

## Introduction

The Ohio Japan Project began in the mid-1980's when Ohio agreed to join with Michigan, Minnesota, and Wisconsin to form *The Great Lakes in the Schools Project*, funded by the U.S.-Japan Foundation. The members of the project from Ohio developed a series of lessons on Japan. During a trip to Japan in 1988, the Ohio team discussed these lessons with educators in Japan and had them formally critiqued by the International Society for Educational Information, Inc. in Tokyo. The society published a version of the lessons in Japan, while in Ohio they were published as *Learning About Our World: Japan*.

Again with funding from the U.S.-Japan Foundation, the Ohio Japan Project sent a delegation of teachers in Ohio to Japan for two weeks in June-July, 2001. While there, the teachers gathered information to update the lessons previously published and to develop new ones, which reflect more current developments in Japan.

Before and during the trip to Japan, the participants spent a great deal of time studying how the Japanese develop lessons that enhance deeper understanding by the students of the concepts to be taught. These lessons reflect the way Japanese teachers construct their lessons to accomplish that deeper level of knowledge and skill development. In this way, students retain the information for a longer period of time, which will help them be more successful on the future state achievement tests and the Ohio Graduation Test.

The original publication of lessons identified the connections to the social studies and foreign languages curriculum models. The lessons in this publication will be correlated to the new state social studies standards, thereby providing another basis for improving student performance on the new state achievement tests and the Ohio Graduation Test.

However, it should also be recognized that it is extremely important for citizens in the United States to be knowledgeable about events in other parts of the world. Our country's history has always been intertwined with that of other people and places around the world. The events on and since September 11, 2001 certainly demonstrate this.

## Introduction

One country worth knowing about is Japan. For more than a half century Japan and the United States have come together as international allies and economic trading partners. Japanese companies have a significant presence in the United States, and certainly in Ohio, and American companies are recognizable in Japan. During this period of time, the people of the two countries have come increasingly in contact.

It is important to note that while these lessons focus on Japan, they can be used as examples of how to teach other countries and cultures around the world. Therefore, the lessons can be helpful on a broader scale and can assist teachers in preparing students to be knowledgeable citizens about issues and cultures in various parts of the world.

## Implementation

The lessons in the original *Learning About Our World: Japan* were coordinated with *Foreign Languages: Ohio's Model Competency-Based Program* and *Social Studies: Ohio's Model Competency-Based Program*. Both of these state models contained the study of cultures in other parts of the world throughout the pre-kindergarten through twelfth grade program.

In December, 2002, the State Board of Education in Ohio adopted social studies standards. References are made in each lesson to appropriate grade-level indicators in the social studies standards to provide examples of the connections between these lessons and the new standards. It should also be noted that these references are not intended to be comprehensive but are illustrative of the connections between these lessons and the standards.

The standards, the social studies Ohio Graduation Test, and the social studies state achievement tests will address the study of historical and current events in various parts of the world. These lessons are helpful in addressing the standards and tests.

The Ohio Department of Education is also developing state content standards in foreign languages. These standards are not expected to be adopted until December, 2003, after the publication of these lessons. While specific references to the foreign language grade-level indicators cannot be provided at this time, teachers of foreign languages will find many of these lessons to be useful – particularly as their students study the culture of the target language.

This package of lessons is intended to provide an interdisciplinary approach to instruction. Contained within the lessons are activities that utilize a wide variety of disciplines. Appropriate implementation should involve more than the foreign language and social studies teachers. Accordingly, the lessons may also relate to objectives in other strands and grade levels.

Classroom teachers in the Ohio Japan Project developed all of the lessons provided. You are welcome to use them exactly as they are presented or make any modifications to meet the instructional needs of your students. They may even be used to spark ideas about teaching other cultures.

## Pronunciation

### JAPANESE NAMES: PRONUNCIATION RULES

There are five phonetic vowel sounds you need to know to pronounce Japanese names. These vowels are always pronounced the same:

<b>a</b>	as in father
<b>i</b>	as in police, machine
<b>u</b>	as in pull, full
<b>e</b>	as in enemy, elf
<b>o</b>	as in original, oh

Here are most of the Japanese letters written in romanized alphabet for easy pronunciation. Modifying the common letters can create the sounds in parentheses.

a	i	u	e	o						
ka	ki	ku	ke	ko		(ga	gi	gu	ge	go)
sa	shi	su	se	so		(ja	zi	ju	je	jo)
ta	chi	tsu	te	to		(da	zi	zu	de	do)
na	ni	nu	ne	no						
ha	hi	fu	he	ho		(pa	pi	pu	pe	po)*
ma	mi	mu	me	mo						
ya		yu		yo						
ra	ri	ru	re	ro						
wa				wo						
n						*(ba	bi	bu	be	bo)

Note: "L" and "R" do not exist in Japanese. "R" when used in London sounds very close to "Rondon". "N" is the only consonant that can be pronounced alone or with a vowel. If "N" doesn't have a vowel after it, it will be just an "n" sound alone. There are several other rules that involve the lengthening of a vowel sound, the doubling of a consonant, etc. but the basic sounds above will help you with most of the Japanese names that you will encounter.

Names are usually written in this lesson plan book with the first name and then the family name. In the "Famous People" lessons, we have capitalized the family name to make it even clearer which is which. Please note that some websites referenced do not follow this order and list the family name first. Please check the format of the website to know which is listed first.

## **National Symbols of Japan:** **The National Flag and Anthem**

### **Purpose:**

Increase knowledge of Japanese traditions and compare to American traditions.

### **Target Grade Levels:** K-3

### **Essential Questions:**

- \*What does the flag design represent?
- \*When is the flag displayed?
- \*What are the words to the national anthem, Kimigayo ?
- \*When do Japanese sing Kimigayo?

### **Rationale:**

Students will become aware of Japanese traditions and compare them to their own traditions. Being aware of the traditions of other cultures establishes positive perspectives that will enable students to see how many similarities there are among people of all nations rather than how many differences.

### **Teacher notes:**

The national flag of Japan is called hinomaru. It is a solid red circle on a white field. The ratio of length to width is 2 to 3. The circle in the center has a diameter which is three-fifths the width of the flag. The circle represents the sun. Japan is known as the Land of the Rising Sun. The hinomaru is displayed during ceremonies on national holidays, during other public observances and special occasions, and in ceremonies to welcome guests from other countries. People often display the hinomaru by their homes on national holidays.

Kimigayo, the national anthem is usually sung twice because it is quite short. It is sung on days the flag is displayed, at non-official events such as sports events, sumo tournaments and before award ceremonies. Kimigayo is not sung in all schools daily as some see it as a reminder of prewar militaristic state. Kimigayo is pronounced: kee-mee-guy-oh. Hinomaru is pronounced: he-no-mah-roo.

## **National Symbols of Japan:** **The National Flag and Anthem**

### **Materials:**

1. Picture of Japanese flag  
(can be obtained at: <http://flagspot.net/flags/jp.html>)
2. Lyrics of Kimigayo (Handout A)
3. Recording of Kimigayo  
(can be obtained at: <http://www.japanorama.com/kimigayo.html>)
4. Chart Paper
5. Rubric (Handout B)

### **Activities: Day One**

1. Introduce the lesson by asking the students to identify national symbols in the United States. Then ask them, "Do you think other countries, such as Japan, also have national symbols?"
2. Teacher presents: Teacher will show picture of Japanese flag and explain symbolism, and times when it is displayed.
3. Teacher will help students trace circle on red paper and apply to white paper.
4. Teacher will help students hang flags in the classroom.
5. Teacher will play recording of Kimigayo for class.
6. Teacher will teach lyrics of Kimigayo (Handout A) to the class and explain when this song is sung (Teacher Background A & B).
7. Students will sing Kimigayo with recording.

# **National Symbols of Japan:**

## **The National Flag and Anthem**

### **Activities: Day Two**

1. Teacher presents: Teacher will review symbolism and times when Japanese flag is displayed (Teacher Background A & B).
2. Teacher will lead discussion to compare symbolism of American flag and when it is displayed.
3. Teacher and class will make a paper chart to compare American and Japanese flags and customs.
4. Teacher will lead class in singing Kimigayo with recording and review when it is sung in Japan.
5. Teacher will lead class in singing American national anthem.
6. Teacher will lead discussion of when the American national anthem is sung.
7. Teacher and class will make paper chart to compare American and Japanese national anthems and when each is sung.

### **Assessment:**

While this lesson may be assessed in various ways (including group collaboration, individual product, and teacher observation), a rubric is provided as one form of assessment (Handout B).

### **Grade Adaptation:**

Suggestions for other grade levels: Higher grade levels could make a Japanese flag from fabric. Higher grade levels could work in pairs or teams to make comparison charts on the flag and the anthem and present their charts to the class or interpret the words of the anthem. Higher grade levels could compose original music and lyrics for a school song.

## **National Symbols of Japan: The National Flag and Anthem**

### **Relationship to State Social Studies Standards:**

Kindergarten, People in Societies, Grade-level Indicator 2

I identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music, and the arts.

Grade 1, People in Societies, Grade-level Indicator 2

I identify cultural practices of a culture on each continent through the study of the folktales, music, and art created by people living in that culture.

Grade 2, People in Societies, Grade-level Indicator 2

Describe ways in which language, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

*This lesson was developed by Nancy NgDung, teacher, St. Mary Elementary School, Columbus, Ohio. It is a revision of the original lesson developed by Julia Morris, teacher, Westerville City Schools.*



**National Symbols of Japan:**  
**The National Flag and Anthem**

**Handout A**

The National Anthem of Japan :  
**KIMIGAYO**

Kimigayowa, Chiyoni ya, Chiyo ni  
Sazare-ishino, Iwaotonarite  
Kokeno musumade.

Thousands of years of happy reign be thine;

Rule on, my lord, till what are pebbles now  
By age united to mighty rocks shall grow  
Whose venerable sides the moss doth live.

<http://jin.jcic.or.jp/access/flag>

**National Symbols of Japan:**  
**The National Flag and Anthem**

Handout B (pg. 1)

**Rubric Scale:**

**3 points : child makes no errors**  
**2 points : child makes 1-3 errors**  
**1 point : child makes 4 - 5 errors**  
**0 points : child makes 6 or more errors**

**Rubric – K - Grade 3**

This assessment is based on teacher observation and individual oral assessment.

Cuts and assembles flag of Japan.

\_\_\_\_\_

Tells what the red circle represents.

\_\_\_\_\_

Tells two occasions when the flag is displayed.

\_\_\_\_\_

Given two recordings the child can identify which is Kimigayo .

\_\_\_\_\_

Tells two occasions when Kimigayo is sung.

\_\_\_\_\_

**National Symbols of Japan:**  
**The National Flag and Anthem**

**Handout B (pg. 2)**

**Rubric – Grades 4 - 8**

**Cuts, and assembles flag of Japan.**

\_\_\_\_\_

**Identifies significance of red circle on flag.**

\_\_\_\_\_

**Tells word for Japanese flag—"hinomaru".**

\_\_\_\_\_

**Tells two occasions when the flag is displayed.**

\_\_\_\_\_

**Can read and sing words with recording of Kimigayo.**

\_\_\_\_\_

**Tells two occasions when Kimigayo is sung.**

\_\_\_\_\_

**Tells why Kimigayo is not sung in all schools.**

\_\_\_\_\_

**(Optional) Creates chart to compare Japanese and American flag and anthem characteristics .**

\_\_\_\_\_

# **National Symbols of Japan:** **The National Flag and Anthem**

## **Teacher Information A**

### **The Hinomaru and "Kimigayo" in Contemporary Japan**

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Today the Hinomaru and "Kimigayo" are displayed and performed during ceremonies on national holidays, during other public observances on auspicious occasions, and in ceremonies to welcome state guests from abroad.

In addition, many Japanese citizens display the Hinomaru outside their front doors on national holidays. The music of "Kimigayo" is performed also at non-official events, such as international sports events where Japanese teams are represented. At tournaments of sumo, which is considered by many to be Japan's national sport, the national anthem is commonly performed prior to the award ceremony.

Acknowledging that the wide usage of the Hinomaru and "Kimigayo" has taken hold as customary law, the government, on the eve of the 21st century, deemed it appropriate to give them a clear basis in written law. A bill to codify the Hinomaru and "Kimigayo" as the national flag and anthem was submitted to the Diet in June 1999. The Law Concerning the National Flag and National Anthem was enacted by the Diet on August 9, 1999.

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<http://jin.jcic.or.jp/access/flag>

# National Symbols of Japan: The National Flag and Anthem

## Teacher Information B (pg. 1)

### Japanese National Holidays

*(this is not a list of ALL Japanese holidays, but rather those in which the national flag and anthem are traditionally displayed/sung)*

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#### **New Year's Day (*Ganjitsu*) January 1**

Celebrates the beginning of the new year.

#### **Coming-of-Age Day (*Seijin no Hi*) 2nd Monday in January**

This holiday honors young people who have reached the age of 20.

#### **National Foundation Day (*Kenkoku Kinen no Hi*) February 11**

This holiday commemorates the start of the reign of Japan's legendary first emperor, Jinmu.

#### **Vernal Equinox Day (*Shunbun no Hi*) around March 21**

This is a day for family reunions and visits to family graves.

#### **Greenery Day (*Midori no Hi*) April 29**

This is the late Emperor Showa's birthday. After his death, it was designated as a day for preserving Japan's greenery.

#### **Constitution Day (*Kenpo Kinenbi*) May 3**

This holiday commemorates the entering into effect of the Constitution of Japan in 1947.

#### **Children's Day (*Kodomo no Hi*) May 5**

This is a day to wish for the health and happiness of children.

#### **Marine Day (*Umi no Hi*) July 20**

This is a day to thank the sea for its blessings.

#### **Respect-for-the-Aged Day (*Keiro no Hi*) September 15**

This is a day to show respect to the elderly.

#### **Autumnal Equinox Day (*Shubun no Hi*) around September 23**

This is a day for family reunions and visits to family graves.

#### **Sports Day (*Taiiku no Hi*) 2nd Monday in October**

Established in 1966 in commemoration of the opening of the 1964 Tokyo Olympics, this is a day to promote health and physical fitness.

# **National Symbols of Japan:** **The National Flag and Anthem**

## **Teacher Information B (pg. 2)**

### **Culture Day (*Bunka no Hi*) November 3**

This is a day on which the ideals of peace and freedom expressed in Japan's Constitution (promulgated on November 3, 1946) are fostered through cultural activities.

### **Labor Thanksgiving Day (*Kinro Kansha no Hi*) November 23**

This is a day to show appreciation for labor and to celebrate a good harvest.

### **Emperor's Birthday (*Tenno Tanjōbi*) December 23**

On this day, in 1933, Emperor Akihito was born.

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<http://jin.jcic.or.jp/access/flag>

# **National Symbols of Japan:**

## **Cherry Blossom**

### **Purpose:**

Increase knowledge of Japanese traditions and compare to American traditions.

### **Target Grade Levels:** K-3

### **Essential Questions:**

- What is the national flower of Japan?
- Why did the Japanese give America cherry trees to plant in Washington, D.C.?
- Why did America send cherry blossom trees to Japan?

### **Rationale:**

Learning traditions of other cultures increases global awareness and tolerance.

### **Teacher Notes:**

The cherry blossom is the national flower of Japan. Samurai warriors were fond of cherry blossoms. The short life of the cherry blossom mirrored their duty to die for their master at a moment's notice. In 1910 the Japanese sent cherry trees to Washington, D.C. as a token of goodwill and friendship. In 1952 America sent cherry trees back to Japan to replenish their collection following World War II. The song Sakura, Sakura means cherry blossom or cherry tree. Sakura is pronounced: sah koo rah.

### **Materials:**

1. Cherry Blossom Fan Directions (Handout A)
2. Fan and cherry blossom patterns (Handout B)
3. Construction paper, crayons, glue, scissors
4. Copies of words to the song, Sakura, Sakura (Handout C)
5. Recording of Sakura, Sakura to sing along with.  
("Teach Me Japanese, Volume 1" by Judy Mahoney, Published by Teach Me Tapes, Inc., 1996. Can be obtained at most public libraries and The Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu) or 614-3345)
6. Rubric (Handout D)

## National Symbols of Japan: Cherry Blossom

### Activities: Day One

1. Introduce the lesson by asking the students the following questions: "Why are traditions important?" "What are some traditions that we have in our country?"
2. Show the class how to trace and cut cherry blossom patterns (Handout A & B) and paste onto fan. Show the class how to draw a branch onto fan. Demonstrate how to assemble flowers onto fan.
3. Students will hang fans in classroom.

### Activities: Day Two

1. Teacher presents: Teacher will go through words of song, Sakura, Sakura (Handout C) and discuss with class. Teacher will play recording of Sakura, Sakura for students to listen to and sing with. Teacher will tell students why Japanese gave America cherry trees for Washington, D.C. and why America sent cherry trees to Japan in 1952 for grades K-3.
2. Student investigation: Grades 4-8 can do research in the library or internet to find the reason Japan gave America cherry trees and why America sent cherry trees to Japan in 1952. The report should be 100 words.

### Activities: Days Three and Four

1. Student reports: Grades 4-8 Each student will submit the report. Volunteers may read their report.
2. Class discussion & teacher feedback.
3. Teacher approval/clarification of conclusions made by students.



## **National Symbols of Japan:**

### **Cherry Blossom**

4. Students assemble in groups to make a product such as a banner, flag, bandanna, etc. that includes their state flower, bird, tree, or other symbol. Upper grades may want to compose original music and lyrics of a song to accompany their product.
5. Students will share their products/song with the class.

#### **Assessment:**

While this lesson may be assessed in various ways (including group collaboration, group product, teacher observation, individual essay/report, and individual products), a rubric is provided as one form of assessment (Handout D).

#### **Grade Adaptation:**

Suggestions for other grade levels: Higher grade levels could try to construct fan from fabric or do a silk screen template to reproduce a cherry blossom design on scarves, t-shirts, etc. Students could make a miniature model of a cherry tree in bloom using wire, paint, cloth and pink tissue paper. Students could make a big book using one line of the Sakura, Sakura song for each page and illustrating it. The book could be given to an elementary school. Challenge students to think of a gift that represents America that they would send to Japan as a token of goodwill.

#### **Relationship to State Social Studies Standards:**

Kindergarten, People in Societies, Grade-level Indicator 2

I identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music, and the arts.

Grade 1, People in Societies, Grade-level Indicator 2

I identify cultural practices of a culture on each continent through the

## National Symbols of Japan: Cherry Blossom

study of the folktales, music, and art created by people living in that culture.

Grade 2, People in Societies, Grade-level Indicator 2

Describe ways in which language, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

*This lesson was developed by Nancy NgDung, teacher, St. Mary School, Columbus, Ohio. It is a revision of the original lesson developed by Julia Morris, teacher, Westerville City Schools.*

# National Symbols of Japan:

## Cherry Blossom

### Handout A

#### Cherry Blossom Fan

##### Materials for each student

1 sheet - Cherry blossom fan pattern page  
1 sheet - 8.5 x 14 inch light blue construction paper  
1 sheet – 8.5 x 11 inch light pink construction paper  
crayons for Grades K-1  
crayons or markers for Gr.2 and up  
scissors  
glue stick

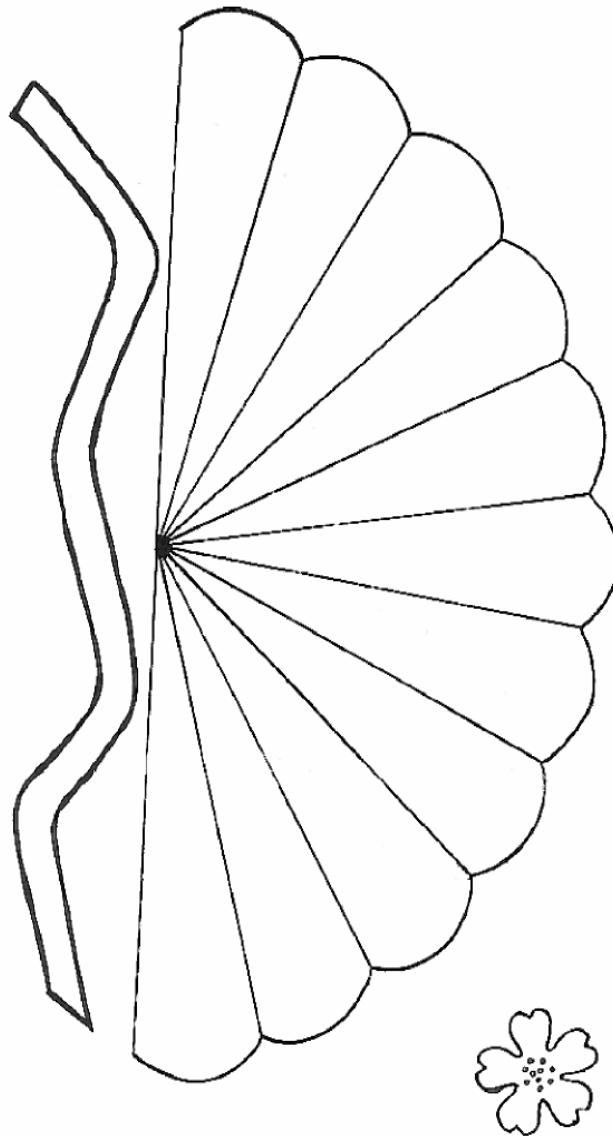
##### Directions:

1. Enlarge fan, branch and blossoms to fit 8.5 x 14 inch paper.
2. Make a copy for each student of the fan, branch and blossom on light blue construction paper. If copier won't accept construction paper use card stock or make a fan pattern on heavy paper for students to trace onto construction paper. Use a ruler to draw interior lines of fan after they trace the pattern.
3. Students should trace over fan outline and interior lines with a dark blue crayon or marker.
4. Cut fan and set aside.
5. Color branch in with a black crayon or marker so that no blue shows through.
6. Cut and paste branch onto fan across center.
7. Cut out blossom. Trace 8 blossoms onto pink construction paper.
8. Outline blossoms and make dots in center with a dark pink crayon or marker.
9. Cut out blossoms.
10. Put paste in the center only of the back of each blossom. Paste onto branch.
11. Allow blossoms to dry 5-10 minutes.
12. When dry, bend each blossom petal toward center and allow to spring back naturally.
13. The petals will stand up and give the blossoms a 3-D effect.

**National Symbols of Japan:**  
**Cherry Blossom**

**Handout B**

**Fan & Cherry Blossom Patterns**



# National Symbols of Japan:

## Cherry Blossom

### Handout C

#### Cherry Blossom Song: Sakura, Sakura

Sakura, Sakura,  
Noyamamo satomo  
Miwatasu kagiri  
Kasumi-ka kumo-ka  
Asahi-ni niou  
Sakura, sakura,  
Hanazakari

Sakura, Sakura  
Yayoi no sora wa,  
Miwatasu kagiri.  
Kasumi ka kumo ka,  
Nioi-zo isuru.  
I za ya! I za ya!  
Mi ni yukan

Cherry Blossoms, cherry blossoms.  
On mountains, in villages.  
As far as you can see.  
Like a mist or floating cloud.  
They are fragrant in the morning sun.  
Cherry Blossoms, cherry blossoms.  
In full bloom.

Cherry Blossoms, cherry blossoms.  
Bloom so bright in April breeze.  
Like a mist or floating cloud.  
Fragrance fills the air around.  
Shadows flit along the ground.  
Come, oh, come. Come, oh, come.  
Come see cherry trees.

<http://japanesegifts.com/sakura.html>

# National Symbols of Japan:

## Cherry Blossom

### Handout D

#### Rubric Scale:

3 points:	child makes no errors
2 points:	child makes 1-3 errors
1 point:	child makes 4 - 5 errors
0 points:	child makes 6 or more errors

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#### **Rubric – K - Grade 3**

This assessment is based on teacher observation and individual oral assessment.

Can sing along with the recording to Sakura, Sakura. \_\_\_\_\_

**Colors, cuts and assembles cherry blossom fan.** \_\_\_\_\_

Tells why Japan gave cherry trees to America. \_\_\_\_\_

Tells why America gave cherry trees to Japan. \_\_\_\_\_

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#### **Rubric – Grades 4 - 8**

Can read and sing words with recording of Sakura, Sakura. \_\_\_\_\_

Colors, cuts, and assembles cherry blossom fan. \_\_\_\_\_

Accurately reports in his/her essay the reasons why  
Japan gave America cherry blossom trees in 1910  
and why America sent cherry trees to Japan in 1952. \_\_\_\_\_

Sites sources of information for report using correct format. \_\_\_\_\_

## Japanese Folktales

### Purpose:

This lesson is designed to enable students to appreciate cultural diversity by introducing them to Japanese folktales.

