

Chulapol Thanomsing

EDTL 601 Unit 6 Assignment

WebQuest Proposal

Subject – Japanese Culture and Society

Grade Level – 10-12 (Multicultural)

Purpose Statement:

Every participant can share the data to each other and also get their interesting data from each other. Moreover, WebQuest will also be thousands of schools connected in the same way with the Internet. So, this project will be able to provide comprehensive contents in terms of Japanese Culture and Society to everyone that participates in this WebQuest project. There will be the significant Japanese Culture and Society site for many schools in the world.

Project Objectives – Student will

1. be expected to acquire a grasp of traditional and contemporary manifestations of Japanese Culture and Society
2. be introduced Japanese culture, society, history, geography, economic etc.
3. know the important event from rebirth of Japan after WWII into a modern Japan
4. be encouraged to demonstrate their learning through in public discussion board to share with the other participants
5. understand the relation in every aspect in Japan
6. study experience of Japanese people.

Time Line with Expected Start and End Dates (3 months)

<p>2 weeks</p>	<p><u>Fact of Japan</u></p> <ul style="list-style-type: none"> • The World Fact Book 2002 • Japanese Language • Map of Japan • Japanese Newspapers in English • Uniqueness & superiority of the Japanese! <p><u>Japanese Tradition</u></p> <ul style="list-style-type: none"> • Quiz on Japan • Traditional Japanese Culture • Sake • History of Origami • Burakumin discrimination • Ainu Culture • Rice: Its more than food in Japan • Koreans in Japan
<p>1 week</p>	<p><u>Social History of Japan</u></p> <ul style="list-style-type: none"> • Japanese History Timeline • Japanese History • Feudalism in Japan and Europe • History of Japan: Nara to Modern
<p>1 week</p>	<p><u>Japanese Education</u></p> <ul style="list-style-type: none"> • Japanese System of Education • Daily Life in Japanese School • Learning and Education • Japanese Textbook and Role of Japan in WWII
<p>1 week</p>	<p><u>Japanese Women</u></p> <ul style="list-style-type: none"> • Changing role of Japanese women • Women in Japan • Does the Equal Employment Opportunity Law exist in Japan?
<p>1 week</p>	<p><u>Religion</u></p> <ul style="list-style-type: none"> • Japanese Religion • Jizo • Annual Event and Japanese Religion • New Religion • Critical evaluation of Mizuko Kuyo

1 week	<p><u>Japanese Family</u></p> <ul style="list-style-type: none"> • The Family and the <i>Ie</i> • The Japanese Family • The Development of Japanese Family
1 week	<p><u>Japanese Economic</u></p> <ul style="list-style-type: none"> • Human faces of Japanese Economy • The Current Japanese Economic: Problems and Solutions • The Zaibatsu of Japan • Evolution of Keiretsu and their Different Forms
2 weeks	<p><u>Japanese Crime and Quality of Life</u></p> <ul style="list-style-type: none"> • Japanese Gun Control • Yakuza: Past and Present • Juvenile Crime Law Under Scrutiny • Crime statistics • Get tough on juvenile crime • Tasnin Funin • Karoshi--Death by Overwork
2 weeks	<p><u>Working on the Individual Paper</u></p>

Resources and Materials Required:

- Classroom Materials
- Access to the Internet
- Access to the library
- Computer
- Printer
- Internet Resources (*See Procedures and Learning Activities*)

Procedures and Learning Activities:

Procedures

1. Students will be to read materials before participating to class.
2. Students will be divided to 5 groups. Each group will be assigned to search more information in each period and bring them to share with each other.
3. Each student will have to do individual paper in the subject interesting.
4. Students will be encouraged to share resources that relate the subject.

5. Teacher will involve in discussion with students.
6. Teacher will provide the critical examination.
7. Teacher will provide resources and screen students resources.

Learning Activities

Time	Activity	Group
2 weeks	<p><u>Fact of Japan</u></p> <ul style="list-style-type: none"> • The World Fact Book 2002 http://www.cia.gov/cia/publications/factbook/geos/ja.html • Japanese Language http://members.aol.com/writejapan/index.htm • Map of Japan http://www.jinjapan.org/kidsweb/japan/map/j_regi.html • Japanese Newspapers in English http://www.indiana.edu/~japan/newspapers.html • Uniqueness & superiority of the Japanese! http://brunchgrill.freeyellow.com/page2.html <p><u>Japanese Tradition</u></p> <ul style="list-style-type: none"> • Quiz on Japan http://www2.gol.com/users/michaelo/Qyes.html • Traditional Japanese Culture http://www.kt.rim.or.jp/~etshioda/ • Sake http://www.suihitsu.co.jp/eng/lecture/sake/sake.html • History of Origami http://www.origami.as/ • Burakumin discrimination http://blhrri.org/blhrri_e/blhrri/buraku.htm • Ainu Culture http://www.jlgc.org/jlgcnews/025/ainu.htm • Rice: Its more than food in Japan http://www.indiana.edu/~japan/digest6.html • Koreans in Japan http://www.han.org/a/fukuoka96a.html 	Group #1
1 week	<p><u>Social History of Japan</u></p> <ul style="list-style-type: none"> • Japanese History Timeline http://askasia.org/frclasrm/readings/t000013.htm • Japanese History http://www.japan-guide.com/e/e641.html 	Group #2

