

Title: Understanding Interpersonal Relations in Japanese Culture

Subject: Sociology: Understanding culture - Norms and Values

Grade Level: This lesson is for grades 10-12 in a basic sociology class. It could easily be adapted to the lower grades by reducing the complexity of the analysis and discussion surrounding the activity. Perhaps focus more on the concept of right and wrong in a comparison of cultures.

Time Duration: This lesson can be completed in five regular class periods, fewer for teachers with block scheduling.

Overview: During the Sociology unit on Culture, students will discuss norms as a way of determining values. Students will look at the Japanese concepts of uchi, soto, tatemae and honne.

Objective:

- Students will be able to define the concepts of uchi, soto, tatemae and honne
- Students will develop an understanding of the social concepts surrounding these terms
- Students will understand how these concepts affect family structure and relations with foreigners.
- Students will be able to draw inferences between Japanese and American culture using the sociological concepts of primary and secondary groups, in groups and out groups.

Materials:

- Understanding Japanese Society pgs 47-50
- The 100% Complete Illustrated Guide to Japanese Systems: The Inscrutable Japanese Pgs 47-50
- Guided Notes for Understanding Japanese Society pgs 47-50
- Rubric for grading the projects

Activities and Procedures:

Day 1

- Bell work: Is it better to be on the outside looking in, or the inside looking out? Students will pair share and record their responses in their daily journal.
- Students will share their ideas. Teacher will lead a discussion on the responsibilities and frustrations associated with each position.
- Teacher introduces the Japanese concepts of uchi, soto, tatemae, honne through a discussion of their meanings.
- Teacher hands out the excerpt from Understanding Japanese Society. Give students time to read this in class.
- Hand out the Guided Notes (see attached) for this reading. Students will complete the reading and Guided Notes for homework.

Day 2

- Bell work: Students will take out their pair share list from yesterday, review them, and now add how their views may have changed in light of yesterday's discussion and the homework. (5 minutes)
- Students will share their ideas with the class. (5 minutes)
- Teacher will introduce the idea of self deprecation as presented in *The 100% Complete Illustrated Guide to Japanese Systems: The Inscrutable Japanese* pg 85-87 and how it is related to the concepts of uchi and soto (10 minutes)
- Students will pair share on the differences between Japanese self-deprecation and American egoism. (5 minutes)
- Share with class (5 minutes)
- In order to demonstrate an understanding of these differences students will work in groups to create an activity that displays these concepts. The students will be broken down into groups of 3 - 4 members. (2 minutes)
- Groups will use the remaining time in the class period to decide as a group which activity they would like to create.
- Each group may choose one of the following:
 - Write and perform a skit depicting a visit to a traditional Japanese home
 - Write a song (or rap)
 - Write and illustrate a short children's story

Homework: Students will brainstorm ideas for their project.

Day3

- Teacher will instruct students will get into their groups and share their brainstorming ideas with their classmates and brainstorm together. (10 minutes)
- Students will decide on an idea through a method mutually agreeable method (5 minutes)
- Students will design their project. (20 minutes)
- Students will determine what still needs to be done and will assign homework among themselves based on remaining project needs.
- Homework: Complete assignments agreed upon by group members

Day 4

- Students will get in their groups to combine the individual parts of their projects.
- They will use the period to finalize their projects and prepare presentation for tomorrow.
- Homework: Wrap up any loose ends regarding presentation of their projects.

Day 5

- Students will present their projects, holding discussion and explanation after each presentation.
- Teacher will grade projects based on a combination of the written work turned in, the presentation and student self-evaluations using the attached rubric.

Understanding Japanese Society
Pgs 47-50
Guided Notes

Define Uchi - _____

Define Soto - _____

Explain the various contexts in which these concepts are taught to children: _____

What Japanese customs reinforce the concept of uchi and soto? _____

What common practice is mentioned in the text that may contribute to the necessity for this strong distinction between inside and outside? _____

In what way can you relate these concepts to your own experience in American society? _____

Understanding Japanese Society
Pgs 47-50
Guided Notes

Define Tatemae - _____

Define Honne - _____

Explain the various contexts in which these concepts are taught to children: _____

What Japanese customs reinforce the concepts of tatemae and honne? _____

What other Japanese concepts are closely related to the concepts of tatemae and honne? _____

In what way can you relate these concepts to your own experience in American society? _____

Explain how do these concepts relate to what you have learned about primary groups, secondary groups, ingroups, outgroups. _____

Name _____

Period _____

Date _____

GROUP WORK PEER EVALUATION

Rate the degree to which each member of the group participated in developing this project. Also, provide comments on your rating for each member.

1 = This member contributed very little to the group project.

2 = This member did at least half of the required work

3 = The member did three-fourths of the required work

4 = The member did all their required work and participated fully in the project.

Name of Group Member

Rating

1. _____ 1 2 3 4

Comments: _____

2. _____ 1 2 3 4

Comments: _____

3. _____ 1 2 3 4

Comments: _____

4. _____ 1 2 3 4

Comments: _____

**JAPANESE CULTURE - UCHI, SOTO, TATEMAE AND HONNE
PROJECT GRADING RUBRIC**

Category	1	2	3	4	Grade / Comments
Degree to which student participated in the group effort	Student contributed little to the group effort, but did participate some.	Student did about half of what was expected of him in the group.	Student did about three fourths of what was expected of him or her in the group.	Student participated fully in the group effort	
Attendance for Presentation	<i>No points will be awarded in this category to students who are not present on the scheduled presentation day, regardless of the reason.</i>			Student participated in the project presentation.	
Creativity			Project is creative	Project is very creative	
Inclusion of Concepts			Project addresses all concepts but is not very clear.	Project clearly addresses all concepts.	