


Japanese Society 
Plan created by Tracy Imamura
March 9, 2004

I. Purpose:

A. Big Concepts:

1. To investigate Japanese society through the perspective of local residents.
2. To gain a comprehensive understanding of all aspects of Japanese society and culture.
3. To identify internal diversity of Japan.
4. To aid Japanese language learner in putting their learning into a social context.

B. Essential Questions:

1. How do you imagine everyday life to be in Japan?
2. What are some of the ways society is structured?
3. Why are there several different ways of saying apparently simple words like 'go', 'come' and 'eat'?
4. In what ways would your life be different if you were living in Japan today?
5. In what ways would your life be similar to the life that you are leading now?

II. Rationale:

A. To expose students to various aspects of Japan comprising history, family, upbringing, community, education, religion, ritual, work, leisure, politics, and law.

B. To expose students to the diversity that is to be found in Japan.

III. Materials:

- A.** Class set of: Understanding Japanese Society, by Joy Hendry (RoutledgeCurzon, New York: 2003)
- C.** Witness Protection Program handout (one/student).
- D.** Venn Diagram for entire class to see posted on board/bulletin board.
- E.** Portfolios/Scrapbooks (brought to class by students)
- F.** Construction paper, glue, scissors, computer clip-art.etc (provided by the teacher)
- G.** Videos (DVDs) listed at the end of each chapter under 'Films' (Teacher chooses which videos to show)
- H.** Computer Disc given during Teaching about Asia Seminar
- I.** <http://www.kyoto-su.ac.jp/information/famous/> (a list of famous Japanese)

IV. Activities:

- A.** Read one chapter of Understanding Japanese Society by Joy Hendry per week for 12 weeks.
- B.** As each chapter is read and discussed, students will begin to fill-in Venn diagram posted in front of room.
- C.** Teacher will show relevant pictures from computer disc for further discussion.
- D.** Once a week students will view one of the movies/documentaries suggested at the end of each chapter.
- E.** Students will be placed in the 'Witness Protection Program' and begin to create their new identity using the portfolio/scrapbook. (in Japanese)

F. At the end of the twelve weeks, students will present their portfolios to the class.

V. Assessment:

A. Portfolio/Scrapbook (in Japanese)

B. Students' oral presentation of the Portfolio/Scrapbook (in Japanese)

VI. Intended Grade Level: Japanese 4 (11-12th grade)

Japanese Cities

13 largest Japanese cities:

(populations as of 2001)

<u>Tokyo</u>	8.0 million
<u>Yokohama</u>	3.4 million
<u>Osaka</u>	2.5 million
<u>Nagoya</u>	2.1 million
<u>Sapporo</u>	1.8 million
<u>Kobe</u>	1.5 million
<u>Kyoto</u>	1.4 million
<u>Fukuoka</u>	1.3 million

<u>Kawasaki</u>	1.2 million
<u>Hiroshima</u>	1.1 million
<u>Saitama</u>	1.0 million
<u>Kitakyushu</u>	1.0 million
<u>Sendai</u>	1.0 million

A

Aizuwakamatsu
u
Akita
Aomori
Asahi
Ashikaga
Asahikawa
Ashiya

B

Beppu

C

Chiba
Chichibu
Chofu

D

Dazaifu

F

Fuji
Fujinomiya
Fujisawa
Fujiyoshida
Fukui
Fukuoka
Fukushima
Fukuyama
Funabashi

I

Ichihara
Inuyama
Ise
Ishinomaki
Iwai
Izumisano
Izumo

J

Joetsu

K

Kagoshima
Kakunodate
Kamaishi
Kamakura
Kamogawa
Kanazawa
Kariya
Kashima
Kashiwa
Kasugai
Kasukabe
Kawagoe
Kawasaki
Kitakata
Kitakyushu
Kobe
Kochi
Kofu
Komatsu
Koriyama
Koshigaya

M

Maebashi
Matsue
Matsumoto
Matsusaka
Matsushima
Matsuyama
Misawa
Mito
Miyako
Miyakonojo
Miyazaki
Morioka
Mutsu

