

# Ceremonies - Visiting Exhibit-A Tale of Sister Cities

## Summary

This lesson is intended to be implemented in conjunction with viewing the Ceremonies exhibit. Students will explore the sister city of Matsumoto, Japan and its relationship with Salt Lake City. This lesson is created as part of a series of lessons to compliment the Center for Documentary Arts' exhibit "Ceremonies: A Tale of Sister Cities". Preceding lessons in this series help students gain an understanding of Japanese geography, history, society and culture.

## Materials

Access to the Center for Documentary Arts exhibit, "Ceremonies"  
Internet access and LCD projector

## Background for Teachers

Teachers should review the websites to familiarize themselves with Matsumoto, Japan.

## Intended Learning Outcomes

Students will examine the concepts and development of the sister city initiative.  
Students will analyze interactions between people and places.  
Students will strengthen critical thinking skills.

## Instructional Procedures

Use the Web Japan website to introduce students to Matsumoto, Japan.

Click on Regions and Cities

Click on "Chubu"

Click on Matsumoto

Review the information and pictures on Matsumoto

Introduce the concept of Sister City. If you assigned homework from lesson 4, review student findings.

Identify various Sister Cities of Salt Lake City on a map

How might creating a Sister City relationship create more understanding of different people and cultures of the world?

Introduce the exhibit, "Ceremonies" displayed by the Center for documentary Arts.

Have students attend the Center for Documentary Arts exhibit, "Ceremonies"

Instruct students the exhibit is displayed by decade. Students should walk through it and study it in chronological order noting the main ideas of each decade

Students should also make note of 1-3 quotes on each panel, citing who said the quote and in what context it was said.

Students should also write down each Japanese phrase highlighted in the exhibit, such as "ichi-go-iche" and write the translation.

Following the exhibit, divide students into groups of 3-4.

Students should discuss their notes from the exhibit

Conduct a whole class discussion to ensure students understand the development of the People-to-People initiative and other relevant information.

What quotes made a big impact on students and in what way? Did any students make references to the same quotes? Teachers may choose to use these questions as a writing prompt.

In the same small groups, instruct students to discuss the following questions and chart

their discussion to share out with the class:

What lessons can be learned from the Salt Lake City-Matsumoto experience that we can apply to our own lives, schools, and communities?

Should the People-to-People opportunities be expanded? Why? How?

In what ways has the People-to-People created lasting change?

What ideas from the People-to-People initiative can we apply to areas in the world today that are experiencing conflict? Explain.

Final paper: Assign a final paper allowing students to synthesize what they have learned about Japan and the People-to-People initiative. Students may want to consider the following question:

Many Sister City relationships have not been as successful as the Matsumoto-Salt Lake City project. Considering what we have learned about Japan over the course of the last few lessons. Assess and discuss why you think the Sister City project involving Matsumoto and Salt Lake City has been a success story. Be sure to consider both physical and cultural elements of both Japan and Salt Lake City to support your answer.

What would President Dwight D. Eisenhower's response be to the success experienced between Matsumoto and Salt Lake City?

### Authors

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