

An Asia unit Icebreaker

Location and Physical Characteristics

The Lesson topic is to get an introduction to Asia's physical characteristics and how they interact with Asia's population. Students will benefit from a fundamental knowledge of the topographical features in later lessons on Asia. Using Dr. Fernald's Geography on Asia as a reference, geographic ideas and themes can be illustrated.

Some generalizations:

The physical environment will influence but not dictate human action

Population will thrive where living conditions and resources are favorable.

Without outside interaction or influence, a culture will become unique with its own defining characteristics.

Activity Procedure

The teacher can prepare a lecture using the "Location and Physical Characteristics" section of Dr. Fernald's Geography on Asia, tailoring the content to fit the desired grade level. Provide the students with a laminated desk map of Asia showing its physical features. During the lecture, the students will circle these physical features with a dry erase marker. Mount

Everest, the Himalays, Dead Sea, Ural Mountains, Caucasus Mountains, Gobi Desert. Rivers: Indus, Ganges, Yangtze, Yellow, Ob, Yenisey, Lena, Mekong, Euphrates, all surrounding oceans and any other features the teacher will focus on. The activity can be evaluated by a visual check for participation or a more detailed grading of the individual maps.

With the physical maps of Asia with features circled in front of the students, probing questions can be asked. “If you were a leader of a tribe of people where on the map would you want to live?” “What physical barriers block a straight line path to Europe or to Africa if you were to walk there?” These questions can be a segway into introducing the idea that the cultures of Asia were a large isolated population from other parts of the world, prior to modern types of transport. This activity can also introduce the idea that large civilizations were started around rivers due to their resources, the idea of a “cultural hearth”. By introducing a unit on Asia with this activity, students will have a mental map of the region they are studying. They will have an idea where to look when they hear the word Cambodia.

Geography standard #4 Places and Regions:
The Physical and Human Characteristics of Places

ASIA TODAY

A Current Events Project

Overview	Employing the geographic perspective, students will identify, analyze, and report on current event items from Asia.
Grade Level	6-12 (Levels of analysis should increase at higher grade levels.)
Geography Standards	<p>Standard #1: How to use maps and other geographic representations, tools, and techniques to acquire, process, and report information from a spatial perspective.</p> <p>Standard #15: How physical systems affect human systems.</p> <p>Standard #18: How to apply geography to interpret the present and plan for the future.</p>
Materials/Resources	<ul style="list-style-type: none"> • Student Handout (Assignment Requirements & Expectations) • Students should use major newspapers (New York Times, Christian Science Monitor, Washington Post, etc.) • Weekly news magazines (Economist, Time, Newsweek, etc.) can be used if newspapers are lacking in news coverage of an assigned region.
Time/Frequency	This is an ongoing project. A written report is due each week.
Objectives/Goals	<p>Students will:</p> <ul style="list-style-type: none"> • Describe, through a written report, a current issue/event affecting their assigned region in Asia. • Present, through a brief oral report, the information compiled in their written report.
Procedures	<ol style="list-style-type: none"> 1. In presenting the project, teachers should initiate a classroom discussion on some of the current issues facing Asia. It is not necessary to attempt to cover all the major issues, as this discussion is intended to provide examples to generate interest. 2. Assign to each student one of the following regions of Asia: <i>Middle East, Southwestern and Central Asia, Southern Asia, Southeastern Asia, and Eastern Asia.</i> 3. Each student will be given the <i>Assignment Requirements & Expectations</i> handout. These directions should be reviewed in class. 4. Each student should become familiar with the geography of his/her region, including its location, physical geography,

	<p>population and culture, economic situation and land use, history, and its current problems and prospects. This can be covered by assigning a short orientation paper.</p> <ol style="list-style-type: none"> 5. One day of the week should be chosen as a deadline for the weekly report. A 1-2 page report will be completed each week, which should include: <ol style="list-style-type: none"> a. A brief summary of the news including what, where, who, and why. b. An explanation of why the story is important to Americans. c. The student's analysis of why the story is important within the context of regional geography, what countries are involved, does it involve more than one ethnic group (and why is this important), what role does the region's physical geography play in the story, etc. 6. Time permitting; a group of students can be selected to share their reports with the class. This should initiate some class discussion. A different group should be chosen each week until each student has had an opportunity to share a news event.
Evaluation	<p>Students should be evaluated on the overall quality of their reports, including:</p> <ul style="list-style-type: none"> • Essay organization (Introduction, Body, and Conclusion) • Quality of writing (grammar, etc.) • Content (based on Procedure #5)

Lunch by Design

Grade Level: K-6

Time: 3 – 45 min sessions

Concept: Learning about cultural cuisine and nutritional eating using color

Objectives: Help students develop good eating habits
Understand Japanese culture
Use color as a guide to eating

Materials: This Is the Way We Eat Our Lunch – A book about Children Around the World by Edith Baer
Picture of a bento box, magazines with pictures of food, scissors and glue, post-it notes, world map



Procedures: Ask students to list their favorite foods for lunch
Discuss the colors they see
List various ways their food is served (trays, wrapped, etc.)

Initiating Activity:

Discuss favorite foods at lunch. Compare ways food is served at school, home, or restaurants. Looking at the world map tell students you are going to read about foods children eat around the world

Strategies:

Divide students into groups of four.

Read This Is the Way We Eat Our Lunch

As you are reading have students write city, state and food mentioned on a post-it note.

After discussing the different foods, have students in the group take turns placing their post-it note on the correct place on the map.

Go back in the book to the page on Japan and show the bento box.

Discuss traditional Japanese cuisine called goshiki (literally means 5 colors). Colors are

1. red or orange
2. white
3. black (also purple and brown)
4. yellow
5. green

Evaluation:

How students placed post-it notes on maps. Listening to group discussions. Students will draw a bento box, cut foods out of magazine to place in the sections. Remember the five color rule.