N

Nagano
Nagaoka
Nagasaki
Nagoya
Naha
Nara
Narita
Niigata
Nikko

O

Obihiro
Odawara
Ogaki
Oita
Okayama
Okazaki
Omuta

S

Saga
Saitama
Sakai
Sanjo
Sapporo
Sasebo
Sendai
Seto
Shimada
Shimonoseki
Shiroishi
Shizuoka
Suzuka

T

Takaoka
Takamatsu
Takarazuka
Takasaki
Takayama
Tochigi
Tokushima
Tokyo
Tottori
Toyama
Toyohashi
Toyota
Tsu
Tsukuba

U

Ube

G
Gifu

H
Hachinohe
Hachioji
Hakodate
Hakone
Hamamatsu
Haramachi
Himeji
Hiraizumi
Hiratsuka
Hiroshima
Hirosaki
Hofu

Kotohira
Kumagaya
Kumamoto
Kurashiki
Kure
Kurume
Kushiro
Kyoto

Onomichi
Osaka
Otaru
Otsu
Oyama

Ueda
Uji
Utsunomiya

W
Wako

Y
Yamagata
Yamaguchi
Yatsushiro
Yokkaichi
Yokohama
Yokosuka

Z
Zama

Japanese Society Project Rubric

Name: _____ Class: _____ Date: _____

_____ **Layout 1**
Introduction

_____ **Layout 6**
watashi no tomodachi

_____ **Layout 2**
suki/kirai

_____ **Layout 7**
watashi no uchi

_____ **Layout 3**
kazoku

_____ **Layout 8**
hoshii mono

_____ **Layout 4**
shigoto

_____ **Layout 9**
watashi no machi

_____ **Layout 5**
watashi no ichinichi

_____ **Layout 10**
tabi

Each Layout will be examined and awarded points based on the following rubric:

- 12** Complete and very comprehensible. Well organized and presented. Appropriate language has been used correctly and is relevant to the theme. The main idea has been clearly conveyed and supporting visuals that are relevant and interesting have been provided. Evidence of research and cultural authenticity is clearly shown.
- 10** Generally complete and comprehensible. Generally well organized with few minor problems. The message is unclear in places. The language used is inadequate to make the message totally clear. The main idea has been conveyed, but adequate relevant visuals to support it have not been sufficiently used. Evidence of research and cultural authenticity is generally present.

- 8** Somewhat incomplete and somewhat incomprehensible. Poorly organized. Order is illogical and confusing in places. Language is used inappropriately or incorrectly. Problems in language usage significantly distort meaning and inhibit communication in some instances. Frequent mistakes in character usage. Many of visuals are irrelevant and or do not adequately support the main idea. Evidence of research and cultural authenticity is not clear.
- 5** Incomplete and incomprehensible. The main idea is unclear. Inappropriate presentation. The lack of organization distorts or completely obscures the main idea. Mistakes in character usage make the item incomprehensible. Problems in language usage distort meaning and completely inhibit communication. Visuals are nonexistent or random and irrelevant. Evidence of research and cultural authenticity is minimal.

Presentation Rubric

Name: _____ Class: _____

A [20-18]

- Interesting and informative-presenter knows the content and subject well.
- Expertise was evident.
- Presentation was creative and original.
- Project was fully explained and covered in detail
- Professional and serious, prepared and ready on time.
- Much thought and rehearsal evident
- Made eye contact and seemed truly involved and excited about the project.

B [17-16]

- Presentation was missing some of the requirements for an A

C [15-14]

- Presentation was average, not outstanding.
- Project was not covered in detail.
- Not so professional and serious-could have been better prepared and organized
- Somewhat interesting, but could have been more informative.

D [13-12]

- Presentation needed much more attention and work.
- Project was not covered well.
- Presenter seemed bored with own project-presentation seemed like a chore.
- Not very informative or interesting.
- Presentation could have been much better prepared.

F [11-0]

- Student was incredibly rude or annoying during one or more presentations.
- No presentation was given.