

Pre-Visit Warm-Up Lesson: Where is Japan?

Kindergarten through Grade Five *Whole Class or Small Group Activity*

Student Target Benchmarks

- SS.K.G.1.1 (explain maps and globes help to locate different places)
- SS.1.G.1.2 & SS.2.G.1.5 (identify key elements (compass rose, cardinal directions, etc; locate Florida, etc)
- SS.2.G.1.3 (label on a map the continents, oceans, etc.)
- SS.3.G.1.2—1.4 (review map elements, label continents & oceans, identify the purpose of different maps)
- SS.4.G.1.4 (interpret physical maps using map elements)
- SS.5.G.1.2 (use latitude & longitude to locate places)
- LACC.K5.RI.3.7 (use information gained from photographs to demonstrate understanding)



Student Pre-Visit Assessment: What do you think of when you think of Japan? Write/draw your facts and thoughts. Share with your classmates. (Teacher: Save for Post-Survey.)

Teacher-Led Lesson or Team Investigation:

- ◇ Where is Japan? Identify the continents on a map or globe. Locate Japan, the United States, and Florida. Clarify state vs. country.
 - Younger students define “island.” Introduce cardinal directions.
 - Older students identify the major islands of Japan. Practice cardinal directions and identify the lines of longitude and latitude.
- ◇ Which ocean separates the two countries? Which bodies of water surround Japan?
 - Help younger students identify land and water on a map/globe.
 - Older students identify the four bodies of water around Japan.

Enrichment: What is the Pacific Rim or the Ring of Fire? Locate and identify.

- ◇ How long does it take to travel from the U.S. to Japan? *from FL about 17 hours of actual flight time; 9.5 to 13.5 hours across the Pacific; about 24 hours door-to-door*
- ◇ Predict the climate of Japan with students using their knowledge of U.S. climates (as Japan stretches approximately from New York to Florida).

Introduce the upcoming field experience to the Morikami. Use images, phrases, poetry, publications, etc. to inspire and evoke curiosity . **ASSIGNMENT:** Compile a class list of questions you’d like answered while at the Morikami. E-mail the list to bkawazur@pbcgov.org at least one week before your scheduled tour to give docents time to prepare your customized tour.

Background Information: See “Preparing For Your Visit”

Field Trip Behavior: Discuss museum etiquette (our guidelines are located on the *Preparing For Your Visit* page) with your students before coming to the museum.

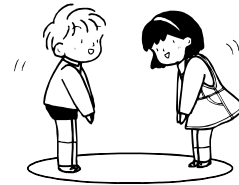
Main Lesson: Guided Tour

Students are divided into two or three groups.

Student Target Benchmarks

- SS.(K,1).A.2.3 (compare U.S. holidays with those of other cultures)
- SS.2.A.2.8 (explain cultural influences and contributions of immigrants)
- SS.2.E.1.3 (recognize U.S. trades with other nations to exchange goods)
- SS.3.G.4.4 (identify contributions from various ethnic groups to the U.S.)
- SS.4.A.6.3 (describe contributions of significant individuals to Florida)
- WL.K12.NM.6.4 (recognize products of culture)
- LACC.K5.SL.1.2 (determine main ideas/details from information presented orally)
- LACC.K5.SL.1.3 (ask and answer questions about information from a speaker)
- LACC.K5.RI.3.7 (use information gained from photographs to demonstrate understanding)

Warm-Up: Docents greet students with *konnichiwa* (hello) or *ohayoo gozaimasu* (good morning) and a culturally-correct bow. If the Pre-Visit Assignment was completed, docents acknowledge it at this time and incorporate your group's special interests into the tour.



