

**Title:** High School Geography: The Tale of Two Cities: Regional Change

**Introduction / Summary:** Students will exam two cities and apply criteria to identify the consequences of change over time.

**Subject:** High School Geography

**Duration of Lesson:** 1-2 class periods

**Connection to Standards:** High School World Geography (Ohio)

**Regions - # 12:** The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).

**Guiding/ Essential Question:** How do movements of people, products and ideas help redefine regions?

**Learning Objective:** Students will be asked to recognize changes over time for regions and to identify consequences related to the change.

**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:**

Teachers should lead a brainstorming lesson for the class, as a whole or divided into groups by decades, to list as many inventions per decade or ask the class what would not exist in a particular year, then another, and so on.

**Activity One:** 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.

- A. Students will study the online module "[Journey along the Tōkaidō](#)" and the source [Rt. 66 resources](#).
- B. Students will exam selected stations along the Tōkaidō.
- C. Students are to study first the wood print from the 19<sup>th</sup> century, then the print from the 1920's and finally the scene from today, each from one station.
- D. 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?
- E. Allow the class to share their responses after every group has visited each station.

- F. Follow the discussion with the question of values for the era.  
What would someone be proud of in the 1880's? 1920'S, and today?

**Activity Two:** This activity consists of a comparison of two cities (One from the United States and one from Japan).

1. This will be a comparative study of two cities:
  - [Columbus, Ohio](#)
  - [Hamamatsu, Japan](#)
2. Both cities have similar characteristics (compare the following): Both cities are located on an interstate highway system which greatly affected the function of the surrounding areas.
  - Location
  - Connection to National Road
  - Transportation
  - Population
  - Ties to Honda Corporation
  - Mayor's with long terms
  - Higher Education
  - Cultural Attractions (Zoo, flower park)
  - Festivals

Students will be asked to list. See Teacher notes [city comparison](#)

Students will be asked to write a journal from a grandfather to a grandson telling the changes to his city from the early 1920's to the end of the 20<sup>th</sup> century.

**Post Assessment:** Repeat this process with the online module Route 66 or the National Road Route 40 ( see teacher's notes)

**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?"

**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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