

EDUCATION ABOUT ASIA

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Environmental Challenges and Asia

Postcards to a Friend

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Life, Physical and Earth Science, Math

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Auburn, WA

(This lesson plan was adapted from an earlier plan developed by Nicole Snyder.)

General Online Resources	Mount Rainier National Park website Mount Rainier For Teachers
Overview	Students document a field trip or virtual climb of Mount Rainier and Mount Fuji by writing a postcard to a friend describing what they have seen and experienced.
Grade Level	Six through twelve
Objectives	Students will be able to gather information, organize thoughts and ideas, and present their work to others.
Setting	Classroom, Computer Lab, or Field Experience
Time Frame	Three to five days
Materials	<ul style="list-style-type: none">• Postcard size paper for students (minimum 5 per student).• Colored pencils, crayons, or markers.• Computer access or resources information for students to complete research.• Lists of approved websites and materials for research.• Postage stamps.
Vocabulary	Fuji Sunrise —The view of the sunrise from the summit of Mount Fuji. Lahar —A type of mudflow or landslide composed of pyroclastic material and water that

	<p>flows from a volcano, typically along a river valley. The term "lahar" originated in the Javanese language of Indonesia.</p> <p>Shrine—A place of religious devotion or commemoration, such as a place where devotion is paid to a deity or deities, as in Shinto.</p> <p>Stratovolcano—A steep-sided volcano, usually conical in shape, built of lava flows and fragmental deposits from explosive eruptions.</p> <p>Torii—(in Japan) a form of decorative gateway or portal, consisting of two upright wooden posts connected at the top by two horizontal crosspieces, commonly found at the entrance to Shinto temples.</p>
<p>Standards</p>	<p>Communications</p> <p>2.1-1 Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p> <p>Art</p> <p>2.1 Gather information from diverse sources, develop ideas and techniques, organize arts elements, forms, and/or principles into creative work, and reflect for the purpose of elaboration and self-evaluation.</p>
<p>Background</p>	<p>Mount Rainier</p> <p>At 14,410 feet, Mount Rainier is the highest volcano in the lower forty-eight states and the Cascade Range. The mountain is a cultural icon in the Pacific Northwest as it is the backdrop of the city of Seattle and an important sacred site to at least six Native American tribes. Mount Rainier is a stratovolcano that has been sculpted by twenty-five separate glaciers and is surrounded by an old growth forest, multiple rivers, and lakes.</p> <p>Mount Rainier National Park is open all year, and winter provides copious snow for snowshoeing and cross-country skiing. Summer visitors enjoy miles of hiking trails, campsites, and scenic views. The park has multiple entrances, the most popular being the Nisqually entrance. You can drive from the base of the mountain to Paradise at 5,400 feet, where you will find the Henry M. Jackson Memorial Visitor’s Center and Paradise Inn.</p> <p>This is also the starting point for the most popular climbing route on the mountain. Each year around 10,000 climbers attempt to reach the summit, with only about half of them actually making it to the top. It is a two-day journey to reach the summit. One night is spent at Camp Muir at 10,200 feet. From Camp Muir, climbers must traverse glaciers and rock outcrops to reach the summit.</p>

