

**Title:** *Perspectives on Japanese Landmarks*

**Introduction/Summary of lesson:** We are familiar with several famous landmarks in Japan, but how is the image we're presented with shaped by photographers, tourism bureaus, and our expectations? We will explore several landmarks by researching and discussing varying images and descriptions of these places.

**Subject(s)/Grade level(s):** Japanese 3, Japanese 4

**Duration of lesson:** One class period (50-60 minutes)

**Connection to standards/common core:** Designed to correlate to Ohio Learning Standards for 9-12 World Language Programs: [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links\\_may9\\_2014.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx)

**Guiding Questions/Essential Questions:** When we look at images of a place we've never visited, how does the perspective of the artist influence our perception of that place? How would a different visitor or artist depict the same place, and why?

**Learning Objectives:** Practice detailed description of appearance, Practice use of internet in the Target Language, apply Common Core ELA goals to Target Language, Practice interpretive, interpersonal, and presentational use of the Target Language

**Materials needed:**

- Japan Box General Postcards of Japan: <http://u.osu.edu/japanbox/places-postcards/>
- Student computers with Japanese character input enabled (one for each pair of students) and internet access
- An Idiot Abroad (visit to Egypt, viewing the pyramids in person, *begin clip at 2:05*): <https://www.youtube.com/watch?v=KktkoTZOn6U>
- Rikai.com proxy website: <http://www.rikai.com/perl/Home.pl>
- Japanese National Tourism Organization website (multiple languages available, link to Japanese language version): <http://www.jnto.go.jp/jpn/index.html>

**Pre-Assessment:** Previous lessons will have explored descriptions of pictures and learning about travel in Japan. The previous day's lesson will include students describing a location verbally and guessing the place described by classmates.

**Lesson Activities:**

1. Teacher asks whether students are familiar with the television program *An Idiot Abroad*, and elicits a collaborative verbal description if class is familiar. Students view video clip from episode relating to a visit to the pyramids (Shown by teacher on the projector). Whole group discussion of Karl's perspective before and after visiting the site. (10 minutes total, interpersonal verbal communication)
2. Students divide into pairs, each pair is given a postcard photograph of a famous landmark in Japan. Students are directed to verbally collaborate to describe their picture with their partner while the teacher circulates to monitor progress. (2-5 minutes, interpersonal verbal communication)
3. Each pair of students is given a second image of their landmark which differs significantly from the first (a woodblock print, a different time period, a different angle, etc.). Students are directed to create a Venn diagram (or other graphic organizer) comparing and contrasting the two images (10 minutes, interpersonal verbal communication and presentational written communication).
4. Each student pair joins another to present their descriptions verbally (5 minutes, presentational verbal communication, interpretive listening).
5. Teacher provides each pair of students with the name of their landmark written in both kanji and hiragana. Student pairs use websites listed above to research their landmark. Each student writes a separate English summary of their findings, to be used during homework. Students should attempt to answer the following (15 minutes, interpretive reading):
  - a. Where is this landmark located?
  - b. Why is it significant?
  - c. Why do the two images you examined differ?

**Post-Assessment:** Class discussion the following day, focusing on perspective of artist/author and visitors, using students' homework.

**Extension activities/Extending the lesson:** As homework, students should find at least **two** additional websites describing the experience of a specific visitor to their landmark. Personal blogs (in either English or Japanese) are the preferred format. Continuing the writing begun in class, students should compare and contrast the perspectives of these two visitors (in English). A brief description of the visitors is needed as well.

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