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TIP for NCTA

Japan's Cult of the Emperor

Purpose: To examine the cult of the emperor in Japan during the Meiji Restoration and its' further intensification during the rise of Japanese militarism in the 1930's.

Standard: History and People in Societies (Grade 9-12): Students will use their knowledge of perspectives, practices and products of cultures, ethnic and social groups to analyze the impact of their commonality and diversity within national, regional, and global settings.

Benchmark: To analyze how issues may be viewed differently by various cultural groups.

Indicators 1 & 2 (Grades 9-12): Identify the perspectives of diverse groups when analyzing issues and proposing solutions to current issues.

Grade Level and Course(s): Advanced World Studies, Advanced Placement European History.

Materials:

Main Text(s):

Coffin, Judith G., *Western Civilizations: Their History and Their Culture*; 14th Edition, W.W. Norton & Company Inc., New York, New York 2002.

Ellis , Elisabeth Gaynor and Esler, Anthony., *World History: Connections to Today*, 5th Edition, Prentice Hall, Saddle River, New Jersey, 2001.

Ancillary Text(s):

Jansen, Marius B., *The Making of Modern Japan*, First Harvard University Press, Boston Massachusetts, 2002.

McClain, James L., *Japan, A Modern History*, W.W.Norton & Company, Inc., New York, New York, 2002.

Seward, Jack., *The Japanese: The often Misunderstood, Sometimes Surprising, and Always Fascinating Culture and Lifestyle of Japan*, Passport Books, Chicago, Illinois, 1994.

Totman, Conrad., *Japan Before Perry: A Short History*, University of California Press, Berkley and Los Angeles, California, 1981.

Varley, Paul., *Japanese Culture*; Fourth Edition, University of Hawaii Press, Honolulu, Hawaii, 2000.

Procedure and Philosophy: After having read Chapter 26 through 31 (World History) or Chapter 25 through 29 (Western Civilizations), and discussing the notion of the Japanese emperor as divine, the class will discuss the following questions to better understand the mythological and social dynamic that evolved in Japan regarding the rise of the deification of the emperor during the Meiji Restoration and later militarism.

Questions:

What precipitated the resurgence of the idea of emperor as divine?

What role did the Shinto religion play in bolstering the claim of the emperor as a god?

How did militarism act as a vehicle in which to display service and devotion to the emperor?

Why was the Meiji Restoration an opportune time to revive the idea of the divine emperor?

What cause did the Japanese have to believe that this was or was not the case?

How does this circumstance compare to a similar phenomenon in Europe at roughly the same time?

What instances illustrate the devotion to which the Japanese citizenry and soldiery show their belief in the concept of the emperor as infallible and divine?

Do you see any parallels to this or a lesser extent in modern demagoguery?

Activities: The students will individually be required to construct either a Venn diagram or a conceptual web-map of the cult of the emperor to illustrate how the phenomena played such an integral role in Japanese Imperialism and Militarism from the Meiji, leading up to World War II. One may also wish to assign a cause and effect grid as well. The students will then be required to compose a one-page summary of how they arrived at their conclusions.

*****Concepts to arrange or include in the web diagram, venn diagram, or cause and effect grid. All terms are to be defined and known as part of the lesson vocabulary.**

Amaterasu	Dianichi Nyorai	Hirohito
Kami	Office of Shinto Worship	ultra-nationalism
Shinto	Kokutai – Mito school	Ise Shrine
Emperor Jimmu	Aharhitogami	World War II
Kojiki	Ningen-Sengen	Meiji era

Structure:

Day One: Engage students in an open dialogue about the rise of Japan as an Imperialistic and Militaristic power in Asia from the Meiji to the 1930's and incorporate the idea of a divine emperor via questions (above).

Day Two: Assign Venn diagram, Conceptual Web-diagram, or Cause and Effect grid to students as an in class assignment and for homework, assign the one-page summary to validate their concepts.

Assessment: Grading of the in-class projects and homework summaries.

Reflection: The lesson plan should only require two days of class time and will provide a platform on which to describe the dangers of demagoguery, ultra-nationalism, and herd mentality.