

## LESSON 8:

# VISITING AND HOSTING ONE ANOTHER: “MOVEMENT” IN JAPAN

### **Introduction:**

This lesson begins with an overview of the geography of the Japanese archipelago. Like Lesson 2, it connects geographic themes and associated skills with the lives of the seven Japanese high school students. The lesson builds upon Lesson 2 by assuming some knowledge of location and place, but develops both themes in greater detail and introduces the theme of movement. The National Geographic Web site ([www.nationalgeographic.com/resources/ngo/education/themes](http://www.nationalgeographic.com/resources/ngo/education/themes)) explains the importance of this theme: “People interact with other people, places, and things almost every day of their lives. They travel from one place to another; they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment.” Also in this lesson, students “travel” within Japan and search for evidence of communication and movement of products, information, and ideas that come from beyond the immediate environment of the Japanese students.

### **Organizing Questions:**

What can we learn about place and the relationship between society and the environment?

**Objectives:** At the conclusion of this lesson, students will be better able to:

1. Identify the locations and places where six Japanese students live and go to school.
2. Use geographic terms correctly.
3. Describe significant aspects of Japan’s geography.
4. Gather data on movement in Japan from written and visual sources.
5. Explain the concept of movement and how it applies to this lesson.

**Time Required:** 2 class periods plus homework

### **Materials:**

1. Copies of Handout 8-1, “Geography of Japan,” for all students; prepare the handout for student use by underlining geographic terms you want students to define. Following are suggestions: *archipelago nation, reforested, seismically active, fault lines, tropical rains, balmy autumn, urban agglomeration, coastal plains, industrial sprawl, per capita, aquaculture technology, estuaries,*

*decentralized, navigable, GNP, physiologic densities, cultivable land, robotic technology, flora and fauna, land reclamation, monumental*

2. Copies of Handout 8-2, "Japan and the United States," for all students, plus copy of the first page made as an overhead transparency
3. Copies of Handout 8-3, "Retrieval Chart," for all students, plus copy made as an overhead transparency
4. Copies of the "My Town" map on page 10 for all students, plus copy made as an overhead transparency
5. Overhead Master 8-1, "Movement," made into a transparency
6. Selected photographs that show evidence of movement; possibilities include:
  - Oishi Kanta: P09, P12, P13, D03, D07, D08, D11
  - Sakai Michi: P01, P05, P07, P09, D04, D06, D09
  - Tamaki Shun'ichi: P01, P03, P13, D04, D11, D12
  - Yoshida Kojiro: P06, P09, D02, D03, D05, D06, D10
  - Yamamoto Takayuki: P05, P06, P07, P10, P16, D01, D10
  - Yoo Yoo Jin: P06, P10, P12, D02, D05, D08, D13
7. Blank transparencies and pens
8. Overhead projector
9. A current weather map of Japan (optional)
10. Access to Internet (optional)
11. Deai CD-ROMs 1 and 2 (optional)

### **Procedure:**

#### **Homework Assignment**

1. Before assigning homework for Day 1, project the overhead transparency you have made of the "My Town" map. Tell students that in this lesson they will be traveling with one of the Japanese students represented on the map to visit a second Japanese student. Before students can make their travel plans, however, they must know more about the geography of Japan.
2. Distribute Handout 8-1 and tell students to prepare for tomorrow's class by reading the article and defining the words you have underlined. (**Note:** If you feel this reading is too difficult for your students, you may want to adapt the material in the handout for use in a lecture, during which students should take notes. They can still look for definitions of the vocabulary terms you have highlighted as homework.)

#### **Day 1**

1. Assure students that while all terms in today's homework assignment apply to the geography of Japan, all also apply to other places on Earth. Record completion of homework by calling on a student to identify briefly the first term in the homework assignment. Ask that student to call on a second student to define the next term; continue this practice throughout your list of terms.
2. Project the overhead you have made from the "My Town" map, and distribute copies of the map to students. Tell them that the next activity requires their gathering information from both the map and the article, "Geography of Japan."

As each of the following questions is asked, students should call out the answers and then label their maps with the correct spelling of each island and body of water named.

