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Lesson Plan: Japan

Barefoot Gen: A Cartoon Story of Hiroshima

Lesson Summary:

Secondary students are usually familiar with a general overview of the bombing of Japan, given from the American perspective. Barefoot Gen, serves as not only a primary source documented by the survivor, but written in a style acceptable for the Japanese readership. As we look at the life of the author, Kenji Nakazawa we are introduced to family life prior to WWII. We learn of the cultural, economic, and political climate portrayed in the Japanese manga. Nakazawa put a human face in his first of his ten volumes of work portraying the destruction of war.

Goal: Is to present a perspective of the bombing of Hiroshima through the unique memories of survivor, Keiji Nakazawa

Objective: To analyze and synthesize the style of a primary source document depicting historical content; by exploring the following concepts, set forth by the [Ohio Department of Education](#), for Modern World History.

- Historical events provide opportunities to examine alternative courses of action.
- The use of primary and secondary sources of information includes an examination of the credibility of each source.
- Historians develop theses and use evidence to support or refute positions.
- Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
- The causes of World War I included militarism, imperialism, nationalism and alliances.
- Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.
- World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.
- Proliferation of nuclear weapons has created a challenge to world peace

Estimated Duration: Two 45 Minutes Periods

Steps of Instruction: Day 1

Teacher will review with students the terms and concepts of imperialism, militarism, nationalism, and alliances as it relates to the causes of WWII.

- Teacher will introduce the book, Barefoot Gen drawing attention to the style of the book cover, the author Keiji Nakazawa, and writer of the forward introduction, Art Spiegelman. Each in their own words act as primary source for the causes, effect and the sequences of events of WWII.
- Students will be given an article to read in class written by Keiji Nakazawa. Students will underline italicized words within the article. The following is the website to be copied for distribution. <http://apjif.org/-Nakazawa-Keiji/2638/article.html>. 10 Points
- Students will convene the class with a discussion on the article. Noting the new vocabulary and how it relates to the written word in the autobiographical inspired book Barefoot Gen.
- Teacher will distribute the book Barefoot Gen for homework reading; and to identify examples of oppression, discrimination, and symbolism. Students may list each of these themes using a website called Word It Out, worditout.com. Identify a minimum of 12 words for 24 points.
- **Day 2** Students will share their word clouds to demonstrate their understanding of the concepts within the assigned reading.
- Students will create a comic illustrating the challenge in keeping the world safe from proliferation. Use a minimum for 4 frames utilizing <https://www.storyboardthat.com/storyboard-creator>. 20-24 points
- Students will print their work and share their message
- Teacher will close with a discussion by the asking students what they have learned from reading Barefoot Gen and how can they apply their knowledge to better the world.

Assessments:

Story Board Rubric

<http://www.oktech.org/cms/lib2/OK07001062/Centricity/Domain/6/StoryboardRubric.pdf>

Word Cloud

<http://alex.state.al.us/uploads/33418/WordCloudConstitutionRubric.docx>.

Vocabulary Rubric

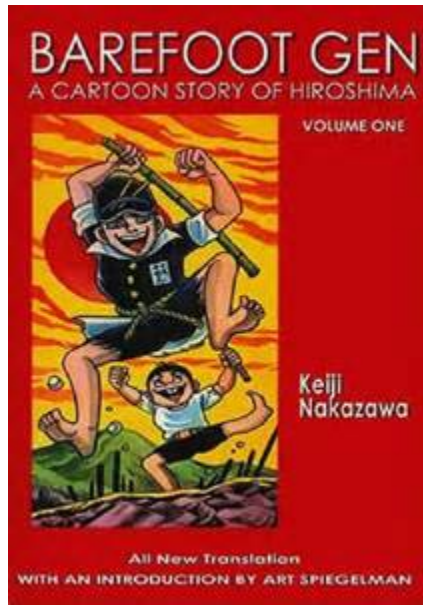
http://www.readwritethink.org/files/resources/30838_rubric.pdf

Interdisciplinary Connections:

Barefoot Gen can be integrated into a Geography, Language Arts, and Science Curriculum
Lessons can be modified for diverse learners

Materials and Resources:

Teacher: Handouts as noted in Instruction Link, Book Barefoot Gen, Computer, White or Blackboard
Students: Handouts, Paper, Pencil, Markers, Tablet



Who wrote this book?

Why was the author inspired to write this book?

What style is the book written?

How has this genre of literature influenced America readers?

Where in the book can you find evidence of Japanese culture, geographical locations and economic and government systems?

Could this book be considered a primary source of information?