

Faces™

Tokyo

Tokyo, Japan's bustling capital city, is an exhilarating fusion of modernization and tradition. This issue of FACES magazine allows the reader to absorb the history, geography, and culture that make it one of the most visited cities in the world.

CONVERSATION QUESTION

Why is Tokyo a unique city?

TEACHING OBJECTIVES

- Students will learn about tourist attractions in Tokyo.
- Students will learn about the history of Tokyo.
- Students will learn about one of Japan's most famous landmarks—Mount Fuji.
- Students will examine how human population affects the characteristics of places.
- Students will analyze how places change over time.
- Students will explore the geographical features of a region.
- Students will create a travel brochure for Tokyo, Japan.
- Students will research how infrastructure can be reinforced to withstand disasters.
- Students will use maps to answer questions about human cultures.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Only in Tokyo**
Expository Nonfiction, ~1150L
- **From Samurai to Skyscraper: The History of Tokyo**
Expository Nonfiction, ~1150L
- **A Visit to Fuji-san**
Expository Nonfiction, ~1050L

Faces® Teacher Guide: September 2024

Only in Tokyo

pp. 8–11, Expository Nonfiction

Tokyo is the world's most populous metropolis. Students will learn about the unlimited opportunities to eat, shop, lodge, and play in Japan's capital city.



RESOURCES

Affect of Population: *“Teeming” Tokyo*

OBJECTIVES

- Students will learn about tourist attractions in Tokyo.
- Students will examine how human population affects the characteristics of places.
- Students will create a travel brochure for Tokyo, Japan.

KEY VOCABULARY

- **understatement (p. 8)** a statement that represents something as smaller or less important than it really is
- **patron (p. 10)** a customer, especially a regular one of a business (store, restaurant, etc.)
- **prefabricated (p. 13)** manufactured in sections to enable assembly on site

ENGAGE

Conversation Question: Why is Tokyo a unique city?

Inform students that the article they will be reading introduces them to a city in a country with a vibrant history. Display a world map and give students the following clues, one at a time, so that they can locate the country and city being studied. (Tokyo, Japan)

- This country lies in the Northern and Eastern Hemispheres.
- This country is located west of the Pacific Ocean.
- This country is an archipelago located on the continent of Asia.
- The country's closest mainland neighbors are Russia to the north and Korea and China to the south.
- Its capital city is located nearly in the center of the archipelago.

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

- Give two examples of an **understatement** about climate change.
- What establishments are you or your family a **patron** of? List three.
- What are the advantages of **prefabricated** homes and buildings?

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

1. How does Tokyo's large population impact the style of its apartments and hotels?
2. Why does Tokyo have many different animal cafés?
3. What are some of the items that Japanese vending machines offer?
4. How does Tokyo's population impact the way people travel from one place to another?

CONCEPT/SKILL FOCUS: Affect of Population

INSTRUCT: Review the text and guide students to express that the article was written to teach readers about the amenities and attractions of the world's most populated city. Remind them that tourists come from all over the world to experience this special place. Have students complete *“Teeming” Tokyo* independently using information from the article.

ASSESS: When they are finished, have students rejoin their partner from the vocabulary activity so they can discuss the THINK TANK question.

EXTEND

Social Studies: Have students revisit Tokyo on the world map. Instruct them to fold a piece of paper into thirds and to create a travel brochure. Alternatively, many computer programs will have easy-to-use templates. Using information from the various resources, students' brochures should include the following: location, climate, land features, tourist attractions, seasonal events, recreation, and interesting facts.

“Teeming” Tokyo

Affect of Population: Use information from the article to complete the chart below. Then complete the activity in the **THINK TANK**.

WHERE CAN YOU GO?	WHAT CAN YOU DO?	WHAT CAN YOU SEE?
1.		
2.		
3.		

THINK TANK: As a result of the large population, a visit to Tokyo would be unique. Explain how. Turn and talk with a partner.

Faces Teacher Guide: September 2024

From Samurai to

Skyscraper:

The History of Tokyo

p. 12–15, Expository Nonfiction

This article explores Tokyo's evolution from a small fishing village known as Edo to its status as the world's most populous city.



RESOURCES

Analyze Place: *Tokyo Times*

OBJECTIVES

- Students will learn about the history of Tokyo.
- Students will analyze how places change over time.
- Students will research how infrastructure can be reinforced to withstand disasters.

KEY VOCABULARY

- **estuaries (p.12)** the wide part of a river where it meets the sea
- **high-rises (p. 13)** buildings that have multiple stories and are equipped with elevators
- **green spaces (p. 15)** areas of grass, trees, or other vegetation set apart for recreational or aesthetic purposes in an otherwise urban environment

ENGAGE

Conversation Question: Why is Tokyo a unique city?