- What is the name of the northernmost island on which Sakai Michi lives when she is attending school? (*Hokkaido*) In what town is her school located? (*Shibechea*) What body of water is off the east coast of that island? (*Pacific Ocean*) The west coast? (*Sea of Japan*)
  - What is the name of the largest, the main, island of the archipelago, on which Sakai Michi lives when she is home with her family? (*Honshu*) Oishi Kanta, Mizushima Yu, Yoo Yoo Jin, Yoshida Kojiro, and Yamamoto Takayuki also live on Honshu. In what towns or cities? (*OK, Tokyo; MY, Yokohama; YY, Osaka; YK, Himeji; YT, Kyoto*). What body of water lies to the east of Honshu? (*Pacific Ocean*) And to the west? (*Sea of Japan*) What body of water separates Honshu from one of the four main islands of Japan on which none of the students' live? (*Inland Sea*) What is the name of that island? (*Shikoku*)
  - Yoshida Kojiro was born in the city of Nagasaki; on what island is that? (*Kyushu*) On which island that is part of the Japanese archipelago but not one of the four main islands does Tamaki Shun'ichi go to school? (*Okinawa*) What body of water lies to the west of Okinawa? (*East China Sea*)
3. Divide the class into three groups. Using evidence from the reading and the map, each group must write five geographic statements that apply to all locations and places where the Japanese students live and go to school. (*An example of an acceptable statement is, "All are within 70 miles of the sea." An example of an unacceptable statement is, "All are located on the main islands of Japan."*) Give each group a transparency on which to write its statements. Using the transparencies created by the three groups, discuss, modify, and correct the statements.
4. To prepare students for the homework assignment, again project the overhead of the "My Town" map. Point to the relevant Japanese students as you tell the groups which Japanese students they will be traveling with and whom they will be visiting:
- Group 1 follows Sakai Michi from her boarding school to visit Yoo Yoo Jin.
  - Group 2 travels with Tamaki Shun'ichi to visit Oishi Kanta.
  - Group 3 accompanies Yoshida Kojiro on his visit to Yamamoto Takayuki's home.
5. Project the overhead you have made from the first page of Handout 8-2 and distribute that handout. Explain that the map shows Japan superimposed on the United States. Point out that the maps of both countries are to scale and arranged so that locations at the same latitude are placed over each other. Also point to the mileage scale on the map. Students will need Handout 8-2 and the "My Town" map in order to answer the homework questions on the second page of Handout 8-2.

## Day 2

1. Ask students to sit with the other members of their group to compare answers to the homework questions. After five or ten minutes, display the overhead

transparency you have made from the first page of Handout 8-2 and ask for a volunteer from each group to use the transparency to answer the questions on the handout.

**Answer Key for Handout 8-2:**

- *Group 1 travels from Shibecha (New Hampshire) to Osaka (South Carolina), approximately 800 miles southwest, most likely by air, to a much warmer climate with higher average temperatures.*
  - *Group 2 travels from Izenajima and Naha in Okinawa (mid-Florida) to Tokyo (North Carolina), approximately 900 miles northeast, most likely by air, to a more moderate climate with lower average temperatures.*
  - *Group 3 travels from Himeji (South Carolina) to Kyoto (border of South and North Carolina), less than 100 miles east, most likely by train, in the same climatic zone.*
2. As each student reports, emphasize various points about Japan's geography. For example: (1) while Japan may appear small in geographic size in relation to the United States, Japan is actually larger than the United Kingdom; it is also larger than Italy; (2) the size of countries can be measured by means other than area—for instance, by population and economic power; Japan is one of the top three economic powers in the world; (3) the fact that 80 percent of Japan is mountainous and its rivers are small and not navigable for any length influences the modes of transportation used in the country. Japan has an excellent internal transportation system. (If you have access to computers, you may want students to select "Transportation" on the menu of Deai CD-ROM1; there are many forms of transportation depicted.)
  3. Project the overhead you have made from Overhead Transparency 8-1, "Movement." Point out that in geographic terms, movement is not simply people going from one location or place to another. It includes communication and movement of products, information, and ideas that come (and go) beyond the immediate environment. Students have learned something about movement in Japan by "traveling" from one site to another. They will now look for evidence of other facets of movement in the surroundings of the six students.
  4. Give each group a copy of Handout 8-3, "Retrieval Chart," and selected photographs (with narratives) of the two students they have traveled with or visited. (If the students are using computers, suggest that they look at CD-ROMs 1 and 2 for appropriate photographs and narratives associated with the two students they have met in their travels.) When finished, the chart should contain examples of ways that "their" Japanese students communicate with others, evidence of ways that products are moved from place to place, and evidence of how information and ideas "move" from place to place. (See "Answer Key for Handout 8-3" for possible answers.)
  5. Ask each group to choose a recorder to complete the "Retrieval Chart." Other members of the group are responsible for examining the photographs, reading the narratives, and making suggestions for the four categories on the chart. (Warn students that there will be overlaps from one category to another.) When all the methods of communication and evidence of movement (products, information, and ideas) are recorded, ask students what they found and

