



# Living In Harmony

BARBARA STEPHENS

Grades: K-1

## Geographic Theme

## Interaction

## Purpose

Because of technology, our students are growing up in a global society. Communication with other countries is as close as a computer. Therefore, it is necessary to expose them to other cultures as soon as possible. At the primary level, students are still at a concrete level. However, they can take new information and compare it to their own lives. This lesson, which is part of an integrated unit, serves this purpose.

## Objectives

The students will be able to compare/contrast their school day with those of Japanese students. Specifically:

1. The students will be able to identify at least five (5) differences and five (5) common elements in their school days.
2. The students will learn to write and count to 10 in Japanese.
3. The students will produce an origami product.
4. The students will complete an entry in their Reflection Logs.

## Procedures

After removing their shoes, quietly entering the classroom and sitting on the "tatami mats," the students will listen to Japanese Temple Music. (If

necessary, the students will be reminded that they must sit on their knees or with their legs to the side- never Indian style.)

1. A brief discussion will be held to review previous lessons in this unit.
2. The objectives for this lesson will be identified (on overhead and/or on a chart).
3. The students will be arranged in groups of two or three and instructed to listen and watch for things that are the same and things that are different (compare/contrast) about the Japanese boy's school day.
4. After watching the video, the students will work in teams to complete a Venn diagram (see graphics folder).
5. The students will be reminded of the lessons objectives and then assigned to a certain rotation schedule. While the students are working in the centers, the teacher will circulate around the classroom and give appropriate feedback. \*(A bell will be used to let students know when it is time to change centers.)
6. Everyone will find a desk and complete a page in their "**Reflection Log**" (attached).
7. Everyone will return to the "tatami mats" and, as a group, complete a **PMI chart (attached).**\*\*

#### Evaluation

#### PMI Chart and Evaluation Forms

#### National Geography Standards

4: The physical and human characteristics of places.

#### Curriculum Framework

2103300-5: Identify the relationships between physical geography and economic aspects of human activity.

\*Based upon a belief in an integrated curriculum and the value of having students as active participants in planning each unit of study, the rubrics (guidelines for evaluation) will be constructed through a cooperative effort. A sample copy is attached.

\*\*This information will be used when planning the next day's activities.

## RUBRIC

(Criteria for Objectives)

### **Compare/Contrast School Day**

- Identify (illustrate, write, verbally) five differences and five common elements.

### **Cooperation with team member(s)**

- All participated
- Stayed on task
- Used quiet voices

### **Write and Count to 10 in Japanese**

- Wrote all ten numbers
- Learned to count to 10 in Japanese

### **Origami Project**

- Followed directions
- Completed project

### **Reflections Logs**

- Completed Entry

### **Classroom Procedures**

- Entered quietly
- Followed teacher's directions (written and verbal)
- Followed center directions
- Used life skills
- Did personal best

## REFLECTION LOG

TODAY I LEARNED:

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WOULD YOU WANT TO GO TO SCHOOL IN JAPAN? WHY OR WHY NOT?

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