	<ul style="list-style-type: none"> • Feudalism in Japan and Europe http://edweb.sdsu.edu/courses/edtec596/project2/feudalism/feudalism.html • History of Japan: Nara to Modern http://loki.stockton.edu/~gilmorew/consorti/1c2easia.htm#nara 	
1 week	<p><u>Japanese Education</u></p> <ul style="list-style-type: none"> • Japanese System of Education http://www.ed.gov/pubs/JapanCaseStudy/chapter1a.html • Daily Life in Japanese School http://www.indiana.edu/~japan/digest9.html • Learning and Education http://www.isei.or.jp/books/75/Learning.html • Japanese Textbook and Role of Japan in WWII http://member.nifty.ne.jp/Tomochika/Index.htm 	
1 week	<p><u>Japanese Women</u></p> <ul style="list-style-type: none"> • Changing role of Japanese women http://www2.gol.com/users/friedman/writings/p1.html • Women in Japan http://www.jinjapan.org/insight/html/focus05/focus05.html • Does the Equal Employment Opportunity Law exist in Japan? http://web.iss.u-tokyo.ac.jp/newslet/SSJ2/kim.html 	
1 week	<p><u>Religion</u></p> <ul style="list-style-type: none"> • Japanese Religion http://www.japanlink.co.jp/ka/cshufr.htm • Jizo http://www.askasia.org/image/drawing/i000321.htm • Annual Event and Japanese Religion http://www.kokugakuin.ac.jp/ijcc/wp/cpjr/folkbeliefs/ishii.html • New Religion http://www.kokugakuin.ac.jp/ijcc/wp/cpjr/newreligions/inoue.html • Critical evaluation of Mizuko Kuyo http://www.japanlink.co.jp/ka/cshufr.htm 	Group #3
1 week	<p><u>Japanese Family</u></p> <ul style="list-style-type: none"> • The Family and the <i>Ie</i> http://www.isei.or.jp/books/75/Ie.html • The Japanese Family http://www.jinjapan.org/insight/html/focus04/focus04.html • The Development of Japanese Family http://www.askasia.org/frclasrm/readings/r000128.htm 	Group #4

<p style="text-align: center;">1 week</p>	<p><u>Japanese Economic</u></p> <ul style="list-style-type: none"> • Human faces of Japanese Economy http://www.cic.sfu.ca/forum/AHorvatNov241997.html • The Current Japanese Economic: Problems and Solutions http://rafe.kinseyhand.com/pub/papers/jap_econ.shtml • The Zaibatsu of Japan http://www.sjsu.edu/faculty/watkins/zaibatsu.htm • Evolution of Keiretsu and their Different Forms http://www.rotman.utoronto.ca/~evans/teach363/keiretsu/keiretsu.htm 	
<p style="text-align: center;">2 week</p>	<p><u>Japanese Crime and Quality of Life</u></p> <ul style="list-style-type: none"> • Japanese Gun Control http://i2i.org/SuptDocs/Crime/Japanese_Gun_Control.htm • Yakuza: Past and Present http://www.iej.uem.br//yakuza.htm • Juvenile Crime Law Under Scrutiny http://www.oneworld.net/ips2/mar98/08_54_006.html • Crime statistics http://www.jinjapan.org/stat/category_14.html#Criminal_Offenses • Get tough on juvenile crime http://www.nichibei.org/je/goto.html • Tasnin Funin http://www.askasia.org/frclasrm/readings/r000100.htm • Karoshi--Death by Overwork http://www.workhealth.org/whatsnew/lpkarosh.html 	<p>Group #5</p>

Expected Outcomes of the Project – Students will be able to

1. identify the differences and similar between their country and Japanese culture and society
2. understand and describe the relation of every aspect in each country
3. understand the differences and similar of foreign nation
4. analyze and find the reason of cultural and social change
5. collaborate with other students
6. access information about culture and society of each country through many resources including the Internet and library
7. comprehend the concept of culture and society, and apply this concept to comparison of their own culture
8. critically discuss with other students.

Suggestions of Who Might Participate and how to "Advertise"

This WebQuest will be provided for not only 10-12 grade but also higher grade as well. It will not be limited for some culture, but it is for multicultural to share and compare the experience. As the Japanese culture courses are being recognized in many educational institutions, we will be able to share and advertise this WebQuest via the other schools or sociology teachers.

Assessment Process to Provide Evidence of Success:

Evidences of success are the critical, searched, and collaborative ability of students. So, students will be assessed on

1. the class discussion
2. group report and presentation
3. their participation
4. examination
5. utilization of information from every resource.

Suggestions for Follow-up and/or Continuation of the Project:

In terms of paper and discussion board, students will show the progress of critical and collaborative performance during the term period. Students will effectively work in terms of critical, searched, and collaborative ability in the other courses not only cultural courses but also every course that they will be able to incorporate those abilities to each course.

Justification of Project

To Whom It May Concern:

I am writing Japanese Culture and Society WebQuest project to you to request for your approval. My objectives of this project are to develop:

1. the Japanese Culture and Society to be much more comprehensive contents for supporting to our students,
2. the quality of our academic along with the paradigm shift of education,
3. the quality of our students as well as our teachers to be much more efficient,
4. our institution figured in the eyes of beholders, communities, other institutions etc.

Along with WebQuest / collaborative project, I believe that the collaborative internet projects are the interdisciplinary projects for learning and teaching. Teachers throughout the world can use it to enhance their curriculum through compelling use of the Internet. These projects can utilize real time data available from the Internet to reach peers and experts around the world. This project will be able to provide professional development and technical expertise to promote improved teaching and learning in education. Using the Internet in the collaborative projects could be a powerful source in improving education by providing students with enriched opportunities for connecting with each other, sharing learning experiences, increasing problem-solving and critical thinking abilities. It has been demonstrated that technology facilitates exploration of selected topics in greater depth and collaboration with other students in class and on-line, promotes interactivity, and provides opportunity for involvement in authentic tasks.

Finally, it is my hope that you will be interested in and approve Japanese Culture and Society WebQuest proposal. If you have any questions concerning this project, please contact me. I appreciate to present much more information to you.

Sincerely your,

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