

THE ARTS ACADEMY LESSON PLAN-WORLD HISTORY

Ohio Standards

Connections:

- Use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, and global settings
- Analyze the influence of different cultural perspectives on the actions of groups

Scoring Guidelines:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: Below 60

Lesson Summary: Japan

Scholar: Wilson Grade: 9

Estimated Duration: 2 weeks

Students will:

- Learn quotes by Japanese philosophers
- Read poetry from Japan
- View news stories and TV broadcasts of Japanese current events
- See WWII events from a Japanese American perspective
- View multiple photos taken during the Japanese occupation of Nanking, starting in November 1937.
- Be given an Opinion-Proof Chart. On the chart, the teacher will give students two prompts to write under the Opinion Section: 1) The photographs show Japanese brutalization of the Chinese in Nanking. 2) The photographs show only a few Japanese soldiers who have done harm to some Chinese in Nanking.
- Fill in proof for each opinion, as the evidence from the pictures warrants.
- Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.

Pre-Assessment:

- What do students know about Japan?
- What do they want to know?

Japan, Gr. 9 Lesson Plan

Post-Assessment:

- “Ticket Out” daily summary of lesson
- Once students have viewed all the photographs and entered proof for each prompt, students will then discuss which opinion has more proof. They are to use their Opinion-Proof sheets and discussions with one another to answer the following 5 questions. Partners may answer these questions together and turn in one set of answers.
- Students will answer the following questions in a short-answer response (1-2 paragraphs)
 1. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?
 2. Do the photos support or refute prior learning on this topic? Explain.
 3. After reading yesterday’s handout, *Exposing the Rape of Nanking*, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.
 4. Why might people deny the Japanese did these atrocities to the Chinese?
 5. What other historical atrocities have been denied by those engaging in them?

JAPAN, Gr. 9 Lesson Plan

MATERIALS AND RESOURCES:

BOOKS/FILMS:

Japan Pocket Atlas—Maps and Facts; Tekoku Shoin, Reise Know How Publishers, 2007

Wings of Defeat: Once We Were Kamikazi (movie, 2007)

Tora! Tora! Tora! –attack on Pearl Harbor (movie, 1970)

Flags of our Fathers (movie, 2006)

Training the Samurai Mind – Thomas Cleary, ed., Dushindo Source Book
Shambhala Publications, Inc., 2008

Pacific Century (1992 Documentary)

TECHNOLOGY CONNECTIONS:

Websites:

http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html

<http://www.cnd.org/njmassacre/page1.html>

Online newspapers:

japantimes.co.jp

japantoday.com

Online TV:

[Bloomberg Japan](#)

[Fox Japan](#)

RIGOR EXTENSION:

Find examples in the newspaper, on TV or on the internet about an issue involving the Japan; write a “letter to the editor” expressing how you think the American approach would differ from the Japanese approach to finding a solution.

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JAPAN, Gr. 9 Lesson Plan

DIFFERENTIATION MAP:

Spatial: charting/illustrating significant events and issues;
Use SMARTboard to review

Interpersonal:
small groups:
current v. past
events; class debate
and discussion

Linguistic:
presenting tutorials,
audience questions
for presenter;
Oral reading

Musical:
practicing
recitation

Logical:
organizing
events in a
timeline

Intrapersonal:
journaling
activities;
“Ticket Out”;
daily class notes

Kinesthetic:
clapping, keeping beat
with recitations;
learning/practicing the
Japanese art of origami