

## Lesson Plan: What's School Really Like in Japan?

### Audience:

Middle School Social Studies

Note: This lesson can be done independently or as part of a culture unit.

### Duration:

1-2 class periods

### Objectives:

- Understand the similarities and differences between school life in Japan and the United States.
- Identify cultural traits of Japanese schools.
- Support a claim with evidence.
- Analyze a chart and infographic.

### Materials:

A copy of the "[What's School Really Like in Japan?](#)" note-taking sheet for each student (or posted online).

Students will need access to the internet.

Create a Padlet page ([padlet.com](https://padlet.com)) using the "shelf" template found on the site. Post one of the following questions in each column. Provide the link to the Padlet page for students.

- What is one similarity or difference you noticed between Japanese and American schools?
- What is one thing you learned about Japanese schools that you think our school should do?
- Would you like to go to school in Japan? Why or why not? Support your response with evidence from the sources you viewed.
- Share any additional links, thoughts, comments, questions, etc.

### Procedure:

#### *Launch:*

Ask students what would happen if our school had no custodians. Have them brainstorm solutions to the problem of not having access to any custodians for the school. Discuss as a class. At the end of the discussion, explain that schools in Japan do not have custodians. Tell the class that they will learn more about this and school life in Japan during this lesson.

#### *Explore:*

Hand out the "What's School Really Like in Japan?" note-taking sheet, or provide a digital copy for students. Review the directions with the class and give an overview of

how much time you expect students to spend on the assignment. Also decide if you would like to have students work in groups or individually.

Tell students to begin working by choosing at least three of the links to explore. Some of the links lead to videos while others are articles. Students should begin taking notes.

Stop the class periodically to review examples of good note-taking strategies, share surprising facts students find, and answer questions.

When students are ready, they should move on to Part II, Analyzing School Data.

*Summarize/Reflect:*

Direct students to respond to the prompts on the Padlet page. Once they are finished, have them read and respond to other students' posts on the page.

Call on students to share their responses about whether or not they would like to go to school in Japan. Remind them to support their answer with evidence from the sources.