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How Japan rebuilds following World War II

Objectives:

Purpose One:

To enable students to examine the effects of World War II on Japan, and explain Japan's choice in changes to its government and economy.

Purpose Two:

Students will be able to describe Japan's attempt at rebuilding following World War II, including its attempts at rewriting history.

Class Description:

Grade Level and Subject:

Ninth grade World History on the Honors level, a required class of Ohio state curriculum. Previously, lessons would cover World War II in the Pacific and would provide factual information of the resulting loss of lives, damage to property and political instability of the region. Also, students will have learned the resulting effects on Japanese, Chinese and Korean governments, economies and social systems. The different choices each country will make in order to rebuild will be taught in this and the following two lessons.

Length of Lesson:

One to two 55 minute class periods will be needed, depending upon the size of class.

Essential Questions:

- What sort of changes will Japan make in its government following World War II?
- What does the Japanese "developmental state" look like and how successful is it?
- How does Japan choose to rebuild its industrial economy?
- What type of economy does Japan have and how does it work?
- How does Japan interact politically with other nations following the war?
- Does the social system of Japan change following the war? If so, how?
- How does Japan explain their decisions and actions during the war?
- How does the Cold War affect Japan? Specifically, what are its foreign relations policies with the United States and the Soviet Union?

Rationale:

Students need practice analyzing primary sources from multiple perspectives and using information about the results of large conflicts to determine their effects on the governments, economies, and social systems of nations.

Materials:

Text

Prentice Hall: World History, The Modern Era, copyright 2007.

Internet Sources

Information packets included: (with sources)

Modern government structure

<http://www.japan-zone.com/omnibus/history3.shtml>

<http://www.japan-zone.com/omnibus/government.shtml>

http://www.indiana.edu/~easc/resources/korea_slides/index.htm

International relations

<http://www.apec.org/>

<http://www.mofa.go.jp/region/index.html>

<http://www.us-japan.org/programs/current/futureforum/index.html>

Modern educational system

<http://www.jsnet.org/education-in-japan.html>

<http://www.indiana.edu/~easc/scenarios/index.html>

Modern Japanese culture

<http://www.japan-zone.com/culture/index.shtml>

<http://www.jsnet.org/japanese-culture.html>

<http://www.wfu.edu/organizations/ssjr/links.html>

http://www.indiana.edu/~easc/resources/commerce_culture/index.htm

Modern corporations

<http://www.japan-zone.com/modern/>

http://afe.easia.columbia.edu/menu_pages/blue/eco_japan_b.htm

Modern healthcare

<http://www.nchc.org/facts/Japan.pdf>

<http://www.bmj.com/cgi/content/full/331/7518/648>

<http://www.ipss.go.jp/webj->

[ad/WebJournal.files/SocialSecurity/2007/Spring/Health_Fukawa.pdf](http://www.ipss.go.jp/webj-ad/WebJournal.files/SocialSecurity/2007/Spring/Health_Fukawa.pdf)

Overhead and Accompanying Handouts:

Informational web

Summary sheet for information packet

Activities:

Small groups: The class will be divided into groups of 3-4 students. Each group will then be given an information packet on one pertinent piece of information on modern Japanese history. They will be asked to read the information provided and look at the photographs included. They will be given 20 minutes to summarize the information given. They will then present their summary to the class in a large group setting at the end of class

Information packets included: (see Internet sources)

Modern government structure

Modern educational system

Modern Chinese culture

Modern business in China

International relations (target Cold War era)

Modern healthcare

Large group: Each small group will present their summary of information to the class and the class as a whole will be asked to place this information on the Japanese web provided. The teacher will also place a copy of a blank web on the overhead and will ask each group to fill in their information for the rest of the class to see and copy, if needed.

Summary sheet: Japan

Group Members: _____

Document Title(s) with Date(s) of Publication:

Source: Primary or Secondary

Evaluation:

Short Synopsis: _____

What is the source's bias/perspective? _____

What statement(s) shows the bias? _____

Is there a sense of propaganda? (Are they trying to persuade the reader in some way?)

Does the author have consistency of thought? _____

Are there any sources used in support? _____

MODERN DAY JAPAN

Name: _____

Date: _____

