

Teaching Plan

Instructor: [REDACTED]

Adviser: [REDACTED]

1. Time and Date: 6th period, Thursday, June 2nd, 2022

2. Class Survey: 2EE2(14 boys and 16 girls)

This class is composed of 14 boys and 16 girls in the general course. Most students of the class major in science, but there are fewer students in the humanities. They were actively engaged in assignments related to English, not only in class but also outside of class. Therefore, all of them seem to be interested in English.

3. Text Book: PRO-VISION, Lesson 3 Mount Fuji – The Eternal Mountain, Part3

PRO-VISION is a compound word meaning "looking forward." It expresses our hope that the students who will lead the next generation will not look away from reality, but will look firmly toward the future. We hope that students who encounter *PRO-VISION* will be able to live richly and find a firm vision for their lives by using English as a communication tool.

4. Aims of This Period:

- (1) To learn a lot of new words and grammar
- (2) To understand the content
- (3) To know about the past and present of Mount Fuji
- (4) To think of reasons why Mount Fuji is famous

5. Assessment Criteria of This Lesson:

- (1) To learn a lot of new words and grammar
- (2) To understand the content of Part 3
- (3) To guess the content of the main sentences
- (4) To write sentences and express their own ideas in English
- (5) To communicate with other students positively

6. Steps:

1 st	• Introduction of Lesson 3 • Read the passage and understand the content of Part 1
2 nd	• Read the passage and understand the content of Part 2
3 rd	• Read the passage and understand the content of Part 3 (First half)
4 th	• Read the passage and understand the content of Part 3 (Second half) * this lesson
5 th	• Read the passage and understand the content of Part 4 • Conclusion of Lesson 3

7. Plan:

Time	Task (Teacher)	Task (Students)	Interaction	Purpose
30sec	Greetings	Greetings	T→C	To make sure the students are ready to begin class.
4min	<p>Introduction</p> <p>Talk about what T did in the part time job.</p> <p>Show some slides with information.</p>	<p>Listen to T.</p> <p>Watch the slides.</p>	T→C	To draw interest in the class as an ice breaker.
10min	<p>Revision</p> <p>Have S write sentences in English based on what T spoke about at the beginning of class. (Uniqlo)</p> <p>Make S discuss with other students.</p> <p>Share examples for S to write down.</p> <p>Show the answer.</p>	<p>Write sentences in English using three idioms.</p> <p>Share their own ideas with each other.</p> <p>Review what was learned in the previous class.</p>	<p>T→C</p> <p>↓</p> <p>S⇌S</p> <p>↓</p> <p>T→C</p>	<p>To review the idioms (crowded with, in fear of, in order to) learned in the previous class.</p> <p>To practice writing English compositions.</p>
10min	<p>Activity</p> <p>Present the goal of this lesson.</p> <p>Play an automated textbook recording.</p> <p>Make S read the textbook standing.</p> <p>Make S guess what the textbook says.</p> <p>Make S exchange ideas with other students.</p>	<p>Understand the goal of this lesson.</p> <p>Listen to the automated voice of textbook.</p> <p>Read the text book while standing up.</p> <p>Guess what the textbook says.</p> <p>Exchange own ideas with other students.</p>	<p>T→C</p> <p>↓</p> <p>S→C</p> <p>↓</p> <p>S⇌S</p>	<p>To understand the goal of this lesson.</p> <p>To improve two skills such as listening and speaking.</p> <p>To communicate with other students positively.</p>

20min	<p>Main part</p> <p>Translate each paragraph of the textbook into Japanese.</p> <p>Focus on key words, phrases, and expressions of sentences to explain.</p> <p>Have S pay attention to pronunciation.</p>	<p>Learn about the content of the textbook.</p> <p>Understand the meaning of key words, phrases, and expressions of sentences.</p>	T→C	<p>To learn a lot of new words and grammar.</p> <p>To understand the content of Part 3.</p>
30sec	<p>Conclusion</p> <p>Review what today's class did.</p> <p>Present what S will do in the next class.</p>	Listen to T.	T→C	To review what today's class did.

