

Name: _____

Handout (2 pages)

***J-Boys* Characters**

Major Characters <i>first mention in the story</i>	Description of Character - Include the character's traits, motivations, thoughts, actions, feelings, or point of view.
Kazuo Nakamoto <i>Chapter 1</i>	
Nobuo Takahashi <i>Chapter 1</i>	
Yasuo Nakamoto <i>Chapter 1</i>	
Mother (Okaasan) <i>Chapter 1</i>	
Father (Otohsan) <i>Chapter 1</i>	
Mr. Honda <i>Chapter 2</i>	
Minoru Kaneda <i>Chapter 5</i>	
Akira Nishino <i>Chapter 5</i>	

Minor Characters <i>first mention in the story</i>	Description of Character - Include the character's traits, motivations, thoughts, actions, feelings, or point of view.
Mr. Yoshino <i>Chapter 1</i>	
Keiko Sasaki <i>Chapter 1</i>	
Haruo Takahashi <i>Chapter 4</i>	
Sabu-san <i>Chapter 4</i>	
Yukichi and Masato <i>Chapter 5</i>	
Hanae Yanagi <i>Chapter 5</i>	
Grandmother (Obaachan) <i>Chapter 6</i>	
Grandfather (Ojiichan) <i>Chapter 6</i>	
Uncle Yoshio <i>Chapter 9</i>	
Elderly couple <i>Chapter 10</i>	

J-Boys KWL Chart

<i>J- Boys: Kazuo's World, Tokyo, 1965</i> By Shogo Oketani	K - What I know about this topic.	W - What I want to know about this topic. Questions I have about this topic.	L - What I've learned about this topic.
October "The Tofu Maker"			
"Yasuo's Dog Dreams"			
"Milk"			
November "Bathing and the Beatles"			

"J-Boys"			
December "What Wimpy Ate"			
"Pet Phrases (or Mother and the War)"			
"Christmas and Report Cards"			
January "Yasuo's Big Mouth"			

“Keiko Sasaki”			
“Kazuo’s Typical Tokyo Saturday”			
February “A Farewell in the Snow”			
March/April “Kazuo’s Journey”			
Epilogue “An Author’s Note to His Readers”			

J-Boys Research Project: Culture and Geography

Guiding Question: What are some aspects of Japanese culture and geography that affect Japanese people's everyday lives?

Supporting Questions: How have they changed since J-Boys' lives in the 1960s? How do they compare with culture and geography in your everyday life?

Directions:

1. In your group of two, three, or four students, circle the topic below that your group has been assigned. A web address is given to start your research.
 - a. Trains as Fast as a Bullet (Train Transportation in Japan)
http://dwl.gov-online.go.jp/video/cao/dl/public_html/gov/book/hlj/20170401/index.html#page=5
 - b. From Mountains to the Sea, Rural to Urban (Geography of Japan) https://web-japan.org/factsheet/en/pdf/e01_geography.pdf
 - c. I Like Tofu (Tofu Dishes, Origins, and Production) <http://www.tofu-as.com/english/tofu/index.html>
 - d. Soaking It Up (Bathing Culture in Japan)
http://dwl.gov-online.go.jp/video/cao/dl/public_html/gov/book/hlj/20190301/html5.html#page=5
 - e. Latitude Doesn't Lie (The Variety of Climates in Japan) https://web-japan.org/factsheet/en/pdf/e01_geography.pdf
 - f. Cool Japan (Types of Japan's Popular Culture) https://web-japan.org/factsheet/en/pdf/e22_popculture.pdf
 - g. Food is Food, Is It? (Japanese Meals, Origins, and Presentation) https://web-japan.org/factsheet/en/pdf/e36_food.pdf
 - h. Living Large in a Small Home (Types and Features of Japanese Homes)
<https://www.rethinktokyo.com/2018/02/14/making-house-typical-home-japan/1518553895>
 - i. Tokyo's Second Summer Olympic and Paralympic Games (The 2020 Tokyo Summer Olympic and Paralympic Games)
<https://tokyo2020.org/en/>

2. Remember your research skills! Use multiple sources to gather relevant and accurate information. Continue your research of your topic using the following websites and video collections:

- Web Japan: <https://web-japan.org/> Search within Kids Web Japan, *niponica*, Japan Fact Sheet, and *Nipponia*.
- *The Japan Times*: <https://www.japantimes.co.jp/>
- Nippon.com: <https://www.nippon.com/en/>
- Japan: Places, Images, Times & Transformations: <https://www.japanpitt.pitt.edu/>
- Highlighting Japan: <https://www.gov-online.go.jp/eng/publicity/book/hlj/#archiveTitle>
- Japanology: <https://www.youtube.com/channel/UCd4V3I7nYybm4nKwONcOSdA>
- Life Where I'm From: https://www.youtube.com/channel/UCqwxJts-6yF33rupyF_DCsA
- NHK World-Japan: <https://www3.nhk.or.jp/nhkworld/en/ondemand/video/>

To credit sources, keep a list of websites you used to access information.

