

Mitchell N. Clark: Toledo Christian Schools
TIP # 4: Modern Japan: Tsunami Relief [4-5 Days]
East Asian Teaching Plans for 2005-2006

THE BIG IDEA

Students will discover how the natural disasters associated with tsunamis can be anticipated and defended against. They will see that human action can positively influence the environment and that global phenomena require remarkable international efforts and cooperation. They will see that:

1. Local residential areas rolled back their developed areas and erected sea walls to fend off the surging waves.
2. Oceanic observatories can be erected for advanced wave detection.
3. International, pan-pacific detection can note triggers likely to set off a tsunami.
4. Non-political cooperative groups have mounted a comprehensive study of the Pacific Rim in an attempt to define the risks and responses possible for all concerned.

RATIONALE

Students will become aware of international efforts to cooperate compassionately in view of the horrific impact of natural disasters such as tsunamis.

LESSON BLOCKS

1. Students will use outline maps to define areas of past tsunamis.
2. They will visit websites to see the devastation of
3. They will study efforts made in Japan to abate tsunamis
4. They will chart regional alert centers within Japan.
5. They will note that efforts have been made throughout the Pacific Ocean to cooperate internationally in tsunami abatement

ASSESSMENT:

Homework, quizzing and class discussion will confirm understanding.

GRADE ADAPTATION

Target Grade Level → Ninth Grade

NCSS STANDARDS

Risks of Tsunami	[NCSS: VIII. B,C,D]
Abatement of Tsunamis	[NCSS: VIII. B,C,D]
Cooperation with nations	[NCSS: III. A, D, E, F, H]

WEBSITES

www.kn.pacbell.com/wired/fil/pages/webstunamispa.html

<http://fga.freac.fsu.edu/academy/auspac.html>

www.humboldt.edu

www.infowars.com/articles/world/japan US to supply tsunami warnings

www.prh.noaa.gov/itic/tsunami

www.prh.noaa.gov/itic/library/itic

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Dore, R. Internationalism and the U.N. New York: Routledge, 1997.

Field, Sherry L., Project Director. Tora no Maki III: Lessons for Teaching about Contemporary Japan. National Council for the Social Studies Publications, 1998.

Goossen, Theodore W., editor. The Oxford Book of Japanese Short Stories. Oxford University Press, 2002.

Grimes, W. Unmaking the Japanese Miracle. Ithaca: Cornell University Press, 2002

Hideki, R. The Price of Affluence: Dilemmas of Contemporary Japan. Tokyo: Kondansha, 1985.

Jansen, Marius. The Making of Modern Japan. Cambridge: The Belknap Press of Harvard University Press, 2000.

Murphey, Rhoads. East Asia: a New History. New York: Pearson Education, Inc, 2003.

Teaching East Asian Units to be developed → integrated with NCSS standards

Tsunamis: risks, abatement, cooperation [NCSS: III. A, D, E, F, H & VIII. B, C, D]

III. People, Places, and Environments

- A. enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- B. have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- C. teach learners to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- D. help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- E. challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- F. help learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies; H• have learners explore the ways Earth's physical features have changed over time; and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
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VIII. Science, Technology, and Society

- B• provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- C• have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- D• prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;