### Target Grade Level: K-8

### Essential Questions:

- What do folktales tell about a country's culture?
- How do folktales in Japan compare to those in the United States?

### Concepts:

- Cultural similarities and differences
- *On*--a debt of honor in Japan
- Favor, a kind act

### Key Ideas:

- Japanese folktales reveal information about Japanese history, life, and customs.
- Japanese and American traditional folktales have many similar characters (animals and royalty), plots (magical occurrences and transformations), and themes (kindness rewarded and evil punished).
- In Japan, folktales are often told through a series of large pictures depicting the important scenes of the story. This is called a *Kamishibai* or paper play.
- In American culture, a favor or kind act is returned with a "thank you." In Japanese culture, a favor is viewed as *on*, a debt of honor. The person receiving the favor is obligated to return the favor, often with elaborate gifts.

### Materials:

1. "The Crane that Returned the Favor" (Handout A)
2. Posterboard (11" x 14") - 14 pieces and paint, crayons, markers, glue, wallpaper samples, fabric, etc. for paper play activity.
3. A collection of American folktale books.

## Japanese Folktales

4. A collection of Japanese folktale books. The following books have been translated into English and are available through Charles E. Tuttle Company, Rutland, Vermont, your local library, or The Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu), 614-292-3345:

*Japanese Children's Favorite Stories*

*Japanese Children's Stories*

*Kintaro's Adventures and Other Japanese Children's Stories*

*Old Tales of Japan*

*Urashima Taro and Other Japanese Children's Stories*

### Procedures:

#### Day One

1. Introduce the lesson by asking the students if they think Japanese and American folktales are similar or different. Have them discuss their reasons why.
2. Give students copies of "The Crane that Returned the Favor" (Handout A). Read the story.
3. Discuss the folktale. How did the old man help the crane? How did the crane return the favor? Introduce the concept of *on*, a debt of honor. Ask the students if the crane had to repay a debt of honor? Have the students ever experienced a favor, a kind act? Give examples. How did they return the favor? Why did the crane assume human form and then return to its original form? What lessons can be learned from this folktale?
4. Introduce students to the word *kamishibai* (paper play). Explain that in Japan folktales are often told through a series of large pictures depicting the important scenes of the story.



## Japanese Folktales

5. Divide the class into 14 groups. Ask each group to illustrate its part of the story on the posterboard. Write the portion of the story being illustrated on the back of the posterboard.
6. Each group holds up its illustration and reads its part of the story of "The Crane that Returned the Favor."
7. Close the lesson by having the students discuss the main idea they learned from the folktale.

### Day Two

1. Introduce the lesson by summarizing the Japanese folktale studies the day before and asking students if they think American folktales will be similar or different.
2. Read to the students or have them read an American folktale of the teacher's choosing.
3. Discuss this folktale using the similar questions as in step 3 but make the questions appropriate for the folktale read.
4. Divide the class into an appropriate number of groups based on the folktale read. Ask each group to illustrate its part of the story on the posterboard. Write the portion of the story being illustrated on the back of the posterboard.
5. Each group holds up its illustration and read its part of the American folktale.
6. Close the lesson by discussing with the class how the Japanese folktale compared with the American one.

## Japanese Folktales

### Enrichment Activity:

1. Have the students present their *kamishibai* to other classes.
2. To stimulate interest in reading folktales, make an attractive display of both Japanese and American folktales. Place the books near the bulletin board. On the bulletin board, write motivating questions such as "Who saved a turtle and was rewarded with a visit to the Sea Princess?" As the students read folktales, they can make up their own questions and create answers to the ones already on the bulletin board. Answers to the questions should be illustrated. Once the bulletin board is completed, it provides a review of the folktales read and stimulates students interest in reading additional stories.
3. Teachers can stimulate interest in reading in the following ways:
  - a. Read a folktale to the class and lead a discussion of the story;
  - b. Ask two students to work together to read a specific tale and prepare a written or oral summary to present to the class;
  - c. Have a small group of students read a folktale together, then ask them to write and prepare a dramatization of the folktale to share with the class and/or other classes in the school. A variation of this could be a puppet play, a traditional art form in Japan (*bunraku*). Puppet plays in Japan take a different form from those in the United States. Have the student note the difference.

### Evaluation:

After the lesson is completed, have the students complete a Venn diagram or explain in some other way how the American and Japanese folktales were similar and different.

## Japanese Folktales

### Relationship to State Social Studies Standards:

Kindergarten, People in Societies, Grade-level Indicator 2

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Grade 1, People in Societies, Grade-level Indicator 2

I identify cultural practices of a culture on each continent through the study of the folktales, music, and art created by people living in that culture.

Grade 2, People in Societies, Grade-level Indicator 2

Describe ways in which language, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Grade 3, People in Societies, Grade-level Indicator 2

Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States, and countries of the world.

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Julia Morris, teacher, Westerville City Schools, and revised by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools, Ohio. It was revised further for this publication by Dr. Kent J. Minor, Director, Ohio Japan Project.*

# Japanese Folktales

## Handout A

### THE CRANE THAT RETURNED THE FAVOR

*This folktale was taken from a "kamishibai" made and sent to Julia Morris by Sachiko Miyata, Oita City, Kyushu Island, Japan.*

Picture # 1 - Long, long ago in a certain place there lived an old man and an old woman. By taking firewood to town every day and selling it, they were barely able to make a living.

One day as he was coming home from town the old man noticed something fluttering in the snow. "What could that be?" he said to himself.

Coming closer he found a crane struggling to free itself from a trap. "Oh, poor bird! I'll let you loose. Here...". The old man loosened the trap that was holding the crane's leg.

Picture #2 - Spreading its broad wings the crane soared up toward the sky. "Kau! Kau! Kau!" 1 she cried. After briefly circling overhead, the crane flew off toward the mountains.

"Never get caught again," muttered the old man.

Picture #3 - That night there was a "ton-ton, ton-ton" 2 sound. Someone was knocking on the front door. The old woman wondered who it could be at this time of night. When she opened the door, there stood the most beautiful girl she had ever seen. The girl spoke up. "I am lost. Could you please put me up for the night?"

"What a shame. Yes, come right in," replied the old woman.

Picture #4 - The next morning the old man and woman woke up to find the

## Japanese Folktales

house cleaned and breakfast already prepared. "What a bright girl she is!" Both of them took a liking to her. Thereupon the girl said, "I will work hard, so please let me stay here with you."

"What! You mean to say you will become our daughter! By all means!" They were overjoyed, and consented.

The girl was good-natured and worked very hard. She cleaned and did the wash and helped with many other chores. The old man was so happy he said to her, "Is there anything you wish to have?"

"I would like to weave," she replied. "Would you buy me some yarn?"

Picture #5 - The old man bought some yarn for his daughter. "I have a request," she said. "Please don't look in while I am weaving."

"All right. You can trust us."

The girl went into the shed and began weaving. "*Kata-kata baton, kata-kata battan*" 3 went the loom,.

"She's a good weaver, eh?" "Really, I say she can do anything!" Sitting beside the hearth the old couple listened spellbound to the sound to their daughter's weaving.

Picture #6 - From then on the girl wove continually without eating. At last on the night of the third day she came out of the shed.

"Here. See what I made," she said as she spread the finished cloth in front of them.

"What a beautiful cloth!" exclaimed the old woman, her eyes wide open. The old man sighed many times and shook his head in wonderment.

"Please take it to town and sell it," requested the girl.

Picture #7 - The old man took the cloth to town and cried out, "Is there

## Japanese Folktales

anybody who would like to buy this cloth?" At once people began gathering around him and remarked, "This is extraordinary. We have never seen such beautiful cloth! It's almost as if the cranes are alive." They continued to admire the cloth, but nobody dared asked the price. Certainly it would be too expensive.

Picture #8 - Just then a Lord happened to pass by. The old man timidly approached him and said, "Sir, please buy this cloth. It is very rare.

"What, a rare piece of cloth you say?" The Lord dismounted from his horse and took the cloth in his hands. It glittered brightly and looked as if it would fly away any moment. "Well, it really is an amazing piece of cloth. I'll take it," said the Lord as he handed over a bag full of *koban*.<sup>5</sup> "Where did you get this?"

The old man swelled with pride as he answered, "My daughter wove it."

"Ah, good. I want another one woven. I'll pay you a handsome price for it.

"Yes, sir. Yes, indeed."

Picture #9 - With some of the gold coins the old man bought more rolls of silk yarn and hastily returned home.

"Look at all this money!" he exclaimed, waving the money bag back and forth.

"How lucky we are," cried the old woman with joy. At that she immediately began preparing a feast.

Handing the bundles of yarn to their daughter the old man said, "Here you are. We're counting on you."

Picture #10 - The following day the girl again went into the shed. "*Kata-kata battan. Kata-kata battan.*" The rhythmical sound of the loom could be heard coming from the shed.

"What a good weaver she is!" the old woman said with delight.

## Japanese Folktales

"We'll make a decent living because of her," joined in the old man.

Picture #11 - The girl continued weaving without eating or sleeping. On the morning of the third day, the old woman began to worry about her daughter. Furthermore, she became curious as to how the girl wove.

"It wouldn't hurt to just peek, would it?" she asked.

"Don't do it! The girl asked us not to look in, didn't she?" The old man hurriedly tried to put a stop to his wife's suggestion. But the old woman couldn't hold herself any longer and peered into the shed through a crack in the window.

Picture #12 - "Oh! she gasped unthinkingly. There sat a crane, weaving on a loom. With her beak she was plucking her own feathers and weaving them into the cloth. The crane had become very thin, and as she wove, her tiny feathers went flying.

The old woman tried calling the old man, but no words came. All she could be was motion to him. Wondering what the matter was, he came up beside her.

"Oh, a crane!" He swallowed hard.

Picture #13 - The girl came out of the shed carrying the newly-woven cloth. It seemed even more beautiful than the first one. Addressing the old man and woman, she said, "I am much obliged to you for your help. I am the crane you helped on that wintry day. Unfortunately, though, now that my real nature has been seen, I cannot remain in the form of a person. I truly hope the best for you." Even as she spoke and the girl changed into a crane. Without pausing she went outside and took off into the sky.

Picture #14 - "W...wait!" cried the old man and woman as they hurried after her.

"Kau! Kau! Kau!" called out the crane as she circle above the two. She soared ever higher and soon disappeared into the clouds.

## Japanese Folktales

### Notes:

1. "Kau, kau" is the Japanese rendition of a crane's call.
2. "*Ton-ton*" can be equated with "tap-tap", the sound of knocking on a door.
3. "*Kata-kata-battan*" can be equated with "clickety-clackety".
4. "Lord" refers to a feudal lord--a "prince" in Western stories.
5. A "*koban*" was a gold coin in old Japan.



# Famous People of Japan

## Purpose:

Become familiar with some Japanese people.

## Target Grade Levels: 4-12

## Essential Questions:

1. Who are some famous Japanese people?
2. What did famous Japanese people contribute?

## Rationale:

Students will learn how the United States has benefited from famous Japanese people.

## Materials:

- *Who's Who of Japan* book (Amazon.com)
- *Famous Personages in Japan* at <http://www.kyoto-su.ac.jp/information/famous/index.html>

## Activities:

1. Teacher introduces and makes students aware of selected Japanese people.
2. Students investigate famous Japanese contributions and how they have affected the United States.
3. Students present findings in reports done in skits, group work, role playing or written reports.
4. Class discussion and teacher's feedback on reports and notes taken during presentations.
5. Students write a question on a famous Japanese person for a test.

## Assessment:

Rubric, discussion and test

## Famous People of Japan

### Relationship to Social Studies Standards:

Grades 9-10, People in Societies, Benchmark A

Analyze the influence of different cultural perspectives on the actions of groups.

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Literature, Politics, Film, Television, Sports, and the Imperial Family (p.35)

Tezuka OSAMU (p.40)

Katsushika HOKUSAI (p.47)

Tetsuko KUROYANAGI (p.54)

*The lessons on Famous People of Japan were developed by Theresa A. Bica, Supervisor of Elementary Student Teachers, Kent State University, Kent, Ohio; Sylvia Linda Cotter, Teacher, St. Mary Elementary School, Columbus, Ohio; and Nancy DgDung, Teacher and Reading Specialist, St. Mary Elementary School, Columbus, Ohio.*

## **Famous People of Japan:** **Literature, Politics, Film, Television, Sports,** **and the Imperial Family**

### **Purpose:**

Students will become familiar with some famous Japanese and their contributions to Japan and the United States.

**Target Grade Level:** Middle School (may be adapted for elementary and high school)

### **Essential Questions:**

- Who are some famous Japanese people?
- What are the effects of these famous individuals on Japanese culture and U.S. culture?

### **Rationale:**

Students will learn how the U.S. benefits from the contributions of famous Japanese people.

### **Materials:**

Library books

Internet sites on Japan, famous people

### **Activities:**

1. Introduce the lesson by discussing fame and brainstorm a list of famous Americans. Try to come up with at least one name for each letter of the alphabet. Record the names on a transparency or chart for everyone to see. Discuss the characteristics or accomplishments of each person. Discuss the questions, "How have these people influenced our culture?" Ask the students to name some people who are not Americans who have influenced our culture. List these names on a chart or transparency for everyone to see. Discuss the question, "How do you think famous people in Japan can influence American culture?"
2. Give students a list of famous contemporary Japanese in the areas of literature, politics, sports, film, television, sports, and the imperial family. Provide them with a short description, but no details, of each person on the list (example: Junichiro KOI ZUMI -Prime Minister). Discuss the list

## **Famous People of Japan:** **Literature, Politics, Film, Television, Sports,** **and the Imperial Family**

and allow students to select a person to investigate. Provide students with internet and library access. Students should plan a biographical presentation about the person selected. Some suggested formats for the presentation follow.

- Oral report to the class.
- Assume the identity of the individual and speak to the class. Wear a costume and/or use props.
- Create a multi-media presentation using a computer program such as Hyperstudio, Kid Pix Slide Show, i-movie, or Power Point.
- Small groups may work together to create a Japanese Hall of Fame for other classes to visit.
- Write, illustrate, and bind a picture book biography.
- Develop and perform a skit or other role play situation for an individual or small group.

3. Students should discuss similarities and differences of Japanese and U.S. criteria for fame. Discussion should encourage students to draw conclusions about cultural values in the U.S. and Japan. Students should also discuss and compile a list of the impact these individuals have upon our culture.

### **Evaluation:**

The teacher and/or students should evaluate the research projects for content and evidence of knowledge gained using an appropriate rubric (see sample).

Students and teacher could generate a list of questions about content learned from the student investigations and presentations. Students could answer selected questions.

### **Adapting to Various Levels:**

For elementary students: Students should first generate lists of famous contemporary Americans, and then discuss a similar list of famous contemporary Japanese. The teacher could provide each student with a copy of a short biography from the internet site on Famous Japanese. The students

## **Famous People of Japan:** **Literature, Politics, Film, Television, Sports,** **and the Imperial Family**

use these biographies to create a prop box and present their biographical information to the class.

For high school students: In addition to research on the internet, students could contact a local Japan / America group and interview Japanese living in the U.S. about their thoughts, opinions, etc. on contributions of famous Japanese. This information could be compared to what was found during research and incorporated in an essay or editorial commentary. Students could also use a newspaper format to write feature articles for sports, entertainment, or business sections of a fictional newspaper. The newspaper would then be published and shared with the class.

### **Relationship to Social Studies Standards:**

Grades 6-8, People in Societies, Benchmark B

Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grades 6-8, People in Societies, Benchmark C

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

### **Suggested Individuals to Investigate:**

Literature- Matsuo BASHO (Haiku); Oe KENZABURO (Nobel Prize- writer)

Film- Akira KUROSAWA (Director); Natsuko TODA (Film Caption Translator)

Imperial Family- Crown Prince NARUHI TO; Princess MASAKO

Television- Kenichi CHEN (Iron Chef); Hiroyuki SAKAI (Iron Chef)

Politics- Junichiro KOI ZUMI (Prime Minister); Chiune SUGI HARA (Japanese "Schindler")

## **Famous People of Japan:** **Literature, Politics, Film, Television, Sports,** **and the Imperial Family**

Sports- Hideo NOMO and Ichiro SUZUKI (Baseball)  
Yuko ARIMORI (Female Athlete)  
Midori ITO (Female Figure Skating)  
Masashi OZAKI (Golfer)  
Yasuhiro YAMASHITA and Ryoko TAMURA (Martial Arts)  
Kazu and Rui RAMOSU (Soccer)  
Shunichi KAWAI and Yuichi NAKAGAI CHI (Volleyball)  
Shuzo MATSUOKA and Kimiko DATE (Tennis)  
Taro AKEBONO, Antonio INOKI and KONISHIKI (Wrestlers)

### **Sample Rubric for Famous Japanese Research Project:**

Exceeds the Standard(s)= includes more than the required elements/content, is exceptionally well organized, and uses superbly executed oral and visual media.

Meets the Standard(s)= includes all required elements/content, is well organized, and uses clearly executed oral and visual media.

Does Not Meet the Standard(s)= lacks required elements/content and / or is not clearly organized, and / or uses poorly executed media.

### **Resources:**

#### **Japan-Related Internet Sites:**

<http://www.kyoto-su.ac.jp/information/famous/index.html>

Short biographies of various famous Japanese

<http://www.wsu.edu:8080/-dee/ANCJAPAN/contents.htm>

Synopsis of historic eras and some information about people

<http://www.ironchef-USA.com/>

General information about the television program and its participating chefs

<http://www.ironchef.com/ironchefs.shtml>

Meet the current iron chefs: current and retired

<http://www.japan-zone.com/modern/index.shtml>

Information on the Imperial family and famous Japanese, and a Famous People Quiz.

**Famous People of Japan:**  
**Literature, Politics, Film, Television, Sports,**  
**and the Imperial Family**

**A Book on Famous Japanese:**

**Who's Who in Japan, No. 9** by the Japanese Travel Bureau- *a collection of short biographies*

This book is available on the web at Amazon.com or at the Institute for Japanese Studies to borrow for free. Please contact the office at japan@osu.edu or 614-292-3345. Books on famous Japanese people were generally difficult to find, except for a few specific biographies. The web sites were the best sources of information.

# **Famous People of Japan:**

## **Tezuka OSAMU**

### **Purpose:**

To become familiar with famous Japanese people.

### **Target Grade Levels:** 4-12

### **Essential Questions:**

- \* Who is Tezuka OSAMU?
- \* How did the format of his writing influence Japan?
- \* What theme is pervasive in OSAMU's work?

### **Rationale:**

Students will learn how Japan and other countries benefited from Tezuka OSAMU.

### **Materials:**

1. Copies or overhead transparency of Manga -article from Popular Culture, Japan Access  
<http://www.jinjapan.org/access/culture.manga.html>
2. Copies of Tezuka OSAMU, A Pioneer in the World of Comics  
<http://www.jinjapan.org/nipponia/nipponia10/see.html>
3. Copies of Tezuka OSAMU, Pioneer Extraordinaire  
<http://www.nwlink.com/~jade/anime/osamu.htm>
4. Copies of Tezuka, Dr. OSAMU  
[http://www.abcb.com/ency/t/tezuka\\_osamu.htm](http://www.abcb.com/ency/t/tezuka_osamu.htm)
5. White construction paper, markers, and /or blank overhead transparencies
6. Assessment
7. Rubric
8. Bibliography
9. Optional: Manga books from the public library or an OSAMU anime video from the public library



## Famous People of Japan: Tezuka OSAMU

### Activities: Day One

1. Teacher presents: Teacher will introduce term Manga by using #1 in materials list. Then teacher will introduce Tezuka OSAMU, divide students into three teams. Each team will get a copy of one of the articles above. (# 1-3)
2. Student investigation:
  - \* Students read the article.
  - \* Students should use internet websites in bibliography if computer is available to learn more about Tezuka OSAMU.
  - If Manga books are available have students peruse books to get an idea of their format.

### Activities: Day Two and Three

1. Teacher presents: Teacher should lead a 10-15 minute discussion to inquire about students' investigation and ask if they have any questions.
2. Student project:
  - \* Students will collaborate in their groups to make manga, (comic book) of the information about OSAMU.
  - \* Students can do the comic on white construction paper and markers, or if available overhead transparencies, or as a slide show on a computer if students have access to a computer that has slide show software.

### Activities: Day Four

1. Student reports : Each team will present their manga. Allow 5-10 minutes following each presentation for audience to ask questions or add reactions to the presentation.

### Assessment:

While this lesson may be assessed in various ways (including group collaboration, group report, group product, and teacher observation), an assessment test and rubric are provided.

### Grade Adaptation: Target Grade(s) 4-12

Suggestions for other grade levels: Lower grade levels could listen to the teacher tell about OSAMU and look through manga borrowed from the public library. Teacher could have a handout that is divided with lines into manga format. Students could make their own story, either individually or as a class, in this format and color with markers. Students could bind these books for

## **Famous People of Japan:** **Tezuka OSAMU**

their school library so others can learn about manga.

### **Relationship to Social Studies Model:**

Grades K-2, People in Societies, Benchmark A

I identify practices and products of diverse cultures.

Grades K-2, People in Societies, Benchmark B

I identify ways that different cultures within the United States and the world have shaped our national heritage.

Grades 6-8, People in Societies, Benchmark B

Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grades 6-8, People in Societies, Benchmark C

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

# Famous People of Japan:

## Tezuka OSAMU

### Handout A: ASSESSMENT

Name \_\_\_\_\_ Score \_\_\_\_\_

1. What are Tezuka OSAMU's nicknames?

\_\_\_\_\_

2. What is a manga?

\_\_\_\_\_  
\_\_\_\_\_

3. What theme is evident in OSAMU's works?

\_\_\_\_\_

4. What is the name of the OSAMU's most famous creation?

\_\_\_\_\_

5. What is the relationship between OSAMU's TV series, Kimba the White Lion, and The Lion King?

\_\_\_\_\_  
\_\_\_\_\_

6. How did manga influence Japan?

\_\_\_\_\_  
\_\_\_\_\_

#### **ANSWERS: (cover when making test copies for students)**

1. - Japanese Walt Disney and God of Manga
2. - Japanese comic book that can be written about fiction and non-fiction themes , serious or comical
3. - Peace
4. - Astro Boy
5. - Some critics say Disney used Kimba the White Lion as the basis for The Lion King
6. - More people were interested in reading when manga were introduced after World War II.

**Famous People of Japan:**  
**Tezuka OSAMU**

**Handout B**

## Rubric OF UNIT ASSESSMENT

Name \_\_\_\_\_

Topic : **Famous People of Japan : Tezuka OSAMU**

**Dear Parents,**

Your child was assessed on the topic above using the items that are circled. Accompanying this summary is your child's written work on the topic. You may wish to go over the attached work to praise your child for his/her accomplishments and help him correct errors. Thank you.

### **Group Collaboration**

#### **Teacher**

  X   collaborated with group

#### **Observation**

all of the time

some of the time

most of the time

none of the time

#### **Group Report**

Contained all required elements

Missing 3 Or 4 required elements

Missing 1 Or 2 required elements

Missing more than 4 required elements

#### **Group Product**

Contained all required elements

Missing 3 Or 4 required elements

Missing 1 Or 2 required elements

Missing more than 4 required elements

### **Understanding of topic**

#### **Oral Report**

Contained all required elements

Missing 3 Or 4 required elements

Missing 1 Or 2 required elements

Missing more than 4 required elements

## Famous People of Japan: Tezuka OSAMU

### Product

Contained all required elements  
Missing 3 Or 4 required elements

Missing 1 Or 2 required elements  
Missing more than 4 required elements

### Written Report

Contained all required elements  
Missing 3 Or 4 required elements

Missing 1 Or 2 required elements  
Missing more than 4 required elements

### Written Test or Quiz

Answered all items correctly  
Answered some items correctly

Answered most items correctly  
Answered few items correctly

### Oral Test or Quiz

Answered all items correctly  
Answered some items correctly

Answered most items correctly  
Answered few items correctly

\*\*\*\*\*

*You may keep your child's papers and the top of this summary . Please detach this section and return to school tomorrow so I know you received this information.  
Thank you.*

I have received my child's work and assessment summary.

