

Suggestions for Classroom Use at the Secondary Level

Compiled by Cyrus Rolbin, Phillips Adademy, Massachusetts, U.S.A.

*To Teachers: Here are some suggestions on how to use **A Day In The Life** essay. If you end up using the article, we would love to know how your class went!*

米

1. Write the kanji, 米, on the board.*
2. Have students try to guess what it means (if you have Chinese or other kanji-reading students in your class, instruct them NOT to give the answer away!).
3. Of course, it will probably be too difficult for your students to guess the meaning of an unfamiliar kanji. Quickly give them the following hint: It's the most important food in Japan.
4. Your students will most likely get it right away, although there's a chance that some of them will first guess something like 'sushi'. After they guess 'rice', ask them if they know the word for rice in Japanese.
5. Write on the board, ライス, and have them read it.* Explain that this word is currently used a lot in Japan, and write on the board examples such as カレーライス, オムライス, and チキンライス. This will be nice for a quick *katakana* reading review.
6. Explain that, while ライス is understood by Japanese and widely used in words such as the ones you listed, it is not the main word for rice and not the correct pronunciation for the kanji you put on the board.
7. Write こめ under or over the kanji character.* Have students read it, and then add an お in front of it. Explain the お if your students don't know what it's for. Then, briefly provide a couple of examples such as おとうさん, おかあさん, and おしょうがつ.
8. Next, write the word ごはん on the board.* Have students read it and then explain the difference between it and おこめ (ごはん being the word used when おこめ is cooked).



9. Explain some of the ways in which ごはん is served in Japan.

10. If you have the time, energy, and materials, you might consider having a pot of rice prepared for students to try.

Also, if you are able, you might prepare some *genmai* (unpolished Japanese rice) for students to compare with おこめ.

A simple way to serve おこめ is with *furikake*, or, if you're a little more ambitious and have the class time to spare, you might try showing your students how to make *onigiri*.

11. Ask students about staple foods of the cultures in which they grew up.

12. Pass out copies of the ***A Day In The Life*** essay, along with the **Word Search** and/or the **Sentence Completion** homework prints. On the next day of class, review your students' homework and go over the meanings of the words that they worked with on those prints.

Also, for those of you who have the time and interest to engage your students in a social studies-type activity, there is a two-page print, titled **Question Sheets**, that contains both short- and long-answer questions about the essay. These can be distributed as an additional homework assignment, or can be used by you in class to generate discussion.

It might even be fun to have your students try to guess answers to the questions before they read the essay! Then, they can check their answers by reading and find out who in the class were the best guessers. Sometimes, this kind of activity can help motivate kids who usually do not enjoy reading.

Finally, there is another two-page print entitled **Another Kind of Word Search!** that you may want to use as a homework assignment, or perhaps as a classroom group activity. If you like, you can divide the class into groups of three or four students each, and have them search for the Japanese and English equivalents of the words listed on those prints. Because there is such a long list, you may want to divide this activity into two class periods.

OKOME Word Search

(Beginning Level)

Can you find the following words?

おこめ
ごはん
たんぼ
ねばり
おかゆ

さけ
べんとう
おにぎり
いただきます
ごちそうさま

やさい
しゅるい
せいき
たべもの
しょうがつ

わ	せ	い	き	こ	さ	ね	べ	よ	さ
い	ご	ら	ぐ	ふ	け	え	ば	ま	い
し	ろ	ち	ほ	と	せ	あ	と	り	た
ゆ	じ	ひ	そ	き	つ	や	う	ち	だ
る	べ	ん	と	う	ぐ	た	さ	う	き
い	し	い	は	り	さ	ん	え	い	ま
も	よ	あ	る	じ	は	ま	う	び	す
べ	う	な	ぶ	ゆ	に	み	め	の	ご
た	が	お	き	ぴ	お	か	ゆ	は	お
た	つ	お	ま	ゆ	に	よ	ん	ご	が
ん	ん	ゆ	こ	ふ	ぎ	で	さ	こ	め
ぼ	ね	こ	み	め	り	た	べ	も	の

Answers for OKOME Word Search

(Beginning Level)

Can you find the following words?

おこめ
ごはん
たんぼ
ねばり
おかゆ

さけ
べんとう
おにぎり
いただきます
ごちそうさま

やさしい
しゅるい
せいき
たべもの
しょうがつ

OKOME Sentence Completion (Intermediate Level)

Look through the essay to find words that complete the following sentences. Then, define the words that you filled in the blanks.

1. お米は、日本 (a) _____、ひろくアジアで食べられている
(b) _____ です。

a) _____ = _____

b) _____ = _____

2. お米には大きく (a) _____ ジャポニカとインディカの2つの
(b) _____ があります。

a) _____ = _____

b) _____ = _____

3. 日本は、夏はあつくて、雨が多く、水が (a) _____ です。

a) _____ = _____

4. 米の (a) _____ ところに人が集まり、村ができ、米作り
を (b) _____、社会が (c) _____ しました。

a) _____ = _____

b) _____ = _____

c) _____ = _____

5. 日本人の成人は、(a) _____ 1日 (b) _____ のごはんを食べます。

a) _____ = _____

b) _____ = _____

Answers for OKOME Sentence Completion

(Intermediate Level)

Look through the essay to find words that complete the following sentences. Then, define the words that you filled in the blanks.