Construct a K-W-L chart (Know-Want to Know-Learned) to record students' prior knowledge about Tokyo, as well as what they would like to know about the Asian country of Japan. Return to the chart after completion of the reading and activities in this guide and have students add details about what they have learned. If there are remaining curiosities about the region, allow the class to use books and the internet during a free period to find more information.

INTRODUCE VOCABULARY

Post and review the key vocabulary. Give students ten minutes to create a map of a mock city that contains all three of the elements (**estuaries, high-rises, and green spaces**). Inform students that all of these terms are contained in the article, "The History of Tokyo." Display a map of Tokyo, Japan and have students locate an estuary, a green space area, and the section of the city that features high-rises.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. Why did the village of Edo become a thriving center during the 15th century?
2. Explain the power dynamic between the shogun and the emperor.
3. How did the class system dictate where people lived in the city?
4. Why do you think that Tokyo has a very low crime rate, despite being overpopulated?
5. The article states that Tokyo is place where “ancient meets modern” (p. 15). List two facts that support this statement.

CONCEPT/SKILL FOCUS: Analyze Place

INSTRUCT: The city of Tokyo has transformed from a small historical fishing village to a bustling city of modern living, while still maintaining the cultural standards of the past. Distribute the *Tokyo Times* graphic organizer and tell students that they will be using information from the article to analyze how the city changed over time.

ASSESS: Review the worksheet with the class. Have students discuss why it is important to preserve certain elements of the past.

EXTEND

STEM: The article reveals how an earthquake followed by a tsunami and subsequent fire caused catastrophic damage to the city and great loss of life in 1923. Tokyo was rebuilt using architectural styles and modern materials that are better able to withstand disasters. Instruct students to work in small groups to research the improvements in infrastructure and building strategies. (Examples: use of brick and rubber/fluid-filled building bases that can absorb seismic shock etc.) Have groups present their findings to the class.

Tokyo Times

Analyze Place: Provide events and details for each time period. When completed, use the back of the paper to summarize the characteristics of the city that have remained the same and those that have drastically changed over time.

Ancient Edo



Tokugawa Period



19th–21st Century Tokyo

A Visit to Fuji-san

pp. 24–27, Expository Nonfiction

Although Mount Fuji is an active volcano, it has been dormant since its last eruption in 1707. This article examines the mountain's significance to the Japanese people, as well as its appeal as a tourist attraction.

Lexile: ~1050



RESOURCES

Geographical Feature: *Mountain DO!*

OBJECTIVES

- Students will learn about one of Japan's most famous landmarks—Mount Fuji.
- Students will explore the geographical features of a region.
- Students will use maps to answer questions about human cultures.

KEY VOCABULARY

- **World Heritage Site** (p. 24) a natural or human-made site, area, or structure recognized as being of outstanding international importance and deserving special protection
- **tectonic plates** (p. 25) relating to the structure of Earth's crust
- **shrines** (p. 26) places regarded as holy because of their associations with religious or spiritual matters

ENGAGE

Conversation Question: Why is Tokyo a unique city?

Inform students that a National Park is an area of land set aside by the national government for the preservation of the natural environment. The national parks around the world tend to focus on the protection of land and wildlife. Ask students to share experiences visiting a national park and show short video clips, if possible. Ask students how the geography/environment influenced their activities and sightings there. (Students may also answer the same questions about a state park.)

INTRODUCE VOCABULARY

Display the vocabulary words and ask students to share how these words might relate to the topic of Mount Fuji. Next, have students locate the words throughout the article and infer their meanings using context clues. Answer questions and clarify any misunderstandings about the definitions. Challenge students to create their own sentences using each word. If possible, use a reputable website to take a virtual field trip to Fuji-Hakone-Izu National Park.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. How does the peak of Mount Fuji differ from its base point?
2. Explain how Mount Fuji formed and how it got its name.
3. What natural features can be found in Fuji-Hakone-Izu National Park?
4. Why do most people begin climbing Mount Fuji at night? Describe the experience.
5. How does the presence of Mount Fuji affect people living in Tokyo?

SKILL FOCUS: Geographical Features

INSTRUCT: The article presents the reader with detailed information regarding one of Japan's most famous landmarks, the majestic Mount Fuji. For most people who live in Japan or visit it, Mount Fuji is much more than an interesting geological feature. Distribute the graphic organizer, *Mountain Do*, and tell students that they will be using information from the article to describe the different ways that Mount Fuji enriches the land and the people of Tokyo.