National Geography Standards:

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Sunshine State Standards:

(LA.B.2.2) The student writes to communicate ideas and information effectively.

(LA.A.2.2) The student constructs meaning from a wide range of texts. The student understands the common features of a variety of literary forms.

(LA.E.1.2) The student understands historical chronology and the historical perspective.

(SS.A.1.2) The student understands the world in spatial terms.

(SS.B.2.1.1: identifies some physical and human characteristics of places.

(SS.B.2.3: understands the interactions of people and the physical environment.

Resources: Bento Box In the Heartland: My Japanese Girlhood in Whitebread America by Linda Furiya ISBN 13: 97-1-58005-191-0

**Bento Boxes: Japanese Meals on the Go (paperback) by Naomi Kijma
ISBN 13: 978-4889960730**

<http://www.washingtonpost.com/wp-d>

Nutrition published in Washington Post written by Andrea Sachs, also The Bento Palette by Yukari Pratt

http://www.cookingcute.com/history_of_bento.htm history and recipes





The Bento Palette

Based on traditional Japanese cuisine, the concept of goshiki (five colors) calls for the cook to include at least one dish from each color group, thereby creating a meal that meets various nutritional needs and is pleasing to behold.



Red or orange

Carrots, kabocha squash, red bell peppers, umeboshi (pickled apricots), kidney beans, dried cranberries, akajiso (also known as red shiso), kidney beans, adzuki beans, tomatoes, salmon, pork, beef, oranges, tangerines, watermelon, strawberries, raspberries, apples, salsa



White

Rice, enoki mushrooms, daikon, tofu and soy products, cauliflower, feta cheese, white beans, potatoes, bamboo shoots, turnips, renkon lotus root, white fish, chicken, onions, white sesame seeds, bean sprouts, pears, leeks, garbanzo beans, hummus, jicama



Black (also purple or brown)

Black olives, mushrooms (shiitake, maitake, portabello), sea vegetables of kombu, hijiki, wakame or nori, black sesame seeds, eggplant, gobo (burdock root), red cabbage, grapes, prunes, raisins, black cherries, grape leaves, figs, plums, blackberries, blueberries, purple cabbage, tapenade



Yellow

Pineapple, yellow beans, eggs, sweet potatoes, sweet corn, grapefruit, nectarines, peaches, lemons, yuba, squash, plantains, banana



Green

Broccoli, spinach, green beans, green bell pepper, cucumbers, asparagus, aojiso (also known as green shiso), fava beans, cabbage, sprouts, broccoli rabe, edamame, scallions, nira (chives), kiwi, celery, kale, Brussels sprouts, zucchini, pesto

The Second Rule

Try to employ goho, or five cooking methods. Choose from grilling, frying, simmering, steaming, pickling and boiling.

SOURCE: Yukari Pratt

RECIPES

[Hijiki Sea Vegetable With Carrot](#)

[Japanese-Style Fried Chicken](#)

[Kabocha Squash With Miso](#)

[Kombu Dashi](#)

[Bento Rice](#)

[Lightly Pickled Cucumbers and Wakame Sea Vegetable](#)

WHERE TO BUY

A BOX OF YOUR OWN

You can build a box for your bento, much as the Japanese did centuries ago, or, more easily, buy one.

» [Where to Buy A Box of Your Own](#)

A Story in Time



Grade Level: K-6

Time: 3- 45 min blocks

Concept: Students will gain an understanding of an ancient form of storytelling

Objectives: Students will:

Learn about Japanese storytelling

Write and illustrate a story

Materials: construction paper, crayons or markers, glue, Kamishibai Man by Allen

Say, download Asian stories from www.cathyspagnoli.com

Procedures:

Initiating Activity:

Discuss types (genre) of stories students have read

Ask about the Aesop fables and the idea of fables or tales having a motto or lesson to learn

Introduce the word Kamishibai (Kah-mee-shee-bye) – a Japanese storyteller who rode a bike to town, sold candy and told stories using cards with words written on the back

Strategies:

Read Kamishibai Man by Allen Say

Follow by having students listen to or read an Asian tale

Give each group a tale to read on their own

www.cathyspagnoli.com has short Asian tales on her site

Have students divide into twos

Students will decide who writes and who illustrates

Students will read, discuss and retell the story

The written part of the story will be glued to the back of the illustrations

Each sheet will be numbered #1, #2, etc.

****** Important******

****The story for card #1 is glued to the back of the last card, back of #2 is dialogue for #1, etc. ****

Students will have their story in order, show illustrations and read story on back.

Evaluation:

Teacher observation of working groups

Students listening will write comments about readers and ask questions. These sheets will be turned in.

Completed story cards will be evaluated



National Geography Standards:

STANDARD 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

STANDARD 2: How to use mental maps to organize information about people, places, and environments.

STANDARD 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

STANDARD 6: How culture and experience influence people's perception of places and regions

STANDARD 17: How to apply geography to interpret the past.

Sunshine State Standards:

The student uses the reading process effectively. (LA.A.1.2)

The student uses writing processes effectively. (LA.B.1.2)

The student uses listening strategies effectively. (LA.C.1.2)

The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.2)

The student uses speaking strategies effectively. (LA.C.3.2)

The student writes to communicate ideas and information effectively. (LA.B.2.2)

Resources:

Kamishibai Man by Allen Say ISBN-13: 978-0-618-47954-2

<http://www.cathyspagnoli.com/asiatell/index.htm> short Asian tales, information on wordplay, kamishibai and storytellers

<http://kamishibai.com/> brief history of Kamishibai, how to use this type of storytelling, resources