3. Create a slideshow showing your research. It should include:

- a. 10 or more slides.
- b. A title slide as the first slide.
- c. A photo and facts on each supporting slide.
- d. A slide that states similarities and differences with your country.
- e. A final slide that comments on what has remained the same and what has changed about this topic in comparison to the 1960s (the setting of *J-Boys: Kazuo's World, Tokyo, 1965*).
- f. Combined information from your sources using your own words or using quotations.
- g. Sources credited on the slides.

4. Prepare a presentation of your slideshow to your classmates throughout the *J-boys* book study. At the beginning of the presentation, pose 2 questions to the students. Have your classmates answer the questions at the end of your presentation. Be prepared to present for 10 minutes.

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(Handout 3 pages)

Research Project Rubric: 0-2=developing; 3-4=meets expectations; 5=exceeds expectations				
	0-2	3-4	5	Earned/ Possible
Slideshow format (see #3 in instructions)	Less than 10 slides; missing required slides; or missing sources of information.	10 slides that include all required slides and provide sources of information.	10 or more slides that include all required slides and provide sources of information.	/5
Slideshow content	Not all slides have relevant or accurate information.	Each slide has relevant and accurate information.	Each slide has detailed, relevant and accurate information.	/5
Comparison and Contrast	Offered one or the other or no similarity or difference between Japan and your culture/geographical place.	Assessed a similarity and difference between Japan and your culture/geographical place.	Assessed similarities and differences between Japan and your culture/geographical place.	/5
Continuity and Change	Offered one or the other or no change and constant between Japan today and in the 1960s.	Assessed a change and constant between Japan today and in the 1960s.	Assessed changes and constants between Japan today and in the 1960s.	/5
Presentation	Presentation of information and claims: 1) is not logically sequenced; 2) includes misinformation; or 3) is not communicated clearly.	Presentation of information and claims: 1) is logically sequenced; 2) includes relevant and accurate facts; and 3) is communicated clearly.	Presentation of information and claims: 1) is logically sequenced; 2) includes detailed, relevant and accurate facts; and 3) is communicated clearly.	/5
Comments:				/25

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(Handout 1 page)

Constant or Change? T-Chart

A “continuity” is something that has remained the same over time. A “change” is something that is different over time.

Comparing kindergarten to your current grade, did _____ remain constant or change?

- your height
- your weight
- your school
- your teacher
- your home
- your birthday
- your hair
- how you travel to school
- *add your own*

Your answers may or may not be the same as your classmates’ answers.

Continuities in my life	Changes in my life

Tokyo's Two Olympics: Continuity and Change Chart

Part 1: Compare what you learned about the 1964 and the 2020 Olympic and Paralympic Games. Identify eight ways the 1964 and 2020 Games shape change and continuity in Tokyo and Japan. Include your reasoning for each entry. Answer based on what you learned from *J-Boys: Kazuo's World, Tokyo, 1965* and evaluating the realized legacies of the 1964 Tokyo Olympic Games and the planned legacies of the 2020 Tokyo Olympic and Paralympic Games. **Part 1 is to be completed individually in discussion with a partner.**

Positive Changes	Negative Changes	Continuities
<i>Ex. The 2020 Games will feature urban sports, which were not competitions in the 1964 Games. The purpose is to involve youth in the Games, sports, and making a better and peaceful world.</i>	<i>Ex. A historic and famous fish market was relocated to make a parking lot for vehicles for the 2020 Games.</i>	<i>Ex. It takes many years to pay all the bills after hosting the Summer Olympic and Paralympic Games. It took Japan 30 years to pay a loan for road construction for the 1964 Games. Now, Japan is over budget in planning for the 2020 Games.</i>

Who benefitted? Why?	Who has not benefitted? Why?

What was interesting?

Part 2: Synthesize what you learned in a Quick Write. Respond to the guiding question: How does hosting the 1964 and 2020 Olympic Games shape changes and continuities in Tokyo and Japan? Include at least one change and one continuity. Answer on a separate sheet. **Part 2 is to be completed individually.**

Rubric: 0-2=developing; 3-4=meets expectations; 5=exceeds expectations				
	0-2	3-4	5	Earned/ Possible
Reasoning	Reasoning is not clear in evaluation of readings about the legacies of the 1964 and 2020 Tokyo Games.	Demonstrated logical inference in evaluation of readings about the legacies of the 1964 and 2020 Tokyo Games.	Expressed well-reasoned evaluation of readings about the legacies of the 1964 and 2020 Tokyo Games.	/5
Evidence-based Conclusions	Lacked evidence from readings to support claims.	Used evidence from readings to support claims.	Skillfully used evidence from readings to support claims.	/5
Continuity and Change	Offered only changes, only constants, or was unable to assess changes and constants among the legacies of Tokyo's Two Olympic Games on Tokyo and Japan.	Assessed changes and constants among the legacies of Tokyo's Two Olympic Games on Tokyo and Japan.	Assessed significant changes and constants among the legacies of Tokyo's Two Olympic Games on Tokyo and Japan.	/5
Writing	Paragraph did not include appropriate organization, grammar, sentence structure, and/or elaboration.	Developed a paragraph which includes appropriate organization, grammar, sentence structure, and elaboration.	Produced a well-developed paragraph with exemplary organization, grammar, sentence structure, and elaboration.	/5
Comments:				/20