T=teacher, S=student T→C=teacher working with the whole class,

S⇒S=students working in pairs, S→C=students working with the whole class

本文パート通し読み CD 3-2

1

ナマリー CD 3-56

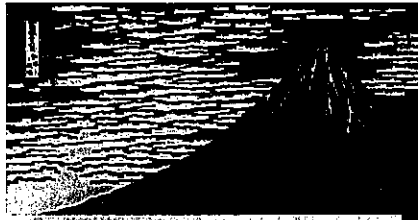
New Words

CD 3-3

- mount [maunt]
- eternal [i:ʔnəl]
- snow-capped [snəu-kæpt]
- horizon [həraizən]
- slope [sləup]
- silhouette [silu(:)ét]
- pink [piŋk]
- shifting [ʃiftiŋ]
- Donald Keene [dɒn(ə)ld ki:ni]
- scholar [skɒlə]
- majestic [mədʒɛstɪk]

CD 3-4 ①導入 (ドナルド・キーンが語った富士山の第一印象) *handout*
 “Snow-capped Mount Fuji/suddenly appeared on the horizon.//Its gently sloping silhouette/was colored pink/by the morning sun,/just as in a Katsushika Hokusai print.// (Watching/its colors/constantly changing/in the shifting light,)I was moved to tears.”//
 In this way/Donald Keene,/a famous scholar of Japanese literature,/described his first impression/of seeing Mount Fuji.//

CD 3-5 ②富士山は日本の象徴
 CD 3-8 For Japanese people,/Mount Fuji has a special role/as a symbol of Japan.//But the Japanese are not the only people/who admire this mountain.//That is obvious from the fact/that more and more people/who climb it each year/come from abroad.//When some of them were asked their perceptions/of Mount Fuji,/“beautiful” was by far the top answer,/followed by “majestic” and “mysterious.”//



From *Thirty-six Views of Mount Fuji* by Katsushika Hokusai (c.1831)

Get the Picture CD 3-10 (He said that) its gently sloping silhouette was colored pink by the morning sun, just as in a Katsushika Hokusai print, and (that) watching its colors constantly changing in the shifting light, he was moved to tears.

- How did Donald Keene describe his first impression of seeing Mount Fuji?
- How did some people from abroad describe Mount Fuji? They described it as beautiful, majestic, and mysterious.

more and more ex. The government puts more and more money into these dying industries.
 by far ex. Russia is by far the largest country in the world.

Katsushika Hokusai [葛飾北斎] (1760-1849) 江戸時代の浮世絵師。
 Donald Keene [ドナルド・キーン] (1922-) ニューヨーク生まれの日本文学研究者。

LESSON 3

LESSON 3

2

ナマリー CD 3-57

New Words

CD 3-11

- dawn [dɔ:n]
- deserve [di:zə:rv]
- mention [menʃən]
- series [siəri(:)z]
- imaginative [imædʒənətɪv]
- depiction [di:pi:kʃən]
- engage [enɡeɪdʒ]
- boom [bu:m]
- location [ləu:kéiʃən]
- inspiration [inspəreɪʃən]
- visible [vɪzəbəl]
- portrait [pɔ:trət]
- Vincent van Gogh [vɪnsənt vən ɡóu]
- Henri Rivière [ɑ:nri: rivi:é:ə]

CD 3-12 ③富士山と芸術 (文学や絵画のモチーフ)
 CD 3-15 Mount Fuji has been a motif/of literature and art/ since the dawn of Japanese culture.//Probably no other mountain has been painted/by so many artists.//The ukiyo-e prints of Hokusai and Hiroshige/deserve particular mention.//Hokusai's *Thirty-six Views of Mount Fuji* is a series of highly imaginative depictions/ of people engaged in various activities/with Mount Fuji in the background.//Hiroshige's *Fifty-three Stages on the Tokaido*/created a travel boom/by showing the mountain/from different locations along the Tokaido.// Works like these ukiyo-e prints/stamped the image of Mount Fuji/on the Japanese mind,/and it became a rich source/of further artistic inspiration.//

CD 3-13 ④ヨーロッパの画家への影響
 CD 3-16 These ukiyo-e also had a great influence/on European painters.//A print of Mount Fuji/is clearly visible behind the man/in a portrait by Vincent van Gogh.//The French artist Henri Rivière/even produced a series of ~ ex. The team carried out a series of experiments.

