

FACES®

TOKYO

Journey to Japan's capital, Tokyo, and learn about the history, geography, and culture that make it one of the most visited cities in the world.

CONVERSATION QUESTION

How have people in Tokyo adapted to their environment?

TEACHING OBJECTIVES

- Students will learn about the history of Tokyo
- Students will learn about Japanese architecture
- Students will analyze how the cultural and environmental characteristics of places change over time
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- Students will draw diagrams of architectural features
- Students will analyze cultural practices related to health
- 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

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

From Samurai to Skyscraper: The History of Tokyo

pp. 8–11, Expository Nonfiction

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



RESOURCES

- Analyze Place Graphic Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze how the cultural and environmental characteristics of places change over time
- Students will draw diagrams of architectural features

KEY VOCABULARY

- estuaries (p. 8)** tidal mouths of large rivers, where tides meet streams
- modernization (p. 9)** the process of adapting something to modern needs or habits
- green space (p. 10)** an area of grass, trees, or other vegetation set apart for recreational or aesthetic purposes in an otherwise urban environment

ENGAGE

Conversation Question: How have people in Tokyo adapted to their environment?

Ask students to imagine a city that lies near a fault-line, explaining that being situated close to a fault-line leaves it at risk for an earthquake. Ask students to hypothesize how people might adapt to this risk.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- _____ led to the building of new infrastructure.
- To preserve people's connection to nature, city planners created ample _____.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What are Tokyo's environmental characteristics?
- How have people living in Tokyo adapted to the limited space?
- How have people living in Tokyo adapted to the possibility of earthquakes?

CONCEPT/SKILL FOCUS: Analyze Place

INSTRUCT: Pass out copies of the *Analyze Place* graphic organizer. Have students record environmental and cultural characteristics for each of the time periods listed in the organizer.

ASSESS: Then, have students work in pairs to discuss how the cultural and environmental characteristics of Tokyo at different time periods are similar or different. Invite pairs to share their findings with the rest of the class, supporting their reasoning with evidence from the text.

EXTEND

Engineering The article mentions how modern skyscrapers and high-rises are built to withstand earthquakes. Conduct research to determine what technologies and building techniques are used to help modern buildings withstand earthquakes. Draw a diagram showing how these technologies and techniques work, and present them to your class.

Analyze Place

As you read the article, record both cultural and environmental characteristics of Tokyo at different points in time. Hint: You may have to infer some characteristics based on details provided in the article.

Place	Cultural Characteristics	Environmental Characteristics
Ancient Edo		
Tokugawa Period		
19th–21st Century Tokyo		

Only in Tokyo

pp. 12–15, Expository Nonfiction

Explore the unique human and physical characteristics of place that make Tokyo unique.



Lexile Score: ~1150

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns influence environments and the daily lives of people
- Students will analyze cultural practices related to health

KEY VOCABULARY

- **pedestrians** (p. 12) people walking along a road or in a developed area
- **claustrophobic** (p. 12) a person who suffers from a fear of enclosed spaces
- **prefabricated** (p. 13) manufactured sections of a building or object, enabling quick or easy assembly

ENGAGE

Conversation Question: How have people in Tokyo adapted to their environment?

Ask students to think about what living in the world’s largest city might be like. Then ask them to think how limited space and the potential spread of disease would impact their lifestyle.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- How does Tokyo’s large population impact the style of its apartments and hotels?
- How does Tokyo’s large population impact the way people travel from one place to another?
- How does Tokyo’s culture affect what tourists must buy when they visit the city?

CONCEPT/SKILL FOCUS: Analyze Cultural Patterns

INSTRUCT: Explain to students that human and physical characteristics, as well as beliefs and values, are reflected in cultural practices and patterns. For example, explain that people living in Tokyo value eating fish, and as a result, vending machines offer sushi. Then review the questions in the Read & Discuss section, pointing out that these are also examples of how cultural patterns influence a way of life.

ASSESS: Arrange students in pairs. Ask them to identify one example of a cultural pattern in their local area that is reflected in the way people live. Have groups share their findings with the class. Make sure they identify which characteristics, beliefs, or values they believe are reflected in the cultural practice they chose.

EXTEND

Health All cultures have ways of preventing the spread of disease. For example, people in Tokyo often wear surgical masks in public. Have students conduct research to identify an additional example of a cultural practice whose purpose is to prevent the spread of disease.

A Visit to Fuji-san

pp. 24–26, Expository Nonfiction

Discover why Mount Fuji is considered sacred by the Japanese and why the people of Tokyo have a special relationship with it!

Lexile Score: ~1050



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will describe how the physical characteristics of places are connected to human identities and cultures
- 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 (p. 25)** relating to the structure of the earth's crust
- **shrines (p. 26)** places regarded as holy because of their associations with religious or spiritual matters

ENGAGE

Conversation Question: How have people in Tokyo adapted to their environment?

Ask students to imagine they lived in the Alaskan wilderness, surrounded by forests, rivers, tundra, and mountains. Then ask them to imagine what they would value if they lived there. Last, ask them to reflect on how those physical characteristics affected their idea of what they would value.

INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What are the physical characteristics of Mount Fuji?
- How does Mount Fuji impact people's religious beliefs?
- How does the presence of Mount Fuji affect those living in Tokyo?

CONCEPT/SKILL FOCUS: Describe Connections

INSTRUCT: Inform students that the physical characteristics that describe the places people live affect how humans form their identities and culture. Also explain that identities are “aspects of life in a place that humans feel connected to.” Then, arrange students into pairs and ask each pair to read the article to locate two examples of how human identities are connected to the physical characteristics of the land surrounding Tokyo.

ASSESS: Invite several groups to share their findings with the rest of the class. Then, ask students to think of physical characteristics of their home location. What landforms are present? Waterways? Then, ask them to share how these characteristics are connected to their own identities and culture.

EXTEND

Geography Hundreds of millions of people live near mountains and volcanos. Use a World Atlas to locate regions containing most of Earth's mountain ranges. Then, use details from the text to make generalizations about things you would expect to be true about the identities and cultures of people living in these regions. Share your answers with the class.