	<p>Mount Fuji</p> <p>At 12,388 feet, Mount Fuji is the highest and most well known mountain in Japan. This mountain is not only a cultural icon in the Japanese culture, but is also considered sacred with multiple Shinto and Buddhist shrines and temples on its slopes. It is a stratovolcano with a perfect conical shape and is surrounded by five lakes.</p> <p>Mount Fuji is snow-capped in the winter and snowless in the summer. Climbing season is from July 1 to August 31 when the mountain is free of snow and the weather is mild. During these two months, 300,000 people climb the mountain. From the base of the mountain to the summit, there are ten stations, although you do not need to start at the base. The fourth and fifth stations are accessible by car and bus. From the fifth station, it takes four to five hours to reach the summit where you will find a <i>torii</i>, multiple vendors, and even a post office.</p>
<p>Procedure</p>	<p>Introduction</p> <p>This lesson can be used as a field trip activity, an extended research project, a small abbreviated project that only takes fifteen to twenty minutes per class, or as a homework assignment.</p> <p>The procedures are written in two sections. The first section is to be used in conjunction with a field trip to Mount Rainier. The second section is to be used if a field trip is not possible and this activity is completed in the classroom setting. Each student will complete five cards, with each symbolizing the number of days their virtual trip will take or correspond to actual stops on the field trip.</p> <p>Each postcard represents knowledge gained through researching one or both mountains. Students will be writing about what they have learned and drawing pictures of sites they have seen or imagined. Once all five are completed, the postcards should represent each student’s actual or virtual trip.</p> <p>Field trip</p> <ol style="list-style-type: none"> 1. Prepare all materials in advance (see list). 2. Introduce the itinerary for the trip to the students, identifying the key places that they will visit. Key Points on Mount Rainier might be: <ul style="list-style-type: none"> • Their first sight of the mountain. • The entrance to Mount Rainier National Park. • The Kautz Creek area describing the current state of Kautz Creek and the lahar that caused the new creek to form. • The Longmire area, including the museum, the visitor area, and the Trail of Shadows • Ricksecker Point. • Paradise Area including the Jackson Visitor Center, the Nisqually Vista Trail, or other

- trails around Paradise.
3. Explain that they will be writing postcards to a friend or relative while on this trip as a way to document the journey and share their experience.
 4. Describe the basic requirements for each card:
 - a. A drawing of something important about the place that they are visiting on one side of the postcard.
 - b. A written description in the form of a letter to their friend or relative about their drawing—what they saw or experienced at that spot and why it is important.
 - c. Students must include details in both their written description and drawing.
 5. Before departing, remind students to be on the lookout for points of interest in preparation for their first postcard.
 6. At the first stop, give the students twenty minutes to draw their first picture and write their first postcard. You may collect the postcards at each stop or allow the students to keep them to be completed later.
 7. Continue with the trip, providing students with the opportunity to complete a postcard at each of the selected stops along the way.
 8. Upon completion of all postcards, assess them with the attached rubric.
 9. Display the postcards in the classroom if space is available, or mail the postcards if they are correctly addressed and the cost is not prohibitive.

In Class

1. Explain to your students that they will be starting a project that will document a virtual climb of Mount Fuji and Mount Rainier, or other site that the students or teacher suggest or approve.
2. They will be doing research on the computer and/or in the library for information about one or both of the mountains.
3. Students will be expected to create a minimum of five postcards per site researched. Each postcard will contain the following information:
 - a. On one side of the postcard, the student will draw something important about the place that they are researching.
 - b. On the other side of the postcard, they will write a narrative to a friend or relative about the drawing that they made. The narrative should include details about the drawing—what they saw or experienced and why it is important.
 - c. Students must include details in both their narrative and drawing.
4. Pass out postcard templates and go over the layout and expectations (picture on front, information and address on back).
 - a. The students should keep track of the websites they visit for information they put on their postcard so as not to plagiarize.
 - b. It is helpful for the students to keep a journal that cites the information they find and the sites they visit.
5. The first postcard should describe the trip from the school to the first stop on the