Parent Signature

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Child's name

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# Famous People of Japan:

## Tezuka OSAMU

### BIBLIOGRAPHY

#### Books

The Encyclopedia of Pop Culture by Mark Schilling (Weatherhill, Inc., 2000)

internet websites about Tezuka OSAMU

[http://www.abcb.com/ency/t/tezuka\\_osamu.htm](http://www.abcb.com/ency/t/tezuka_osamu.htm)

<http://www.en-f.tezuka.co.jp/news/world/index.html>

<http://jin.jcic.or.jp/access/index.html>

<http://jin.jcic.or.jp/nipponia/nipponia10/see.html>

<http://www.nwlink.com/~jade/anime/osamu.htm>

# **Famous People of Japan:**

## **Katsushika HOKUSAI**

### **Purpose:**

To become familiar with famous Japanese people.

### **Target Grade Levels:** 4-12

### **Essential Questions:**

\*Who was Katsushika HOKUSAI ?

\*How did his art impact the world?

### **Rationale:**

Students will learn about HOKUSAI's art technique and how it influenced the art world. In addition to learning about the art techniques HOKUSAI used his life story can inspire others to persevere as he did to achieve his ultimate goal of being an accomplished artist.

### **Materials:**

1. Copies of data sheet on Katsushika HOKUSAI .
2. Copies of Amid a Waterfall on the Kiso Road  
<http://www.spectacle.berkeley.edu>
3. Copies Art Teacher Toolbox Activity  
[http://classes.seattleu.edu/masters\\_in\\_teaching/teed521/professor/Art/Lessons/History/hokusai.html](http://classes.seattleu.edu/masters_in_teaching/teed521/professor/Art/Lessons/History/hokusai.html)
4. Copies of Great Wave at Kanagawa picture  
[http://www.artchive.com/artchive/H/hokusai/grt\\_wave.jpg.html](http://www.artchive.com/artchive/H/hokusai/grt_wave.jpg.html)
5. Copies of Surimono Greeting Activity  
<http://www.kidsart.com/store/bring/hokusai.html>
6. Prints of HOKUSAI to show class – good source is calendars but libraries often have books and prints of his as well
7. Assessment
8. Rubric
9. Bibliography

### **Activities: Day One**

1. Introduce the lesson by asking students to identify some famous people in the United States. Ask them "Why are these people famous?" After discussing their answers inform them that there are also famous people in Japan and they are about to study one of them.

## Famous People of Japan: Katsushika HOKUSAI

2. Teacher presents: Teacher will introduce HOKUSAI and divide students into teams of 3-4, distribute copies of data sheets and Amid a Waterfall on the Kiso Road.

3. Student investigation:

- a) Students read materials in teams.
- b) Students should use internet websites in bibliography if computer is available to learn more about HOKUSAI.
- c) Students make outline, chart, or web of what they learned to give a 5-10 minute report to the class on day two.

### Activities: Day Two

1. Students present their reports on HOKUSAI to class.
2. Teacher clarifies as needed and allows time for class to discuss their opinions of his art.

### Activities: Day Three

1. Teacher presents: Teacher distributes copies of Art Teacher Toolbox activity or Teacher can use it as a guide to work from.
2. Student project: Students can proceed with project as described in Toolbox outline.

### Activities: Day Four

1. Teacher allows students to share and discuss their project from day three.
2. Teacher presents: Teacher can distribute copies of Surimono activity or use it as a guide to work from.
3. Student project: Students can do surimono activity.
4. Students can share projects with class.

<b><u>Assessment:</u></b>	<input checked="" type="checkbox"/> Group Collaboration	<input checked="" type="checkbox"/> Group Report
	<input checked="" type="checkbox"/> Group Product	<input checked="" type="checkbox"/> Teacher Observation
	<input checked="" type="checkbox"/> Test/Quiz	<input type="checkbox"/> Individual Essay/Report
	<input checked="" type="checkbox"/> Individual Product	<input type="checkbox"/> Other



## **Famous People of Japan:**

### **Katsushika HOKUSAI**

Suggestions for other grade levels: Lower grade levels could listen to the teacher tell about HOKUSAI . Teacher can have children look at prints of HOKUSAI . Students can color or paint The Great Wave at Kanagawa on heavy white drawing paper or watercolor paper if available. When dry, use fine line marker to outline some areas as in original HOKUSAI art. The surimono activity should be easy enough for younger children to do. For the artist signature section they could use plastic knives or blunt pencils to carve a design into a piece of potato instead of using an eraser which is very hard to carve.

#### **Relationship to Social Studies Model:**

Grades K-2, People in Societies, Benchmark A

I identify practices and products of diverse cultures.

Grades K-2, People in Societies, Benchmark B

I identify ways that different cultures within the United States and the world have shaped our national heritage.

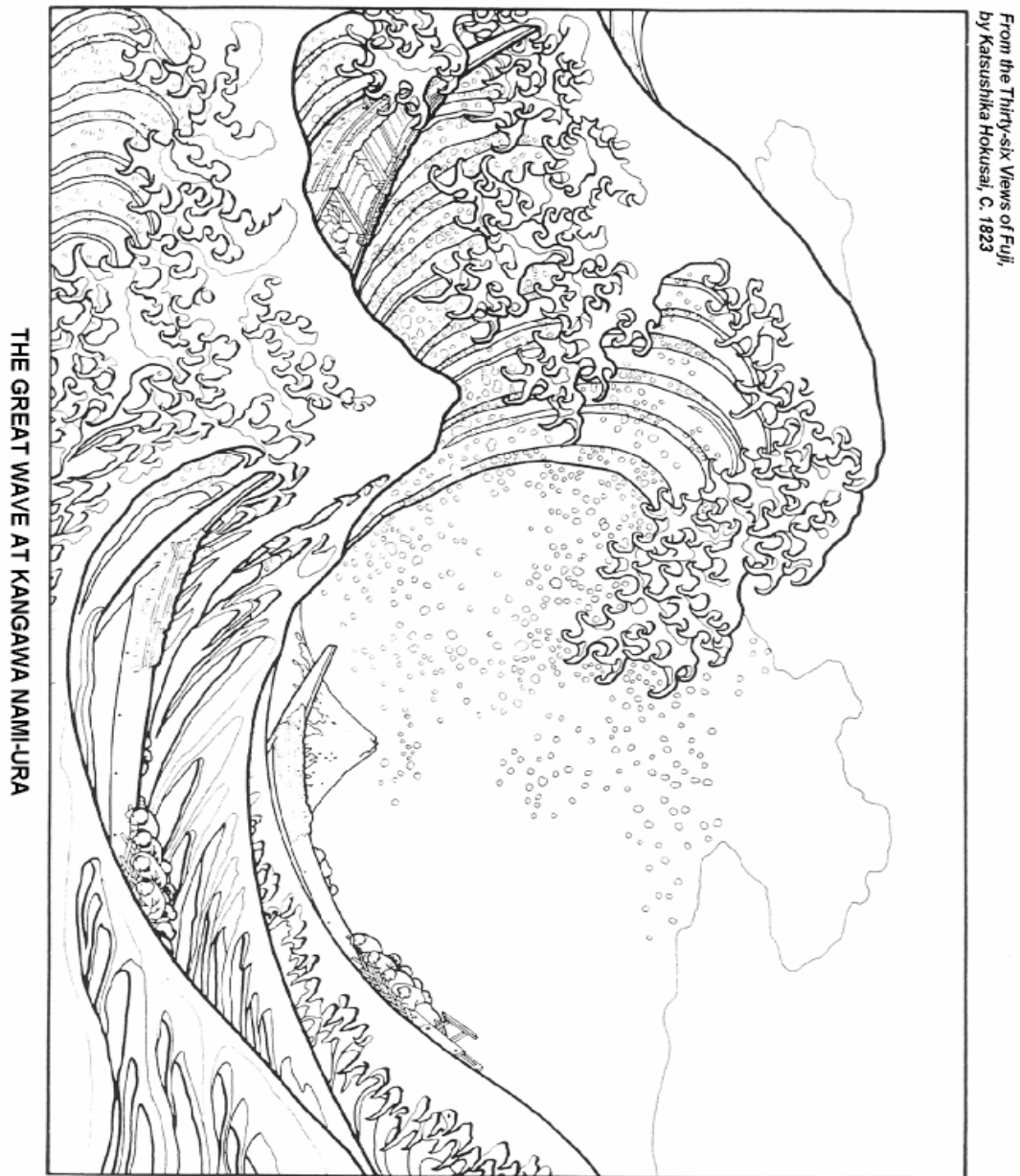
Grades 6-8, People in Societies, Benchmark B

Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grades 6-8, People in Societies, Benchmark C

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

**Famous People of Japan:**  
**Katsushika HOKUSAI**



[http://www.artchive.com/artchive/H/hokusai/grt\\_wave.jpg.html](http://www.artchive.com/artchive/H/hokusai/grt_wave.jpg.html)

# Famous People of Japan: Katsushika HOKUSAI

Name: \_\_\_\_\_

Topic : Famous people of Japan: Katsushika hokusai

Dear Parents,

Your child was assessed on the topic above using the items that are circled. Accompanying this summary is your child's written work on the topic. You may wish to go over the attached work to praise your child for his/her accomplishments and help him correct errors. Thank you.

## group collaboration

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<u>Teacher</u>	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group
<u>Observation</u>	all of the time	most of the time	some of the time	none of the time
<u>Group Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Group Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements

## understanding of topic

<u>Oral Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly
<u>Oral Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly

\*\*\*\*\*

*You may keep your child's papers and the top of this summary . Please detach this section and return to school tomorrow so I know you received this information. Thank you.*

I have received my child's work and assessment summary.

Parent Signature \_\_\_\_\_

Child's name \_\_\_\_\_

# **Famous People of Japan:**

## **Katsushika HOKUSAI**

### **BIBLIOGRAPHY**

#### Books

**Everything Japanese** by Boye De Mente (Passport Books, Chicago, Illinois, 1989)

**Ukiyo-e 250 Years of Japanese Art** by Roni Neuer and Herbert Liberton (Gallery Books, a division of W. H. Smith, Inc., New York, New York, 1979)

internet websites about Katsushika Hokusai

Amid a Waterfall on the Kiso Road:

<http://www.spectacle.berkeley.edu>

Art Teacher Toolbox Activity:

[http://classes.seattleu.edu/masters\\_in\\_teaching/teed521/  
professor/Art/Lessons/History/hokusai.html](http://classes.seattleu.edu/masters_in_teaching/teed521/professor/Art/Lessons/History/hokusai.html)

Great Wave at Kanagawa picture:

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Surimono Greeting Activity:

<http://www.kidsart.com/store/bring/hokusai.html>

# Famous People of Japan: Katsushika HOKUSAI

## ASSESSMENT

Name \_\_\_\_\_ Score \_\_\_\_\_

1. Who was Katsushika Hokusai ?

\_\_\_\_\_

2. What is the name of the set of woodblock prints that secured him as one of the greatest artists of all time?

\_\_\_\_\_

3. Of that set of prints which one is the most famous?

\_\_\_\_\_

4. Circle true or false for each statement.

- |  |      |       |
|--|------|-------|
| A. Katsushika Hokusai did some illustration for books.               | true | false |
| B. Surimono is a type of oil painting.                               | true | false |
| C. Hokusai's work had a great influence on the Impressionists.       | true | false |
| D. At his death, Hokusai was satisfied he had become a real painter. | true | false |
| E. His craftsmanship combined realism with imagination.              | true | false |

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Answers: (cover when making test copies for students)

1. -greatest artist of the ukiyo-e school of art
2. -Thirty-six Views of Fuji
3. -Great Wave at Kanagawa
4. - a. true b. false c. true d. false e. true

## Famous People of Japan: Tetsuko KUROYANAGI

### Purpose:

To become familiar with famous Japanese people.

### Target Grade Levels: 4-12

### Essential Questions:

- \*Who is Tetsuko Kuroyanagi?
- \*What has she contributed to Japan and other nations?
- \*How did her book, Totto-chan, impact readers?
- \*What was Tetsuko's role with UNICEF?
- \*How was Tetsuko's railcar school different from other Japanese schools?

### Rationale:

Students will learn how other countries benefited from Tetsuko Kuroyanagi. Because Tetsuko was expelled from first grade as a trouble maker and later became an international celebrity working for UNICEF, her story can provide inspiration for students.

### Materials:

1. Copies of data sheet on Tetsuko Kuroyanagi. Pronounced: te-tsoo-koh koo-roe-yah-nah-gee (hard g as in go)
2. Copies of excerpts from Totto-Chan.
3. Paper for timeline.
4. Assessment
5. Rubric
6. Bibliography
7. Optional: several copies of the book Totto-chan by Tetsuko Kuroyanagi which is available in most bookstores.
8. Background information:  
<http://metropolis.japantoday.com/bigInJapanarchive349/346/bigInJapaninc.htm>

## Famous People of Japan: Tetsuko KUROYANAGI

### Activities: Days One and Two

1. Introduce the lesson by asking students to identify some famous people in the United States. Ask them "Why are these people famous?" After discussing their answers inform them that there are also famous people in Japan and they are about to study one of them.
2. Teacher presents: Teacher will introduce Tetsuko Kuroyanagi, divide students into teams of 3-4, distribute copies of data sheet and excerpts .
3. Student investigation:
  - \* Students read materials.
  - \* Students should use the internet websites in bibliography if computer is available to learn more about Tetsuko.
  - \* If copies of Totto-chan are available have students read other excerpts from the book that interest them.
  - \* Encourage students to discuss how Tetsuko's name was a foretelling of her career and how her childhood impacted her adult life.

### Activities: Days Three and Four

1. Teacher presents: Teacher should lead a 10-15 minute discussion to inquire about students' investigation and ask if they have any questions.
2. Student project:
  - \*Students will collaborate to make a timeline of the events in Tetsuko's life.
  - \*Timeline can be done horizontally on shelf paper, as a chart, as a mobile or as a slide show on a computer if students have access to a computer that has slide show software.
  - \*Have students include one index card size illustration for each phrase on the timeline.

### Activities: Day Five

1. Student reports: Each team will present their timeline. Allow 5-10 minutes following each presentation for audience to ask questions or add reactions to the presentation.

## Famous People of Japan: Tetsuko KUROYANAGI

### Assessment:

While this lesson may be assessed in various ways (including group collaboration, group report, group product, and teacher observation) an assessment test and rubric are provided for various forms of assessment.

### Grade Adaptation: Target Grade(s) 4-12

Suggestions for other grade levels: Lower grade levels could listen to the teacher read from Totto-chan and illustrate their favorite part. After reading several chapters of Totto-chan, teacher could write one sentence from Totto-chan on a 9x12 sheet of white construction paper for each child to illustrate and paint. Teacher could have students trace a railroad car on 9x18 construction paper and draw how they think Totto-chan's classroom looked. Teacher could make timeline on sentence strips of Tetsuko's life with years beginning each strip and have students sequence the events in order. Teacher can then help them read the events.

### Relationship to Social Studies Model:

Grades K-2, People in Societies, Benchmark A

I identify practices and products of diverse cultures.

Grades K-2, People in Societies, Benchmark B

I identify ways that different cultures within the United States and the world have shaped our national heritage.

Grades 6-8, People in Societies, Benchmark B

Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grades 6-8, People in Societies, Benchmark C

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.



**Famous People of Japan:**  
**Tetsuko KUROYANAGI**

## **Tetsuko Kuroyanagi**

**Date of Birth:** 9 August 1933

**Place of Birth:** Setagaya-ku, Tokyo

Tetsuko Kuroyanagi has been living in the entertainment world for 40 years. She was called "a zip" because she always spoke. After she graduated Tokyo University, in 1979 entered "Tokyo Hoso gekidan". In some year, she made her debut with Kyoko Satomi and Michiko Yokoyama by "Senbo Ninbo Tonbo". and, now she is active in various fields as a chairwoman, writer, and goodwill ambassador for the United Nations Children's Fund. And she likes pandas very much.

The most famous program which she appears in is 'Tetsuko no Heya' which has been continuing more than 10 years. In this program, she talks with many guests about their view of life, careers, and hobbies. Her skillful art of talking has made this program live long.

In 1984, she published 'Madogiwa no totto-chan' and it became a best seller. She established a corporation of social welfare with the royalties. Since 1987, she has visited many countries and has been appealing to the public to help children suffering from war and disasters.

### **References:**

Shintei Gendai Nippon Meiroku 1994 Vol 2

<http://www.inv.co.jp/~totto/profile.html>

<http://www.kyoto-su.ac.jp/information/famous>

# Totto-chan

## *The Little Girl at the Window*

**Tetsuko Kuroyanagi**

Translated by **Dorothy Britton**

The reason Mother was worried was because although Totto-chan had only just started school, she had already been expelled. Fancy being expelled from the first grade!

It had happened only a week ago. Mother had been sent for by Totto-chan's homeroom teacher, who came straight to the point. "Your daughter disrupts my whole class. I must ask you to take her to another school." The pretty young teacher sighed. "I'm really at the end of my tether."

Mother was completely taken aback. What on earth did Totto-chan do to disrupt the whole class, she wondered?

Blinking nervously and touching her hair, cut in a short pageboy style, the teacher started to explain. "Well, to begin with, she opens and shuts her desk hundreds of times. I've said that no one is to open or shut their desk unless they have to take something out or put something away. So your daughter is constantly taking something out and putting something away--taking out or putting away her notebook, her pencil box, her textbooks, and everything else in her desk. For instance, say we are going to write the alphabet, your daughter opens her desk, takes out her notebook, and bangs the top down. Then she opens her desk again, puts her head inside, gets out a pencil, quickly shuts the desk, and writes an 'A'. If she's written it badly or made a mistake she opens the desk again, gets out an eraser, shuts the desk, erases the letter, then opens and shuts the desk again to put away the eraser--all at top speed. When she's written the 'A' over again, she puts every single item back into the desk, one by one. She puts away the pencil, shuts the desk, then opens it again to put away the notebook. Then, when she gets to the next letter, she goes through it all again--first the notebook, then the pencil, then the eraser--opening and shutting her desk every single time. It makes my head spin. And I can't scold her because she opens and shuts it each time for a reason."

The teacher's long eyelashes fluttered even more as if she were reliving the scene in her mind.

It suddenly dawned on Mother why Totto-chan opened and shut her desk so often. She remembered how excited Totto-chan had been when she came home from her first day at school. She had said, School's wonderful! My desk at home has drawers you pull out, but the one at school has a top you lift up. It's like a box, and you can keep all sorts of things inside. It's super!"

Mother pictured her delightedly opening and shutting the lid of this new desk. And Mother didn't think it was all that naughty either. Anyway, Totto-chan would probably stop doing it as soon as the novelty wore off. But all she said to the teacher was, "I'll speak to her about it." The teacher's voice rose in pitch as she continued, "I wouldn't mind if that was all."

Mother flinched as the teacher leaned forward.

"When she's not making a clatter with her desk, she's standing up. All through class!"

"Standing up? Where?" asked Mother, surprised.

"At the window," the teacher replied crossly.

"Why does she stand at the window?" Mother asked, puzzled.

"So she can invite the street musicians over!" she almost shrieked. The gist of the teacher's story was that after an hour of almost constantly banging her desktop, Totto-chan would leave her desk and stand by the window, looking out. Then, just as the teacher was beginning to think that as long as she was quiet she might just as well stay there, Totto-chan would suddenly call out to a passing band of garishly dressed street musicians. To Totto-chan's delight and the teacher's tribulation, the classroom was on the ground floor looking out on the street.

## Famous People of Japan: Tetsuko KUROYANAGI



There was only a low hedge in between, so anyone in the classroom could easily talk to people going by. When Totto-chan called to them, the street musicians would come right over to the window. Whereupon, said the teacher, Totto-chan would announce the fact to the whole room, "Here they are!" and all the children would crowd by the window and call out to the musicians. "Play something," Totto-chan would say, and the little band, which usually passed the school quietly, would put on a rousing performance for the pupils with their clarinet, gongs, drums, and samisen, while the poor teacher could do little but wait patiently for the din to stop. Finally, when the music finished, the musicians would leave and the students would go back to their seats. All except Totto-chan. When the teacher asked, "Why are you still at the window?" Totto-chan replied, quite seriously, "Another band might come by. And, anyway, it would be such a shame if the others came back and we missed them."

"You can see how disruptive all this is, can't you?" said the teacher emotionally. Mother was beginning to sympathize with her when she began again in an even shriller voice, "And then, besides ..."

"What else does she do?" asked Mother, with a sinking feeling. "What else?" exclaimed the teacher. "If I could even count the things she does I wouldn't be asking you to take her away." The teacher composed herself a little, and looked straight at Mother. "Yesterday, Totto-chan was standing at the window as usual, and I went on with the lesson thinking she was just waiting for the street musicians, when she suddenly called out to somebody, 'What are you doing?' From where I was I couldn't see who she was talking to, and I wondered what was going on. Then she called out again, 'What are you doing?' She wasn't addressing anyone in the road but somebody high up somewhere. I couldn't help being curious, and tried to hear the reply, but there wasn't any. In spite of that, your daughter kept on calling out, 'What are you doing?' so often I couldn't teach, so I went over to the window to see who your daughter was talking to. When I put my head out of the window and looked up, I saw it was a pair of swallows making a nest under the classroom eaves. She was talking to the swallows! Now, I understand children, and so I'm not saying that talking to swallows is nonsense. It is just that I feel it is quite unnecessary to ask swallows what they are doing in the middle of class." Before Mother could open her mouth to apologize, the teacher went on, "Then there was the drawing class episode. I asked the children to draw the Japanese flag, and all the others drew it correctly but your daughter started drawing the navy flag--you know, the one with the rays. Nothing wrong with that, I thought. But then she suddenly started to draw a fringe all around it. A fringe! You know, like those fringes on youth group banners. She's probably seen one somewhere. But before I realized what she was doing, she had drawn a yellow fringe that went right off the edge of the paper and onto her desk. You see, her flag took up most of the paper, so there wasn't enough room for the fringe. She took her yellow crayon and all around her flag she made hundreds of strokes that extended beyond the paper, so that when she lifted up the paper her desk was a mass of dreadful yellow marks that wouldn't come off no matter how hard we rubbed. Fortunately, the lines were only on three sides"

Puzzled, Mother asked quickly, "What do you mean, only three sides?"

Although she seemed to be getting tired, the teacher was kind enough to explain. "She drew a flagpole on the left, so the fringe was only on three sides of the flag."

Mother felt somewhat relieved. "I see, only on three sides."

Whereupon the teacher said very slowly, emphasizing each word, "But most of the flagpole went off the paper, too, and is still on the desk as well."

Then the teacher got up and said coldly, as a sort of parting shot, "I'm not the only one who is upset. The teacher in the classroom next door has also had trouble."

Mother obviously had to do something about it. It wasn't fair to the other pupils. She'd have to find another school, a school where they would understand her little girl and teach her how to get along with other people. The school they were on their way to was one Mother had found after a good deal of searching.

Mother did not tell Totto-chan she had been expelled. She realized Totto-chan wouldn't understand what she had done wrong and she didn't want her to get any complexes, so she decided not to tell Totto-chan until she was grown-up. All Mother said was, "How would you like to go to a new school? I've heard of a very nice

## Famous People of Japan: Tetsuko KUROYANAGI

one."

"All right," said Totto-chan, after thinking it over. "But "What is it now?" thought Mother. "Does she realize she's been expelled?"

But a moment later Totto-chan was asking joyfully, "Do you think the street musicians will come to the new school?"

### §The New School

When she saw the gate of the new school, Totto-chan stopped. The gate of the school she used to go to had fine concrete pillars with the name of the school in large characters. But the gate of this new school simply consisted of two rather short posts that still had twigs and leaves on them.

"This gate's growing," said Totto-chan. "It'll probably go on growing till it's taller than the telephone poles!"

The two "gateposts" were clearly trees with roots. When she got closer, she had to put her head to one side to read the name of the school because the wind had blown the sign askew. "To-mo-e Ga-ku-en."

Totto-chan was about to ask Mother what "Tomoe" meant, when she caught a glimpse of something that made her think she must be dreaming. She squatted down and peered through the shrubbery to get a better look, and she couldn't believe her eyes.

"Mother, is that really a train? There, in the school grounds!"