whether anything they came across surprised them. Record the information on the overhead transparency you have made of Handout 8-3.

**Answer Key for Handout 8-3:**

<b>Communication</b>	<b>Movement of</b>		
	<b>Products</b>	<b>Information</b>	<b>Ideas</b>
<i>Radio</i>	<i>Bicycle</i>	<i>Radio</i>	<i>Radio</i>
<i>Television</i>	<i>People</i>	<i>Television</i>	<i>Television</i>
<i>Computer</i>	<i>Cars</i>	<i>Computer</i>	<i>Computer</i>
<i>CDs</i>	<i>Trains</i>	<i>CDs</i>	<i>CDs</i>
<i>Cell phone</i>	<i>Foods</i>	<i>Books</i>	<i>Books</i>
<i>Telephone</i>	<i>Trucks</i>	<i>Magazines</i>	<i>Magazines</i>
<i>Musical instrument</i>	<i>Buses</i>	<i>Cell phones</i>	<i>Cell phones</i>
<i>Walkman</i>	<i>Clothing</i>	<i>People</i>	<i>People</i>
<i>Written language</i>	<i>Ships</i>	<i>Teachers</i>	<i>Teachers</i>
<i>Tapes</i>	<i>Drinks</i>	<i>Billboards</i>	<i>Religion</i>
<i>Mathematics</i>	<i>Toys</i>	<i>Signs</i>	<i>Billboards</i>
<i>Billboards</i>	<i>Air planes (not pictured)</i>	<i>Sports</i>	<i>Signs</i>
<i>Signs</i>	<i>Other?</i>	<i>Other?</i>	<i>Sports</i>
<i>Other?</i>			<i>Architecture</i>
			<i>Other?</i>

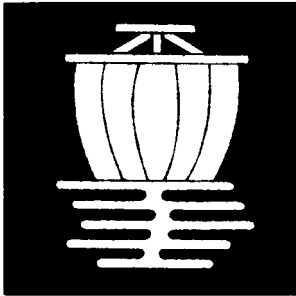
**Note:** The above chart contains examples of ways that Japanese people communicate with one another, evidence of and ways that products are moved from place to place, and evidence of how information and ideas “move” from place to place. All evidence is taken from photographs and narratives in the Deai kit. If students use CD-ROMs 1 and 2, there will be additional evidence, such as “spoken language.”

6. To assess what the class has learned about movement in Japan, select one or more of the following homework assignments:
  - Ask students to travel with Mizushima Yu of Yokohama to visit Yoshida Kojiro’s birthplace, Nagasaki. Using Handout 8-2 and the “My Town” map, they must answer in complete sentences the questions on Handout 8-2 for this new journey.
  - Ask students to complete a “Retrieval Chart” (Handout 8-3), gathering evidence on Yu’s surroundings from the Deai photographs or from Deai CD-ROMs 1 and 2.

- Ask students to create a story based on their “visit,” incorporating concepts of movement they have observed and discussed in the lesson.
- If cameras are available, add to the assignment a photographic essay that illustrates movement in their own hometown or school.

