on an overhead transparency. (Note: When discussing the concept of “absolute location,” it is imperative that students see a map of Japan displaying latitude and longitude grid lines.)

9. Pass out the Student Notes entitled “Five Themes Reference Sheet - Place.” As the teacher discusses the theme of Place, and its subcategories of physical and human characteristics, the students fill in the missing notes. The teacher displays the Answer Key on an overhead transparency.

SESSION TWO

10. Pass out the Student Notes entitled “Five Themes Reference Sheet - HEI.” As the teacher discusses the theme of Human Environment Interaction, and its subcategories of adapting to, modifying, and depending upon the environment, the students fill in the missing notes. The teacher displays the Answer Key on an overhead transparency.
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11. Pass out the Student Notes entitled “Five Themes Reference Sheet - Movement.” As the teacher discusses the theme of Movement, and its subcategories of people, goods, and ideas, the students fill in the missing notes. The teacher displays the Answer Key on an overhead transparency.

12. Pass out the Student Notes entitled “Five Themes Reference Sheet - Regions.” As the teacher discusses the theme of Regions, and its subcategories of political, physical, and cultural regions, the students fill in the missing notes. The teacher displays the Answer Key on an overhead transparency.

13. Pass out the Student Guided Practice Worksheet: “Which Theme is it?” Instruct students to use their “Five Themes Reference Sheets” and maps of Japan to help them answer the questions on the worksheet. Allow students to work with a partner.

Go over the answers when finished.

SESSION THREE

14. Inform students that they will research reference books (and electronic sources, if available) to further analyze Japan’s geography. Explain that their research will result in a final product, a “Five Themes of Geography” Graphic Organizer & Mini-Poster of Japan. Show students the Sample of the completed Graphic Organizer & Mini-Poster.

15. Pass out copies of the Assessment Rubric and go over the criteria for grading the assignment. Use the Sample as a model of an “A” anchor grade.

16. Pass out the “Five Themes of Geography” Templates for the Student Graphic Organizer and Student Mini-Poster. Have a collection of reference books available, including encyclopedias, atlases, almanacs, and selected books on Japan. Note: See the Resources section for some recommended titles.

17. If computers with Internet access are available, pass out the Student Tip Sheet: “Researching Japan on the Internet.” This handout is a handy reference sheet listing general online references, general geography websites, and Japan-Specific websites.

18. Give students the remainder of this session to begin their research.

SESSION FOUR

19. Use session four as a work period for students to complete their research, finish their Graphic Organizer, and design their Mini-Poster. This part of the lesson could also be assigned as homework to reduce this total lesson to three sessions.

Assessment

The teacher-created Assessment Rubric is used to grade the final product: the “Five Themes of Geography” Graphic Organizer and Mini-Poster of Japan. Mastery will be assessed as a minimum score of 4 out of 6 per the holistic-style rubric.

Extensions

Students could choose one topic from their Five Themes Graphic Organizer to perform more in-depth research into Japan’s geography. The research could result in a 2 to 3 page report with bibliographic citations. At least one paragraph of the report should be devoted to analyzing the topic’s connection to one (or more) of the Five Themes of Geography.

Sources

♦ The lesson author uses two Arizona Geographic Alliance maps: “Asia” and “Japan” in Session One. The PDF formatted maps can be found on the Arizona Geographic Alliance Website at: http://alliance.la.asu.edu/azga/ on the Maps link.

♦ A map displaying latitude and longitude grid lines is needed to teach the concept of “absolute location” in Session One (see Step 8). If atlases or a wall map are unavailable, a “Japan and Korea Political Map” can be purchased from National Geographic’s online store at http://shop.nationalgeographic.com. Go to Maps, Globes & Atlases then to Wall Maps then to Countries and Regions Maps. As of June 2007 the most recent list price is $10.99.

♦ Further background information on the “Five Themes of Geography” can be found at the following websites:

National Geographic Website:

University of Northern Alabama, Department of Geography, Website:
http://www2.una.edu/geography/statedepted/themes.html 5 Themes overview by Lisa Keys-Mathews
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Education World Website: http://www.education-world.com/a_lesson/lesson071.shtml "Five Times Five: Five Activities for Teaching Geography's Five Themes"

♦ Selected reference books on Japan for comprehensive teacher background include:


♦ Copies of the following Japan National Tourist Organization booklet, Your Guide to Japan, can be ordered by contacting JNTO at: http://www.japantravelinfo.com/contact/index.php

♦ Selected books/print resources on Japan for the research component of this lesson include:


General Online References & Resources

http://www.infoplease.com/ This is a GREAT general reference site, with hot links to the Information Please Almanac, InfoPlease Atlas, Dictionary, and the Columbia Encyclopedia, Sixth Edition.


Some General Geography Websites

http://www.state.gov/r/pa/ei/bgn/ U.S. Department of State’s Background Notes on countries of the world

http://www.worldclimate.com/ Type in a SPECIFIC city name to find its average monthly temperature, average monthly precipitation, and latitude/longitude coordinates.

http://www.lonelyplanet.com/destinations/ Choose a Region (Asia), then a Country (Japan) to get to a wide menu of choices about geography and travel tips for the tourist.

Some Japan-Specific Websites

http://www.jinjapan.org/ Japan Information Network Website Portal to numerous websites, including:

♦ http://web-japan.org/kidsweb/
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Kids Web Japan
♦ http://web-japan.org/factsheet/
  Japan Fact Sheet
♦ http://web-japan.org/atlas/index.html
  Japan Atlas
♦ http://web-japan.org/region/
  Regions and Cities
  Trends in Japan
♦ http://web-japan.org/jvt/
  Japan Video Topics
  Nipponia Quarterly Magazine
♦ http://web-japan.org/links/
  Japan Links

http://www.jnto.go.jp/eng/
Japanese National Tourist Organization

http://afe.easia.columbia.edu/
Asia For Educators, Columbia University
Click on the Related Resource Links for Japan

http://spice.stanford.edu/clearinghouse/
National Clearinghouse for U.S.-Japan Studies
Stanford University – Great links to Internet
Guides and Bibliographies on Japanese topics

http://www.japan-guide.com/
Japan Guide Website: Schauwecker's Guide to Japan

http://lcweb2.loc.gov/frd/cs/jptoc.html
Library of Congress: Japan - A Country Study

http://www.askasia.org/
Ask Asia – Educational website – Search Japan

http://asiasource.org/
Asia Source – A resource of the Asia Society.
Numerous links to info and resources on Asian
countries – Search Japan