

# Asian World Powers Unit

## TIP #2 Japan

**Purpose:** By allowing students to investigate through research targeted East Asian countries, students will learn the country's geography, history, military conflicts, and how their governments and economies influence the global market.

**Grade Level:** 6<sup>th</sup> Grade

**Length of Project:** Approximately 4-6 weeks (depending on period length). This could be shortened if done as an integrated unit with a Language Arts class where students have two class periods per day to work. Students could do this project individually or could be placed in groups. If placed in groups, length of time could be shortened to 2-3 weeks. Group students should each complete the group evaluation form.

**Topics:** History, government, economics, and research.

### Materials:

- Our World. New York: Macmillan McGraw-Hill Publishing, 2005. Textbook used by Licking Heights Local Schools
- Internet access
- Grade appropriate library books on Korea
- World Almanacs
- Tri-fold poster board
- White construction paper
- Colored construction paper

### Procedures:

Students will be completing a research project and presentation on Japan that includes the following criteria:

#### Map

Use 12" x 18" white construction paper (will be provided) and cover entire space.

- Identify and outline country, indicating bordering countries or bodies of water.
- Indicate chief products and natural resources with symbols.
- Identify major geographical features (mountains, lakes, rivers, etc.)
- Identify any major cities, using a star for the capital.
- Create a legend.
- Draw a compass rose.

Size of country/population/continent/geography- Give facts about the size of Japan, what its population is today, what continent it is on, and the important features of its geography.

Currency display -Research the currency used in Japan. What is it called? What is the exchange rate with the U.S. Dollar? What does it look like? Make a display with this information. Include a short description of what you have learned.

Government – Identify Japan’s type of government. Who is the current leader? How long have they been in office? What are the different branches of government called? Who are their allies? Their enemies? What political organizations do they belong to?

Timeline - Make a timeline of important events in the past 100 years.

Military conflicts – Write a brief explanation of the WWII and its effect on the country of Japan. Be sure and discuss Japanese and American relations today.

Economics- What products does Japan export? What products are imported? What countries do they trade with? What is their economic ranking in the world? Have a picture of a Japanese product as well as an American product offered to the Japanese public.

Education – Tell something about the education system of Japan. When do students start school? How many years must students go to school and what grades are in each level of schooling? What subjects are offered? How many terms do they go per year? What is “examination hell”?

Language- Research the language(s) spoken in your country. Have a list of words / picture of the writing systems (if different from ours) and a short description of what you learned about the language.

Completed 3-sided poster board project will, at a minimum:

- ✓ Include large, attractive name of country
  - ✓ Include 8 displays of information
  - ✓ Include map of country as required
  - ✓ Have excellent visual appeal – pictures should be included
  - ✓ Be organized
  - ✓ Show quality of effort
- If posters are too hard to accommodate in the classroom, this project could also be completed as a student published book, with one topic of information per page. The map could be used as the cover of the book.

Bibliography- Students will be required to document the resources used in this project (books, websites, and articles). A page to keep track of this information will be provided. Students will be required to include a type written page with the information at the end of their book. Information will be provided on how to type the information in correct form.

Oral presentation –This is a 4-5 minutes presentation about Japan. The student should include all the interesting information they have found out about Japan and try to convince the audience on why they would want to visit their or even invest in the country.

**Assessment:** Teacher will assess project with rubric for Asian World Powers Unit. If project was completed as a group, students can assess group members with Group Evaluation Form.

**Grade Adaptation:** This project can be upgraded by making the information collected more in depth.

### **State Standards: Ohio Social Studies 6<sup>th</sup> Grade**

#### **History-Chronology**

2. Arrange dates in order on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

#### **Geography-Location**

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

#### Places and Regions

4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

#### Human Environmental Interaction

##### Movement

8. Explain push and pull factors that cause people to migrate from place to place including:

- a. Oppression/Freedom;
- b. Poverty/Economic opportunity;
- c. Cultural ties;
- d. Political conflicts;
- e. Environmental factors.

9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

#### **Economics-Scarcity and Resource Allocation**

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.

#### Markets

4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

## **Government**

3. Explain the ways that countries interact with each other including:
  - a. Diplomacy;
  - b. Treaties;
  - c. International meetings and exchanges (e.g., United Nations);
  - d. Military conflict.

## **Social Studies Skills and Methods**

### Obtaining Information

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
  - a. Almanacs;
  - b. Gazetteers;
  - c. Trade books;
  - d. Periodicals;
  - e. Video tapes;
  - f. Electronic sources.

### Thinking and Organizing

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

### Communicating Information

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

## Rubric for Asian World Powers Project - Japan

Name \_\_\_\_\_

Country

Investigated \_\_\_\_\_

Language Information	_____	/5
Currency Information	_____	/5
Type of Government information	_____	/5
Timeline of important events in past 100 year's	_____	/5
Size of country/population/continent/geography	_____	/5
Military conflict	_____	/5
Economics	_____	/5
Education	_____	/5
Map of country	_____	/10
Bibliography	_____	/10
Overall neatness & appearance of poster	_____	/10
Presentation	_____	/15
Total	_____	/85

## **Group Evaluation**

**Directions:** This is a group evaluation sheet. You will complete this form individually. The purpose of this evaluation is to get an accurate view of how each individual worked with in the group. No one else will see this evaluation besides me, so what you have written is confidential. Please be honest.

Evaluate the effectiveness of your group working together from 1 to 10 (10 being the best).

Evaluate each of your group members from 1 to 10. Explain why you gave your group member this evaluation. Please write in the group member's name.

Group Member 1

Group Member 2

Group Member 3

Yourself

Explain what each group member did in the process of the Asian World Powers Unit. Please write in the group member's name.

Group Member 1

Group Member 2

Group Member 3

Yourself

Name \_\_\_\_\_ Period \_\_\_\_\_

Country \_\_\_\_\_

### **Presentation Rubric for Asian Countries Project- Japan**

	5 points	4 points	3 points	1 point	0 points
Content	Shows a full understanding of the topic. No mistakes.	Shows a good understanding of the topic. 1-3 mistakes.	Shows a partial understanding of the topic. 4-6 mistakes.	Does not seem to understand the topic. 7 or more mistakes.	Not complete.
Posture and Eye Contact	Good posture, looks relaxed and confident. Establishes eye contact.	Good posture and establishes eye contact.	Good posture at times and some eye contact.	Weak posture and/or does not look at people during the presentation.	Not complete.
Presentation	Excellent presentation. Spoke clearly and well rehearsed.	Good presentation. Spoke clearly most of the time with good eye contact.	A little difficult to understand, minimal eye contact.	Hard to understand and little eye contact.	Not complete