***Extension and Enrichment:***

1. Unfortunately, Mapquest and Mapblast do not help students find directions and distances between locations in Japan. However, the University of Texas Austin ([www.lib.utexas.edu/maps/japan.html](http://www.lib.utexas.edu/maps/japan.html)) offers a variety of maps on Japan, most prepared by the Central Intelligence Agency. If students want to learn more about travel in Japan, two other sites—[www.worldatlas.com](http://www.worldatlas.com) and [www.japanguide.com](http://www.japanguide.com)—are also worth investigating
2. Students may want to further explore geographic comparisons between Japan and the United States. For example, they might like to locate the cities or towns in Japan that most closely correspond to their own—or to those that their relatives and friends reside in. The web sites mentioned above would be useful in completing this activity.
3. Few of the Deai photographs picture the Japanese students using cell phones—yet cell phones are everywhere in Japan! To learn more, visit the Japan Forum web site ([www.tjf.or.jp/deai/contents/teacher/te\\_index.html](http://www.tjf.or.jp/deai/contents/teacher/te_index.html)) or the Web site for CellularAbroad ([www.cellularabroad.com/japancellService.html](http://www.cellularabroad.com/japancellService.html)).
4. Students might like to create a series of photo-like boards that show themselves in an environment depicting evidence of “movement” (communication and movement of products, information, and ideas) in their daily lives.



## Handout 8-1

# Geography of Japan

## Japan in Spatial Terms

Japan, located off the East Coast of Asia, is an archipelago nation comprised of four main islands, from northeast to southwest: Hokkaido, Honshu (the largest and most populous), Kyushu, Shikoku, and over 3,500 smaller islands. The southwesternmost reach is the Ryukyu Islands. Japan stretches over 2,360 miles, so the people enjoy climatic variety. Superimposed on eastern United States, Japan stretches from central Maine to southern Florida. The Japanese people often define their country as a “small, resource-poor island country.” Japan has inferior coal seams, little iron ore, and nonexistent petroleum resources; it is reliant on imports, and on hydroelectric and nuclear energy production.

On a world map, Japan seems a small nation, dwarfed by China and Russia with North America facing over the vast Pacific, but Japan is larger in landmass than many of the world’s 180 countries, including the United Kingdom and Italy.

Mountains occupy over 80 percent of Japan’s landmass. Most of the mountains, such as the Japan Alps, were “uplifted” by the collision of the Pacific oceanic crust and continental crust of Asia. Some of Japan’s mountains are clearly volcanic, such as Mt. Fuji, which last erupted in 1707. Much of Japan is long, narrow valleys between tree-covered low mountains (either natural or reforested), with strips of agriculture and human habitation along the valley edges.

## Physical Systems

Japan is located in the Pacific Ring of Fire, and has 186 volcanoes, of which about sixty are active. Many towns are famous for hot springs. Japan is seismically active; many of its great cities are built on fault lines. Tokyo and Yokohama were largely destroyed by fires resulting from the great Earthquake of 1923, which took 130,000 lives. The city of Kobe experienced a devastating earthquake in 1995.

Since Japan is in the Northern Hemisphere, seasons are similar to those of North America and Europe. Winter can produce heavy snowfall on the western sides of Hokkaido and Honshu, as the Siberian winds pick up moisture from the Sea of Japan and deposit it as snow in the Japan Alps. Winter months are dry on the eastern side of Japan.

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**Source:** Adapted from Anne K. Petry, *Geography of Japan, Japan Digest* (Bloomington, IN: National Clearinghouse for U.S.-Japan Studies, July 2003).

Kyushu, being nearer the equator, is the first to experience spring's national treasure, cherry blossoms. Cherry blossom viewing begins in the Ryukyu Islands in late winter, but doesn't occur in Hokkaido until May; cherry blossom viewing might be compared to "leaf peeping," when Americans take to viewing the fall foliage. Continuous warm rains follow, during Japan's rainy season (not experienced on Hokkaido). All Japan experiences humid summers. The Japan Current provides a balmy autumn for much of the archipelago. During the fall months, typhoons, bearing fierce winds over water, aim for the southwestern and southeastern parts of the country. Usually, they have exhausted themselves by the time they reach the Kanto Plain.