1. お米は、日本 (a) _____、ひろくアジアで食べられている
(b) _____ です。
a) だけでなく = not only...
b) 食べ物 = food
2. お米には大きく (a) _____ ジャポニカとインディカの2つの
(b) _____ があります。
a) 分けて = divided into
b) 種類 = varieties
3. 日本は、夏はあつくて、雨が多く、水が (a) _____ です。
a) ゆたか = abundant
4. 米の (a) _____ ところに人が集まり、村ができ、米作り
を (b) _____、社会が (c) _____ しました。
a) 作りやすい = suited to
b) 中心に = centered on
c) 発達 = developed
5. 日本人の成人は、(a) _____ 1日 (b) _____ のごはんを食べます。
a) 平均して = on the average
b) 1杯 = one bowl

OKOME Question Sheets

A) Short-Answer Questions

1. *How long have people in the world been eating rice?*

2. *Where is rice said to have originated?*

3. *How long ago is rice said to have entered Japan?*

Bonus Question: Do you have any idea who was living in this country and what they were doing at that time? Do you know what those people were eating?

4. *How many basic types of rice are there?*

5. *What are their names?*

6. *What is the difference between the different types of rice?*

7. *Which type of rice is grown in Japan? What conditions in Japan make this possible?*

8. *A long time ago, rice was used in Japan not only for food. What else was it used for?*

9. *How much rice is produced in Japan each year?*

10. *What is onigiri?*

B) Long Answer Questions

1. Why is rice said to be much more than just food, but also one of the foundations of Japanese society and culture?

Things to think about before you write:

Think about society in terms of a congregation of people living together. Also, think about culture basically as the set of habits and customs that give a society its identity. What led people to form the first societies in the world? How did those societies develop into cultures? Do you have answers to these questions in your mind? With these things in mind, do you have ideas on how rice helped make Japan what it is? Then you're ready to write!

2. *Rice is eaten by just about everyone in Japan, regardless of their personal lifestyles, political views, religious beliefs, or other distinguishing characteristics. Is there a custom in your culture, or another culture with which you are familiar, that is similarly practiced by everyone? If so, what is it? If not, why do you think there isn't one?*

Answers for OKOME Question Sheets

A) Short-Answer Questions

1. *How long have people in the world been eating rice?*

Since nine thousand years ago.

2. *Where is rice said to have originated?*

From India to the region of present-day Yunnan Province in China.

3. *How long ago is rice said to have entered Japan?*

About 4,000 years ago.

Bonus Question: Do you have any idea who was living in this country and what they were doing at that time? Do you know what those people were eating?

4. *How many basic types of rice are there?*

Two types.

5. *What are their names?*

Japonica and indica.

6. *What is the difference between the different types of rice?*

Japonica is short-grained and more glutinous and sticky when cooked.

Indica is long-grained and drier and lighter when cooked.

7. *Which type of rice is grown in Japan? What conditions in Japan make this possible?*

Japonica.

Japan's climate characterized by hot summers and abundant rainfall.

8. *A long time ago, rice was used in Japan not only for food. What else was it used for?*

For a measure of the size of a local lord's estate, the stipends of government officials and samurai, and the taxes levied on farmers.

9. *How much rice is produced in Japan each year?*

Approximately 11 million tons.

10. *What is onigiri?*

One popular way of eating rice in Japan.

Balls or triangles of rice packed firmly by hand or in a mold.

OKOME Another Kind of Word Search!

(Adv. Beginning-Intermediate)

Look through the English and Japanese versions of the OKOME essay. Can you find the following words and phrases in the opposite language?

PART ONE

1. *China* = _____
2. *Mexico* = _____
3. *world* = _____
4. いろいろなかたちで = _____
5. 中心 = _____
6. *not only...* = _____
7. ... 年前 = _____
8. *introduced* = _____
9. 種類 = _____
10. 手 = _____

OKOME Another Kind of Word Search!

PART TWO

1. 夏 = _____
2. *rain* = _____
3. *village* = _____
4. *society* = _____
5. 世紀 = _____
6. 大事 = _____
7. *bountiful harvest* = _____
8. *New Year* = _____
9. スペースシャトル = _____
10. *volunteer* = _____
11. *healthy* = _____
12. *diet* = _____

おつかれさまでした！！

Answers for OKOME Another Kind of Word Search!

(Adv. Beginning-Intermediate)

Look through the English and Japanese versions of the OKOME essay. Can you find the following words and phrases in the opposite language?

PART ONE

1. *China* = 中国
2. *Mexico* = メキシコ
3. *world* = 世界
4. いろいろなかたちで = *in different ways*
5. 中心 = *centerpiece*
6. *not only...* = ... だけではなく
7. ... 年前 = *... years ago*
8. *introduced* = 伝えられた
9. 種類 = *varieties*
10. 手 = *hand*

Answers for OKOME Another Kind of Word Search!

PART TWO

1. 夏 = *summer*
2. *rain* = 雨
3. *village* = 村
4. *society* = 社会
5. 世紀 = *century*
6. 大事 = *precious*
7. *bountiful harvest* = 豊作
8. *New Year* = お正月
9. スペースシャトル = *Space Shuttle*
10. *volunteer* = ボランティア
11. *healthy* = ヘルシー
12. *diet* = ダイエット

おつかれさまでした！！