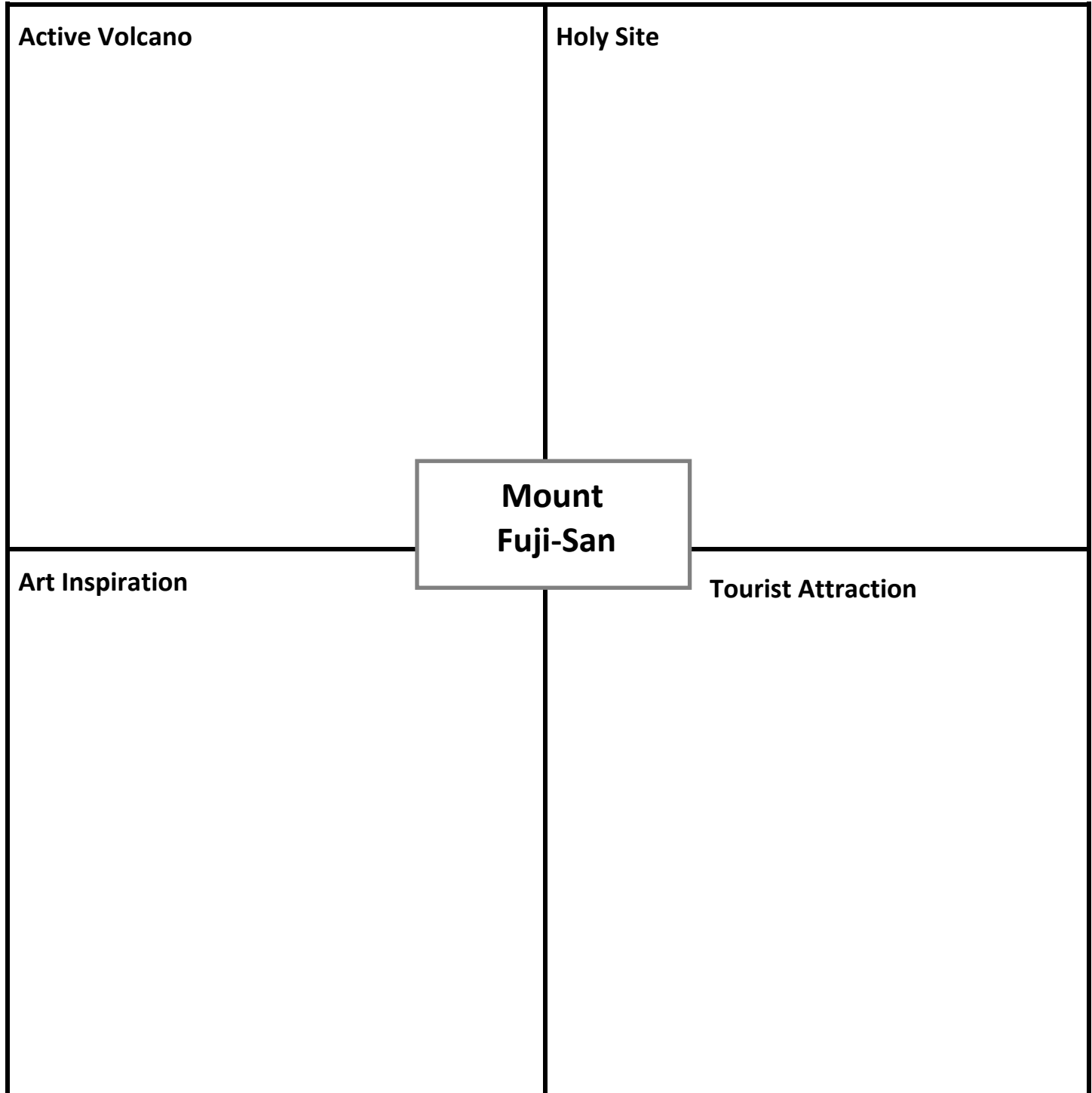
ASSESS: Review the worksheet with the class. Discuss the importance of Mount Fuji's *World Heritage Site* status.

EXTEND

Geography: Hundreds of millions of people live near mountains and volcanoes. Have students use sources such as a World Atlas to locate regions containing most of Earth's mountain ranges. Then, instruct the class to use details from the text to make generalizations about things that they would expect to be true about the identities and cultures of people living in these regions. Supporting details should be included.

Mountain DO!

Geographical Feature: Review the article and highlight information about the elements listed on the organizer. In the boxes below, use detailed information to describe these attributes of the mountain.



Discuss with a partner: *Would you like to visit Fuji-Hakone-Izu National Park? Why or why not?*