## **Environment and Society**

No one lives further than seventy miles from the coast, so Japanese are oriented to the sea, even though their land is mountainous. Nearly all people live on several flat coastal plains where it has been possible to farm. Only one, the Kanto Plain, is very extensive, about 120 miles long. This is Tokyo-Yokohama-Kawasaki, a dominant urban and industrial region of the country. It has level land, a mild, moist climate suitable for farming, a deep harbor at Yokohama, and is more or less central to the country. It holds nearly 1/3 of the population (largest urban agglomeration in the world), and produces 20 percent of Japan's manufacturing. The "Tokyo area is among the chief producers of steel, using iron ores from the Philippines, Malaysia, Australia, India, and even Africa; most of the coal is imported from Australia and North America; the petroleum from Southwest Asia and Indonesia. The Kanto Plain cannot produce nearly enough food for its massive resident population. Food must be imported from Canada, the United States, and Australia, as well as from other parts of Japan. Thus Tokyo depends on external trade for all things ranging from food to energy" (deBlij, 312-313).

Coastal plains include the Kansai district (Kobe-Kyoto-Osaka triangle), the Kansai or Tokaido megalopolis, the Nobi plain (Nagoya), and the Toyama district. Farmland can be found among the housing, public facilities, and general industrial sprawl of these areas. Farmers are adept at intense cultivation of fruits and vegetables, and small rice paddies are the norm. There is less population density in Hokkaido, where cattle and dairy industries are growing, with meat becoming a much more important part of the Japanese diet, especially among young people.

Japan is the leading fishing nation in the world, utilizing the high seas to feed the largest per capita fish-consuming nation. Increasingly, aquaculture technology cultivates shellfish, seafood, and seaweed in many shallow bays and estuaries.

The Inland Sea was the axis for much of Japan's early history. Seas were once the major means of communication/transportation, but modern Japan has superb internal systems, including railway lines, subway systems, enormous bridges and tunnels to connect this island nation. The tunnel from Honshu to Hokkaido, for example, is longer than the European "Chunnel." Airline travel is easily available, and the *Shinkansen* (bullet trains) carry passengers at speeds averaging 100 miles per hour.

## **Places and Regions**

The Jakota Triangle (Japan, Korea, Taiwan) is characterized by huge cities, enormous global commerce, high consumption of raw materials, and rapid

development. Japan is also part of the Pacific Rim, with land facing the Pacific, relatively high levels of industrialization and urbanization indicating high levels of economic development, and huge imports/exports that move mainly across the Pacific.

Japan can be seen as small units of mountainous terrain; some scholars suggest that this is one reason for the decentralized pattern of government developed in feudal times. Today, there are 47 prefectures (that correspond to states in the United States), many still following historic mountain boundaries. Japan's regions are Hokkaido, Tohoku, Chubu, Kanto, Chugoku, Kinki, Shikoku, and Kyushu-Okinawa.

Japan's rivers are small, not navigable for any great length, fast moving and useful for generating some hydroelectric power. Rivers and plentiful rainfall make possible extensive agriculture and forest production. Wood is also imported, largely from Southeast Asia.

## **Human Systems**

Japan is a developed nation, indicated by its GNP per person (\$37,126 in 2000), the occupational structure of its work force (7% agriculture, 24 percent industry, 69 percent service), energy consumption, transport and communication levels, amount of metals required annually, worker productivity, rate of literacy, nutrition, and savings. Since 1920, full-time agricultural employment fell from 50 percent of the Japanese labor force to 4 percent at the turn of the century. The record of Japan's modernization is a world-famous success story; it can be traced in geographic terms by examining resources, economic spatial organizations, and international relations.

Japan has one of the world's highest physiologic densities, the number of people per unit of cultivable land. Although the birth rate rose sharply post 1945 (the end of World War II), by 1985, it was considerably lower. The death rate had fallen simultaneously, so since the 1990s, the government has been concerned with stagnant population growth. Immigration does not contribute much to population growth in Japan, which does not encourage large numbers of foreign workers. Japan now has an aging population, a shrinking work force, and a smaller tax base to support rising pension and welfare costs. Geographers suggest that more women will enter Japan's labor pool, retirement ages may rise, and robotic technology will increase to address this problem. Many companies already have excess workers, and graduates are having trouble finding jobs in times of recession.

