



Postcards from Tokyo

By:

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Summary:

This lesson has students explore aspects of the 2020 Tokyo Summer Olympic and Paralympic Games, Tokyo, and Japanese culture through interactive postcards created with augmented reality by elementary students in Tokyo. The interactive postcards are a product of Tokyo students' integrated studies of Olympic Education, English, and Technology. In this lesson, students use these primary sources to develop skills in integration and categorization of information, as well as global competence and comparison. The lesson is written for lower-elementary grades but is an engaging introduction to Tokyo and Japan studies for older students.

Objectives:

After completing this lesson, students will be able to:

- Integrate information about and categorize aspects of the 2020 Tokyo Summer Olympic and Paralympic Games, Tokyo, and Japanese culture.
- Identify a similarity or difference between Japan and their culture.

Guiding Question:

How are Tokyo and Japan's cultures different and/or similar to yours?

Standards and Guidelines:

Four Key Aspects of Global Competence

Globally competent youth:

- Investigate the world beyond their immediate environment by examining issues of local, global, and cultural significance.
- Recognize, understand, and appreciate the perspectives and world views of others.
- Communicate ideas effectively with diverse audiences by engaging in open, appropriate, and effective interactions across cultures.

Common Core English Language Arts Standards

Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Comprehension and Collaboration:

- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

National Standards for History for Grades K-4, Content Standards

- Topic 4 (The History of Peoples of Many Cultures Around the World), *Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.* Standard 7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.

National Geography Standards Index

- *Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.*

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

Dimension 2, Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

Plan for Assessment:

Students will read and process culturally diverse communication. On a worksheet for individual knowledge-building, they will demonstrate skills in assembling and categorizing cultural and geographic information and record their ideas in written and visual formats. In pair and whole-class conversations, students will express their understanding of cultural characteristics and be able to identify a similarity or difference between Japanese culture and their own culture. A rubric is provided if teachers want to assess students' achievement in language arts, social studies, and global competency standards across the lesson.

Notes:

This 45-minute lesson using interactive postcards created with augmented reality can be used at the beginning of a study of Tokyo and/or Japan. It focuses on identifying and comparing cultural characteristics. It is written for grades 1-2, but easily adaptable as an engaging "hook" for older students.

The interactive postcards in this lesson are part of a larger collection of postcards that were Japanese students' final product in a year-long integrated study at a public elementary school in Tokyo. Under the theme of "Welcome to Tokyo! Let's Share Our Tokyo" students considered topics of Tokyo landmarks and Japanese culture that they wanted to teach international friends and/or athletes coming to Tokyo for the 2020 Olympic or Paralympic Games. Their cross-curricular study incorporated social studies content knowledge about Tokyo and Japanese culture, developing skills in English as a foreign language, and learning programming in information technology. As these postcards are Japanese elementary students' products, they do include some linguistic mistakes. Teachers should review them prior to teaching the lesson in order to aid students with the small errors in the English.

If this lesson is part of a larger study of Tokyo and/or Japan, the class can continue to fill in the concluding anchor chart with additional ideas of similarities and differences.

Suggestions for differentiation include: thoughtful pairing; allowing students to complete more than or less than the four blocks of the worksheet; and directing students in need of more support to begin the worksheet activity with the modeled postcard.

Materials:

Materials Provided

- *Postcards* (print in color and place around the room)
- *Postcards from Tokyo Scavenger Hunt* worksheet (prepare one copy per student)
- Optional *Rubric* (prepare one copy per student or use electronically)

Other Materials

- Map of the world
- Map of Japan
- Devices (Android or Apple) with the [Zappar app](#) previously downloaded (one device per pair of students)
- Wifi access to the Internet
- Clipboards (hard surface for each student to fill out the worksheet)
- Chart paper for an anchor chart (and optional for model sentence stems)

Implementation:

Introduction:

1. Show students Japan on a map of the world. Show students Tokyo, the capital city of Japan, on a map of Japan. Show some pictures from the internet, posters, etc. which demonstrate how large a city Tokyo is and display some of its landmarks. Explain: Tokyo is a two-time host city for the Summer Olympic and Paralympic Games (1964 and 2020). The Olympic and Paralympic Games are a competition of athletes from all over the world. They are held every other year and winners receive gold, silver, and bronze medals. There are Winter Games for snow and ice-based sports. There are Summer Games for ground and water-based sports.