	<p>mountain. The next four postcards should include key places or activities that interest the student such as wildlife, places visited, food eaten, languages heard, how they felt, and anything else the student wants to include. Both mountains have cultural differences such as food, language, permitted activities, and park policies.</p> <ol style="list-style-type: none"> 6. The last postcard should describe reaching the summit of the mountain or the trip back home. 7. Go over the rubric and timeline and what is due at the end of class each day. Students should use the first day to look up both mountains and decide a starting point. Allow students to begin researching online or to the library. By the end of the first class period, each student should turn in their first postcard describing their trip from home to the first destination that they choose. 8. Days two, three, and four include continuing with research and turning in postcards at the end of class. 9. Day five can include completing the final postcards and students sharing their postcards with the class. <p>Postcard Examples: The following are descriptive examples of the first step of the trip to Mount Rainier and Mount Fuji.</p> <p>Mount Rainier Card 1: Students leave their school for the two-hour drive to Longmire, the first destination at Mount Rainier. The postcard could include the change in scenery from city to country to forest, animals seen, how it felt to see the mountain up close, or sights at Longmire.</p> <p>Mount Fuji Card 1: After flying from SeaTac to Narita airport, students take a cab to a hotel in Tokyo or the bullet train to Fujinomiya, the closest city to the shortest route up Mount Fuji. The postcard could include the flight over the Pacific Ocean, the difference between the two airports, the train or cab ride to the hotel, how the student was feeling on the trip from home to Japan, how it felt arriving in a new country, or what the student thought when seeing the cities in Japan.</p> <p>This lesson can be shortened to three days with the final day as the day to turn in the postcards. Time to work each day can be shortened to fifteen to twenty minutes each class period. Extra credit can be given for students who create more than ten postcards.</p> <p>The attached postcard template and the rubric can be used in multiple subjects and grade levels as well as used as an assessment tool, exit question, or a getting-to-know-you activity.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Use general rubric to assess postcard completion. • Write a paragraph summary of their trip highlighting any information they thought was the best.

<p>Adaptations</p>	<ul style="list-style-type: none"> • The students use their own digital images rather than drawing. • Adapt the number of postcards to meet the needs of the student. • Adapt the expectations and rubric to meet the needs and level of the students. • Use the postcard template as an entry task, exit question, or as a snapshot of student understanding. <p>Students might replace the Postcards with the following Technology Based Options:</p> <ul style="list-style-type: none"> • Students complete the same assignment using the guidelines for public networking sites or texts as the basis for the narrative. Students must accurately describe the site in 140 characters or less. • Students use digital images taken at the sites and write a caption using public networking site guidelines of 140 characters or less to describe the image. Students create this as though they were creating a public network site. • Students create a blog entry for each site visited.
<p>Extensions</p>	<ul style="list-style-type: none"> • Students create journal entries to accompany the postcards. • Students compare the boom of travel writing in the 1860's in Japan and the movement of settlers into the Mount Rainier area following the Lewis and Clark expedition. • Students make a PowerPoint presentation or podcast of a virtual trip to the two mountains that would include pictures, music, sounds, and what they would experience at each destination. • Students study a park or mountain and then share this information in a presentation to the class. • Groups are assigned to study specific sites and present their site to the class. The class compares and contrasts the similarities and differences at each site based on specific topics such as recreational use, accessibility, geology, effects of climate change, physical features, etc.
<p>References/ Resources</p>	<p>Mount Rainier Nature and Science website</p> <p>Mount Rainier National Park: Plan Your Visit</p> <p>Mount Fuji Art</p> <p>Definitions: Look up definitions at Dictionary.com</p>

Postcards to a Friend Rubric				
Points Available	5	4-3	2-1	0
Content	Includes three detailed sentences describing their experience or the site in first person.	Includes three sentences. Sentences are lacking in detail or lacking a first person description.	Includes less than three sentences and/or lacks sufficient detail to describe the site or experience to another.	Sentences missing, lacking in detail, and does not describe the site or experience to another.
Conventions	Spelling, punctuation, and site information are all correct.	Spelling, punctuation, and site information contain minimal errors. Errors do not affect the understanding of the material.	Spelling, punctuation, and site information contain errors that do affect the understanding of the material.	Significant spelling, punctuation, and site information errors exist.
Layout and Design	Layout demonstrates that the student followed postcard standards and includes address of the receiver. The student uses four or more colors on the picture.	Layout demonstrates that the student followed most postcard standards and includes the name of the receiver. The student uses three or more colors on the picture.	Layout demonstrates that the student does not follow postcard standards. The student uses two or more colors on the picture.	Layout demonstrates that the student followed postcard standards. The student uses one or no colors on the picture.
Total Points ____ / 15	Exceeding	Meeting	Approaching	Beginning
*Points are a combination of all three sections.	15 – 13	12 – 9	8 – 3	2 - 0