Japan has a rich cultural history that is related to her geography; love of natural beauty has influenced much of Japanese culture. Japan's teahouses and Zen gardens are admired worldwide; rocks represent mountains, combed gravel evokes the endless sea, and long vistas are successfully suggested. Garden elements often represent spiritual beliefs, and there are rules regarding their placement. Some garden and architectural designs came with Buddhism from China and Korea during the seventh century; elements such as hills, ponds, islands, bridges, and shrubs are still found in Japanese gardens. Shinto, an ancient religion, honors invisible spirits in trees, rocks, and water. Flower arranging and ink painting are also related to contemplation of nature's beauty. Textiles celebrate the beauty and meaning of blossoms, trees, birds, fish, and mountains.

For a nation so appreciative of natural beauty, however, Japan's modern environmental protection record is not good. The beautiful Japanese crane is close to

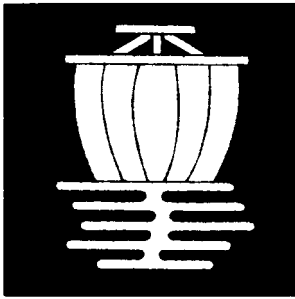
extinction, though once numerous in Hokkaido. Salmon and trout have disappeared from polluted rivers; brown bears have been hunted to endangerment even in Hokkaido; scuba-diving tourists are destroying coral reefs in the far south. The number of monkeys has been reduced, as have the natural flora and fauna of the plains, home to most of Japan's population and industry.

### **Uses of Geography**

The subject of geography is space; for much of Japan, space is a rare commodity. As early as the 1600s, the people of Tokyo, then Edo, filled in wetlands around the Imperial Palace. Modern Tokyo has attracted a huge population, demanding space; land reclamation has resulted in the filling of 20 percent of the surface area of Tokyo Bay. Tokyo International Airport, Disneyland, and Yokohama seaport facilities are on reclaimed land, as is the Kansai airport in Osaka. A Landsat Image in the October 2002 issue of *National Geographic* shows the incredible extent of this human alteration of the natural environment. The impact on the fishing industry is monumental; the impact on humans living there is being discovered daily.

