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Comfort Women

Purpose: 1. Analyze connections between WW II, the Cold War and contemporary conflicts.
2. Development of a more global perspective, as well as a greater sensitivity to the atrocities of war.

Grade Level and Subject: Grade 9, History –Benchmark E., 20th Century Conflict, 11, a., b., and c.

Lesson will also enhance students' knowledge of Geography and People and Societies.

Commentary: Lesson plan was designed for students with cognitive disabilities, however it can easily be modified for regular education students.

Note – The students this lesson was designed for have strong background knowledge of the atrocities perpetrated by the Nazi's during World War II.

This lesson can also be used when discussing Dafur and the use of boys as soldiers – (Video entitled, "The Lost Boys of Sudan")

Length of Lesson: Because of the students' special needs, approximately three - 42 minute periods.

Methods:

1. Visual – power point
2. Small-group discussion
3. Use of maps and graphic organizers

Essential Questions:

- Were the Comfort Women faced with a "choiceless choice"? Is it a choice?
- Is it ever right to use children in war?
- Is it ever right not to bring guilty parties to justice?

- Why are people speaking out both about their “secret” and the atrocities they committed?
- Why are young people in Japan, Korea, China and other Asian nations protesting the refusal of the Japanese government to address the issues?
- Should victims receive compensation and an apology for wartime happenings?
- A number of Holocaust survivors returning home, found they were not wanted, just as some of these girls were not. Why do survivors sometimes get this reaction?
- What, if anything, can be done to stop future wartime abuses?
- Why does one nation try to destroy another nation or a specific group?

Activities:

Day One: Introduction

1. Review vocabulary – i.e. atrocities, enslavement, coercion, etc.
2. Discuss students’ background knowledge of Nazi atrocities (or present African atrocities, Cambodian genocide, Armenian genocide, etc.)
 - a. write their comments for comparison of their knowledge of the two tragedies at conclusion of the unit
3. Locate China on a map
4. Discuss its location in relationship to Japan and other East Asian nations

Asian nations

3. Begin power point
4. Leave time for discussion of students’ reactions
5. Write any comments they make drawing a comparison

Days Two – Four: A quick summary of previous day’s class, answer any questions

1. Continue power point
2. Discuss students’ reactions
 - a. Use Venn diagrams to visually represent comparisons

Homework: This can be modified for regular education students.

With the cognitively impaired students, homework is rarely assigned because it becomes in-school work since the aid and/or teacher need to help students due to their low reading levels, writing and spelling deficiencies and no one at home to work with them.

Assessments: (Will need to be modified for regular education students.)

Pre-assessment: Determine students' background knowledge of Nazi atrocities (or any war).

On going assessment: Conduct ongoing assessment throughout the power point, allowing students the opportunity for observations and/or reflections.

Post-assessment: Discussion of what students learned.

Test – vocabulary terms

ability to locate China and Japan on a map

a Venn diagram for students to list some

similarities and differences

a short answer question asking students how the atrocities against the Comfort Women is still affecting people's lives today

Additional Resources:

Internet - Articles and Photographs

http://apublicbetrayed.com/case_studies/case_study5htm-pictures

http:// www.cmht.com/casewatch/cases/comf-headbandaged.jpg

<http://www.cnn.com/2007/US/04/25/comfort.women.ap/index.html>

<http://www.dailycal.org/sharticle.php?id=3957>

Comfort Women in Burma

<http://history.sandiego.edu/gen/st/~kelliej/burma.html>

<http://international.ucla.edu/asia/lessons/chung/Background.htm>

<http://www.janelleparklee.com/women-war/chronology.html>

[http://www.jlhs.nhusd.k12.ca.us/Teacher_Services/Shared/DForrest/WWII
Memorial/THE COMFORT WOMEN](http://www.jlhs.nhusd.k12.ca.us/Teacher_Services/Shared/DForrest/WWII_Memorial/THE_COMFORT_WOMEN)

<http://jpri.org/publications/workingpapes/wp77.html>

Letter from Prime Minister Junichiro Koizumi to the former comfort women

<http://www.mofa.go.jp/policy/women/fund/pmletter.html>

news.bbc.co.uk/2/hi/asia-pacific/12496.stm

www.philnews.com/2005/ca.html

Comfort Women by Dottie Horn

http://www.religioustolerance.org/sla_japa.htm

<http://research.unc.edu/endeavors/win97/comfortl.html>

<http://www.squidoo.com/comfort-women/>

<http://www.travelkb.com/Uwe/Forum.aspx/asia/6816/Japanese-Atrocities>

<http://twotigers.org/hst/6.htm>

http://web.amnesty.org/act_for_women/comfort_women-eng

<http://en.wikipedia.org/wiki/Comfort>

Texts:

Hicks, George, *The Comfort Women: Japan's Brutal Regime of Enforced Prostitution in the Second War*. London: W.W. Norton & Company, 1994.

Howard, Keith, ed. *True Stories of the Korean Comfort Women*. London: Cassell, 1995.

Schellstede, Sangmie Choi, ed. *Comfort Women Speak: Testimony by Sex Slaves of the Japanese Military*. New York: Holmes & Meir, 2000.

Stetz, Margaret and Bonnie B. C. Oh, eds. *Legacies of the Comfort Women of World War II*. Armonk: M. E. Sharpe, 2001.

Yoshiaki, Yoshimi, *Comfort Women: Sexual Slavery in the Japanese Military During World War II*. Trans. Suzanne O'Brien. New York: Columbia University Press, 1995.