- Get the Picture CD 3-18 It has played a role of (as) a motif of literature and art (since the dawn of Japanese culture).
- What role has Mount Fuji played since the dawn of Japanese culture?
 - Give an example of how ukiyo-e influenced European painters.

A print of Mount Fuji is clearly visible behind the man in a portrait by Vincent van Gogh. / The French artist Henri Rivière produced a series of prints entitled *Thirty-Six Views of the Eiffel Tower* in homage to Hokusai.

(Utagawa) Hiroshige [歌川広重] (1797-1858) 江戸時代の浮世絵師。
Thirty-six Views of Mount Fuji [富嶽三十六景] (1831年頃)
Fifty-three Stages on the Tokaido [東海道五十三次] (1834年頃)
 Vincent van Gogh [ヴィンセント・ヴァン・ゴッホ] (1853-1890) オランダの画家。
 Henri Rivière [アンリ・リヴィエール] (1864-1951) フランスの画家、ジャポニスムに強い影響を受ける。

LESSON 3

CD 3-6 ⑤富士山が持つ別の側面
 CD 3-9 Aside from these positive aspects,/Mount Fuji has another fearsome one;/it is a living volcano.//Records show/that it once caused serious damage to areas/ as far away as Edo, now Tokyo,/although it has remained quiet/for several centuries.//Both beautiful and frightening,/Mount Fuji has always inspired the Japanese/and has had a special place/in their hearts.//

- aside [əsaɪd]
- positive [pɒzətɪv]
- aspect [əspekt]
- fearsome [fiərsəm]
- volcano [vɒlkeɪnoʊ]

Facts about Mount Fuji



Elevation	3,776 m
Last eruption	1707
Number of climbers a year	284,762 (Ministry of the Environment 2017)

[追加発問 第1-3パラグラフ]

- ①Q: What does Donald Keene do?
 A: He is a famous scholar of Japanese literature.
 Q: Did Donald Keene see Mount Fuji for the first time in the evening?
 A: No, he didn't.
 Q: Did the color of Mount Fuji stay pink?
 A: No, it didn't.
 Q: What did Donald Keene do when he first saw Mount Fuji?
 A: He was moved to tears.
 ②Q: What special role does Mount Fuji have?

- A: It has a role as a symbol of Japan.
 ②③Q: Who admires Mount Fuji besides the Japanese?
 A: People from other countries do [admire it].
 ③④Q: How long Mount Fuji remained quiet?
 A: (It has remained quiet) for several centuries.

- ③. What is a fearsome aspect of Mount Fuji?
 (That) it is a living volcano.

aside from ~ ex. Aside from being a poet, he is a great singer.

LESSON 3 | 3

[追加発問 第1-3パラグラフ]

- ②Q: Who are two ukiyo-e artists whose artworks deserve particular mention?
 A: They are Hokusai and Hiroshige.
 ③Q: What kind of a boom did Hiroshige's ukiyo-e create?
 A: It created a travel boom.
 ④Q: By whom was Henri Rivière inspired?
 A: He was inspired by Hokusai.
 ⑤Q: When was Mount Fuji added to the World Heritage List?
 A: In 2013.



