



Japanese Kamishibai Propaganda in Historical context

Lesson Plan by: Robin Krause, duPnt Manual High School, NCTA 2021 (The Ohio State University seminar)

Title: Japanese Kamishibai Propaganda in Historical context

Theme/Topic: State building, nationality and politics in the 20th century

Introduction (2-3 sentence summary of lesson): Students will activate prior knowledge by analyzing propaganda from countries in which they have relatively strong background knowledge. Next, students will learn about the role of Kamishibai in traditional Japanese culture and how it was appropriated by the government for Propagandistic purposes. Finally, students will apply their new knowledge by comparing/contrasting with non-Japanese WWII propaganda in a Long Essay Question (LEQ) format.

Subject(s)/Grade level(s): AP World History, Advanced World History, 10th grade

Duration of lesson: 1-2 90 minute class periods (depends on whether you use whole videos or just clips, as well as how much time/support your students need for the analysis and writing portions)

Connection to standards/common core (2-3 standards):

HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.

HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.

HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.

Essential Questions:

-How did countries motivate their populations to mobilize for Total War?

-What was unique about the Japanese Kamishibai compared to other countries' propaganda

Learning Objectives (2-3 objectives):

-I can explain the role of Kamishibai in traditional Japanese culture

-I can explain why Kamishibai were able to be used effectively to mobilize for total war

-I can situate Kamishibai propaganda in the larger WWII era propaganda movements



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Materials Needed:

Powerpoint with student instructions; printouts of slides 6-10 for each student

Videos on youtube by NCTA guest speakers,

“What is Kamishibai?” https://www.youtube.com/watch?v=v6URceEr_zc

NCTA Kamishibai Presentation <https://youtu.be/FvQPRxEyxM>

“Die for Japan: Wartime Propaganda Kamishibai” <https://www.youtube.com/watch?v=IFavUjEYc7Y>

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic of this unit? What activities will be used?*

Students will describe one propaganda item from Russia, Germany and the USA and then compare the methods that are used to motivate the population, with special attention given to targeted audience and government objective.

Lesson Activities/Instructional Strategies (5-7 steps):

1) Students will complete an individual pre-write with the following prompt: describe one propaganda item from each of Russia, Germany and the USA and then compare the methods that are used to motivate the population, with special attention given to targeted audience and government objective.

2) Students will take notes during a brief lecture on Kamishibai and video of traditional Kamishibai storytelling

“What is Kamishibai?” https://www.youtube.com/watch?v=v6URceEr_zc

NCTA Kamishibai Presentation <https://youtu.be/FvQPRxEyxM>

3) Students will watch the Professor Dym video on youtube:

“Die for Japan: Wartime Propaganda Kamishibai”

<https://www.youtube.com/watch?v=IFavUjEYc7Y>

4) Students will review Kamishibai Propaganda with small groups, to answer the following questions about the images from each of 3 stories:

A) In what year did the government create this presentation?

B) What was happening in Japan during this time?

C) What idea are they trying to emphasize to their population in the Kamishibai image(s)?

D) What does your group think MIGHT be true of Japanese society based on the information presented?

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5) Students will write a brief LEQ in which they respond to the following prompt: Identify similarities and differences in the methods, motives and audiences of Japanese Kamishibai with an item of Russian, American or German WWII propaganda. Provide specific historical evidence to substantiate your claim. A pre-write activity had been provided to get the students started in their thinking process.

Resources:

Videos

“What is Kamishibai?” https://www.youtube.com/watch?v=v6URceEr_zc

NCTA Kamishibai Presentation <https://youtu.be/FvQPRxEmyxM>

“Die for Japan: Wartime Propaganda Kamishibai”

<https://www.youtube.com/watch?v=IFavUjEYc7Y>

Print

Orbaugh , Sharalyn. Propaganda Performed: Kamishibai in Japan's Fifteen-Year War. Japanese Visual Culture, Vol 13. Boston: 2015, various pages from Chapters 1, 2 and 3. Image selections from “Record of the Cheerful Troop,” “Rice and Soldiers,” and “Friendly Air Raid Shelter”

Images

Vintage Kamishibai Production and Museum Portrayal of a Kamishibai Production

<http://delphiessential.keenspace.com/Essay.htm>

Propaganda Art for WWII Victory Gardens-CBS News

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.cbsnews.com%2Fpictures%2Fpropaganda-art-for-wwii-victory-gardens%2F&psig=AOvVaw2noFCgVOmWW31cBUODzhPy&ust=1627331010022000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCNCTzdaG_ECFQAAAAAdAAAAABAD

Seven Decades of Soviet Propaganda–In Pictures

<https://www.theguardian.com/world/gallery/2014/jun/09/soviet-propaganda-art-posters-in-pictures>



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Homefront Propaganda In Germany and the USA

https://www-tc.pbs.org/wgbh/americanexperience/media/gallery_images/goebbels_gallery3.jpg

Closing/Reflection Activity: *How are students engaging with ideas from another culture? What does it mean for them?*

Students will write the practice LEQ described above, and will have an end of class debrief regarding the complex relationship between art and state manipulation throughout history.

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit? What activities will be used?*

Students will get a summative score for their LEQ on this topic, and they will also be assessed with stimulus based multiple choice questions for a summative grade.

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

Students can do a virtual tour through the Detroit Institute of Art reviewing art that shows the transition from a traditional way of life to an industrial way of life, which will reinforce ideas from the overall and provide context for better understanding the role of Kamishibai in Japanese history.

Students could use the topics discussed here to summarize different themes and content in Haiku form.

Students could search for and analyze other propaganda from Japan or another country of their choice, noting similarities and differences with the Kamishibai reflected here.