For its classrooms, the school had made use of six abandoned railroad cars. To Totto-chan it seemed something you might dream about. A school in a train!

The windows of the railroad cars sparkled in the morning sunlight. But the eyes of the rosy-cheeked little girl gazing at them through the shrubbery sparkled even more.

### § "I Like This School!"

A moment later, Totto-chan let out a whoop of joy and started running toward the "train school," call--ing out to Mother over her shoulder, "Come on, hurry, let's get on this train that's standing still."

Startled, Mother began to run after her. Mother had been on a basketball team once, so she was faster than Totto-chan and caught hold of her dress just as she reached a door.

"You can't go in yet," said Mother, holding her back. "The cars are classrooms, and you haven't even been accepted here yet. If you really want to get on this train, you'll have to be nice and polite to the headmaster. We're going to call on him now, and if all goes well, you'll be able to go to this school. Do you understand?"

Totto-chan was awfully disappointed not to get on the "train" right away, but she decided she had better do as Mother told her.

"All right," she said. And then added, "I like this school a lot."

Mother felt like telling her it wasn't a matter of

whether she liked the school but of whether the headmaster liked her. But she just let go of Totto-chan's dress, took hold of her hand, and started walking toward the headmaster's office.

All the railroad cars were quiet, for the first classes of the day had begun. Instead of a wall, the not very spacious school grounds were surrounded by trees, and there were flower beds full of red and yellow flowers.

The headmaster's office wasn't in a railroad car, but was on the right-hand side of a one-story building that stood at the top of a semicircular flight of about seven stone steps opposite the gate.

Totto-chan let go of Mother's hand and raced up the steps, then turned around abruptly, almost causing Mother to run into her.

"What's the matter?" Mother asked, fearing Totto-chan might have changed her mind about the school.

Standing above her on the top step, Totto-chan whispered to Mother in all seriousness, "The man we're going to see must be a stationmaster!"

Mother had plenty of patience as well as a great sense of fun. She put her face close to Totto-chan's and whispered, "Why?"

Totto-chan whispered back, "You said he was the headmaster, but if he owns all these trains, he must be a stationmaster."

Mother had to admit it was unusual for a school to make use of old railroad cars, but there was no time to ex-

## Famous People of Japan: Tetsuko KUROYANAGI

plain. She simply said, "Why don't you ask him yourself? And, anyway, what about Daddy? He plays the violin and owns several violins, but that doesn't make our house a violin shop, does it?" "No, it doesn't," Totto-chan agreed, catching hold of Mother's hand. §The Headmaster

When Mother and Totto-chan went in, the man in the office got up from his chair.

His hair was thin on top and he had a few teeth missing, but his face was a healthy color. Although he wasn't very tall, he had solid shoulders and arms and was neatly dressed in a rather shabby black three-piece suit.

With a hasty bow, Totto-chan asked him spiritedly, "What are you, a schoolmaster or a station-master?"

Mother was embarrassed, but before she had time to explain, he laughed and replied, "I'm the headmaster of this school."

Totto-chan was delighted. "Oh, I'm so glad," she said, "because I want to ask you a favor. I'd like to come to your school."

The headmaster offered her a chair and turned to Mother. "You may go home now. I want to talk to Totto-chan."

Totto-chan had a moment's uneasiness, but somehow felt she would get along all right with this man.

"Well, then, I'll leave her with you," Mother said bravely, and shut the door behind her as she went out.

The headmaster drew over a chair and put it facing Totto-chan, and when they were both sitting down close together, he said, "Now then, tell me all about yourself. Tell me anything at all you want to talk about."

"Anything I like?" Totto-chan had expected him to ask questions she would have to answer. When he said she could talk about anything she wanted, she was so happy she began straight away. It was all a bit higgledy-piggledy, but she talked for all she was worth. She told the headmaster how fast the train went that they had come on; how she had asked the ticket collector but he wouldn't let her keep her ticket; how pretty her home-room teacher was at the other school; about the swallows' nest; about their brown dog, Rocky, who could do all sorts of tricks; how she used to go snip-snip with the scissors inside her mouth at kindergarten and the teacher said she mustn't do that because she might cut her tongue off, but she did it anyway; how she always blew her nose because Mother scolded her if it was runny; what a good swimmer Daddy was, and how he could dive as well. She went on and on. The headmaster would laugh, nod, and say, "And then?" And Totto-chan was so happy she kept right on talking. But finally she ran out of things to say. She sat with her mouth closed trying hard to think of something.

"Haven't you anything more you can tell me?" asked the headmaster.

What a shame to stop now, Totto-chan thought. It was such a wonderful chance. Wasn't there anything else she could talk about, she wondered, racking her brains? Then she had an idea.

She could tell him about the dress she was wearing that day. Mother made most of her dresses, but this one came from a shop. Her clothes were always torn when she came home in the late afternoon. Some of the rips were quite bad. Mother never knew how they got that way. Even her white cotton panties were sometimes in shreds. She explained to the headmaster that they got torn when she crossed other people's gardens by crawling under their fences, and when she burrowed under the barbed wire around vacant lots. So this morning, she said, when she was getting dressed to come here, all the nice dresses Mother had made were torn so she had to wear one Mother had bought. It had small dark red and gray checks and was made of jersey, and it wasn't bad, but Mother thought the red flowers embroidered on the collar were in bad taste. "Mother doesn't like the collar," said Totto-chan, holding it up for the headmaster to see.

After that, she could think of nothing more to say no matter how hard she tried. It made her rather sad. But just then the headmaster got up, placed his large, warm hand on her head, and said, "Well, now you're a pupil of this school."

Those were his very words. And at that moment Totto-chan felt she had met someone she really liked for the very first time in her life. You see, up till then, no one had ever listened to her for so long. And all that time the headmaster hadn't yawned once or looked bored, but seemed just as interested in what she had to say as she was.

Totto-chan hadn't learned how to tell time yet, but it did seem like a rather long time. If she had been able to, she would have been astonished, and even more grateful to the headmaster. For, you see, Mother and Totto-chan arrived at the school at eight, and when she had finished talking and the headmaster had told her she was a pupil of the school, he looked at his pocket watch and said, "Ah, it's time for lunch." So the headmaster must

## Famous People of Japan: Tetsuko KUROYANAGI

have

listened to Totto-chan for four solid hours!

Neither before nor since did any grown-up listen to Totto-chan for as long as that. And, besides, it would have amazed Mother and her homeroom teacher to think that a seven-year-old child could find enough to talk about for four hours nonstop.

Totto-chan had no idea then, of course, that she had been expelled and that people were at their wit's end to know what to do. Having a naturally sunny disposition and being a bit absent-minded gave her an air of innocence. But deep down she felt she was considered different from other children and slightly strange. The headmaster, however, made her feel safe and warm and happy. She wanted to stay with him forever.

That's how Totto-chan felt about Headmaster Sosaku Kobayashi that first day. And, luckily, the headmaster felt the same about her.

### §Totto-chan's Name

Totto-chan's real name was Tetsuko. Before she was born all Mother's and Daddy's friends and relatives said they were sure the baby would be a boy. It was their first child, and they believed it. So they decided to name the baby Toru. When the baby turned out to be a girl, they were a bit disappointed, but they both liked the Chinese character for toru (which means to penetrate, to carry far, to be clear and resonant, as a voice) so they made it into a girl's name by using its Chinese-derived pronunciation tetsu and adding the suffix ko often used for girl's names. So everybody called her Tetsuko-chan (chan is the familiar form of the san used after a person's name). But it didn't sound quite like Tetsuko-chan to her. Whenever anyone asked her what her name was, she would answer, "Totto-chan." She even thought that chan was part of her name, too.

Daddy sometimes called her Totsky, as if she were a boy. He'd say, "Totsky! Come and help me take these bugs off the roses!" But except for Daddy and Rocky everybody else called her Totto-chan, and although she wrote her name as Tetsuko in her notebooks at school, she still went on thinking of herself as Totto-chan.



**Famous People of Japan:**  
**Tetsuko KUROYANAGI**

**Handout A: ASSESSMENT**

**Name** \_\_\_\_\_ **Score** \_\_\_\_\_

**1. What is the name of Tetsuko Kuroyanagi's best selling book?**

\_\_\_\_\_

**2. Why was Tetsuko's book so popular?**

\_\_\_\_\_  
\_\_\_\_\_

**3. Other than her book, write two things Tetsuko Kuroyanagi is known for.**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**4. What role did Tetsuko Kuroyanagi play in UNICEF?**

\_\_\_\_\_  
\_\_\_\_\_

**5. What similarities or differences do you see between the schools Tetsuko attended and American schools?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Answers: (cover when making test copies for students)

~~1. – Totto Chan, The Little Girl at the Window~~

2. – Japanese people could identify with Totto Chan's experiences.

3. – Donating money to charities in Japan and abroad, TV personality

4. – Goodwill Ambassador



# Famous People of Japan: Tetsuko KUROYANAGI

## Handout B: rubric OF UNIT ASSESSMENT

Name \_\_\_\_\_

Topic: Famous People of Japan: Tetsuko Kuroyanagi

Dear Parents,

Your child was assessed on the topic above using the items that are circled. Accompanying this summary is your child's written work on the topic. You may wish to go over the attached work to praise your child for his/her accomplishments and help him correct errors. Thank you.

### group collaboration

	<u>3 points</u>	<u>2 points</u>	<u>1 point</u>	<u>0 points</u>
<u>Teacher</u>	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group
<u>Observation</u>	all of the time	most of the time	some of the time	none of the time
<u>Group Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Group Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements

### understanding of topic

<u>Oral Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly
<u>Oral Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly

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*You may keep your child's papers and the top of this summary . Please detach this section and return to school tomorrow so I know you received this information. Thank you.*

I have received my child's work and assessment summary.

Parent Signature \_\_\_\_\_

Child's name \_\_\_\_\_



## **Famous People of Japan:** **Tetsuko KUROYANAGI**

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The Encyclopedia of Pop Culture by Mark Schilling (Weatherhill, Inc., 2000)

Totto-chan, The Little Girl at the Window by Tetsuko Kuroyanagi, translated by Dorothy Britton (Kodansha International, 1996)

#### **Internet websites about Tetsuko Kuroyanagi and other famous Japanese people:**

<http://www.inv.co.jp/~tagawa/totto/profile.html>

<http://jin.jcic.or.jp/access/index.html>

<http://www.kyoto-su.ac.jp/information/famous/>

[http://metropolis.japantoday.com/biginJapanarchive349/346/  
biginjapaninc.htm](http://metropolis.japantoday.com/biginJapanarchive349/346/biginjapaninc.htm)

## United States - Japanese History

### Purpose:

The chronology of events occurring in any one culture (the United States) are related to simultaneous events in other cultures (Japan).

### Target Grade Levels: 7-10

### Essential Questions:

How is the historic development of Japan similar to that of the U.S.?

What are the historic events that brought the U.S. and Japan into contact with one another?

When the two cultures interacted, what determined the quality of the interactions?

Which events in one culture were catalysts or results of events in the other?

### Rationale:

Comparing the historic events of these two cultures enables students to grasp cause / effect relationships in Japanese/U.S. interactions.

### Materials:

- Any United States history text
- Any world history text
- Internet sites on Japanese history (See pg. 77)
- Library books on Japan
- Two timelines of history (United States and Japan) (Handouts A & B)
- Art paper or butcher paper (the larger, the better)
- Space to display the oversized timeline (gym or hallway?)

## United States - Japanese History

### Activities:

1. Introduce the lesson by presenting students with the following question: *How similar or different do you think are the histories of Japan and the United States?* Have the students discuss their thoughts.
2. Draw or make timelines on art or butcher paper. Timelines should be divided into 100-year blocks from 500 BC to 2100 AD. The timelines should be horizontal, one on top of the other, with the time periods aligned. You will need to determine the amount of space available to display the oversized timelines. Each 100 year segment could be 50 cm. long. The paper should be at least 20 cm. wide.
3. Using applicable history textbooks, students should fill in events on the timelines for both the United States and Japan, including all significant events, discoveries and developments that were covered in class during the unit of study. Sample timelines for the United States and Japan are provided in this lesson in lieu of the textbooks.
4. Divide the class into small groups, and assign each group a segment of the "two-story" timeline. Each group should research relevant information to describe the events in the assigned segment of the timeline. Information obtained may be displayed ( written paragraphs, pictures, drawings, etc. ) with the timelines.
5. After the research has been conducted and the timelines completed, each group should present a summary of their research to the class. The class could discuss the similarities and differences in events of the two cultures. Some sample questions for a discussion of timelines on United States and Japanese history are:
  - a. Is religion a part of each culture? Explain your answer by comparing one culture to the other.
  - b. When did the two cultures first interact?
  - c. Was one culture influenced by the other culture? When and how?
  - d. Did the two cultures ever share a similar form of government?

## United States - Japanese History

### Evaluation:

The teacher and / or students should evaluate the timeline research for quality of content (see sample rubric).

Students could be administered a written quiz about the similarities and differences between the two cultures that were covered in the class discussion and presentations.

### Relationship to Social Studies Standards:

Grade 7, History, Grade-level Indicator 1

The learner will group events by broadly defined historical eras and enter onto multiple-tier time lines.

Grade 8, History, Grade-level Indicator 1

The learner will select events and construct a multiple-tier time line to show relationships among events.

Grade 9, History, Grade-level Indicator 6

The learner will explain the global impact of imperialism including: (a) modernization of Japan, (b) political and social reform in China, and (c) exploitation of African resources.

Grade 9, History, Grade-level Indicator 10

The learner will analyze the causes of World War II including: (a) appeasement, (b) Axis expansion, and (c) the role of the Allies.

Grade 10, History, Grade-level Indicator 7

The learner will analyze the impact of United States participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack of Pearl Harbor.

## United States - Japanese History

### Grade Adaptation:

#### **For elementary students:**

Students should construct the timelines with fewer events, focusing on those with direct U.S. / Japan connections. Discussion should focus on the cause and effect relationship of events, and comprehension of the vast scope and sequence of the two timelines.

#### **For middle school students:**

Students should construct the timelines and illustrate events that interest them. Discussion should focus on cultural comparison, cause and effect, and predictions based on given data.

### Sample Rubric for Timeline Presentation:

Exceeds the Standard(s)= includes more than the required elements, is exceptionally well organized, and uses superbly executed oral and visual media.

Meets the Standard(s)= includes all required elements, is well organized, and uses clearly executed oral and visual media.

Does Not Meet the Standard(s)= lacks required elements and / or is not clearly organized, and / or uses poorly executed media.

### Japan-Related Internet Sites for Timeline Research:

<http://www.indiana.edu/~japan/>

Includes a page with links to Japan's response to events of September 11, includes many teacher resources

[http://www.rekihaku.ac.jp/e\\_ctable/index.html](http://www.rekihaku.ac.jp/e_ctable/index.html)

Japanese Chronological table beginning at 100,000 B.C. to 1980's

## United States - Japanese History

<http://www.kyoto-su.ac.jp/information/famous/html>

Short biographies of various famous Japanese

<http://www.wsu.edu:8080/-dee/ANCJAPAN/>

Synopsis of historic eras

*This lesson was originally developed by Thomas A. Kessinger, teacher, Wyoming City Schools, Ohio for Learning About Our World: Japan based on ideas contained in Section 1, Lesson 4 of Japan in the Classroom—Elementary and Secondary Activities, 1987, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302. This lesson was revised for this publication by Sylvia Linda Cotter, teacher, St. Mary School, Columbus, Ohio.*

# United States - Japanese History

## Handout A

### A TIMELINE OF UNITED STATES HISTORY

500-300 BC *	Ohio Valley Mound Builders
AD	
150-900	Early Indian civilizations
1492	Columbus' voyage to America
1565	Spanish settlement at St. Augustine
1607	English settlement at Jamestown
1619	House of Burgesses established in Virginia
1620	Massachusetts Bay Colony founded
1619-1730	Founding and development of the original 13 colonies
1763	Treaty of Paris transferred French lands to England
1776	Declaration of Independence; U.S.A. established
1781	British surrender; end of Revolutionary War
1787	United States Constitution written
1787-1848	Expansion of the United States to the Pacific
1846-1848	Mexican-American War
1849	California Gold Rush
1853	Trade with Japan; opened by Commodore Perry
1861-1865	Civil War
1850-1900	Industrialization and urbanization in the United States; immigration to the U.S. by Asians and Europeans
1880s	Asian immigration stopped by U.S. law

## United States - Japanese History

1898	Spanish-American War; U.S. colonization in Asia
1900-1920	Progressive Era
1914	Beginning of World War I in Europe
1917	Entry of United States in World War I
1918	End of World War I
1924	Passage of immigration law restricting foreigners' entry into the U.S. and denying immigrants full citizenship
1929-1939	Economic depression
1939	Beginning of World War II
1941	Japanese bombing of Pearl Harbor and U.S. entry into World War II
1945	Atomic bombing of Hiroshima and Nagasaki by the U.S.; the end of World War II
1945-1951	U.S. occupation of Japan
1950-1953	Korean War
1962	Cuban Missile Crisis
1964	Civil Rights Act
1965-1973	Vietnam Conflict
1974	Richard Nixon resigns the presidency
1976	Bicentennial celebration
1977	Panama Canal Treaties
1978	Camp David Accords lay groundwork for Egyptian-Israeli peace treaty
1979-1981	Iranian hostage crisis
1986	Iran-Contra scandal revealed



## United States - Japanese History

1989	San Francisco earthquake
1991	Persian Gulf War
1998	President Bill Clinton is charged with lying to a federal grand jury and faces impeachable offenses
Jan. 2001	George W. Bush becomes president of U.S.
Sept. 11, 2001	Terrorist attack on World Trade Center, N.Y.C. and Pentagon
2002	President Bush signs education bill mandating states give tests in mathematics and reading in grades 3 through 8.

\* approximate dates

# United States - Japanese History

## Handout B

### A TIMELINE OF JAPANESE HISTORY

500 BC *	Yamato Dynasty began
AD	
200-500	Earliest Japanese sculptures, called haniwa; "tomb culture"
500	First written literature in Japan
592	Shotoku gained power
607	Buddhist religion introduced in Japan from Korea
645	Features of Chinese government adopted by Japan; central government controlled by an emperor
700	Buddhist temples built in Nara
794	Japanese capital city moved from Nara to Kyoto
900	First university founded at Kyoto
930	Civil War
1020 *	Japan's great early novel, <i>Tale of Genji</i> , by Lady Murasaki completed
1185-1300	Great estates became powerful; lords of estates hired bands of warriors, called samurai, to protect their lands; shogun as leaders
1281	Mongol invasion of Japan failed
1400-1500 *	Zen Buddhism influenced arts
1542	Portuguese traders opened trade with Japan; firearms introduced
1549	Beginning of Christian missionary movement by Francis Xavier
1603	Tokugawa shogunate is established; Japan is unified
1614 *	All whites expelled from Japan (except Dutch traders in Nagasaki)

## United States - Japanese History

1690 *	Popular culture flourished
1700s	Development of urban Japan; rise of puppet plays, kabuki
1750-1800	Arts and commerce thrived in Tokugawa Japan
1853	Commodore Perry's arrival in Japan to open trade with the U.S.
1868	Meiji restoration—emperor restored as leader of Japan; end of feudalism and the beginning of modernization.
1872	Adoption of policy of universal education
1889	Constitutional monarchy—emperor with absolute power
1894	Conquest of Korea; Sino-Japanese War
1895	Annexation of Taiwan
1904	Japanese victory in Russo-Japanese War;
1910	Annexation of Korea
1923	Tokyo earthquake
1930	World depression hits Japan
1931	Manchurian incident
1937	China invaded by Japan
1941	Pearl Harbor bombed by Japan; entry of United States into World War II
1945	Atomic bombings of Hiroshima and Nagasaki; surrender of Japan; end of World War II
1945-1951	U.S. occupation of Japan
1945-1991	Rise of Japan as an "economic miracle"
1956	Admission of Japan to the United Nations
1978	Japan and China sign treaty of peace and friendship

## United States - Japanese History

1987	Japan National Railways privatized
1989	Death of Emperor Hirohito
1990	Enthronement of Emperor Akihito
1990s	Series of political scandals
1992	President George Bush visits Japan
1992	Mohri Manoru is first Japanese astronaut in space
1995	Kobe earthquake, epicenter –Awaji island
1999	Tokaimura Nuclear Power Plant accident, 300,000 people evacuated
2001	U.S. submarine (U.S.S. Greeneville) sinks Japanese fishing vessel (Ehime Maru) and nine people are killed (Feb. 9)
	Junichiro Koizumi becomes Prime Minister (April)
	A daughter is born to the Crown Prince and Princess causing discussion of the rule barring women from assuming the throne (Dec.)
2002	Ministry of Education implements education reforms emphasizing local policy and decision-making about curriculum

- approximate dates

# United States - Japanese Relations In Post World War II Era

## Impact of the End of World War II on Japan

### Purpose:

United States' occupation in Japan affected Japan's political, economic, and social systems.

### Target Grade Level: 9

### Essential Questions:

1. Why did the United States occupy Japan after their unconditional surrender?
2. How would you describe Japan after World War II?
3. What was the impact on Japan's systems?

### Rationale:

Students discover the destruction of war and recovery problems.

### Materials:

- Photographs of Japan at the end of World War II
- Background info: <http://www.japan-guide.com/e/e2124.html>

### Activities:

1. Introduce the lesson by posing the following question to the students: "How do you think the United States should have treated Japan after World War II?" Have the students discuss their views on this question and record their responses. Inform the students that this question will provide the focus of the next several lessons.
2. After viewing photographs, students work in small groups to develop lists that describe Japan after World War II.
3. Students write their collaborated responses on the board such as loss of life, destruction of factories, shortages of food and housing, orphans, people without work, disease and shortage of medical supplies, schools and railroads destroyed, shortage of fuel, etc.

## United States - Japanese Relations In Post World War II Era

### Impact of the End of World War II on Japan

4. Students as a group re-examine the list and identify systems that were not operating effectively at the conclusion of World War II such as health care, education, communications, transportation and agricultural systems. Revise the list accordingly.
5. Conclude the lesson with a discussion of the extent to which the United States occupation forces would affect the political, economic and social systems in Japan.

#### Assessment:

Teacher analysis of student lists and class discussion.

#### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maples Heights City Schools, Ohio for the publication Learning About Our World: Japan. These lessons were revised for this publication by Teresa A. Bica, Supervisor of Elementary Student Teachers at Kent State University, Kent, Ohio.*

# United States - Japanese Relations In Post World War II Era

## United States Decisions About Japan

### Purpose:

Analyze United States-Japanese policies after World War II.

### Target Grade Level: 9

### Essential Questions:

1. Why would Japan allow a foreign country to make new policies?
2. What were some positive and negative consequences of the United States' intervention?
3. Which changes would have the most positive effect on future relations between United States and Japan? Why?

### Rationale:

Cooperation and sensitivity to needs of people and their culture.

### Materials:

- Political cartoons and posters depicting new democratic principles on overhead from John Dower's *Embracing Defeat*, New York: W.W. Norton & Co./New Press, 1999  
(available at your local library or The Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu), 614-292-3345)
- Changes in Japan During the American Occupation (Handout A)
- Analysis Chart on Positive and Negative Consequences and Alternatives (Handout B)
- Background info: <http://www.japan-guide.com/e/e2124.html>

### Activities:

1. Students analyze cartoons and posters and discuss the visual implications of U.S. assistance, which are recorded on the board.
2. Class discusses and records on the Positive and Negative Consequences of United States' occupation in Japan (Handout A) and the Analysis

## United States - Japanese Relations In Post World War II Era

### United States Decisions About Japan

Chart (Handout B). Through brainstorming, students will derive alternative methods such as occupy Japan shorter or longer time, invest money to rebuild Japan, refuse to get involved, imprison officials, destroy the zaibatsu (family owned corporations), etc.

3. Using the handout, students will classify changes in Japan according to the following:

Reforms - action taken to create a democratic nation and a desirable future

Retribution - action taken to make Japan pay for its militaristic past

Revenge - action taken to make Japan pay for its militaristic past

Rapprochement - action designed to restore cordial relations between the United States and Japan

4. Discuss the student responses on Handout A. It may be that an activity may have served more than one of the above purposes.

