

**Lesson Title**

Believe It or Not Boxes

**Class and Grade level(s)**

3<sup>rd</sup>-5<sup>th</sup> Grade Guidance

**Goals and Objectives**

The student will:

1. be able to locate where China, South Korea, North Korea, and Japan are on a map or globe
2. develop an understanding of East Asian customs and cultural differences.
3. research East Asian countries using multimedia sources
4. appreciate different countries and cultures
5. be aware of contributions East Asia countries have made to the world.

**Time required/class periods needed:**

30 minute class period: research

30 minute class period: construct believe it or not box

**Primary source bibliography:****Websites:**

Digital History [http://www.digitalhistory.uh.edu/voices/voices\\_content.cfm?vid=1](http://www.digitalhistory.uh.edu/voices/voices_content.cfm?vid=1)

Online Museum Resources on Asian Art [http://afemuseums.easia.columbia.edu/cgi-bin/museums/search.cgi/topic?topic\\_id=185](http://afemuseums.easia.columbia.edu/cgi-bin/museums/search.cgi/topic?topic_id=185)

Tour of China. <http://www.airpano.com/360photo/China/>

University of Washington, Asian History. <http://guides.lib.uw.edu/friendly.php?s=research/history-asia>

**East Asian Pictures in Books:**

Benke, A. (2004). *North Korea in Pictures*. Minneapolis: Learner Publication Company.

Jackson, T. (2007). *National Geographic Countries of the World: South Korea*. New York: National Geographic Children's Books.

Kalman, B. (2008). *Japan The People (Lands, Peoples, and Cultures)*. New York: Crabtree Publishing Company.

Kalman, B. (2008) *Japan: The Culture (Lands, Peoples, and Cultures)*. New York: Crabtree Publishing Company.

Kalman, B. (2008). *China: The Land (Lands, Peoples, and Cultures)*. New York: Crabtree Publishing Company.

Kalman, B. (2008). *China: The People (Lands, Peoples, and Cultures)*. New York: Crabtree Publishing Company.

Le Bas, T. & Bell, B. (2007). *Insight Guides: South Korea*. London: Insight Guides.

Reynolds, J. (2005). *Japan A-Z*. New York: Children's Press.

Streissguth, T. (2007). *Country Explorers: Japan*. Minneapolis: Learner Publication Company.

**Other resources used**

Cobblestone Publishing. (2007). *If I Were a Kid in Ancient China*. Peterborough: Cricket Books.  
Kummer, P. (2008). *North Korea (Enchantment of the World. Second Series.)* New York: Children's Press.

**Required materials/supplies:**

Globe or world map  
A shoe box for each group  
Colored construction paper or fabric scraps  
Rice  
Glue  
Scissors  
Sequins  
Star Stickers  
Computers  
Index cards  
Pencils  
Markers

**Vocabulary:**

Samurai- 1, The Japanese feudal military aristocracy. 2. A professional warrior belonging to this class.

Communism- A socioeconomic structure and political ideology that promotes the establishment of an egalitarian, classless, stateless society based on common ownership and control of the means of production and property in general.

Socialism- Any of various theories or systems of social organization in which the means of producing and distributing goods is owned collectively or by a centralized government that often plans and controls the economy.

Democracy- Government by the people exercised either directly or through elected representatives.

Emperor- The male ruler of an empire.

Dictator- An absolute ruler, a tyrant, a despot.

Population- 1. All of the people inhabiting a specified area. 2. The total number of such people

Buddhism- The teaching of Buddha that life is permeated with suffering caused by desire, that suffering ceases when desire ceases, and that enlightenment obtained through right conduct, wisdom, and meditation releases one from desire, suffering, and rebirth.

Confucianism- The ethical teachings formulated by Confucius and introduced into Chinese culture, emphasizing devotion to parents, family, and friends, cultivation of the mind, self-control, and just social activity; it is considered a religion of sorts.

Shinto- A principal religion of Japan, with emphasis upon the worship of nature and ancestors and ancient heroes and upon the divinity of the emperor: prior to 1945, the state religion.

**Procedure:**

## Day 1

1. Divide students into groups of 3 or 4.
2. Groups will draw slips to see what East Asian country they will be researching: Japan, China, South Korea, or North Korea.
3. Students will then research their country's population, location and borders, and flag design.
4. Students will find five MOST INTERESTING or UNUSUAL facts about their country and write each one on its own index card.

## Day 2

1. Distribute shoe boxes, one to a group.
2. Have each group decide on a theme for its country
3. Have each group cover its shoe box with material or paper to represent their theme. Example a: For a study of China: silk material or red with yellow stars; Example b: For a study of Japan: asymmetrical designs or nature patterns
4. Each group will label the outside of its box with the country's name, a line map indicating the country's borders and a construction of the country's flag.
5. Teacher will cut a slit in the top of the box wide enough for an index card to slide into easily.
6. Each group will insert their index cards into their own box.
7. Each group will present its box to the class then boxes will be circulated so everyone can look inside every box. Boxes can then be displayed for leisure time revisiting.
8. Create a Venn diagram that shows the overlaps among the cultures.

**Assessment/evaluation:**

Students will be assessed on their presentation of the five facts about their country, their understanding of their group's East Asian culture as measured by the facts they choose and the construction/decoration of their boxes. Each box MUST have a design of the flag and a line map of the country. Students will be assessed on their contributions to and understanding of the Venn Diagram.