

- Sinnott, Susan. *Japan*. Compass Point Books, Mankato, MN; 2000.
- Takabayashi, Mari. *I Live in Tokyo*. Houghton Mifflin, Boston, MA; 2001.



My Family from Japan

Grades K–4

TEACHER'S GUIDE

Julia McMeans, M.Ed.

Curriculum Specialist, Schlessinger Media

Families Around The World Video Series

includes these 24 programs:

- MY FAMILY FROM BRAZIL
- MY FAMILY FROM GREENLAND
- MY FAMILY FROM NEW YORK CITY
- MY FAMILY FROM BURKINA FASO
- MY FAMILY FROM ICELAND
- MY FAMILY FROM SERBIA-MONTENEGRO
- MY FAMILY FROM CHILE
- MY FAMILY FROM INDIA
- MY FAMILY FROM SOUTH AFRICA
- MY FAMILY FROM CHINA
- MY FAMILY FROM ISRAEL
- MY FAMILY FROM SOUTH AFRICA
- MY FAMILY FROM COSTA RICA
- MY FAMILY FROM ITALY
- MY FAMILY FROM SOUTH KOREA
- MY FAMILY FROM CUBA
- MY FAMILY FROM JAPAN
- MY FAMILY FROM VIETNAM
- MY FAMILY FROM ENGLAND
- MY FAMILY FROM JORDAN
- MY INUIT FAMILY FROM CANADA
- MY FAMILY FROM FRANCE
- MY FAMILY FROM LAPLAND
- MY XHOSA FAMILY FROM SOUTH AFRICA
- MY FAMILY FROM LOS ANGELES

Teacher's Guides Included
and Available Online at:



800-843-3620



Program © 2003 by Marathon/TFO
Teacher's Guide © 2003 by Schlessinger Media,
a division of Library Video Company
P.O. Box 580, Wynnwood, PA 19096 • 800-843-3620
All rights reserved.

From Asia to Africa, city to suburb, or rural farm to tropical rain forest, the presence of the family is common to all people and present in every culture throughout the world. Studying families from different places helps us to learn and appreciate both the similarities and differences between ourselves and others. Also, through exposure to cultures that are unfamiliar to them, children can learn to be accepting of people, lifestyles and traditions that may be very different from their own. The family — that special group of adults and children who care for, love, protect, and help each other — is both explored and celebrated in *Families Around the World*.



Program Summary

In *My Family from Japan*, students will meet 11-year-old Keisei and his family who live in Tokyo. Keisei loves to play video games with his father. He is also a big fan of baseball and everyday he checks the scores in the newspaper after school. Like most kids his age, Keisei attends a regular school from 9:00 A.M. till 3:00 P.M., and then, in the evenings, attends private lessons from 6:00 P.M. until 9:30 P.M. After that, there's an hour of homework to complete! Keisei's older sister is helping him learn his kanjis, the signs that are used in Japanese reading and writing. So far he knows 800, but his sister knows 3,000! Because Keisei works so hard with his studies, he really appreciates his time off from school. He enjoys taking walks, learning new games, and especially playing catch with his father.

Geographical Information

Japan is a country consisting of a string of islands that stretch for about 4,000 kilometers in the Pacific Ocean. The country's four main islands are Hokkaido, Honshu, Shikoku and Kyushu, making Japan's total land area about 380,000 square kilometers. Japan's population is approximately 127 million, and its capital is Tokyo. The official language is Japanese. Japan is located on the world's most unstable geological area, and experiences nearly 1,000 tremors annually. Catastrophic earthquakes have occurred in Japan in addition to violent volcanic eruptions. Japan is a constitutional monarchy and possesses a powerful world economy, second only to the United States.

Tokyo is Japan's capital and largest city. It is located on the island of Honshu along the northern and western shores of Tokyo Bay. Tokyo has quite a large and young population, and this makes the city both bustling and vibrant. Tokyo is the country's economic and cultural center, possessing many museums, universities and theatres.

Pre-viewing Discussion

Using a web, brainstorm with your students to determine who they consider to be members of their family. Share with your students that families come in all shapes and sizes and that a family is a group of adults and children who care for, love, protect and help each other. Use the following questions to help students access their thoughts and ideas about families.

- Who do you care for, love and help?
- Who cares for, loves and helps you?
- Does a family member have to be a person who lives with you?

After this discussion, ask students to draw a family portrait which includes all the people who they consider to be members of their family.

Follow-up Discussion

After viewing the program with your class, discuss the similarities and differences between their families and Keisei's. Refer students back to the original definition of a family: *A group of adults and children who care for, love, protect, and help each other.* Ask them to provide examples from the video that demonstrate how this particular family expresses love, shows care and provides help for each other.

Follow-up Activities

- Baseball is Keisei's favorite sport. Divide your class into teams to play Multiplication Baseball. Excellent how-to instructions can be found at: www.kenton.k12.ny.us/franklin/Math/Intermediate%20Games/xbaseball.htm
- Pretend that Keisei is your pen pal. Write him a letter to find out what school is like in Japan. Make sure you share with him what school is like for you!
- Using a Venn diagram, ask students to compare and contrast Keisei's family and social life with their own.
- Haiku is a Japanese poetic form. Adjustments have to be made to create haiku in English, due to differences between the languages. An English haiku has three lines: line one has five syllables, line two has seven syllables and line three has five syllables. A completed haiku should not exceed seventeen syllables. Have students write haiku about their families. Many examples of children's haiku can be found at: www.tecnet.or.jp/~haiku/
- Have your students read or listen to a selection of Japanese folktales. Divide your class into groups to create a *kamishibai* (a paper play). A paper play has the scenes of the play drawn on eight or ten cards or poster boards which are put in the order the story happens. The story is written on the backs of the cards so that the person reading or telling the story can hold up the cards and tell the story simultaneously.
- Origami is the traditional Japanese art of paper folding. Students can make simple origami using very basic techniques. Lots of ideas for children's origami and instructions can be found at: www.origami-usa.org/tofold.htm

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

• jin.jcic.or.jp/kidsweb/index.html

This is a wonderful site which offers students lots of information about the country and what is like to be an elementary student in Japan.

Suggested Print Resources

- Boursin, Didier. *Origami Paper Animals*. Firefly Books, Westport, CT; 2001.
- Sakade, Florence and Yoshisuke Kurosaki. *Peach Boy*. Charles E. Tuttle Co., Boston, MA; 1995.

(Continued)