### Assessment:

Observation of small group work and discussion of whole class

### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

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# United States - Japanese Relations In Post World War II Era

## United States Decisions About Japan

### Handout A (pg. 1)

## Changes in Japan During the American Occupation

Name \_\_\_\_\_

Date \_\_\_\_\_

Classify the changes, using the alphabet of the term, according to the following:

**A. Reforms** - action taken to create a democratic nation and a desirable future

**B. Retribution** - action taken to make Japan pay for its militaristic past

**C. Revenge** - action taken to punish the Japanese people for its militaristic past

**D. Rapprochement** - action designed to restore cordial relations between the United States and Japan

- \_\_\_\_\_ 1. Place a military person in charge of the country (General Douglas MacArthur appointed Supreme Commander of the Allied Powers).
- \_\_\_\_\_ 2. Dissolve Japan's armed forces.
- \_\_\_\_\_ 3. Dismantle military bases.
- \_\_\_\_\_ 4. Destroy war supplies.
- \_\_\_\_\_ 5. Disband nationalistic civilian and military organizations.
- \_\_\_\_\_ 6. Hold war crime trials (25 convicted, 7 including General Tojo executed, 700 imprisoned).
- \_\_\_\_\_ 7. Commute sentences of lesser criminals.
- \_\_\_\_\_ 8. Abolish the secret police (Kenpei-tai).
- \_\_\_\_\_ 9. Remove or exclude from office all persons who in one capacity or another had been influential in promoting militarism.
- \_\_\_\_\_ 10. Deprive Japan of its empire. (Okinawa under U.S. control; Manchuria returned to China; Korea jointly occupied).
- \_\_\_\_\_ 11. Make the Emperor subject to the "will of the people".
- \_\_\_\_\_ 12. Allow labor unions to organize and bargain collectively with management.
- \_\_\_\_\_ 13. Abolish the peerage except for some members of the royal family.
- \_\_\_\_\_ 14. Write and ask the Emperor to approve a new Constitution, which would make him a figurehead.
- \_\_\_\_\_ 15. Continue Parliamentary form of government, but have the lower house of the Diet elect the Prime Minister from its membership.

# United States - Japanese Relations In Post World War II Era

## United States Decisions About Japan

### Handout A (pg. 2)

- \_\_\_\_\_ 16. Guarantee equal rights for women
- \_\_\_\_\_ 17. Include a clause renouncing war
- \_\_\_\_\_ 18. Guarantee collective bargaining to labor
- \_\_\_\_\_ 19. Remove restrictions on political, civil, and religious liberties on grounds of race, nationality, creed, or political opinion.
- \_\_\_\_\_ 20. Appropriate money to assist Japan in rebuilding. .
- \_\_\_\_\_ 21. Sign peace treaty and return sovereignty to the people of Japan.
- \_\_\_\_\_ 22. Provide low interest loans to tenant farmers so they can purchase land.
- \_\_\_\_\_ 23. Break up Zaibatsu (family monopolies and industrial combinations).
- \_\_\_\_\_ 24. Censor movies and textbooks (no militarism and nationalism).
- \_\_\_\_\_ 25. Institute educational reform (co-ed schools, establish a 6-3-3 system).

# United States - Japanese Relations In Post World War II Era

## United States Decisions About Japan

### Handout B

#### Analysis Chart

ALTERNATIVE	POSITIVE CONSEQUENCES		NEGATIVE CONSEQUENCES	
	Immediate	Long-Range	Immediate	Long Range

# United States - Japanese Relations In Post World War II Era

## Expectations Based on Historical Precedent

### Purpose:

The relationship of United States and Japan was affected by the past of both countries.

### Target Grade Level: 9

### Essential Questions:

1. Why did Japanese expect a harsh treatment after the war from the United States ?
2. What do you think happened with the relationships between United and States in the past?
3. Why would the United States want to change Japan to a democracy and demilitarize them?

### Rationale:

A nation which uses military force for imperialistic reasons, does not expect mercy and forgiveness upon surrender.

### Materials:

- Timeline of Japanese and United States' past experiences and relationships (Handout A)
- Research information in library

### Activities:

1. Present the Problem: President Harry Truman established the goals of demilitarizing and democratizing Japan. Students review trends from the American past that would cause Truman to select these goals.
2. Utilizing the library's research information and the internet, Groups divided to research past relationships such as:
  - Treatment of Koreans used as slave labor, forced to serve in military and denied their language

## United States - Japanese Relations In Post World War II Era

### Expectations Based on Historical Precedent

- Treatment of American sailors shipwrecked in Japan
- Treatment of prisoners of war in the Philippines
- The Invasion of China (Nape of Nanking)
- Perry's arrival in Japan
- The Gentleman's agreement
- Oriental Exclusion Act, 1924
- Japanese Relocation Camps
- Fire bomb raids on Tokyo and the dropping of the atomic bombs on Hiroshima and Nagasaki.

3. Students present findings of research to class and plot the event on a timeline.

### Assessment:

Evaluate the quality of the research findings and the timelines.

Homework: Students write the positive and negative, immediate and long-range consequences of demilitarizing and democratizing Japan.

### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maples Heights City Schools, Ohio for the publication Learning About Our World: Japan. These lessons were revised for this publication by Teresa A. Bica, Supervisor of Elementary Student Teachers at Kent State University, Kent, Ohio.*

# United States - Japanese Relations In Post World War II Era

## General Douglas MacArthur in Japan

### Purpose:

Examine the role of General Douglas MacArthur in the United States occupation of Japan

### Target Grade Level: 9

### Essential Questions:

1. What type of qualifications would a person need to be placed in charge of the American occupation of Japan?
2. Why should the person in charge of the occupation forces be acquainted with the history and culture of the conquered country?
3. What advice would you give General MacArthur upon occupying Japan?

### Rationale:

Students evaluate the credibility of General MacArthur to lead the occupation of Japan.

### Materials:

- Job Description Form
- *The Riddle of MacArthur* by John Gunther, New York: Harper & Row Publishers, 1951)  
Available at your local library or The Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu), 614-292-3345.

### Activities:

1. Students work on Job Description Form for person placed in charge of the American occupation of 2,200 Americans who were going to occupy a country of 83 million people.
2. Discussion and feedback from the class written on blackboard.

Oral reading by students in *The Riddle of MacArthur*, students will note

## United States - Japanese Relations In Post World War II Era

### General Douglas MacArthur in Japan

why Gunther referred to MacArthur as “Caesar of the Pacific”, why he entered Tokyo without a show of force and rarely left Tokyo, working long hours, ordered the troops not to eat the local food and didn't socialize with Japanese people.

3. Students discover personal characteristics like age, “southern gentleman”, number one in West Point class and MacArthur was optimistic about the future.

#### Assessment:

Homework: Essay question- Should a democratic country have given one person control of the occupation in Japan and was General MacArthur a good selection, why or why not?

#### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

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# United States - Japanese Relations In Post World War II Era

## The End of United States' Occupation of Japan

### Purpose:

Examine the end of the United States' occupation of Japan.

### Target Grade Level: 9

### Essential Questions:

1. Why did United States end its occupation of Japan in 1952?
2. How would a democratic Japan be an example to other Asian countries?
3. How could Japan be a first line of defense for the United States?

### Rationale:

Students will discover that as a result of changes in Japan, other countries also changed.

### Materials:

- Outline map of Asia (available at: <http://www.eduplace.com/ss/maps/>)
- Background info: <http://www.japan-guide.com/e/e2124.html>

### Activities:

1. Small groups discuss why the United States ended its occupation of Japan in 1952 and write a hypotheses.
2. Students locate the following countries on outline maps of Asia: China, Formosa, Korea, Philippines, Australia and Soviet Union
3. Group discusses impact of each of the following on Japan, Asia, United States and the world:
  - A. Philippines gain independence from the United States in 1946.
  - B. Communist Revolution occurs in China in 1949
  - C. Nationalist Chinese move their government to Formosa (Taiwan).
  - D. Korea is jointly occupied by American and Soviet troops.
  - E. South Korea is invaded by North Korea in 1950.



## United States - Japanese Relations In Post World War II Era

### The End of United States' Occupation of Japan

- F. United Nations forces are sent to Korea.
- G. General Douglas MacArthur assumes command of U.N. forces in Korea.
- H. French power weakens in Indochina.
- I. United States ends its occupation of Japan in 1952.
- J. Japanese and United States sign a Mutual Defense Pact.

#### Assessment:

Oral and group discussions and revised hypotheses concerning the end of American occupation in Japan.

#### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

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# United States - Japanese Relations In Post World War II Era

## Japan Recovers Economically

### Purpose:

Provide students with the opportunity to explore Japan's economic recovery during the post World War II Era.

### Target Grade Level: 9

### Essential Questions:

1. What changes contributed to Japan's economic recovery?
2. Why was Japan's economic recovery considered a miracle?
3. How did changes in other parts of the world have an effect on Japan's economy?

### Rationale:

Countries that are devastated by war and destruction can recover with cooperation, aid and determination.

### Materials:

- Maps of the United States and Japan (available at: <http://www.eduplace.com/ss/maps/>)
- <http://www.japan-guide.com/e/e2124.html>

### Activities:

1. Students will compare the size of United States and Japan and discover that Japan is about the size of Montana and its arable land is about the size of the state of Connecticut.
2. Discuss the meaning of the term, "economic miracle" which occurred by the 1960's and record ideas on board.
3. Students explain how each of the following would contribute to economic recovery:

## United States - Japanese Relations In Post World War II Era

### Japan Recovers Economically

- A. Goals of the group are more important than the immediate desires of the individual.
- B. Japanese had learned how to live in a world characterized by scarcity of resources, space and opportunity.
- C. Japanese save 40% of their income.
- D. Effort and attention to detail are more important than achievement.
- E. Workers accept employment for life.
- F. Japanese have a saying that master and servant are both in the same boat.
- G. Japanese had a high literacy rate before World War II.
- H. Japanese industrialized in the latter part of the 19th. century, but they did not westernize.
- I. Japanese see themselves as part of nature.
- J. Korean War.
- K. Article IX of the Japanese Constitution (no war clause).
- L. Stationing of American troops in Japan.
- M. Japanese-American Mutual Defense Pact.

### Assessment:

Discussion and feedback from class.

### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

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### Activities #3 Answers (page 1):

- A. Japanese society focuses on the benefit of the group instead of the individual. During WWI the Japanese government called on all the countries resources to go towards the war effort. Many people found ways to get by but it was hard to do when most of their food and fuel was rationed. This is a good example of the community sacrificing their individual wants for the good of the community.
- B. The region of Japan is characterized by a lack of forests, and farmland to provide for such a highly populated area. Houses are extremely close together due to lack of space. Therefore people must be courteous of their neighbors.
- C. A typical home family's income is managed by the wife who keeps track of all the money coming in and going out of the house so it is more likely that they will have a large savings. Also, parents in Japan are obligated to pay for big events in the lives of other family members such as weddings and college education so saving money is vital to that lifestyle.
- D. Japanese people are very detail oriented in everyday matters as well as food presentation, art and crafts. In a "conformist" society, the ability to be exact can make understanding of the object easier. Kanji for example is a meticulous writing system which requires a great deal of concentration and precision to write correctly and it is used daily by people in Japan.
- E. The typical "salaryman" joins one company that he plans to stay at for the rest of his career. Companies in Japan are like a second family to typical workers. Especially male applicants are viewed as long-term investments by potential employers. Working for one company creates a sense of identity to a specific group which in turn leads to high employee morale and improved productivity in a company.
- F. The boss and the worker both wore uniforms, had desks in the same office, etc. No big disparity between "master" and "servant".
- G. After Japan opened up access to the foreign world in 1868, they realized that they were behind the rest of the world in science and education. Education was reformed with German and French influences and now, Japan has one of the highest education standards and literacy rates in the world.

### Activities #3 Answers (page 2):

- H. Japanese industrialized but did not westernize in the latter part of 19<sup>th</sup> century. Evidence of the Japanese culture is still retained today with the tea ceremony, martial arts, etc.
- I. Traditionally, the Japanese place a great emphasis on nature, and seasonal events. Each season has a corresponding plant, food or tradition that involves nature which is much more diverse than just summer spring and autumn. For example, there are at least 15 different words for "rain". Shinto, the indigenous religion of Japan is based mainly on the worship of gods nature spirits, and ancestors. Agricultural communities in Japan have a strong Shinto presence in their day to day lives.
- J. The outbreak of the Korean War focused U.S. efforts on the fight against Communist expansionism. The U.S. military provided substantial, direct technical and financial aid for the reconstruction of Japan's heavy industry and technological base. This aid came through the use of U.S. defense contracts that both financed new industrial plants and transferred basic technologies to Japanese industrial enterprises, which in turn produced substantial amounts of military equipment to U.S. standards and design.
- K. Article IX of the Japanese constitution states: Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. 2) In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.  
([http://www.solon.org/Constitutions/Japan/English/english-Constitution.html#CHAPTER\\_IX](http://www.solon.org/Constitutions/Japan/English/english-Constitution.html#CHAPTER_IX))
- L. American troops in Japan were placed in order to help Japan rebuild a democratic military that would be weak enough to control. But also provide defense against Japanese foreign threats. (Okinawa)
- M. The Japanese American Mutual Defense Pact allowed for U.S. forces stationed in Japan to deal with external aggression while Japanese forces would counter internal threats and natural disasters.

## Peace

### Purpose:

Students will understand how the Japanese embody the spirit of the term *peace*. Students will relate *peace* to today's global relationships.

### Target Grade Level: 9

### Essential Questions:

1. What changes in daily living, economy, and politics occurred as a result of the A-bomb?
2. How did the Renunciation of War, Ch.2 Article 9 of the Constitution, change the Japanese military?
3. What can people of all age groups do to model and promote tolerance or peaceful co-existence?
4. What are the three basic tenants of the Constitution of Japan promulgated Nov. 3, 1946?

### Rationale:

People share a desire for peaceful co-existence. Learning about the changes in Japan following the A-bomb leads to better conceptualization and practice of the term *peace*.

### Materials:

1. Copies of Constitution and Renunciation of the War
2. Copies of Peace Education in Japan
3. Copies of A-Bomb WWW Museum
4. Copies of Peace Activities (Handout A & B)
5. Origami crane directions (<http://www.csi.ad.jp/suzuhari-es/1000cranes/paperc/>)
6. Origami paper or light weight copy paper cut into squares
7. Books: Hiroshima No Pika, Shin's Tricycle, Sadako and the Thousand Cranes (all are available at public libraries and the Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu), 614-292-3345)
8. Assessment Test (Handout C)
9. Rubric (Handout D)
10. Optional Materials: Video: Graveyard of the Fireflies, Video of A-bomb survivors' stories (see bibliography for source)

## Peace

### 11. Bibliography

#### Activities:

##### Week One

1. Present the students with the following question for discussion: "What changes would you expect to see in Japan as a result of its defeat in World War II?" Keep a record of student responses to compare them with the results of their research.
2. Student investigation: Three to five 45-60 minute periods for investigation (depending on class size). Teacher can ask for pairs or teams of students to:
  - read # 1,2 or 3 listed in materials and prepare a report to be given to the class.
  - read any of the books listed in # 7 listed in materials and prepare a report to be given to the class. View the videos and prepare a report to be given to the class
3. Student reports : Two 45-60 minute periods for report presentations
4. Class discussion & teacher feedback following each report
5. Teacher approval/clarification of conclusions made by students

##### Week Two

1. Teacher presents: Teacher will give handout of # 4 and 5 listed in materials: peace activities (Handouts A & B) and origami peace crane directions.
2. Student participation : Three or four 45-60 minute periods for individual or group projects. Students will decide whether to do one project as a class or work in teams to do several of the activities shown by the teacher or new ideas the students have .

## Peace

### Assessment:

While this lesson may be assessed in various ways (including group collaboration, teacher observation, group reports, and group products), an assessment test is provided (Handout C) and a rubric (Handout D) for various forms of assessment.

### Grade Adaptation:

Suggestions for lower grade levels: Show the pictures only in Shin's Tricycle and adapt text to maturity of audience. Read Ed Young's, Sadako to and discuss. Peace activities, #4 above, can be adapted for any grade level.

### Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

*This lesson was developed by Nancy DgDung, Teacher and Reading Specialist, St. Mary Elementary School, Columbus, Ohio.*



# Peace

## Handout A

### PEACE ACTIVITIES

#### PRODUCTS

1. Write one of the books on the A-bomb (Shin's Tricycle, Sadako and the Thousand Cranes, Hiroshima No Pika) into a skit to perform .
2. Design and make a flag, kite or banner using the dove and other peace symbols. Hang it in your classroom or lobby of your school.
3. Write a "Pledge of Peace" students could say after the Pledge of Allegiance in your classroom daily or over the Public Address system in your school. Ask if you can give a copy to each teacher in the school to use with his/her class.
4. Write a song and create a dance to accompany it that speaks about the power of peace.
5. Make a mural depicting the a-bomb and the major changes that occurred in daily life as a result of the Constitution and Renunciation of War.
6. Look at the Peace Park on the Internet site listed in the Bibliography under Peace Park and A-bomb information. Design and make a model of a Peace Park that could give comfort to survivors of the A-bomb, or Oklahoma and New York City tragedies .
7. Design a bracelet, necklace, pin, belt that has a peace symbol you have created. Try to create your jewelry from Fimo clay or make it on card stock, laminate it and punch a hole to wear it.
8. Design a peace emblem that could be used on t-shirts, hats, scarves, etc. then make it out of paper or use fabric markers on a real t-shirt, hat or scarf.
9. Design a logo that reminds people of peace that could be reproduced and mounted by each classroom door in your school.
10. Share the spirit of peace! Ask a local community leader if you can share any of your projects with the community in the local library, church hall, town hall, or another school.
11. Make Origami Peace Cranes to hang in your classroom or school library.

# Peace

## Handout B

### PEACE ACTIVITIES

#### ACTIONS

1. Use the two finger "v" for peace sign or smile to greet everyone you meet, especially visitors to your school.
2. Volunteer to help a child who has difficulty in a subject you are good at.
3. Learn more about people of other cultures. Teach one of their traditions to a classmate.
4. Volunteer to help at a soup kitchen or homeless shelter.
5. Have a yard sale, bake sale, etc. to raise money to buy books or videos for your school library that teach about peace and appreciation of other cultures.
6. Organize a drive to collect food, clothing, bedding, etc. for a homeless shelter.
7. Visit a hospital. Give them cards or pictures or perform songs, play instruments or dance for the patients.
8. Try to resolve arguments with words in a calm tone of voice instead of physical aggression.
9. Present a certificate to students you see practicing peaceful behavior and doing nice things for others.
10. Treat others the way you would like them to treat you.

# Peace

## Handout C

### ASSESSMENT

Name \_\_\_\_\_ Score \_\_\_\_\_

1. What are the three basic tenants of the Constitution of Japan as written in 1946?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. How did the Renunciation of War, Ch. 2 Article 9 of the Constitution, change the Japanese military?

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3. Name any three activities that people can do to promote peace.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. Circle true or false for these statements about Peace Education.

- A. Mr. Ishitani thinks a language common to all countries would help countries communicate more effectively.  
True False
- B. Peace education should be integrated within all subjects.  
True False
- C. Building good moral character should begin at fifth grade.  
True False
- D. For children to learn peaceful behavior they need to see daily role models of peaceful interactions.  
True False

**ANSWERS: (cover when making copies for students)**

1. – sovereign power resides with the people, peaceful cooperation with all nations, banishment of tyranny, slavery, oppression and intolerance for all time.
2. – land , sea and air forces as well as other war potential, will never be maintained.
3. – design a flag, write a song or poem, story or play, make a sculpture, use the two finger “V” for peace sign to greet people, show kindness to everyone,  
(see handout on Peace Activities for complete list)
4. – true, true, false, true

## Peace

### Handout D: rubric OF UNIT ASSESSMENT

Name \_\_\_\_\_

Topic : Peace

Dear Parents,

Your child was assessed on the topic above using the items that are circled. Accompanying this summary is your child's written work on the topic. You may wish to go over the attached work to praise your child for his/her accomplishments and help him correct errors. Thank you.

#### group collaboration

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<u>Teacher</u>	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group
<u>Observation</u>	all of the time	most of the time	some of the time	none of the time
<u>Group Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Group Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements

#### understanding of topic

<u>Oral Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly
<u>Oral Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly

\*\*\*\*\*

*You may keep your child's papers and the top of this summary . Please detach this section and return to school tomorrow so I know you received this information. Thank you.*

I have received my child's work and assessment summary.

Parent Signature \_\_\_\_\_

Child's name \_\_\_\_\_

# Peace

## Bibliography

### INTERNET WEBSITES RELATED TO PEACE and TOLERANCE

About Sadako Sasaki

<http://www.sadako.org>

United Nations Peacekeeping-Cyber Schoolbus

<http://www.O.un.org/cyberschoolbus/index.html>

Peace Activities

<http://www.wagingpeace.org>

Tolerance Newsletter

<http://www.tolerance.org>

Hiroshima and A-bomb information

<http://www.city.hiroshima.jp/C/menu.html>

Peace Park and A-bomb information

<http://www.csi.ad.jp/ABOMB/index.html>

## Books

**\*Peace - Hiroshima**

**Atomic Bomb Photos Testament by photographers who survived the A-bomb**

(Association of the Photographers of the A-bomb,1996)

**Children of the Atomic Bomb compiled by Dr. Arata Osada (Midwest**

Publ.,Int'l.,1982)

**Come See Hiroshima by David Swain (Rainbow Series,1988)**

**Hiroshima - A Tragedy Never to be Repeated by Masamoto Nasu (Fukuinkan**

Shoten Publ., 1995)

**Hiroshima Calling by Paul Quayle (Orion Press, 1995)**

**Hiroshima No Pika by Toshi Maruki (Lathrop Lee and Shepard Books, New York ,1980**

**The Lunch Box by Tatsuharu Kodama & Yasushi Nagasawa (Chart Institute,1995)**

**Peace Education: A Guide for Parents by Masako Shoji (Hiroshima Peace Culture**

Foundation,1991)

**Peace Ribbon Hiroshima-Witness of A-bomb Survivors by Miyoko Watanabe**

(Peace Ribbon, Hiroshima,1997)

**Sadako by Eleanor Coer (Putnam, 1993)**

**Shin's Tricycle by Tatsuharu Kodama (Walker Publ. Co., 1995)**

**The Story of Barefoot Gen by Keiji Nakazawa (Sanyusha,1996)**

## Videos

If you would like to borrow a video of A-Bomb survivors telling their story please contact Nancy NgDung at  
aire@softhome.net

Graveyard of the Fireflies is available at some libraries or through Amazon.com.



## An Introduction to Japanese Food

### Purpose:

Students will be introduced to a typical Japanese meal and the use of chopsticks.

### Target Grade Levels: 1-3

### Essential Questions:

1. What type of food is served in a typical Japanese meal?
2. What do Japanese families eat for breakfast, lunch, and dinner?
3. How do the Japanese use chopsticks?

### Objective:

To have students gain knowledge and understanding of the types of food eaten by Japanese families, names of some kinds of food, proper way to eat Japanese food, and learn to use chopsticks.

### Materials:

- Chopsticks for each student
- How to hold chopsticks (available at: <http://www.jinjapan.org/kidsweb/cook/intro/intro2.html>)
- Bowls for rice and soup
- Ingredients for recipe on Teacher Information: rice (enough to serve your class), miso paste, dried bonito flakes, water, tofu, leeks, shiitake mushrooms, cabbage
- Pans to cook rice and make soup

### Activities:

1. Introduce the lesson by asking the students the following question:  
*"What kinds of food do you think Japanese eat?"* List their answers.
2. Begin by introducing the word *gohan* which means "meal" in Japanese. Explain that this word actually refers to steamed rice, but rice is such an important food to the Japanese that *gohan* has come to mean all sorts of meals—even Western ones like spaghetti. Rice is not considered a vegetable that is served with meat or fish, as in the West, but an

## An Introduction to Japanese Food

independent dish, eaten in its own bowl.

