

Title: High School Geography: Perceptual Criteria used for the Japanese National Road

Introduction/ Summary: Students, using historical primary source material, use perceptual criteria i.e. function, size, and spatial arrangements, to determine why regions of Japan or the U.S. changed.

Subject: High School Geography

Duration of Lesson: 1- 2 class periods

Connection to Standards: High School World Geography (Ohio)

Human Settlements - #15: Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).

Guiding/ Essential Questions: How are regions reflect and impact human settlement?

Learning Objectives: Students will study patterns of settlement as they change over time. Students will re-exam the criteria of function, dimension, and spatial patterns to organize two regions, Route 66 and the Tōkaidō in additional they will determine the basis for the change and answer the “Essential Question” per Ohio State Standards: “How do regions reflect and impact human settlement?”

Materials Needed:

1. “Journey along the Tōkaidō” module:
 - a) [Ukiyo-e Woodblock Prints](#) (1830s)
 - b) [Tōkaidō Manga Scroll](#) (1920s)
 - c) [Present Day](#) (2010s)
 - d) [Tōkaidō Station Summary](#)
2. Other Resources:
 - a) [National Road/Route 40 \(Maps and other resources\)](#)
 - b) [Route 66 resources](#)
 - c) [Japan's National Road - Tōkaidō Road Maps](#)

Pre-Assessment: The teacher should model this activity by talking through one station as an example.

Lesson Activity: This activity involves a comparison of the Tōkaidō Road and the Shinkansen. This activity involves the use stations where by students move around the room in small groups of 2 or 3. The teacher will have at each station 3 prints, representing the 3 eras. Use the [Tōkaidō Station Summary](#).

1. Students will study the online module “[Journey along the Tōkaidō](#)” and the information for [Route 66 resources](#)
2. Students will exam selected stations along the Tōkaidō ([Tōkaidō Station Summary](#))
3. Students are to study first the woodblock print from the 19th century, then the print from the 1920’s and finally the scene from today, each from one station.
4. For each era, ask the students to determine the perception of the artist. What is it the artist wishes the viewer to know about this station? Where is the emphasis placed in the scene?

5. For each station studied, the students will apply the criteria of function or size or spatial arrangement as they attempt to determine the basis for change.

Teachers' Notes

Station #3 Kawasaki changed from an undeveloped area to a major industrial city.

- Woodblock Print from the 1830's shows a ferryboat taking passengers to a desolate area. Emphasis is on the small boat of people in a river.
- Tōkaidō Manga Scroll of 1920's shows same area with a bridge and an automobile on the bridge. Emphasis is on a bridge
- Interactive Map of modern times shows a large industrial city with a railroad trestle and a large golf range. Emphasis is on a golf range on the edge of a city.

1. Allow the class to share their responses after every group has visited each station.
2. Follow the discussion with the question of values for the era.

What would someone be proud of in the 1830's? 1920'S? and today?

1. This procedure could be repeated another day using photos from early Route 66 or US Route 40.

Extension Activity #1:

1. Have students make a poster (or discuss the idea) about Columbus.
2. What would the student want others to see about Columbus?

Extension Activity #2:

1. Ask students to verify their assumptions by looking at advertisements or travel posters for either road.
2. Have students answer for evaluation the essential question: "How do regions reflect and impact human settlement?"

Extension Activity: Single out one major effect of the Tōkaidō: Urban Sprawl.

Today the region known as the Tōkaidō is one of the most densely populated areas in the world and as a result suffering from the effects of urban sprawl.

1. Students will form governmental committees to study this problem. They should begin by compiling a list problems.
2. Ask students to rank problems as to degree of solvability.
3. Conclude by making committees justify their rankings.

Teacher's Notes- Background Information about the Tōkaidō source (Overview):

To show change over time and compare cultures as well as learn more about a very important part of Japanese history and culture, the "[Journey along the Tōkaidō](#)" has been created using various primary source materials. Japan's National Road, the Tōkaidō Road, from Tokyo to Kyoto in Japan is examined at various time periods (1830s, 1920s, and present day).

Students will study two primary source materials: the *Tōkaidō gojūsantsugi manga emaki* (The Fifty Three Stations of the Tōkaidō Manga Scroll, which will be referred to as the "Tōkaidō Manga Scroll") and the *The*

Fifty-Three Stations of the Tōkaidō woodblock prints. This Tōkaidō manga scroll was created by 18 members of the Tokyo Manga Association during a trip approximating the route of the old Tōkaidō in 1921 and depicts scenes of Japanese culture, history, economics, daily life, transportation, architecture, and industry. Utagawa (Andō) Hiroshige's *The Fifty-Three Stations of the Tōkaidō* (1833–1834 in the Hōeidō edition) is a series of woodblock prints (*ukiyo-e*) of the stations along the Tōkaidō. These *ukiyo-e* prints became enormously popular and have been reprinted countless times down to the present. The scroll is part of an online module, "Journey along the Tōkaidō," which includes a video of the scroll, links to the *ukiyo-e* (woodblock prints from 1833-34) and links to sections of the Tōkaidō area today, along with other background material.

Though the title is *The Fifty Three Stations of the Tōkaidō Manga Scroll*, the paintings are numbered 1 through 55. This is because the starting location, Nihonbashi, and the final destination, Kyōto, were not numbered in Utagawa (Andō) Hiroshige's original *The Fifty-Three Stations of the Tōkaidō* (1833–1834 in the Hōeidō edition), and the manga scroll follows this precedent. Japanese names are given throughout in Japanese order, family name first and given name last.

Lesson plan is available on: <http://u.osu.edu/journeyalongthetokaido/lesson-plans/>

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