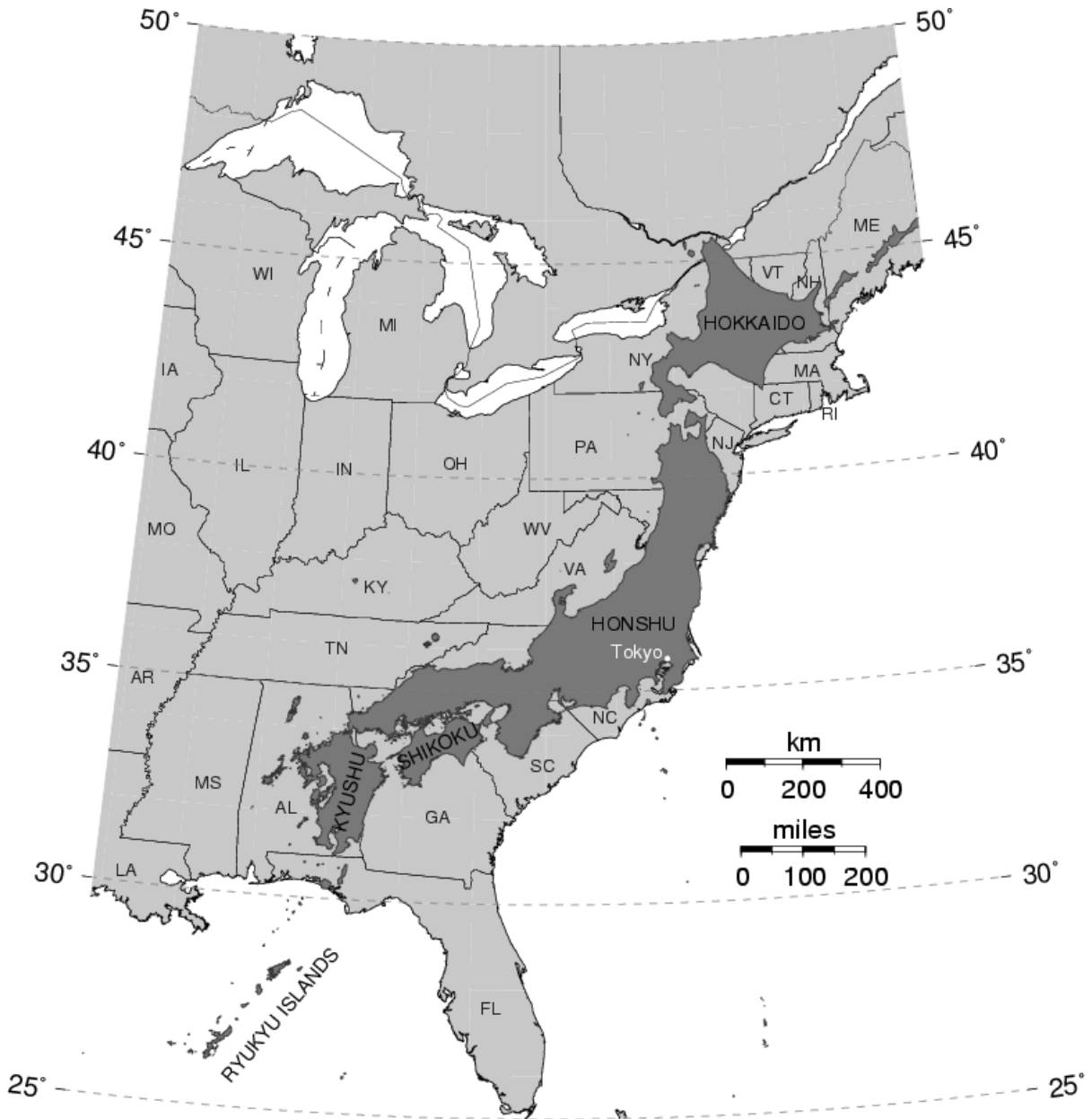
### **Sources**

- Craig, Albert M., *The Heritage of Japanese Civilization* (Upper Saddle River, NJ: Prentice-Hall, 2003).
- Dahlby, Tracy, "Tokyo Bay," *National Geographic* (October 2002), pp. 32-57.
- deBlij, J.J. and Alexander B. Murphy, *Human Geography: Culture, Society, and Space* (New York: John Wiley & Sons, 1999).
- Delay, Nelly, *The Art and Culture of Japan* (New York: Harry N. Abrams, 1999).
- Reischauer, Edwin O. and Marius B. Jansen, *The Japanese Today: Change and Continuity* (Cambridge, MA: Belknap Press of Harvard University, 1999).



Handout 8-2

# Japan and the United States



Lambert Conformal Conic Projection. Produced by Bruce H. Paup using GMT (<http://gmt.soest.hawaii.edu/>)

### **Homework Questions:**

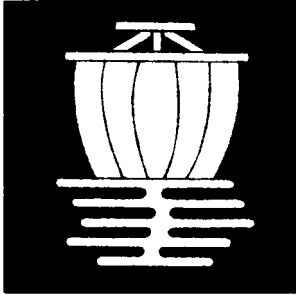
Use the “My Town” map and the map on the first page of this handout to answer these questions:

1. What is your Japanese city or town of departure?
2. What U.S. state falls on the same line of latitude?
3. What Japanese city or town is your destination?
4. What U.S. state falls on the same line of latitude?
5. Approximately how many miles will you travel?
6. In what direction will you travel?

### **Challenge Questions:**

To answer these questions, you will need to make inferences based on your knowledge of Japan and the maps. You may also want to do some additional research to check your answers to these questions.

1. What mode or modes of transportation will you use?
2. What climate or weather changes might you expect, if any?



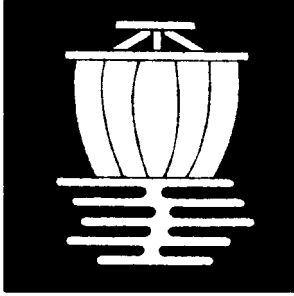
Handout 8-3

## Retrieval Chart

Name of Japanese Student Visitor: \_\_\_\_\_

Name of Japanese Student Host: \_\_\_\_\_

<b>Communication</b>	<b>Movement of</b>		
	<b>Products</b>	<b>Information</b>	<b>Ideas</b>



Overhead Master 8-1

## **Movement**

**People interact with other people, places, and things almost every day of their lives. They travel from one place to another; they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment.**

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**Source:** National Geographic Society  
([www.nationalgeographic.com/resources/ngo/education/themes](http://www.nationalgeographic.com/resources/ngo/education/themes)).