3. Explain that the type of rice Japanese people eat is short grain, which is different from the long-grain variety that is enjoyed in most other parts of the world. When cooked, short-grain rice is soft and moist while long-grain rice is rather dry.
4. Explain that the most traditional Japanese meal is a serving of plain, white rice, along with a main dish (fish or meat), some kind of side dish (often cooked vegetables), soup (either *miso* soup or clear broth), and pickled vegetables.
5. Explain that miso soup is made by mixing miso paste (a traditional flavoring) and *dashi* (stock). The paste is made by fermenting soy beans, rice or barley, and salt. There are different kinds of miso depending on the region, just like there are different varieties of cheese. The most common type of miso is a light brown color, although there are some that are pale yellow and others that are dark brown. The soup can be prepared with vegetables, meat, fish, tofu, or any combination of these.
6. Explain that *dashi* is stock generally made from *konbu* (kelp), dried bonito (a kind of fish) flakes, or both. Bonito flakes are now available outside of Japan, so we will be making *dashi* with them.
7. Tell the students that today we will be making Miso soup and rice.
8. Follow the directions on the following pages to make Miso soup and rice.
9. Demonstrate how to use chopsticks and help children as needed.
10. Practice using chopsticks by picking up the sticky rice with them.
11. Tell the students to pick up the rice bowl and hold it close to their mouth to eat from it. Hold the soup bowl just like the rice bowl, and sip the soup directly from it.



## **An Introduction to Japanese Food**

12. Enjoy eating the soup and rice.
13. Discuss with the students the taste of the food.
14. Tell students what typical Japanese meals include—

Breakfast: grilled fish, rice, miso soup, and Japanese pickles. Often rice is eaten by rolling it up in a sheet of dried seaweed (nori) and dipping it in soy sauce.

Lunch: Sushi, noodles (soba) or rice, bread,

Supper: Tempura, noodles or rice, fish, bread,

School lunches: sometimes meat (sometimes stew), fish, vegetables, and salad, bread, fruit, and milk.

### **Assessment:**

Have the students write the directions for making the soup and rice in journals (copy from the board). Encourage students to write about the taste of the food, how to eat it, and how to eat with chopsticks.

### **Relationship to Social Studies Standards:**

Grade 1, People in Societies, Grade-level Indicator 1

Describe similarities and differences in the ways different cultures meet common human needs including: (a) food, (b) clothing, (c) shelter, (d) language, and (e) artistic expressions.

Grade 2, People in Societies, Grade-level Indicator 1

Describe the cultural practices and products of people on different continents.

Grade 3, People in Societies, Grade-level Indicator 1

Compare some of the cultural practices and products of various

## **An Introduction to Japanese Food**

groups of people who have lived in the local community including:  
(a) artistic expression, (b) religion, (c) language, and (d) food.

*This lesson was developed by Sylvia Linda Cotter, teacher, St. Mary Elementary School, Columbus, Ohio.*

# An Introduction to Japanese Food

## Teacher Information

### How to Make Rice

Ingredients: (for four to six servings)

Rice: 2 cups (uncooked)

Water: 2  $\frac{1}{4}$  cups

Directions: Place the rice and the measured water in a heavy pot, cover with a tight-fitting lid, and cook over a medium flame for around 5 minutes. Turn up the flame until the steam begins spurting out from the lid, at which point you should lower the heat to a low temperature. When all the water is absorbed (about 20 minutes), turn off the heat and let stand for around 10 to 15 minutes with the lid on. Place in bowls and enjoy!

### How to Make Miso Soup With Tofu

**Serves: 6-8**

Ingredients:

$\frac{1}{2}$  block of Tofu

4 Tablespoons Miso paste

$\frac{1}{2}$  leek (a whole scallion may also be used)

3 cups of Dashi

4 cups of water

2 cups of Bonito flakes

Directions: Chop the leek and cut the tofu into small cubes. (a plastic knife can be used by children). Make the *dashi*. Bring 4 cups of water to a boil. Add bonito flakes and wait for the water to boil again. Turn off the heat and remove the flakes with a strainer. Heat the *dashi* and mix in a little miso at a time. (Don't use 4 tablespoons all at once; it could be too much. You should add more only if the taste is still too weak.) Add the tofu and turn off the heat as soon as the stock comes to a boil. Serve in bowls, topped with chopped leek. Rice and miso soup—your Japanese meal is ready! Eat and enjoy!

Besides tofu, you can also use potatoes, cabbage, or shiitake mushrooms in the miso soup. These ingredients should be cooked in the stock until soft; add the miso slowly and turn off the heat when the soup comes to a boil. There are other kinds of ingredients you can use. Try experimenting with your favorite vegetables or meats!

\*\*\*\* dashi and Miso can be found in Japanese food stores.

## **Cultural Differences in the Diet of American and Japanese Families**

### **Purpose:**

Students will learn to appreciate cultural diversity by comparing diets in Japan and the United States.

### **Target Grade Levels:** 3-8

### **Essential Questions:**

1. How does the Japanese diet compare to the diet of an American student?
2. What has caused the Japanese diet to change, especially with young people?

### **Objective:**

Students will gain knowledge and understanding of the difference between American and Japanese students' diets.

### **Materials:**

- Venn Diagram on board or overhead
- Blank student copy of Venn Diagram
- Pictures of chain restaurants in Japan (Handout A)
- Map to locate Japan (available at: <http://www.eduplace.com/ss/maps/>)
- Paper
- Crayons or markers

### **Activities:**

1. Introduce the lesson by asking the students the following questions: "Do the Japanese eat different food than do Americans?" "What are some of the different foods?" Have the students discuss their thought on these questions.
2. List on the Venn Diagram some typical (traditional) Japanese foods, which might be included in a Japanese meal.
  - a. rice, seafood, vegetables, miso soup, tofu, soba (noodles), green tea
  - b. Discuss meaning of "traditional".

## **Cultural Differences in the Diet of American and Japanese Families**

- c. Discuss why these foods would have been common in the past in Japan.  
(grown in Japan, cost too high to import American foods, land too small to grow a lot of different crops, easy accessibility to fishing in the ocean)
  - d. Discuss what geography might have to do with the Japanese diet.
  - e. Point out the location of Japan on a map---point out the ocean surrounding most of Japan.
3. List on the Venn Diagram some typical (traditional) American foods.
  - a. Steak, roast beef, potatoes, vegetables, milk
  - b. Discuss how these became part of the American diet
4. In the middle of the Venn Diagram, list the foods that are in both Japanese and American diets.
  - a. Hamburgers, hot dogs, chicken, French fries, milkshakes, soda, ice cream
  - b. Discuss why these foods have become popular. (American influence, media influence, international influences, cheaper, faster to eat, like the taste)
  - c. Discuss where the ingredients for most of these foods come from. (The United States)
  - d. From what countries might Japan import these foods? (United States, Europe)
5. Discuss why eating habits change in any country over a period of time.
6. Discuss how older Japanese people might react to these changes.
7. List some restaurant chains, which have opened or may open restaurants in Japan as a result of these changes. ( McDonald's, Kentucky Fried Chicken, Wendy's, Mister Donut)

## **Cultural Differences in the Diet of American and Japanese Families**

8. Share pictures of some American chain restaurants in Japan and Japanese food (Handout A).

### **Assessment:**

Class discussion, Venn Diagram, students could make a picture and label showing a typical Japanese meal and a typical American meal, students could look up types of food eaten by Japanese students, on the internet, and groups of students could prepare a collage of both "traditional" foods and "contemporary" foods eaten in Japan. These items could be shared in class and discussed further by the class.

### **Grade Adaptation:**

This lesson should be appropriate for third through eighth grade. The activities presented could be adjusted for the appropriate grade level.

### **Relationship to Social Studies Standards:**

Grade 3, People in Societies, Grade-level Indicator 1

Compare some of the cultural practices and products of various groups of people who have lived in the local community including:  
(a) artistic expression, (b) religion, (c) language, (d) food.

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was originally developed by Lewis E. Miller, teacher, Tiffin City Schools and was revised by Mary Ellen King, teacher, High Street Primary School, Piqua City Schools.*

# Cultural Differences in the Diet of American and Japanese Families

## Handout A



Typical School  
Lunch in Japan.

Japanese Food  
Displays in Window  
of Restaurant.



Mister Donut  
in Tokyo.



## Cultural Differences in the Diet of American and Japanese Families

McDonald's  
Entrance.



McDonald's  
Menu Selection.



McDonald's Meal—  
Big Mac, fries,  
chicken nuggets,  
drink.



*Photos by Mary Ellen King, teacher, High Street Primary School, Piqua City Schools.*



## Religion in Japan

### Purpose:

This lesson will enable students to clarify understandings of Japan's two main religions.

### Target Grade Levels: 6-7

### Essential Questions:

1. What are the two main religions practiced in Japan today?
2. How did each of these religions come to be in Japan?
3. What percentage of the population today practices each religion?
4. How do the Japanese practice these religions in everyday life?

### Rationale:

More conflicts have been fought in the world over differences in religions than for any other reason. Tolerance is gained through understanding; we can better understand a people if we understand their religious teachings.

### Materials:

- Internet Access
- Reference books

### Activities:

1. Introduce the lesson by asking the students the following question: "What is the role of religion in a culture?" Have them discuss the role of religion in the United States, or any other culture with which they may be familiar.
2. Lead into the next activity by stating "Let's see what the role of religion is in Japan." Working in pairs or in collaborative groups, have the students use internet access and/or reference books to answer the essential questions. Using two large sheets of paper to mount on the wall or chalkboard, assign a student scribe to record information about each of the religions as each group reports their findings to the whole class.
3. Have the students report their findings to the class.

## Religion in Japan

4. In order to practice writing extended-response questions as found on the state proficiency tests, during the next class period, assign each student to write individual responses to each of the essential questions

### Assessment:

Student feedback to the whole group. Students write extended-response questions for each of the essential questions.

### Grade Adaptation:

Target grade for this lesson is 6-7<sup>th</sup> grades. In order to modify for higher grades, address the following questions:

1. What are the top two primary religions practiced in the United States today, along with the percentage of population professing to practice each religion?
2. What are the major differences in the practice of these two religions in the United States, as compared to the two main religions practiced in Japan?
3. What are the major similarities in each of these religions?
4. What guarantees the right of religious freedom to the people in both the United States and Japan?
5. Why do you think less than 1% of the Japanese population practice Christianity?

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Marlene Henry, teacher, Northwood Elementary School, Northmont City Schools, Ohio.*

## Religion in Japan

### Teacher Information

In ancient times, the Japanese believed that all natural phenomena, animals, and plants possessed kami, or divine power. This belief came to be known as Shinto and was established as an official religion after Buddhism and Confucianism were introduced to Japan from the Asian continent. Buddhism came to Japan from the mainland Asia in the sixth century. Its teachings were embraced by the rulers of the time and then spread to the general public during the Heian period (794-1192) and the Kamakura period (1192-1338). Many Japanese practice both Shinto and Buddhism. Approximately 52% of the Japanese profess to practice Shintoism, 47% practice Buddhism, with a combined membership of both religions as approximately 194,000,000, which is about 54 percent more than the total population of Japan. Christianity is practiced by less than 1% of all Japanese. In the religious feelings of most Japanese, Shinto and Buddhism peacefully coexist rather than conflict. For the average person, however, religious affiliation does not translate into regular worship or attendance. Most people visit shrines and temples as part of annual events and special rituals marking life passages.

On New Year's eve the ringing of Buddhist temple bells fills the air. On New Year's Day, with the first shrine or temple visit of the new year (hatsumode), people throng to both Shinto shrines and Buddhist temples to pray for good fortune in the coming year. During the spring and autumn equinoxes and also Bon festival (in July or August), families perform Buddhist memorial services for their ancestors. Rituals commemorating the stages in an individual's life include the first shrine visit of a newborn baby (miyamairi), the Shichi-go-san Festival shrine visit of three- and five-year old boys and three- and seven-year-old girls, a Shinto wedding ceremony, and a Buddhist funeral. Also through the year, towns and villages hold lively Shinto festivals, where participants carry portable shrines around on their shoulders and tow floats through the city streets.

In Japan freedom of religion is guaranteed to all under the Constitution, Article 20 of which states that "No religious organization shall receive any privileges from the State, nor exercise any political authority. No person shall be compelled to take part in any religious act, celebration, rite or practice. The

## Religion in Japan

State and its organs shall refrain from religious education or any other religious activity."

### References:

1. <http://www.jinjapan.org/kidsweb/japan/d/q9.html>
2. <http://www.jinjapan.org/access/religion/today.html>
3. <http://www.jinjapan.org/today/culture/culture1.html#rac>

## Japan Day

### Purpose:

Students will learn that Japanese students and American students share common elements in their school days through this simulation of a Japanese school day. Students will also learn that there are some differences in their school day and the Japanese school day.

### Target Grade Level: K-3

### Essential Questions:

1. *What are some things an American student's day has in common with a Japanese student's day?*

- The subjects that we study are virtually the same.
- We both have music, physical education, and art.
- We both have recess.

2. *What are some ways that an American student's day differs from a Japanese student's day?*

- Japanese students often have an opening ceremony to begin their day.
- Japanese students greet their teacher in unison before class begins and when it ends, thanking her for teaching them.
- There are more students in a Japanese classroom than an American classroom. There are usually about 40 students in Japanese classrooms.
- Japanese students have extra recesses.
- Japanese students eat lunch in their classrooms and their teacher has her lunch with them.
  - All students in Japanese schools are out at recess at the same time and there is no teacher out with them to supervise.
- Japanese students are responsible for cleaning their school.

3. *What are some things that you learned about a Japanese student's day that you wish were part of your school day?*

- Extra recesses
- Opening ceremony
- Cleaning the school

4. *What are some things that you learned about a Japanese student's day that you are glad are not a part of your school day?*

- Cleaning the school

## Japan Day

### Rationale:

To have students gain knowledge and understanding of Japanese education thereby gaining respect and appreciation for both their own culture and the culture of others.

### Materials:

- Bulletin board paper for origami helmets
- Red and white construction paper
- Black tempera paint
- A Japanese folktale (See Japanese Folktale Lesson)
- Japanese snacks
- Chopsticks
- Origami paper
- Background info on Kamishibai storytelling: <http://www.kamishibai.com/>
- Additional Resource: A video of a typical day in school covering elementary, middle and high school is available through The Institute for Japanese Studies, 614-292-3345, [japan@osu.edu](mailto:japan@osu.edu)

### Activities:

This day was developed to approximate what a typical Japanese school day is like. Generally, the Japanese school day starts at 8:30 a.m. We start at 8:40 a.m. so we did our usual seatwork, attendance, lunch count, and other business for the first 20 minutes of the day. This schedule of activities can be adapted to fit whatever your school's schedule is.

Introduce the lesson either on this day or the previous day by asking the students the following question: "In what way do you think American schools and Japanese schools are the same or different?" Give the students an opportunity to discuss their thoughts on this.

9:00 - 9:20 a.m. Opening Ceremony (Gym or blacktop outside)

Teachers will line students up in rows. Principal will give a speech similar to speeches given by Japanese principals encouraging students to be literate, cooperative, patriotic, and obedient. Students should wear origami helmets that they made the day before, all in the same color, made from 22" x 22"

## Japan Day

bulletin board paper . (You can see a good example of an opening ceremony on the video, *Video Letters from Japan: My Day*. New York: The Asia Society, 1984. Available at local libraries or The Institute for Japanese Studies, [japan@osu.edu](mailto:japan@osu.edu), 614-292-3345)

9:20 -10:05 a.m. Geography of Japan

Label the four main islands of Japan and the surrounding waters on an outline map of Japan.

10:05 - 10:15 a.m. Recess (Students in Japan generally have a 45 minute lesson and then a short recess before the next lesson begins.)

10:15 - 11:00 a.m. Learn to count to ten in Japanese.

Write the numbers one to ten in Japanese calligraphy on banner-like paper -  
- 6 x 18 white paper mounted on 12 x 18 red construction paper using black tempera paint.

11:00 -12:00 a.m. Student Recess and Lunch

12:00 - 12:45 p.m. Kamishibai Performance

In Japan, stories are often told using kamishibai -- paper play. The scenes from a folktale are drawn on the front of large sheets of paper and the words are written on the back. The story is told by holding up the pictures while reading the words from the back.

In the days preceding *Japan Day*, choose a story and divide it into enough parts so that each student or pair of students has one scene to illustrate. Students can then read their kamishibai to another class or other invited guests. (There is a lesson kamishibai in this document under *Japanese Folktales: The Crane That Returned The Favor*.)

If time remains, read a Japanese folktale to the class.

12:45 - 1:00 p.m. Recess

1:00 - 1:40 p.m. Special, i.e. Music, Art, or Physical Education

## Japan Day

1:40 - 2:20 p.m. Japanese Snack

Japanese snacks are available at Japanese grocery stores or in the international food aisle at many large grocery stores. Chopsticks can also be obtained through these sources.

Discuss typical meals for Japanese families:

Breakfast - bean soup, rice, egg, seaweed, tea.

Lunch - noodles, pickled vegetables, soy sauce, tea.

Dinner - stew of meat or seafood, bean curd, vegetables, rice, tea.

Rules of etiquette are that no student should eat until all are served. All students will help clean up after the snack.

2:20 - 2:35 p.m. Recess - Play a Japanese game. (Check the web sites for some ideas.)

2:35 - 3:00 p.m. Origami

Choose a paper-folding activity from this document or any other source.

3:00 - 3:25 p.m. Students clean room and get ready to go home.

Sayonara!

Either at the end of this day or during the next day, have the students discuss the similarities and differences in the Japanese and American school days.

### Assessment:

Class discussion; interactive or individual writing in which students compare Japanese students' school day to their own school day.

### Grade Adaptation:

This lesson would be appropriate for any elementary grade. Intermediate students could write a letter to their local school boards or the United States Secretary of Education, describing some positive aspects of Japanese schools and making suggestions for improving our education system. Older students can



## Japan Day

also visit the web sites listed below to learn more about the Japanese school day. Some sites take you inside Japanese schools.

### Relationships to Social Studies Standards:

Kindergarten, People in Societies, Grade-level Indicator 2

I identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

Grade 1, People in Societies, Grade-level Indicator 1

Describe similarities and differences in the ways different cultures meet common human needs including: (a) food, (b) clothing, (c) shelter, (d) language, (e) artistic expressions.

Grade 1, People in Societies, Grade-level Indicator 2

Describe family and local community customs and traditions.

Grade 2, People in Societies, Grade-level Indicator 1

Describe the cultural practices and products of people on different continents.

Grade 2, People in Societies, Grade-level Indicator 2

Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Grade 3, People in Societies, Grade-level Indicator 1

Compare some of the cultural practices and products of various groups of people who have lived in the local community including: (a) artistic expression, (b) religion, (c) language, and (d) food.

## Japan Day

### Web Sites:

<http://www.indiana.edu/~japan/>

(Lesson plans and teaching resources about Japan)

<http://jin.jcic.or.jp/kidsweb/>

(Kids Web Japan - Visit Japanese schools.)

<http://jin.jcic.or.jp/>

(Japan Information Network)

<http://www.isei.or.jp/index.html>

(International Society for Educational Information - provides information about Japan)

*This lesson was developed by Jean Minor, teacher, Hylen Souders Elementary School, Big Walnut Schools.*

## Japanese Writing

### Purpose:

This lesson is intended to introduce students to the three writing systems of Japanese: Hiragana, Katakana and Kanji.

### Target Grade Levels: 6-8

### Essential Questions:

1. Why does the Japanese Language have three different writing systems?
2. Why does the Japanese Language have a writing system for foreign words?
3. Why was Kanji, the Chinese ideographic writing system, brought to Japan?
4. Why might Japanese children spend a larger portion of their school day studying language than American children do?
5. Why might words written in Kanji be easier to read than English words?
6. Why might Japanese children who are living overseas have difficulty reading Kanji upon their return to Japan?
7. Have there been other writing systems that use ideographs (pictures) like Kanji?

### Rationale:

Exposure of students to systems of writing used by citizens of the world.

### Materials:

1. A sampling of various world writing systems not based on Roman Alphabet  
example: Arabic, Chinese, Egyptian, Hebrew, Japanese and Korean
2. Web site: Kids Web Japan (<http://jin.jcic.or.jp>) language lab and index
3. Reading: "What? No ABC'S? BUT HAVE THEY GOT CHARACTER!". page 39  
Omiyage by Turkovich, Ashida and Mueller, World Eagle 1990
4. Handout A: "Some Basic Kanji to Try"
5. Poster Board, markers, crayons and paint

## Japanese Writing

### Activities:

1. Show samples of world writing systems so that students will begin to understand that not all languages use the Roman Alphabet.
2. Briefly introduce the Japanese writing systems by showing a transparency of "What? No ABC'S?" This will help guide the students on their internet search.
3. Divide the class into small groups. Using the internet site: Kids Web Japan, students will explore the three writing systems of Japanese language and will be prepared to discuss the essential questions.
4. After the internet research, the class will discuss the essential questions.
5. Using Handout A: "Some Basic Kanji to Try", students will practice writing Kanji.
6. Students will gather in small groups to write a mini story in English which uses at least 10 of the Kanji in the place of the English words.
7. Each group will prepare a poster board display of the story which includes Kanji and pictures, and then will read their story to the class.
8. Divide the class into three groups:
  - a. 1 group will make name tags by writing their names in Katakana
  - b. 1 group will make flash cards of basic greetings in Hiragana
  - c. 1 group will develop their own kanji by drawing a picture, simplifying the picture and then stylizing the picture into a kanji prototype.
9. Each group will share their project with the class.

## Japanese Writing

### Assessment:

In addition to the evaluation of the various projects and the students' explanation of them, the teacher will revisit the essential questions to see if there are any different perceptions at the conclusion of this process. In addition, the teacher will lead a discussion on the advantages and disadvantages of the three writing systems of the Japanese language as compared to our alphabetical system of writing words and concepts.

### Grade Adaptation:

This lesson is intended for upper elementary or junior high students. It could be adapted for early elementary by using classroom aides to lower the teacher-student ratio and by limiting the project to the study of Kanji only. Students could write a sentence which contains a few kanji rather than write an entire story.

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was originally developed by Dr. Jennifer Farkas, Global Institute Coordinator, Dublin City Schools, and was revised by Janelle Wargo, Japanese teacher, Stow Monroe Falls High School, Stow City Schools.*

## Japanese Writing

### TEACHER INFORMATION

#### A Lesson on Japanese Writing

##### Answers to Essential Questions:

1. Kanji was first brought to Japan through Korea, probably around the 3<sup>rd</sup> century. Since the Japanese did not have their own writing system at this time, they adopted these ideographs to write their own language. Ideographs represent ideas rather than sounds. However the sounds of Japanese words signifying ideas were not the same as those of the Chinese words, so it became necessary to develop writing systems to represent Japanese sounds. Hiragana and Katakana were developed by devising simple forms, based on or adapted from some ideographs to which were assigned a fixed sound. Katakana is used to describe a word of foreign origin and Hiragana can be used for all native Japanese words.
2. Katakana with its straight lines and sharp angles represents italics in Japanese and is used to make foreign words stand out. It is used for onomatopoeia.
3. Kanji was brought to Japan through Korea about the 3<sup>rd</sup> century because Japan did not have a writing system of her own at that time.
4. There are 1,945 kanji that must be mastered to graduate from junior high school. 996 Kanji and the Hiragana and Katakana alphabets must be mastered to graduate from elementary school.
5. Each symbol stands for an idea or word, rather than individual letters or phonetic syllables in a word.
6. Kanji requires daily practice to keep them in active memory.
7. Yes, Hieroglyphics were ideographs.

*The following Kanji practice sheet (Handout A) was developed by Dr. Virginia Carroll, Kent State University.*

## Japanese Writing

## Handout A

Some basic KANJI to try

[illegible]

## Making a Karuta Game

### Purpose:

This lesson will enable students to appreciate the culture of Japan expressed in the playing of a traditional Japanese game.

### Target Grade Level: 6-8

### Essential Questions:

1. What is a *Karuta* game?
2. How can I make a *Karuta* game similar to the Japanese version?

### Rationale:

Tolerance and understanding occur in the appreciation of another's culture.

### Materials:

Game instructions provided in Teacher Instructions or use of internet access or reference books in order to discover additional Japanese or American proverbs.

### Activities:

1. Introduce the lesson by asking the students "What can we learn about a culture from the games they play?" Have them discuss games played in the United States and what that tells them about American culture.
2. Introduce the students to the rules of the *Karuta* games.
3. In groups of two, students will make individual *Karuta* games using the *kotowaza* (Japanese proverbs and sayings) from the previous two worksheets or in researching to find additional *kotowaza*. Students may use traditional Japanese *kotowaza* or traditional American proverbs in order to create the game.
4. Have the students discuss what they learned about Japanese culture based on playing the *Karuta* games.



## Making a Karuta Game

### Assessment:

Teacher observation of students playing the game and the ideas expressed during the discussion. A followup writing exercise could also be used.

