Children in Japan and Hawaii: How Are We Alike and Different

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Title/Role: School Librarian
Organization/School Name: Aliamanu Elementary School
Location: Hawaii

Grade Level: 1
Type of Lesson: Lesson in a unit
Type of Schedule: Combination
Collaboration Continuum: Moderate
Content Area: Social studies
Content Topic: This is a unit on comparing cultures.

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
3.1.6 Use information and technology ethically and responsibly.

Dispositions Indicator(s):
1.2.3 Demonstrate creativity by using multiple resources and formats.

Responsibilities Indicator(s):
2.3.1 Connect understanding to the real world.

Self-Assessment Strategies Indicator(s):
1.4.4 Seek appropriate help when it is needed.

Scenario: This lesson is part of a larger unit on understanding and appreciating how cultures are different and similar. In this unit, students focus on one of the cultures with close ties to Hawaii: Japan and the traditions and practices that influence children in Japan. The teacher works with the students in the classroom to identify Hawaii traditions as they relate to clothing, food and holiday celebrations. In the library, which is the focus on this lesson, the LMS uses streaming video to identify Japanese traditions and practices.

Overview: The essential questions for this unit are: How are children in Japan like us in Hawaii? How are children in Japan different from us in Hawaii?

Final Product: Students produce Venn diagrams of the similarities and differences they discover between lifestyles and customs of children in Hawaii and in Japan.

Library Lesson: First graders will be able to (1) identify at least one similarity and one difference between children living in Japan and in Hawaii, and (2) identify the source of their information (e.g., book, video, person). In this lesson, students work on their Venn diagrams.
Estimated Lesson Time: 60 minutes

Assessment

**Product:** Students will use a checklist to assess whether they successfully completed the assignment.

**Process:** LMS and students will informally discuss what students did well and where they had problems in finding information and creating their Venn diagrams.

**Student self-questioning:** Did I identify a similarity between children in Hawaii and Japan? Did I identify a difference between them? Did I identify where I found my information?

Instructional Plan

**Resources students will use:**
Dataset (i.e. lists, tables, databases)
Still image (i.e. paintings, drawings, plans, and maps)
Moving Image (i.e. animations, movies, tv program, video)
Text (books, letters, poems, newspapers, etc.)

**Resources instructor will use:**
Projector
Laptop
Smart board

Instruction/Activities

**Direct instruction:** The LMS taps students’ prior knowledge by asking: What are some things you know about Japan? How is Japan similar to Hawaii? How is it different? How are children in Hawaii and Japan the same? How are they different? As the LMS conducts the discussion, the teacher records students’ responses along with students’ names on a class Venn diagram. She uses one color to identify these initial responses. The LMS introduces the concept of information detective – person who is looking, reading, listening for information to answer a question. She shares three types of information sources (book, video, person). The LMS prepares students for viewing the video by saying: As you watch the following video, listen and watch for at least one way children in Japan are the same as children in Hawaii. Also, listen and watch for at least one way they are different. Students watch a video on Japan.

**Modeling and guided practice:** The LMS demonstrates how to add similarities and differences to the Children in Japan and Hawaii Venn Diagram and how to identify the information source under the diagram.

**Independent practice:** Each student thinks of at least one similarity and difference for children in Japan and Hawaii. Each student completes the Children in Japan and Hawaii Venn Diagram on the organizer provided. Each student also circles the correct information source (video) on the organizer.

**Sharing and reflecting:** Students share what they recorded on their Venn diagrams with the class. The teacher records responses on class Venn diagram using a different color. The LMS shows how to complete the happy/sad face checklist. Students complete their checklists.
Have you taught this lesson before: Yes

Strategies for differentiation: The teacher and LMS circulated as students worked on their Venn diagrams and provided varying levels of assistance (prompting and 1-on-1 questioning) depending on difficulties experienced by students.
Common Core State Standards in English Language Arts:
CC.1. W.8>>English Language Arts.>>Research to Build and Present Knowledge. >>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Children in Japan and Hawaii

I can identify at least one similarity and one difference between children in Japan and Hawaii.

I found this information (circle one)
- In a BOOK
- On a VIDEO
- From a PERSON

I identified at least one similarity between children in Hawaii and Japan.
I identified at least one difference between children in Hawaii and Japan.
I correctly circled where I found my information.

Checklist: Draw a ☑ if you did this. Draw a ☉ if you did not finish this.