From *Fifty-three Stages on the Tokaido* by Utagawa Hiroshige (c.1834)



Portrait of *Père Tanguy* by Vincent van Gogh (1887)

a series of prints/entitled *Thirty-six Views of the Eiffel Tower*/in homage to Hokusai.//

CD 3-14 ⑥ユネスコによる世界遺産認定
 CD 3-17 In 2013,/the selection committee of UNESCO/added Mount Fuji to the World Heritage List/with the following words:/"In particular/Mount Fuji ukiyo-e prints/by Katsushika Hokusai and Utagawa Hiroshige/had an outstanding impact/on the development of Western art,/and have allowed the majestic form of Mount Fuji/to be known around the world."//

- entitle [entáitl]
- Eiffel [áifl]
- homage [hámidʒ]
- selection [səlekʃən]
- committee [kəmiti]
- UNESCO [ju(:)néskou]
- heritage [héritidʒ]
- outstanding [aʊstændɪŋ]
- impact [ɪmpækt]

- ⑥. Why did the selection committee of UNESCO add Mount Fuji to the World Heritage List? Because, in particular, Mount Fuji ukiyo-e prints by Katsushika Hokusai and Utagawa Hiroshige had an outstanding impact on the development of Western art, and have allowed the majestic form of Mount Fuji to be known around the world.

Thirty-six Views of the Eiffel Tower [エッフェル塔三十六景] (1902年頃)
 UNESCO [国連教育科学文化機関、ユネスコ]
 World Heritage List [世界遺産リスト]

LESSON 3 | 3

3

サマリー CD 3-58

New Words

CD 3-19

- summit [sámít]
- crowded [kraúdíd]
- reverently [révərəntí]
- erupt [írápt]
- shrine [sráin]
- pray [préi]
- eruption [írápʃən]
- volcanic [vɒlkənik]
- subside [səbsáid]
- mixture [míktʃə]
- worship [wɒʃɪp]
- Buddhism [búdzəm]

①山頂から見る日の出
 3-20 At dawn in summer, the summit of Mount Fuji is crowded with people/reverently watching the rising sun.//
 ②神聖視されてきた富士山
 3-25 Mount Fuji has been a sacred mountain/for the Japanese/since ancient times,/and its religious importance/was the other reason/for its selection as a World Heritage site.//
 ③いつか噴火するという恐れ
 ④瀬間神社
 ⑤信仰上の重要性
 3-21 The people of Japan/have long been living/in fear of Mount Fuji erupting someday.//Because people believed/that gods lived within the mountain,/they built the Sengen Shrines at Mount Fuji's base/in order to pray for the gods/to stop eruptions.//
 ⑥12世紀前後：火山活動の沈静化と修験道の台頭
 3-22 Around the 12th century, Mount Fuji's volcanic activity subsided/and it became safe/to climb the mountain.//Some areas became important/to a religious sect/called "Shugen-do."//It was a mixture of ancient Japanese mountain worship and Buddhism.//

[追加発問 第1-3/パラグラフ]

- ②Q: What has Mount Fuji been for the Japanese since ancient times?
A: It has been a sacred mountain for the Japanese since ancient times.
- ④Q: What have people been afraid of about Mount Fuji?
A: They have been afraid of an eruption of Mount Fuji.
- ⑤Q: Why were the Sengen Shrines built?
A: They were built because people believed that gods lived within Mount Fuji.
- ⑥Q: When did Mount Fuji's volcanic activity subside?
A: Around the 12th century.

Set the Picture (The reason is that) it has been a sacred mountain for the Japanese since ancient times and has religious importance.

7. What was the other reason Mount Fuji was selected as a World Heritage site?

3. Why were the Sengen Shrines built at Mount Fuji's base?

(Because people believed that gods lived within the mountain and wanted) to pray for the gods to stop eruptions.

be crowded with ~ ex. The streets are crowded with people going to the shrine.