### Grade Adaptation:

Target grade for this lesson is 6-7<sup>th</sup> grades. In order to modify for higher grades, address the following questions:

1. Are there similar games to the Karuta game which you can find in other cultures?
2. What are the one hundred poems penned by Japanese poets during the seventh and eighth centuries from which the *Hyakunin-ishu* version of the *Karuta* game is devised?

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Marlene Henry, teacher, Northwood Elementary Schools, Northmont City Schools, Ohio.*

# Making a Karuta Game

## Teacher Instructions

### KARUTA

Karuta is a game traditionally played by the Japanese during the New Year holidays. There are two variations of the game, Irohagaruta and Hyakunin-ishu. Both of these are played with two decks of cards. One of the decks has pictures on it; the other has sayings and phrases or poems.

Irohagaruta, Japanese alphabet cards, number ninety-two. Irohagaruta is most frequently played by children while Hyakunin-ishu is an adult version of Karuta. Hyakunin means "one hundred people" and ishu means "one poem". These words refer to the one hundred poems penned by Japanese poets during the seventh and eighth centuries. Each year master Hyakunin-ishu players gather to test their memory skills in a national competition held on New Year's Day. This event has helped make Hyakunin-ishu a type of national game among the Japanese.

The directions that follow are for making and playing an American adaptation of Irohagaruta, the children's version of Karuta.

#### Game Rules:

1. A minimum of three people is necessary to play the game.
2. Players must remain quiet throughout the game so that everyone can hear the reader.
3. Players must keep their hands folded in their laps unless they are touching or reaching for a picture.
4. If a player touches the wrong picture card after the reader has read the card, then that player automatically loses any further chances for that round.

## Making a Karuta Game

### Playing the Game

1. Select the reader for the game.
2. The reader spreads out the picture cards face up.
3. The reader mixes the word cards and then reads one card.
4. The player who first finds and touches the corresponding picture card gets to keep both cards.
5. The game continues until all the picture cards have been retrieved.
6. The player with the most cards at the end of the game is the winner.

### Making a Karuta Game:

Using Japanese and/or American proverbs, make two decks of cards with 15 cards in each deck. There will be 15 pictures to illustrate the 15 proverbs (kotowaza). Cards can be the size of regular American cards or bigger. On one set of cards copy the proverbs. This will be the deck the reader uses. The picture cards will have to be drawn to illustrate each of the proverbs (kotowaza). Refer to pages 217-221 of this book for examples of proverbs or research additional kotowaza. Enjoy!

## Women in Society

### Purpose:

Students will learn about similarities and differences in the role of women in Japanese and American culture and how these roles have changed over time.

### Target Grade Level: 6-8

### Essential Questions:

1. How are the roles of women similar/different in Japan and the United States?
2. What factors have resulted in women having different roles in Japan than in the United States?
3. What forces have influenced the roles that women have played in Japanese culture and how might these forces influence future roles?

### Rationale:

To help students understand that culture plays a part in defining the roles of people in that culture.

To help students understand that as a culture changes over time so do the roles that members of that culture play.

To help students predict what roles for women in Japan might have in the future and identify the factors that might influence these changes.

### Materials:

- Newspaper print
- Masking tape
- Overhead
- Background information (<http://www.jinjapan.org/today/society>)

### Activities:

Day 1      7 minutes      Introduce the lesson by asking the students the following question: "In which country would you rather live as a woman: Japan or the United States?" Have the students discuss this question.

## Women in Society

	8 minutes	Using newspaper print or the board, list student responses about what they see are the roles of American women, (family, work, parent, community member).
	10 minutes	List the responses and have a discussion to identify factors (such as education, marital status, and economic needs) that impact women's roles.
	15 minutes	Using the information generated, students will write a two-page summary of the changing role of American women in society.
Day 2	10 minutes	Begin with brainstorming activity similar to the first day but focus on changing roles of Japanese women. Use information from the web site (attached or <a href="http://www.jinjapan.org/today/society">http://www.jinjapan.org/today/society</a> ).
	15 minutes	After listing these responses have a discussion on how factors such as education, marital status, economic needs, etc. impact roles.
	20 minutes	In groups have students construct 10 questions that will be used to interview a Japanese woman to gather information on her perception of women's roles. Have students conduct interview.
Day 3	20 minutes	Have students construct a Venn program. Use the diagram to write a summary of similarities and differences in the roles of American and Japanese women in their respective societies.
	30 minutes	Divide students into pairs. Using their Venn diagrams (from Day 2) and other resources collected, determine a pattern to the changing role of the American woman and Japanese

## Women in Society

women, in the context of education, family, culture, economy. Using this information, the group will write a prediction about the future of Japanese women and their roles in society 10 years and 20 years into the future.

10 minutes Using the predictions, have each student write an opinion about their predictions. Include support for the predictions.

### Assessment:

Class discussion, student written summary of changing roles of women, student developed questionnaire, written responses predicting future roles and opinions.

### Grade Adaptation:

This activity is designed for middle school aged students. By modifying the amount of teacher direction and the sophistication of the responses, it can be adjusted for lower as well as upper grade level students.

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Melissa Conrath, superintendent, Big Walnut Local Schools.*

## Elderly in Japanese Society

### Purpose:

Students will learn about changes in age demographics of Japanese society and the impact that these changes are having on the economy, healthcare, family structure and workforce.

### Target Grade Level: 6-8

### Essential Questions:

1. How has the age stratification changed over the years in Japan?
2. What is/will be the social and economical impact of an aging population?

### Rationale:

To help students understand that changes in the age stratification of the population of Japan, resulting in a larger percentage of the population being elderly, will have an impact on the economy, healthcare, workforce and family structure.

To help students identify and predict what future changes will occur as a result of the population getting older.

### Materials:

- Newspaper print
- Masking tape
- Overhead
- Background information (<http://www.jinjapan.org/today/society>)

### Activities:

Day 1	10 minutes	Introduce the lesson by posing the following question to the students: "What impact does an aging population have on a culture?" Have students discuss their grandparents i.e. are they still living? do they work? where do they live? etc.
	15 minutes	List the responses and have a discussion to identify the

## Elderly in Japanese Society

employment history, family history, current caretakers, types of health care of elderly people in their lives.

- |       |            |   |
|-------|------------|---|
|       | 20 minutes | Use information from the web site <a href="http://www.jin-japan.com">http://www.jin-japan.com</a> or Have students list the similarities and differences in age stratification between Japan and the U.S. |
| Day 2 | 15 minutes | Discuss students' findings from yesterday on the comparison of age stratification on Japan and the U.S.   |
|       | 15 minutes | Divide students into groups and have each group select an area (family, health care, social security) and brainstorm the effect that an aging population would have in the area.                          |
|       | 20 minutes | Have each group report their findings to the whole class  |
| Day 3 | 30 minutes | Have students write a story as if they were visitors to Japan in the year 2016 and describe what they would find as far as the role that elderly play in society. Have students share their stories.      |

### Assessment:

Class discussion, student written summary of similarities of age stratification, written responses predicting future roles.

### Grade Adaptation:

This activity is designed for middle school aged students. By modifying the amount of teacher direction and the sophistication of the responses it can be adjusted for lower as well as upper grade level students.



## Elderly in Japanese Society

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Melissa Conrath, superintendent, Big Walnut Local Schools.*

## Recycling in Japan

### Purpose:

Students will learn about recycling in Japan and the factors that have influenced this practice.

### Target Grade Levels: 6-8

### Essential Questions:

1. How does recycling in Japan compare to recycling in the U.S.?
2. What factors (i.e. social, geographical and economical) have influenced Japan's recycling effort?

### Rationale:

- To help students understand that geographic size, economic influences, and limited resources have played a role in Japan's national recycling effort.
- To help students understand the similarities and differences in attitudes and practices of recycling between Japan and the U.S.

### Materials:

- Maps of various maps of Japan and the U.S. (available at: <http://www.eduplace.com/ss/maps/>)
- Overhead
- The Bic Story (Handout A)
- Action Plan For Recycling Presentation (Handout B)

### Activities:

Day 1	5 minutes	Introduce the lesson by presenting the students with the following question: "Which country do you think does more to recycle its waste material: Japan or the United States?" Poll the students and tabulate their responses.
	7 minutes	The teacher will have volunteers use the classroom map to locate both USA and Japan by using the coordinates. The teacher will provide the square mileage of each country as well as the current population.

## Recycling in Japan

- 8 minutes      The teacher will use a board or overhead and will design a graph organizer to list the descriptions of each country i.e., size, location, population. Underneath the teacher will make another graphic organizer to list the problems the above descriptions may cause, i.e., not enough room, uses a lot of resources.
- 20 minutes      The students will place the above information onto their graphic organizer. Using the graphic organizer the students will brainstorm problems each country has with their location, population and square mileage. (One of the key problems for both USA and Japan is the environment. From this problem the students will need to identify the need for recycling/ reusing.)
- Day 2      20 minutes      The students, in groups, will discuss the following questions: does the USA do enough for the environment based on recycling? How? Which country does more recycling?
- 10 minutes      The teacher will read the Bic Story (Handout A) aloud to the students. Using this story he/she will generate a few discussion questions. Following the discussion, the teacher will give directions for the activity.
- 40 minutes      The teacher will organize students into small groups. In their small groups the students will use the contents in each bag and using paper, list as many alternative ways to reuse each item. (Minimum of 2 – 3). Each group will share their alternatives.
- Day 3      15 minutes      Reusing the story and the maps, the teacher will generate a discussion about how the limited space and isolation of the country of Japan has motivated them

## Recycling in Japan

as a culture to recycle and reuse materials more than Americans do.

- |            |   |
|------------|---|
| 15 minutes | Have students explore areas Americans need to work on the most in regards to the environment i.e., water, consumable attitude, air, land fills. Using these examples the teacher will introduce the "Action Plan" for their presentations.  |
| 20 minutes | In their pairs or small groups the students will work on a plan of action (Handout B) i.e., what type of presentation, assignments for preparing for the presentations, determining the purpose of the presentation, how will they motivate Americans to reuse and recycle. Each group will orally share their plan with the rest of the class. |

### Assessment:

The Action Plans and oral presentations will be the basis for assessment.

### Grade Adaptation:

This activity is designed for middle school aged students. By modifying the amount of teacher direction and the sophistication of the responses for lower as well as upper grade level students.

### Relationship to Social Studies Standards:

Grades 6-8, People in Societies, Benchmark A

Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

*This lesson was developed by Melissa Conrath, superintendent, Big Walnut Local Schools.*

## Recycling in Japan

### Handout A

#### The Bic Story

Several years ago a male Social Studies Education Professor from Ohio State University was visiting Japan. While there, he attended seminars and visited the local universities.

While in his hotel room, he was writing in his journal and his Bic pen ran out of ink. Thinking nothing about it, he threw the pen into the trash can. The next day, he had left his hotel room with bags in hand. He stopped at the front desk to checkout when all of a sudden a hotel housekeeper tracked the professor down.

"Sir, Sir, your pen" said the housekeeper.

The professor turned around to discover the housekeeper trying to return his empty Bic pen.

"No thank you. I don't need the pen." said the professor.

"You need to refill it." said the housekeeper.

"This doesn't have a refill. It is disposable. I just use it and throw it away." said the Professor.

Sadly, the housekeeper looked at the professor, then looked at the pen. Then the American shrugged his shoulders walked away.

# Recycling in Japan

## Handout B

### ACTION PLAN FOR RECYCLING PRESENTATION

Directions: Decide the environmental problem you want to address in USA, i.e., pollution.

How will you solve the problem?

- 1.
- 2.
- 3.
- 4.

How will you present your solutions? (i.e., commercial, video, skit)

When presenting know the following:

Who is your audience? (youth, adult)

---

What medium will you use? 3-5 min.

---

## Geography in Japan

### Purpose:

This lesson will enable students to develop basic knowledge of Japan's physical geography including absolute and relative location, factors contributing to climate, and temperature comparisons with the United States.

### Target Grade Level: 6-7

### Essential questions:

- What are the physical features of Japan?
- Where is Japan located?
- What effects do location, elevation, and ocean currents have on the climate of Japan?
- How do temperatures in Japan compare to temperatures in the United States?

### Rationale:

Location and physical features of a country affect climate.

### Key Ideas:

- Japan is an island nation.
- Japan is an archipelago similar to other archipelagoes in the Pacific (Hawaii, Philippines, Micronesia).
- Japan is an archipelago similar to other archipelagoes in the Pacific (Hawaii, Philippines, Micronesia).
- Japan stretches from 25 to 45 degrees N latitudes and from 128 to 145 degrees E longitudes.
- Japan is an island nation consisting of four main islands (Honshu, Hokkaido, Shikoku, and Kyushu) and many small islands.
- The Pacific Ocean is on the south and east of Japan and the Sea of Japan is on the north and west of Japan.
- Japan is east of Korea and China, north of the equator, and east of the Prime Meridian.
- If super imposed on the U. S., Japan would stretch from Tampa Florida to Montreal.
- Japan has many of the same climates, as we would find in the United States.

## Geography of Japan

### Materials:

- Wall maps, globes, student maps and atlases –Pacific Rim, and Japan's four main islands (available at: <http://www.eduplace.com/ss/maps/>)
- Overhead projector, overhead markers, map transparencies
- Crayons or colored pencils
- Internet access:  
<http://www.nationalgeographic.com/maps>,  
<http://www.nationalgeographic.com/xpeditions>,  
<http://www.acl.lanl.gov/GrandChal/GCM/currents.html>,  
[http://www.geog.ouc.bc.ca/physgeog/contents/8q\\_1.html](http://www.geog.ouc.bc.ca/physgeog/contents/8q_1.html)

Before teaching this unit, the teachers will need to copy the enclosed map of Japan and Geography Challenge worksheets for the students. These can be part of a student packet assembled for the unit.

### Procedures:

1. Introduce the lesson by asking the students the following question:  
“How do you think Japan’s geography is similar or different than that of the United States?” Have them discuss their thoughts on this.
2. Using the map transparency, overhead projector, Internet webs site, or student atlases, the teacher will guide the students to answer the geography questions in Challenge 1 Physical Structure of Japan.
3. Students will be divided into teams of three or four students. Each team of students will be responsible for completing the student geography challenge worksheet.
4. Distribute copies of the three regions (archipelagoes).
5. Debrief the students by recording the student group responses for challenge 1 on the chalkboard, whiteboard, or paper. Students are to copy the responses for their future use.



## Geography of Japan

6. Distribute Geography Challenge 2 Physical location of Japan, and student desk atlases.
7. Students are to work together to complete Challenge 2.
8. Debrief the students concerning Challenge 2.
9. Distribute Geography Challenge 3, maps of the United States, Japan, and the ocean currents. Students may also reference student desk atlases or  
<http://www.nationalgeographic.com/mapmachine>  
<http://www.acl.lanl.gov/GrandChal/GCM/currents.html>  
[http://www.geog.ouc.bc.ca/physgeog/contents/8q\\_1.html](http://www.geog.ouc.bc.ca/physgeog/contents/8q_1.html)
10. Students are to complete the activities located on Geography Challenge
11. Debrief the students on what they have learned. Each group should report on their findings.
12. Distribute Challenge 4 and ask the student groups to complete the activities.
13. Debrief the students. What have you learned? What general conclusions or patterns have you discovered?

### Lesson Extensions:

Lesson extensions might include taking notes on debriefing sessions. Brainstorm possible affects of the location and climate on the people who live in Japan. Students could then research to discover accuracy of their ideas.

### Evaluation:

Teacher will evaluate the students' team geography challenge worksheet. The final product of the lesson will be answers to the worksheet and a map of the United States with the main four islands of Japan superimposed along the eastern coastal region.

## Geography of Japan

### Relationship to Social Studies Standards:

Grade 6, Geography, Grade-level Indicator 1

Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

Grade 7, Geography, Grade-level Indicator 1

For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.

*This lesson and the Geography Challenge Handouts were originally developed by Julia Morris, Westerville City Schools. It was revised by Kathleen Lorenz Ph.D., teacher, Fairfield Intermediate School, Fairfield City Schools.*

## Geography of Japan

### Teacher Information:

Japan is an island country (*shimaguni*). The Japan archipelago consists of four main islands and thousands of smaller ones. It lies off the eastern coast of the Asian mainland; at the closest point, the islands are approximately 120 miles away from Asia.

The total island space of the Japanese islands is about 145,000 square miles. Indeed, it is a very small country when compared with the vast Asian mainland. Compared to the United States, Japan is smaller than the state of California; in fact, it's about the size of the state of Missouri. Yet the population of Japan is approximately half of the United States population. The climate zones in Japan are very similar to the climates found along the eastern coast of the United States. The climates range from humid sub-tropical to cool continental.

# Geography of Japan

## Handout A

### Geography Challenge 1

Date \_\_\_\_\_ Class Period \_\_\_\_\_

Group Members \_\_\_\_\_  
\_\_\_\_\_

Examine the geography samples provided and answer the following questions as completely as possible.

1. Describe the maps you see.
2. What do these maps have in common?
3. These maps are examples of what geographic terms?
4. Refer to the world physical map in your student atlas or National Geographic Map Machine [www.nationalgeographic.com](http://www.nationalgeographic.com). List other similarities you notice about these regions.
5. Describe Japan in geographic terms.

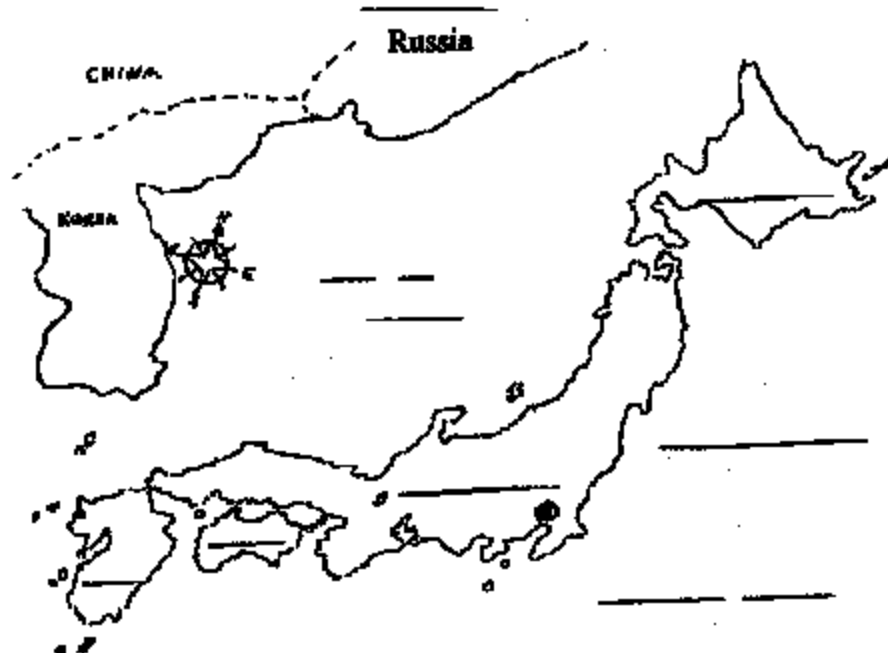
## Geography of Japan

### Handout B (pg. 1)

#### Geography Challenge 2

1. Refer to the student desk atlas, or world map to name the latitude and longitude range of the Japanese islands. \_\_\_\_\_ to \_\_\_\_\_ latitude  
\_\_\_\_\_ to \_\_\_\_\_ longitude.
2. What is absolute location of Japan?  
\_\_\_\_\_
3. What is the relative location of the Japan?  
\_\_\_\_\_  
\_\_\_\_\_

4. Label all the islands and the bodies of water.
5. Insert a compass rose.
6. Label the capital.

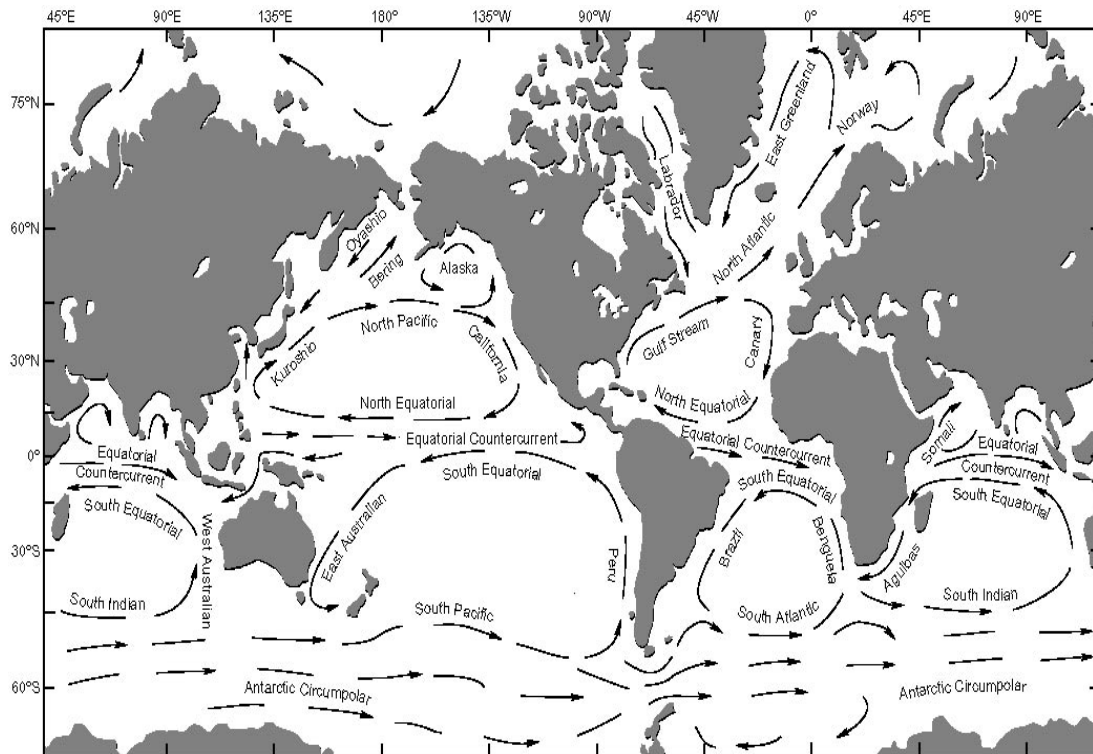


# Geography of Japan

## Handout B (pg. 2)

### Major Oceanic Surface Currents

Prominent features in this map of the major oceanic surface currents include the subtropical gyres centered on 30 degrees latitude in each of the major ocean basins. The earth's rotation and the change in wind direction with latitude (from the east in the tropics and from the west at mid-latitudes) cause the circulation of the gyres to be clockwise in the Northern Hemisphere and counterclockwise in the Southern Hemisphere. The well-known Gulf Stream in the Atlantic and its counterpart in the Pacific, the Kuroshio Current, are strong currents that carry heat northward from the tropics. Both currents are evident in the model simulations. (Adapted with permission from a figure in *Principles of Ocean Physics* by John R. Apel, Academic Press, 1987).



Malone fig1  
3/14/93

Advanced Computing Lab / Los Alamos National Laboratory  
webmaster@acl.lanl.gov

# Geography of Japan

## Handout C

### Geography Challenge 3

Three of the factors that affect the climate of a region are **ocean currents**, **location**, and **elevation**. We will consider all three of these in our hypothesis concerning the climate of Japan.

**Ocean currents** affect the climate of land areas that border them. Warm currents will warm the land and cool currents will cool the land. Currents that are in the northern hemisphere near the equator flow in a clockwise direction and currents in the southern hemisphere near the equator flow in a counter-clockwise direction. Currents that flow away from the equator are warm currents while currents that flow from arctic regions are cool currents.

1. Color the warm currents red and the cool currents blue.
2. Refer to your map and hypothesize the affect of the currents on Japan

Record your hypothesis here \_\_\_\_\_

\_\_\_\_\_

The **location** of an area in reference to the equator also affects climate temperatures.

Generally speaking the higher the latitude, the cooler the climate temperatures. Refer to your map of Japan and hypothesize where Japan might match the climate of the United States.

Record your hypothesis here: \_\_\_\_\_

\_\_\_\_\_

**Elevation** is the third factor we will be considering in predicting the climate of Japan.

Elevation measures the distance an area is from sea level. When elevation increases the average temperature decreases. Refer to the physical maps of the United States and Japan.

