



# Japanese Culture: Scavenger Hunt

## Overview:

Students will participate in a scavenger hunt which makes connections between elements of Japanese cultural history and items found in the garden.

## Objectives:

At the end of the lesson students will be able to:

-  **Identify** elements of Japanese culture in the garden.
-  **Explain** the concept of cultural diffusion.

## Preparation:

-  Review the handout and modify to meet the needs of the space being used. If any of the elements/objects are not present, images can be used in place of the elements/objects.
-  Place artifacts/objects in the garden in reasonably spaced out locations (e.g., bonsai, image of Buddha, mini zen garden, earthquake map)

## Vocabulary:

-  cultural diffusion
-  bonsai
-  nori (seaweed snack)

## Materials:

-  Handout: “Japanese Scavenger Hunt”
-  Images relevant to activity (Buddha, cherry blossoms in Washington DC, bonsai, zen garden)
-  Map of Japan
-  Clipboards

## On the Board:

-  Vocabulary
-  Student Reflection Questions

## Suggested Snack:

-  Nori- edible seaweed (can be purchased at most major markets)

-  zen garden
-  Buddha/Buddhism
-  elements of history/culture

## Learning Activities:

### 1. Presentation (5 min).

- A. Explain to students that many elements of Japanese cultural history are rooted in the natural world and that Japan's physical geography (multiple islands) influences its culture.
- B. Review the definition of cultural diffusion (the spread of elements of culture, including beliefs, foods, cultural norms from the country of origin to other parts of the world. This occurs through travel and trade, otherwise known as "globalization").

### 2. Discussion Activity (25 min.)

- A. Ask students to discuss with a partner anything they know about the spread of elements of Japanese culture from Japan to other parts of the world (*sushi, Manga, karate, etc.*).
  - Ask several partner groups to share with the class.
- B. Ask students how they think these elements of culture traveled from Japan to the United States.
  - After discussing with partners, have volunteers share with the rest of the class.
- C. Divide the class into small groups. Review the Japanese Scavenger Hunt handout with students. Have students locate the items in the garden and draw a quick sketch of each item on their handout.

### 4. Snack (5 min.)

- A. Serve nori and tell students that many Japanese food products originate from the sea because of its island geography.

### 5. Reflection (5 min.)

- A. Have students answer the reflection questions in their garden journals.

## Student Reflection Questions:

1. What are the various ways that elements of culture spread from one place to another?
2. What are some elements of nature that are present in Japanese culture?

## Assessment Questions:

1. What are at least two elements of nature that are significant in Japanese culture that are present in our garden.
  - a. Possible answer: iris flower, cherry trees

2. What is the process by which elements of culture spread from one place to another called?
  - a. travel and trade
  - b. cultural appropriation
  - c. **cultural diffusion**

**Standards:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.