Sengen Shrine 「浅間神社」 富士山をご神体とする神社。同名の神社が各地にある。
Shugen-do 「修験道」 山岳信仰や密教が結びついて成立した宗教。山中で修行を行う。

⑦15~16世紀：一般庶民による登山開始
 3-23 In the 15th and 16th centuries, ordinary people guided by Shugen-do practitioners/began to climb the mountain/for religious reasons.// In the Edo period, this practice grew to be popular/among people who belonged to a religious group/called "Fuji-ko."// As a result, the mountain attracted more worshipers/than ever before.//
 ⑧1889年(明治時代)：御殿場駅の開設、さらなる訪問者増
 ⑨信仰から観光へ
 3-24 The number of visitors again increased dramatically/when Gotemba station opened on the Tokaido railway line/in 1889.//However, these visitors came for recreation/rather than religious reasons.//

- practitioner [præktɪʃənər]
- worshiper [wɒʃɪpər]
- visitor [vɪzətər]
- dramatically [drəmətɪkəlɪ]
- recreation [rɪkreɪʃən]

[追加発問 第4,5/パラグラフ]

- ⑨Q: When did ordinary people begin to climb Mount Fuji?
A: They began to climb it in the 15th and 16th centuries.
- ⑩Q: When did climbing Mount Fuji become popular among people who belonged to "Fuji-ko"?
A: It became popular in the Edo period.



People climbing Mount Fuji depicted in Thirty-six Views of Mount Fuji

Ordinary people guided by Shugen-do practitioners began to climb it for religious reasons.

⑨. What happened in the 15th and 16th centuries regarding people who climbed Mount Fuji?

⑩. After the opening of Gotemba station, what was the main purpose for visitors? It was (for) recreation.

as a result ex. We couldn't get to the airport on time. As a result, we missed our flight.

Fuji-ko 「富士講」 富士山を登山として登拝する信仰組織。

3

4

サマリー CD 3-59

New Words

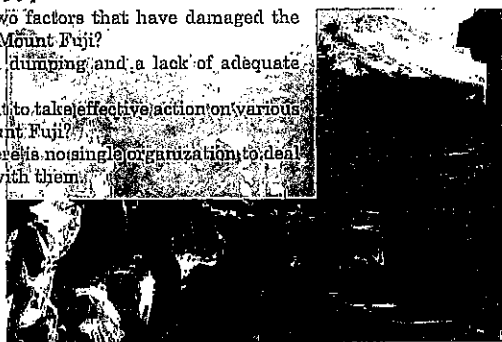
CD 3-31

- threat [θrét]
- illegal [ilɪgəl]
- dumping [dʌmpɪŋ]
- lack [læk]
- adequate [ædəkwət]
- hut [hʌt]
- facility [fəsilɪti]
- explanation [ekspləneɪʃən]
- straddle [strædəl]
- landlord [lændlɔ:rd]
- organization [ɔ:rgənəzəɪʃən]
- systematically [sɪstəmətɪkəlɪ]
- effective [ɪfektɪv]

①富士山が直面している問題：不法投棄や施設不足
 3-32 Today Mount Fuji faces a serious threat.// Illegal dumping/and a lack of adequate huts, toilets, and other facilities/have greatly damaged the environment.//
 ②静岡・山梨の2県にまたがる富士山
 ③意外な山頂所有者
 3-33 How could such things have happened/to Mount Fuji, which is a precious World Heritage site?// Here is one explanation.// The mountain straddles two prefectures, Shizuoka and Yamanashi.// Surprisingly, the landlord of its summit/is not the Japanese government/or the two prefectures, (but) the Sengen Shrine.// Therefore it is said that there is no single organization/to deal systematically with the mountain's various problems.// That makes it difficult/to take effective action.//

[追加発問 第1,2/パラグラフ]

- ②Q: What are the two factors that have damaged the environment of Mount Fuji?
A: They are illegal dumping and a lack of adequate facilities.
- ③Q: Why is it difficult to take effective action on various problems of Mount Fuji?
A: It is because there is no single organization to deal systematically with them.



