

The 1st grade English communication I Cross-curriculum lessons Part6

The 1st grade English department

Textbook: Landmark Fit Lesson 7 Eco Tour Yakushima

Period: October

●This lesson's purpose (Only cross-curriculum lessons)

1. Students could understand, Yakushima's a World Heritage Site, features from the viewpoints of its geography, flora, fauna and climate.
2. The students could learn about other world heritage sites in Japan and why UNESCO registered these sites as World Heritage Sites.
3. The students could introduce Japanese World Heritage Sites and other sightseeing spots in Japan to foreign visitors.

●Introduction

- The students read passages about Yakushima and learned about the features of its topography, climate, flora and fauna. They also learned that the reasons why Yakushima was registered as a world heritage site were its typical ecosystem and natural environment.
 - ⇒They found that Yakushima was lowland places and highland places, its rainfall is high and it is isolated. They also understood Yakushima's ecosystem became typical and original for these reasons.
 - ⇒The students learned about the activities how the local government and people protected Yaku-sugi(Jomon cedars) which many tourists caused damage to.

●World Heritage Sites' presentation

- ① 1group: 4 students ×10 groups
- ② Students' role: Presentation:Travel agency staff Listeners:Foreign visitors
- ③ Contents
 - We divided 23 world heritage sites in Japan into 5 groups.

Group A: Shiretoko Shirakami-Sanchi Historic Villages of Shirakawa-go and Gokayama Hiraizumi
Group B: Shrines and Temples of Nikko Fujisan, sacred place and source of artistic inspiration
Tomioka Silk Mill and Related Sites The Architectural Work of Le Corbusier Ogasawara Islands
Group C: Hiroshima Peace Memorial Itsukushima Shrine Himeji-jo
Iwami Ginzan Silver Mine and its Cultural Landscape
Group D: Historic Monuments of Ancient Kyoto Historic Monuments of Ancient Nara
Sacred Sites and Pilgrimage Routes in the Kii Mountain Range
Buddhist Monuments in the Horyu-ji Area Mozu-Furuichi Kofun Group: Mounded Tombs of Ancient Japan.
Group E: Yakushima Hidden Christian Sites in the Nagasaki Region
Gusuku Sites and Related Properties of the Kingdom of Ryukyu
Sacred Island of Okinotorishima and Associated Sites in the Munakata Region

※We didn't include "Sites of Japan's Meiji Industrial Revolution" this time.

- The students chose a World Heritage Site on which to give their presentation. They also chose two sightseeing spots, or food festivals which they wanted to introduce to foreign visitors near their World Heritage Site.

Ex) World heritage site:Yakushima Other spots:Senganen and Mizonoguchi Doketsu

- When the students gave their presentation, they dressed up as travel agency staff and explained their travel plan to listeners, dressed up as foreign visitors).
- Foreign visitors' students chose the most appropriate plan. We assigned them to some roles such as their country, their age, their gender, their occupation, and their travel aim. The listeners acted like the foreign visitors.

※Because of COVID-19, we had to change our presentation style. At first, we planned the students who played foreign visitors went around travel agencies' booths and the students who played travel agency staffs explained their plans. This time, each group came in front of a classroom and gave their presentation and other groups just listened to the presentation.

- The students not only introduced popular sightseeing spots, but also explained the reasons why a World Heritage Site was selected and how to protect their current condition.

●Paying attention to the points below

○The students who did research on World Heritage Sites:

- ①They should explain the reason why a spot was selected as a World Heritage Site..
- ②They should give their presentation about the reason why they chose the site and recommended points for foreign visitors.

○The students who did research gave two recommended spots:

- ①They should explain spots, buildings, cultural events and so on.
- ②They should give their presentation about recommended points.

●The world heritage sites the students chose:

- Shiretoko•Shirakami-mountans•Yakushima (World Natural heritage sites)
- Hiraizumi-Temples, Gardens and Archaeological Sites Representing the Buddhist Pure Land
- Fujisan, sacred place and source of artistic inspiration •Historic Villages of Shirakawa-go and Gokayama
- The Architectural Work of Le Corbusier – an Outstanding Contribution to the Modern Movement) •Itsukushima Shrine
- Historic Monuments of Ancient Kyoto •Historic Monuments of Ancient Nara•Hiroshima Peace Memorial
- Buddhist Monuments in the Horyu-ji Area Mozu-Furuichi Kofun Group: Mounded Tombs of Ancient Japan.
- Hidden Christian Sites in the Nagasaki Region •Gusuku Sites and Related Properties of the Kingdom of Ryukyu (World cultural heritage site)

●Students' presentations about world heritage sites in Japan

(From a viewpoints of cross-curriculum classes with Biology classes)

○About Shiretoko

Shiretoko has unique ecosystems from the sea to the land, rare animals and plants live there. The local government and people protect its surrounding environment. UNESCO evaluated them highly and Shiretoko became a World Heritage Site. Students also introduced the popular sightseeing spots, Shiretoko-Goko(five lakes) and Kaminoko-ike(a pond)



○About Shirakami-Mountains



Students did research on its typical vegetation and explained the Shirakami-Mountains still had one of the largest virgin beech forests in the world. UNESCO highly evaluated them and selected Shirakami Mountains as a World Heritage Site. They introduced two famous sightseeing spots, “Ao-ike” and “Annmon no taki (a fall)”

○About Yakushima

Students could learn about Yakushima more deeply than before. They explained the specialty of flora and fauna, moss and Jomon cedars in Yakushima. The students also understood that heavy rain caused the development of moss and Jomon cedars. They introduced popular sightseeing spots, such as “Hirauchi Kaichu Spa” and “Okawa no Taki”



The students also understood that each world heritage site had a different process when it became a world heritage site through their research and presentations. They could learn about how the local government and people tried keeping the current condition of the sites.

●Students used scientific words and phrases below, when they gave their presentations.

○Landmark Fit Lesson 7

World Heritage Site, feature, climate, rainfall, low-lying, dense, moss, Jomon cedar, root, etc.

○English words and phrases which students learned in Basic Biology classes and Onuma-environmental research lessons

vegetation, flora, fauna, beech forest, primeval forest, pond, vertical distribution, biome, etc.

○English words and phrases which students learned in Landmark Fit Lesson4 Gorilla

eco-system, endanger species, typical, wildlife, be in danger of, etc.

●Making a Mid-term Examination

We set questions about a passage, Shiretoko's attraction and important points when we came into contact with wildlife (20points). The passage had the scientific words and phrases which the students learned about such as flora, fauna, wildlife, ecosystem, mammal, plant, forest, etc. and the name of animals and plants.

●Summary

Owing to COVID-19, it was difficult for us to delve into students' presentations. We had to try a one-way presentation style, so listeners couldn't ask questions. But, when the students evaluated other students' presentation, they could understand their role and choose the best plan for them. In addition, they could memorize the scientific words and phrases when they studied in basic biology classes. They could read scientific passages to make use of their scientific knowledge. We started “Cross- curriculum classes” from this April and the students could accumulate knowledge and review in English, biology and other subjects.