

# The Japanese in Manchuria: Hsinking (Changchun) in the 1930's

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Teaching about Asia, spring 2012

**Grade level:** 9 – 12<sup>th</sup>

**Time:** 5/6 days, 40 minute periods

**Purpose:** The purpose of this lesson is to expand students' perspective on the history and culture of 20<sup>th</sup> century imperialist expansion beyond what is commonly taught. This lesson aims to help students understand history through the eyes of individual actors caught up in a turbulent period. Through a study of the Manchurian capital of Hsinking in the 1930's (modern day Changchun), students have the opportunity to witness the last remnants of the Chinese dynastic system as well as the aspirations of Japanese expansion. (Note: "Hsinking" is pronounced Shin-jing meaning "new capital.")

## Ohio Academic Content Standards: Social Studies

### Modern World History

#### Topic: *Imperialism (1800-1914)*

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

#### Content Statements:

10. Imperial expansion had political, economic and social roots.
11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

#### Topic: *Achievements and Crises (1900-1945)*

The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.

#### Content Statements:

13. Advances in technology, communication and transportation improved lives, but also had negative consequences.
14. The causes of World War I included militarism, imperialism, nationalism and alliances.
15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.
17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and

began the atomic age.

**Note:** This lesson plan will be modified for use in an advanced Chinese class for 2013. Please contact me if you are interested in learning more.

**Introduction:** In this lesson plan on Japan, I would like to have students explore the Japanese experience in Manchuria through the city of Hsinking (modern day Changchun in Jilin province). During the 1930's, Hsinking was the capital of Manchuria, a country created by the Japanese as part of their expansion in China. Aisin-Gioro Puyi, the last emperor of the Qing dynasty, was offered a chance to revive Manchu imperial power by becoming the emperor of "Manchukuo." Unfortunately for him, he was really only a "puppet emperor" under Japanese administration. Japan needed Manchukuo for many reasons not least of which was the abundance of natural resources in the territory. But the Japanese did not only exploit Manchukuo. They also built its capital, Hsinking, into a modern city with impressive architecture and an efficient government. Even popular culture flourished as can be witnessed in the films created by the Manchukuo Film Association Ltd. (Man'ei).

### **Procedures and Activities:**

For this project, students will be grouped into teams and assigned a work unit within the city. Within each group, students will be assigned the role of one individual involved in what was happening at that location. Together, the students will paint a picture of life in Changchun in the 1930's according to those who lived the history. I have researched 21 historical figures for whom students can find information on the internet and have listed them below. If you want to add more, you can do further research or have students make up minor characters who could act as witnesses to what was happening at the time. Teams should be arranged by work unit and include the following individuals:

#### ***South Manchuria Railway Company***

Uchida Kosai / Uchida Yasuya – *president of SMR 1931/1932*

Yosuke Matsuoka – *president of SMR 1935 – 1939*

#### ***Wakamatsu Unit: Unit 100 (not Unit 731)***

Unit Chief Yujiro Wakamatsu – *veterinarian*

Senior Sgt. Kazuo Mitomo – *witness*

#### ***Kwantung Army***

Kuniaki Koiso – *chief of staff*

Yasuji Okamura – *vice chief of staff*

Shigeru Honjo – *commanding general 1931/1932*

#### ***Imperial Palace of Aisin Gyoro Puyi***

Aisin-Gioro Puyi / Kangde Emperor / Henry Puyi – *last emperor of China, puppet emperor of Manchukuo*

Empress Wanrong – *Puyi's wife and empress*

Wenxiu / Consort Shu – *Puyi's second wife (simultaneous with Wanrong)*

Noble Lady Xiang / Tan Yuling / Tataru Yuling -- 3<sup>rd</sup> wife of Puyi (simultaneous with Wanrong)

Aisin-Gioro Pujie – prince and brother of the emperor

Lady Hiro Saga – wife of Pujie

Aisin-Gioro Huisheng – princess and daughter of Pujie and Hiro Saga

### **Manchukuo Government**

Zheng Jinghui -- Prime Minister of Manchukuo, March 1932 – May 1935

Zhang Jinghui -- Prime Minister of Manchukuo, May 1935 – August 1945

### **Manchukuo Film Association Ltd. (Man'ei)**

Masahiko Amakasu – government official, film studio manager

Yoshiko Yamaguchi / Li Xianglan / Shirley Yamaguchi / Yoshiko Otaka / Ri Koran – actress

Negishi Kanichi – studio production chief

Makino Mitsuo – producer

Uchida Tomu – film director

**Day 1:** Introduce the period of Japanese colonization of Manchuria.

1. Show film “Manchukuo Japanese China Propaganda Film” at <http://www.youtube.com/watch?v=IzYLJt0Kdjw> (9:40 minutes) and have students complete video viewing worksheet. Discuss the intent of the film and the meaning of the content. This will give the students the geographical and political setting for the rest of the lesson.
2. Introduce the project, schedule, and requirements.
3. Have students form their groups while you assign work units and roles. Students should also use this time to decide what format they will use to present what they have learned to the class. Students choose from the following options for group presentation:
  - a. magazine – series of articles and pictures
  - b. radio program – this could take the form of interviews and/or news reports written by the students
  - c. film – similar to the radio program but may want to include embedded video of existing material
  - d. play – student composed dramatization that clearly demonstrates the roles of each figure

**Day 2:** Guided research in computer lab.

Students are given a web quest handout to collect the information they need to understand their historical figure and collect the pieces they need for their group presentation. If incomplete, assign as homework.

**Day 3:** In class writing.

Using the information gathered online, students will spend the period writing a journal entry in which they imagine what their historical figure was doing and thinking at the time. The teacher may want to provide guidelines for this activity. During this time, the teacher can check and grade the webquest assignment and consult with students. The teacher can decide if the period is long enough to complete the assignment or if it will be completed as homework.

**Day 4:** In class group work.

Students will work together to complete their group project. Efficiency should be stressed with each student equally responsible for contributing information about their assigned historical role. Remind students to discuss what they need to do to complete the project if not finished in class. **Materials needed for day 4:** Either provided by teacher or students.

- paper, glue, scissors, markers for magazine project
- video camera or camera phones for film making
- sound recording equipment such as laptop with microphone and audacity program for radio program

**Day 5:** Presentation of projects.

The teacher may want to have a rubric for this which is given to each student in advance then used for grading. The teacher should also think about ways to check comprehension of the rest of the class. A note taking sheet with all the work units and historical figures listed could be turned in at the end of the period. Comprehension questions would be a simple way to check.

**Day 6:** (optional)

This day is scheduled for any presentations that were not completed in day 5. It can also be used for wrap up and discussion of “what we learned.”

**extension** – students either discuss or write a paragraph assessing the positive and negative impact their figure might have had on life in Manchukuo in the 1930’s. Prompt quote: “. . . I beg you to accept that there is no people on Earth who would not prefer their own bad government to the good government of an alien power." Mohandas K. Gandhi (from the Gandhi film).

**Assessment:** The teacher can decide how to weigh each assignment based on grading standards and priorities of his/her class. Assignments that can be graded include

- video viewing worksheet
- webquest
- writing assignment
- project – individual and group work assessment

**Attachments:** I have included the following as part of this lesson plan:

- video viewing worksheet
- webquest
- PPT slides with links to the propaganda film and a clip from a Man’ei film of the era