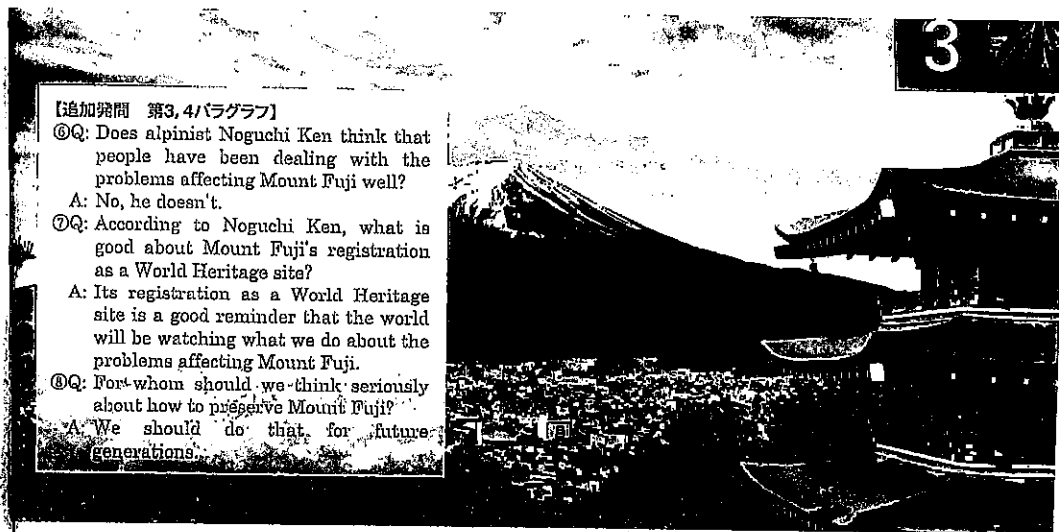
Garbage at the 5th station of Mount Fuji in 2014

Set the Picture (It faces a threat that) illegal dumping and a lack of adequate huts, toilets, and other facilities have greatly damaged the environment.

1. What threat does Mount Fuji face now?

2. Why is it difficult to take effective action on the problems?

Because there is no single organization to deal systematically with the mountain's various problems.



[追加発問 第3,4/パラグラフ]

- ④Q: Does alpinist Noguchi Ken think that people have been dealing with the problems affecting Mount Fuji well?
A: No, he doesn't.
- ⑤Q: According to Noguchi Ken, what is good about Mount Fuji's registration as a World Heritage site?
A: Its registration as a World Heritage site is a good reminder that the world will be watching what we do about the problems affecting Mount Fuji.
- ⑥Q: For whom should we think seriously about how to preserve Mount Fuji?
A: We should do that for future generations.

⑦必要とされる対策
3-34 Surely we cannot allow this situation to continue.//

Steps will need to be taken/to provide adequate facilities for visitors/and to stop illegal dumping.// "Until now we've turned a blind eye/to the problems affecting Mount Fuji," says world-famous alpinist Noguchi Ken.// "Its registration as a World Heritage site/is a good reminder that the world will be watching/what we do about them."// Our ancestors/who admired and revered Mount Fuji/certainly expected it to remain beautiful forever.// It is time for us/to start thinking seriously/about how to preserve Mount Fuji/so that future generations/will not be deprived of its beauty.//

- alpinist [ælpɪnɪst]
- registration [rɛdʒɪstrəɪʃən]
- reminder [rɪmaɪndər]
- ancestor [ænsəstər]
- reverse [rɪvɜ:rs]
- preserve [prɪzə:v]
- generation [dʒenəreɪʃən]
- deprive [dɪpraɪv]

⑧. According to the author, what should we start thinking seriously about? (We should start thinking seriously) about how to preserve Mount Fuji (so that future generations will not be deprived of its beauty).

turn a blind eye to ~ ex. We should not turn a blind eye to his irresponsible behavior.
be deprived of ~ ex. He was deprived of sleep and looked very tired.

Noguchi Ken 「野口健」(1973-) 登山家。1999年に25歳で当時の七大陸最高峰登頂最年少記録を樹立。