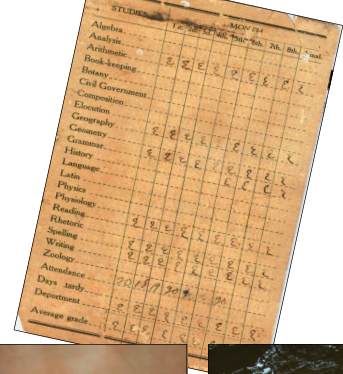
Japan Through The Eyes of a Child (40 min)

Explore a series of six rooms that delve into the everyday life styles of the children of Japan, from convenient public transportation choices to rigorous school routines, from changing household customs to bustling shopping districts! With a docent as your guide, learn about contemporary society in this island country.



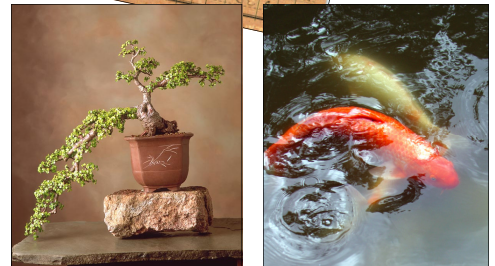
Who is it? What is it? How do we celebrate it? (20 min)

This docent-led session introduces students to Sukeji "George" Morikami through his fifth grade report card (at the age of 22, he attended fifth grade in a Florida elementary school to learn better English!) and the Yamato Colony pictorial exhibit. Morikami is remembered every year at Obon, one of the most important annual events in Japan. Students also discover Japanese New Year, Girls' Day, and Boys' Day.



Bonsai and Koi Encounter (15 minutes)

Discover bonsai, living works of art, and koi, another living collection at the Morikami. Critically analyze one utilizing appropriate vocabulary. See Background Information.



Wrap-Up:

Docents gather students together to share what they learned about Japan, and the similarities and differences they discovered. Concluding the tour, students and docents bow and



Post-Visit Reflection Lesson: What Do We Share?

A class activity for younger students, an independent or small group activity for older students

Student Target Benchmarks

- SS.K-1.A.2.3 (compare our nation's holidays with holidays of other cultures)
- SS.2.A.2.8 (explain the cultural influences and contributions of immigrants)
- SS.4.A.6.3 (Describe the contributions of significant individuals to Florida)
- LACC.K5.W.1.1 (write opinion pieces: introduce topic, state opinion, give reasons, and conclude)
- LACC.K5.SL.2.4-5 (recount an experience with appropriate facts, use multimedia components)

Student Post-Visit Evaluation: Review the Pre-Survey Assessment. Were your facts, thoughts, or sketches accurate? Explain. Did the docents answer your questions? Write/draw new facts you learned about Japan. Share any new questions you have about Japan and find the answers.

Teacher-Led Lesson or Individual/Team Recording of Information Learned

- ◇ What aspects of culture do Japan and the U.S. share? Record in the center of a Venn Diagram.
- ◇ Document features that are unique to Japan and to the U.S. on opposite sides of the Venn Diagram.
- ◇ Would you like to live in Japan? Write or digitally record in detail the pros and cons, citing specific examples from the information learned during your recent field experience at the Morikami.

Areas of Study
Greetings
Tourist Information
Transportation
School Life
Community Life
Home Life
Holidays or Celebrations

Follow-Up Activity K-Grade 5: Create a 5" x 8" postcard of your Morikami field experience. (Stringbean's Trip to the Shining Sea by Vera B. Williams has some wonderful examples of different postcards.) Encourage maps, cartoons, word bubbles, pictorial directions, etc.

OR

Share the picture book, Museum Trip by Barbara Lehman. Have each student or team illustrate, present orally, or mime a magical adventure at the Morikami.

Enrichment: What cultures are represented in your classroom? Community? Use a world map to locate countries. Have each student share one piece of information about their culture/ancestry, such as a food, holiday, or sport. Document it and add it to the map (Post-it Notes work great).

Follow-Up Activity Grades 2-5: Make and complete the *Destination: Yamato Colony* suitcase found in Resources. On the back of the suitcase, write a note thanking Sukeji George Morikami for the major contribution he made to our community. *the donation of 200 acres of land to Palm Beach County*