

Stereotyping - Japan

Lesson Plan for Grade 6, Social Studies

Prepared by Mrs. Fitch

OVERVIEW & PURPOSE

Read excerpts from **BAREFOOT GEN: A CARTOON HISTORY OF HIROSHIMA, Volume One** to the students. Address the cause of stereotyping and how it affects the way we view others.

EDUCATION STANDARDS

Topic:	<i>Civic Participation and Skills</i>	<i>Roles and Systems of Government</i>
Government Strand	Content Statement: 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	Content Statement: 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

OBJECTIVES

1. Define stereotyping and perspective of Japanese culture.
2. Identify types of government.
3. Explain the relationship between government and its military.

MATERIALS NEEDED

The comic novel of the BAREFOOT GEN. Copy pages that help tell the story and background of Gen, his father's rebuff of the military, the bombing of Hiroshima and its aftermath.

Response or Writing Journal

"Break IN" or "Break OUT" Slips

VERIFICATION

Students will respond in an opinion essay about their views on the Japanese culture as to whether it changed from the beginning of the lesson. They must use two examples from the cartoon that supports their point of view.

ACTIVITY - Two Days

Day One

Instruct students to write on a "BREAK IN" ticket what they think of when they hear the word "Japan." Collect those and add to a poster. Place it where you can talk about their responses. They may explain their responses.

- 1. Write the word "stereotyping" on the board. Ask them what words on the class chart are examples of stereotyping.**
- 2. Share and read the "Note from the Author." Take the rest of the period to read portions of the story, pointing out Japanese writing on the banners: noting the Gen's father's remarks about the military; showing Gen going to become a pilot and the brutality (compare to our military boot camp); sharing the testing day of the atomic bomb and the day it actually dropped, and finally, without actually showing (depends on your students) how his father and brother burned up in flames.**
- 3. At the end of the period, have students complete a Break OUT slip**

on what they now think of when they hear the word, “Japan.” Collect those and place on the poster for the next day.

Day Two

1. Present the EXIT responses to the class and again have them share why they wrote them.
2. Discuss stereotyping again with them.
3. Instruct them to write an essay describing their point of view and how it changed from before the activity. It must include three examples from the story for support.

Resource:

Nakazawa, Keiji, BAREFOOT GEN: A CARTOON STORY OF HIROSHIMA Volume One, Last Gasp of San Francisco, 2004.