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## **TIP for NCTA**

### **The Japanese Military Build-Up**

**Purpose:** The students will evaluate the state of Japan's military and their defense strategy under the current Shinzo Abe administration.

**Standard:** History and People in Societies (Grades 11-12): Students use 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 A:** Analyze how issues may be viewed differently by various cultural groups.

**Benchmark B:** Use historical interpretations to explain current issues.

**Indicators 1 and 2:** (Grade 12): Identify the perspectives of diverse groups when analyzing issues and proposing solutions to current issues.

**Grade Level and Courses:** (11-12): Senior U.S. Government; AP U.S. Government and Politics; AP Comparative Government; Model UN

**Materials:** Main Text: Fuka; Shigeko N., Fukui, Haruhia, Introduction to Comparative Politics; Japan, 3<sup>rd</sup> Edition, Houghton-Mifflin, Boston, MA 2004.

Main Text: Remy, Richard C., United States Government: Democracy in Action, Glencoe McGraw-Hill, Westerville, OH 1998.

Pyle, Kenneth B., The Making of Modern Japan, 2<sup>nd</sup> Edition, D.C. Heath and Company, Lexington, MA 1996.

Websites:

[www.kent.edu/academics/asian/ncta.cfm](http://www.kent.edu/academics/asian/ncta.cfm)

Google: Japanese Militarism examples:

<http://www.kimsoft.com/korea/kt-jp97>, htm

<http://www.wsws.org/articles/2005/apr2005/japa1-o25.html>

Rape of Nanking

Film: Japan's Prime Minister Junichiro Koizumi, Rhown, Joseph, Ph.D., Raping of Nanking (Nightmare in Nanking), <http://RapeofNanking>, info

Kurlantzick, Joshua, The Return of Japanese Militarism: Rising Sun, The New Republic, Oct. 15, 2005, also at [www.tnr.com/archives](http://www.tnr.com/archives)

**Skills:** Understanding diverse perspectives on current issues.

**Procedures:** After reading the Comparative Politics Chapter 13 on Japan and watching

the film, *The Rape of Nanking*, the teacher will give notes/power point on the history of militarism/nationalism in 20<sup>th</sup> century Japan. The students will read “The Return of Japanese Militarism: Rising Sun” by Joshua Kurlantzick.

**Activities:** The students will be prepared to discuss the following questions (five questions about Japan):

1. Why haven't the “west” discussed the atrocities of the Japanese before/during WWII?
2. How did the U.S. allow the Japanese to build up their military post-WWII?
3. How dangerous is the right-wing movement lead by Tokyo Governor Shintaro Ishihara?
4. Will the Japan/U.S. alliance isolate each in Asia?
5. Is Japan more dangerous to the world than China? North Korea?

**Structure:**

Day One: Watch the film, *The Rape of Nanking* with discussion

Day Two: Power point and reading the article

Day Three: Discussion and answering the questions

**Assessment:** Discussion and the handout with the five questions about Japan.

**Reflection:** The lesson plan will take three days maximum. I want students to see all parts of Asia in different perspectives. Be careful with the film. There are scenes that are sensitive/graphic to view.