2. Tell students: You received postcards from elementary students in Tokyo. The postcards invite you to come to Japan (potentially for the 2020 Tokyo Summer Olympic and Paralympic Games). The Tokyo students created these interactive postcards by coding a computer program and researching some special parts of their city or culture to share with their international friends.
3. Introduce the guiding question that students will consider during a scavenger hunt activity: How are Tokyo and Japan's cultures different and/or similar to yours? Explain: a scavenger hunt is a game where you look for things and try to find them. In this case, you will be looking within the augmented-reality postcards for information about Tokyo including important landmarks, food, games, celebrations, the Olympics, and clothing.
4. Assign pairs of students who will work together, keeping differentiation in mind.

Student activity 1: Gallery Walk

5. Explain that the goal of this activity is to learn about Tokyo and Japanese culture, keeping their own culture in mind to compare and contrast.
6. Tell students as they explore the *Postcards* to look for these categories: Olympics, Tokyo landmarks, and Japanese food, games, clothing, and celebrations.
7. Model how to do the gallery walk and scan one of the *Postcards* using the Zappar app.
8. In pairs, have students gallery walk the *Postcards* with a device to scan. They should watch each interactive postcard twice.

Student Activity 2: Worksheet

9. Gather students in a central meeting area to introduce the worksheet activity.
10. Introduce the *Postcards from Tokyo Scavenger Hunt* worksheet and the goal of the activity to students: Based on the information in the *Postcards*, choose four different categories (Olympics, Tokyo landmarks, and Japanese food, games, clothing, and celebrations) to describe. For each category, draw a picture and write what you learned about it.
11. Model how to revisit a postcard in the gallery walk that the students found interesting, scan it to rewatch, and collect information learned on the worksheet. Students may work in pairs but will need to fill out their own worksheet. Give students these instructions:
 - a. Rewatch the postcard using the Zappar App.
 - b. On the worksheet, circle a category at the top of the block.
 - c. Write one to two sentences about what you learned and illustrate the topic in the blank space above the handwriting lines.
12. Pass out the *Postcards from Tokyo Scavenger Hunt* worksheet and clipboard to each student. Have each student draw an image to show what they learned from the postcard and write one to two sentences about the topic.

Student Activity 3: Reflection

13. While students are completing the worksheet, write the following sentence stems on board, chart paper, or for the document camera: “_____ is \ are interesting to me because _____. It is \ They are similar or different from our culture because _____.”
14. When most students are finished, gather them at a central meeting area and model how to use the sentence stems using a favorite postcard.
15. In pairs, have students discuss and practice the sentence stems based on the postcard that they found the most interesting.
16. Once everyone has selected their favorite postcard and practiced with one another, gather the entire class again at a central meeting area. Have all students share their sentence stems aloud with the class. Write students’ responses on an anchor chart using the following format. Continue with all six categories. (One piece of chart paper with columns for similarities and differences, may be necessary for each category.)

Category	Similarities	Differences
Clothing		<i>Kimono</i> with hanging sleeves are closed with an <i>obi</i> .
Food	Eat rice.	Use chopsticks for most meals.

17. For any of the six categories not brought forth, discuss and list as an entire class.

Conclusion:

18. Debrief: What have we learned through these postcards about Japanese culture? And how it is similar or different from our cultures? Review ideas captured on the anchor chart. *Optional*, if part of a unit on Japan, inform students that this is a working anchor chart that will be filled in with additional ideas of similarities and differences learned through further study of Japan.

Extensions/Enrichment:

1. Allow early finishers to scan another postcard and/or color in their pictures on their worksheet.
2. Have students create their own postcard featuring local landmarks, food, games, clothing, or celebrations (to send to friends in Japan or elsewhere in the world). Discuss: What did the students from Tokyo want to share with international friends? How do you decide what you want to share about your culture?