Record what you observe. \_\_\_\_\_

\_\_\_\_\_

Refer to the copies of maps of Japan and United States and the climate and theme maps of climate and physical features maps found in the student atlas, and complete the following activities: Impose the map of Japan on the United States using your knowledge of ocean currents, latitude, and elevation. Create a project that will illustrate your hypothesis of states that might match climate and physical features of Japan and the United States.

## Geography of Japan

### Handout D (pg. 1)

#### Geography Challenge 4 Climate Guide

Using the student atlas complete the following chart record the latitude of the Japanese cities and cities in North America that are approximately at the same latitude.

Japan		North America	
City	Latitude	City	Latitude
Kagoshima			
Tokyo			
Wakkanai			

List the climates found in Japan:

List the areas where these climates can be found in the United States.

What pattern seems to exist between the climates in Japan and those in North America?

Using the ocean current map locate and record the names of the two currents that affect the east coasts of:

Japan \_\_\_\_\_  
\_\_\_\_\_



## Geography of Japan

Handout D (pg. 2)

### Geography Challenge 4 Climate Guide

What pattern do you see?

Would you expect the temperatures in the interior of Japan to be hotter or cooler than the coastal region? Explain your answer.

## Comparative Geography I

### Purpose:

To have students use population density and other statistics to compare countries.

### Target Grade Level: 6-7

### Essential Questions:

1. How does the population density of countries differ?
2. How does population density affect the way of life of a country?
3. How does geography affect population density?

### Rationale:

Given statistical information, students will make generalizations about the impact of population density.

### Materials:

- Comparison Table of Countries (Handout A)
- Internet access or current *World Almanac* or *Information Please, Almanac*

### Activities:

1. Introduce the lesson with the following question:  
*How do you think Japan's population density compares with that of the United States?*  
Have students discuss their thoughts on this. Be sure students understand what is meant by the term "population density" - *The average number of people living within a square mile or square kilometer.*
2. Put information on the board, overhead, or give each student or group a copy of the table.  
*Question: How might one find the population density given the above information?*  
*Divide the total population by the total land area.*
3. Working individually, students find the population density for the countries listed in the table. Students compare findings with a partner, and then share with the class. (*China—338; Australia—6*)

## Comparative Geography I

4. Working individually, students are to make comparisons and make note of any conclusions they can draw. (Accept all comparisons.)
  - *The U.S. has the highest per capita income; China has the lowest per capita income.*
  - *Japan has the highest population density. Australia has the lowest.*
  - *China has the lowest literacy rate.*
  - *China has the highest population followed by the U.S.*
  - *The U.S. has the largest land area. Japan is the smallest country.*
5. Students then pair up and compare findings.
6. Students present their findings to the class. Discussion and feedback from the class and teacher.
7. Next, set up a simulation. Put ten chairs in front of the classroom and ask the following to the class:  
*If these ten chairs represent one square mile, approximately how many students could we use to represent the population density of Australia?*  
One would need 0.6 students so round that to one.
8. Ask for a volunteer to represent that one person. Ask questions such as:  
*Do you have plenty of room?*  
*Can you stretch your legs?*  
*Can you lie down?*
9. Next, move onto the United States—*One would need 7.7 students so round it to eight.* Have seven more volunteers sit in the chairs. Again questions the students as to comfort.

## Comparative Geography I

10. China would require 33.8 so ask everyone in class to come forward and to try to sit on the chairs. Students will soon find it does not work. Most classes do not have 34 students, but even a class of twenty will give the students the idea. Make sure students realize there would be even more people. If you wish, remove five chairs and have 17 students try to sit on the remaining five. After students try to squeeze onto the chairs, have them go back to their seats. To represent Japan, one would need 87 students. Discuss what it was like to try to fit on the chairs. What would it be like to live in an area that is so crowded?

11. Have the students discuss the following questions:

- How might population density affect daily life?  
*Possible conclusions: It affects shelter, transportation, land use, recreation, and social skills.*
- In what ways do you think Japan's population density and geography affect housing?  
*Possible conclusions: Houses are much smaller in Japan. Many people live in apartments.*
- How might the population density affect transportation?  
*Possible conclusions: Japan has developed an extensive train and subway system. Traffic is very heavy; cars and trucks are smaller.*
- Given Japan's population density and geography, how do you think Japan produces its food?  
*Possible conclusions: Japan uses all available space. Japan imports much of its food.*
- How might Japan's population density and geography affect manners and behavior?  
*Possible conclusions: Japanese people must get along because they live in such close proximity to each other. People have learned to adapt to such closeness.*

### Assessment:

- Class discussion
- Upper grades—completed table

## Comparative Geography I

### Grade Adaptation:

**Intermediate grades**—Compare Japan to Ohio and/or Tokyo to Columbus. Give students a completed table with *Total Land Area, Population, % Arable Land, and Population Density* for the two countries filled in. Students make comparisons.

**Upper grades**—Give students a blank table with only the names of the countries filled in. Using the Internet or *World Almanac*, students complete the table either individually or in groups.

\*Most reference books agree that Japan has a constitutional monarchy type of government, however, the Japanese see their government as a democratic republic. The reason for this being is that the emperor has had no say in the government since the end of WWII.

Information taken from:

<http://www.population.com/s/population/database.html>

Additional or updated information may be obtained from

<http://www.odci.gov/cia/publications/factbook/indexgo.html>

<http://www.population.com>

<http://www.census.gov/cgi-bin/ipc/idbrank.pl>

### Relationship to Social Studies Standards:

Grade 6, Geography, Grade-level Indicator 4

Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Grade 6, Geography, Grade-level Indicator 6

Describe ways in which human migration has an impact on the physical and human characteristics of places including:  
(a) urbanization, (b) desertification, and (c) deforestation.

## Comparative Geography I

Grade 7, Geography, Grade-level Indicator 3

Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.

*This lesson was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools.*

## Comparative Geography I

### Handout A

	Japan	United States	China	Australia
<b>Total Land Area</b> (sq. mi.)	145,874	3,761,363	3,691,521	2,966,150
<b>Population</b> (2001 est.)	126,771,662	278,058,881	1,269,385,100	18,783,551
<b>% Arable Land</b>	11%	19%	10%	6%
<b>GDP</b>	\$3.15 trillion	\$9.96 trillion	%4.5 trillion	%394 billion
<b>Per Capita Income</b>	\$24,800	\$36,000	\$3,500	\$21,400
<b>Literacy Rate</b>	99%	97%	84%	100%
<b>Largest City Population</b> (metropolitan area)	Tokyo 27,242,200	New York 19,938,492	Shanghai 14,711,091	Sydney 3,858,248
<b>Population Density</b>	869	74		

*Table was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools and derived from the websites listed on pg. 168.*

## Comparative Geography II

### Purpose:

To help students to understand that physical geography affects population density.

### Target Grade Level: 6-9

### Essential Questions:

1. How does geography affect population density?
2. How does high population density affect the life of the people who live in that country?
3. How does population density affect the price of land?

### Objective:

Given a physical map of Japan, students will predict areas of heaviest population density.

### Materials:

- Blank physical map of Japan with mountain areas shaded (Handouts A & B).

### Activities:

1. Present problem: Does geography affect population density?
2. Review what is meant by the term "population density" - *The average number of people living within a square mile or square kilometer.*
3. Working individually, pass out a copy of the physical map of Japan to each student. Students are to shade in the areas they believe would have the heaviest population.
4. Students then get together in groups to compare their maps. Put a copy of the map on the overhead and let groups shade in areas they believe have the heaviest population. They need to support their predictions. Put the map showing areas of heaviest population on the overhead and make comparisons.



## Comparative Geography II

Question: Why might these areas have a heavier population than other coastal areas?

*Possible Conclusions: People have settled in the plains. Kanto Plain, the largest and the most populous area, includes the cities of Tokyo, Yokohama, Kawasaki, and Chiba. The Nobi Plain is located around the city of Nagoya. The Osaka Plain includes the major population areas of Kyoto, Kobe, and Osaka. The Tsukushi Plain is on Kyushu, which is the most densely populated of the four major islands. Climate is another factor. The southern part of Japan has a much milder climate than the northern part. There is also a large industrial belt along the Inland Sea that is heavily populated.*

5. Class discussion based on the following questions:

- Given Japan's population density and geography, how do you think Japan produces its food? *Much of the food must be imported.*
- In what ways do you think Japan's population density and geography affect housing? *Many people live in condominiums and apartments especially in the city. Houses are very small compared to houses in the United States.*
- How might Japan's population density and geography affect manners and behavior? *Due to high population density and crowded conditions, people must get along. People must be polite and well-mannered or there would be constant conflicts.*

### Assessment:

- Class discussion
- Student Written Response - Students write a paragraph about the impact of population density on food production, the cost of housing, and social behavior.

### Grade Adaptation:

This lesson is targeted for middle school and high school. To adapt to intermediate grades - Review a map key. Students work in pairs to write a

## Comparative Geography II

paragraph. Students pick one area to write about or discuss orally - food production, cost of housing, social behavior.

### Relationship to Social Studies Standards:

Grade 6, Geography, Grade-level Indicator 5

Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: (a) bodies of water, (b) landforms, (c) climates, (d) vegetation, (e) weathering, and (f) seismic activity.

Grade 6, Geography, Grade-level Indicator 6

Describe ways in which human migration has an impact on the physical and human characteristics of places including: urbanization, (b) desertification, and (c) deforestation.

Grade 7, Geography, Grade-level Indicator 4

Use physical and historical maps to analyze the reasons that human features are located in particular places.

Grade 9, Geography, Grade-level Indicator 3

Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Grade 9, Geography, Grade-level Indicator 4

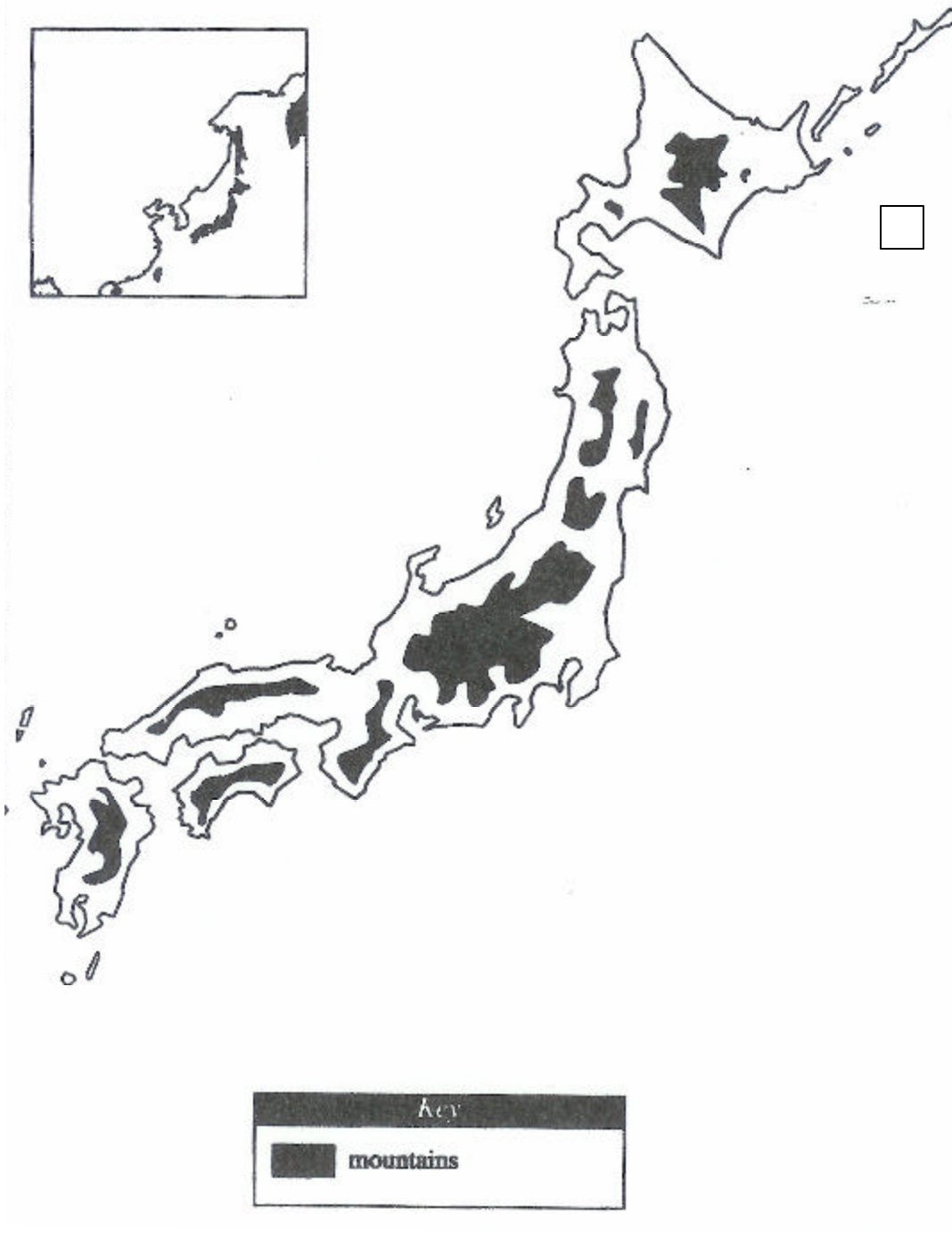
Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

*This lesson was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools.*

## Comparative Geography II

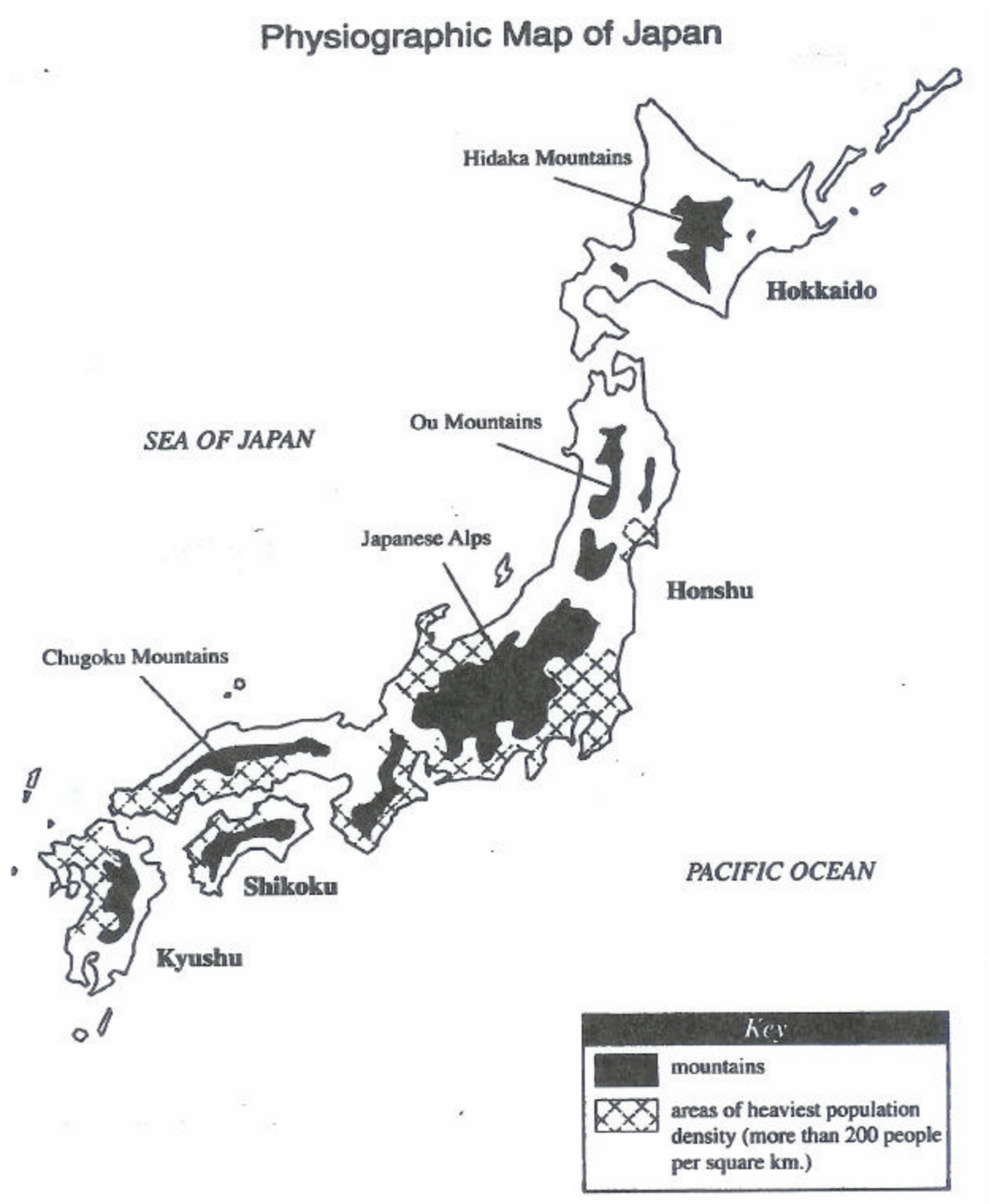
### Handout A

Physiographic Map of Japan



## Comparative Geography II

### Handout B



## The Effects of Limited Space on a Culture

### Purpose:

To help students understand that population density influences culture.

### Target Grade Levels: 6-9

### Essential Question:

How does high population density affect the life of the people who live in that country?

### Objective:

Students will predict the impact of population density on shelter, transportation, recreation, land use, and social skills and then research that impact on Japan.

### Materials:

- Copies of graphic organizers (Handouts A & B)
- Reference materials or Internet access

### Activities:

1. Present problem: "Does limited space affect the way of life in a culture?" Have the students share their thoughts about this.
2. Pass out a copy of the graphic organizer "How would limited space affect a culture?" (Handout A) to each student. Students are to predict the impact of limited space on shelter, transportation, recreation, land use, and social skills and list them on the organizer.
3. Students then get together in groups to compare their predictions.
4. Put a copy of the graphic organizer on the overhead and have groups share their predictions.
5. Pass out the graphic organizer "How has limited space affected the people of Japan" (Handout B). Students research individually or in groups the impact of limited space on Japanese shelter, transportation,

## The Effects of Limited Space on a Culture

land use, recreation, and social skills using reference materials or the Internet.

6. Have the students discuss the following questions:

- Given Japan's population density and geography, how do you think Japan produces its food?  
*Possible conclusions: Japan uses every available space and imports much of its food.*
- In what ways do you think Japan's population density and geography affect housing?  
*Possible conclusions: Japan uses all available space. Houses and buildings are small. Many Japanese live in apartments in the cities. Conditions are very crowded in the cities.*
- How might Japan's population density and geography affect manners and behavior?  
*Possible conclusions: Because people live in crowded conditions, they have learned to get along with others. Japanese are very polite people.*
- How does population density affect the price of land?  
*Possible conclusions: Land is very expensive in Japan. The cost of housing and the cost of living are both very high.*
- How does population density affect land use?  
*Possible conclusions: In countries such as the United States and Australia where population densities are low, people tend to spread out. People do not think about living space. Homes and buildings are large. In countries such as Japan, where population density is high, people have to use all available space. Rice paddies are found between buildings in many cities. Shops are located under train rails. People live in crowded conditions. Houses and buildings are smaller.*
- In what ways has population density and geography affected transportation?  
*Possible conclusions: In Japan extensive rail systems and subway systems have been developed. This helps move many people at one time. The train system makes it possible for people to cross the Japanese Alps easily and to move from one island to the next as well as move from town to town. The subway systems in the larger cities*

## The Effects of Limited Space on a Culture

*help people travel easily from one side of the city to the other. This helps cut down on car traffic. In countries with lower population density such as the United States, some of the larger cities have subway systems, but the majority of people travel by car. Planes are used for long distance travel.*

### Assessment:

- Class Discussion
- Completed Handouts A & B
- Student Written Response - Students write a response about the impact of population density on food production, the cost of housing, and social behavior.

### Grade Adaptation:

**Lower grades** - Give each student only one area to research.

### Relationship to Social Studies Standards:

Grade 6, Geography, Grade-level Indicator 7

Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: (a) dam building, (b) energy production/usage, (c) agriculture, and (d) urban growth.

Grade 7, Geography, Grade-level Indicator 4

Use physical and historical maps to analyze the reasons that human features are located in particular places.

Grade 7, Geography, Grade-level Indicator 5

Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: (a) physical features, (b) culture, (c) war,

## The Effects of Limited Space on a Culture

(d) trade, and (e) technological innovations.

Grade 9, Geography, Grade-level Indicator 3

Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Grade 9, Geography, Grade-level Indicator 4

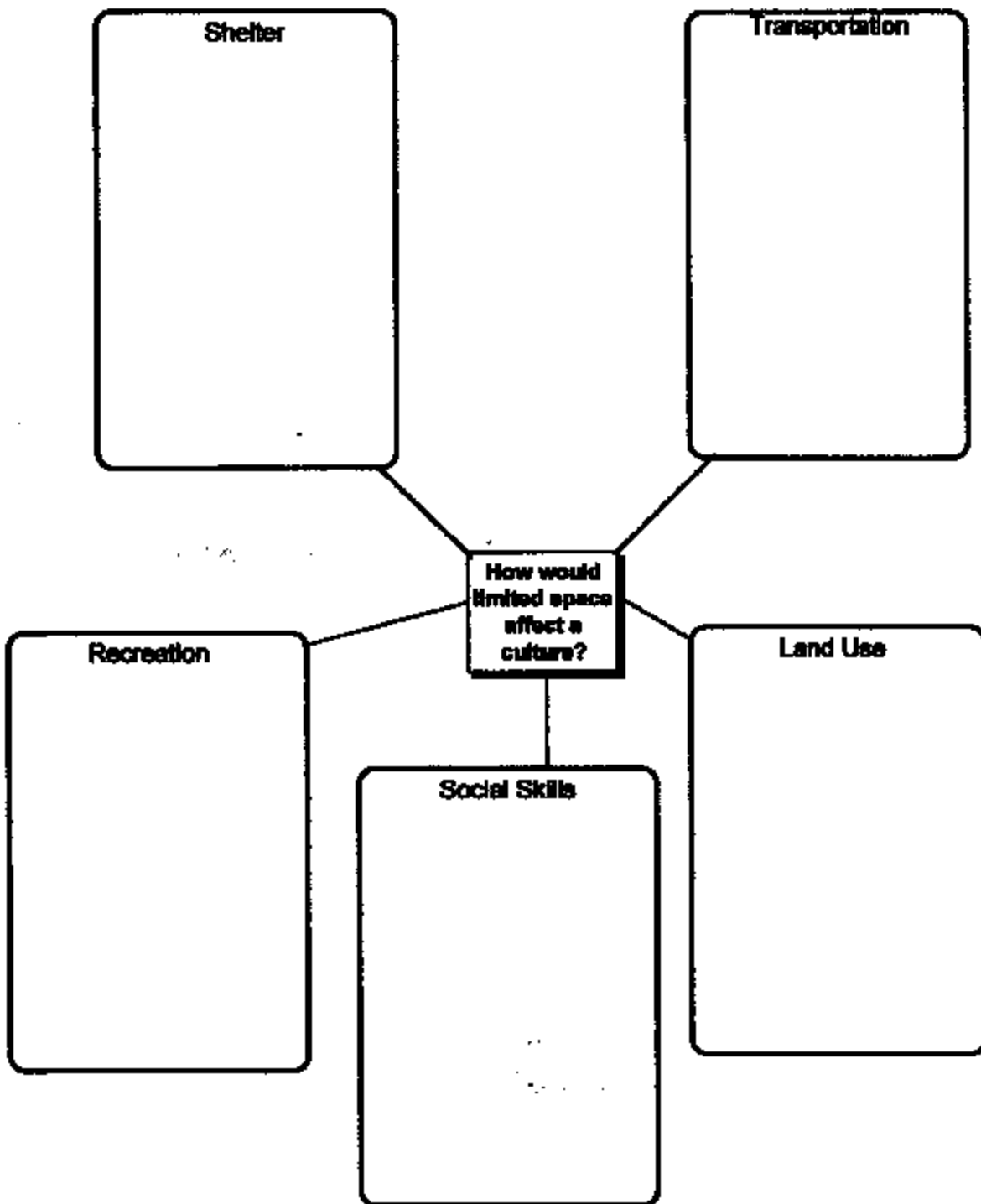
Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

*This lesson was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools.*



## The Effects of Limited Space on a Culture

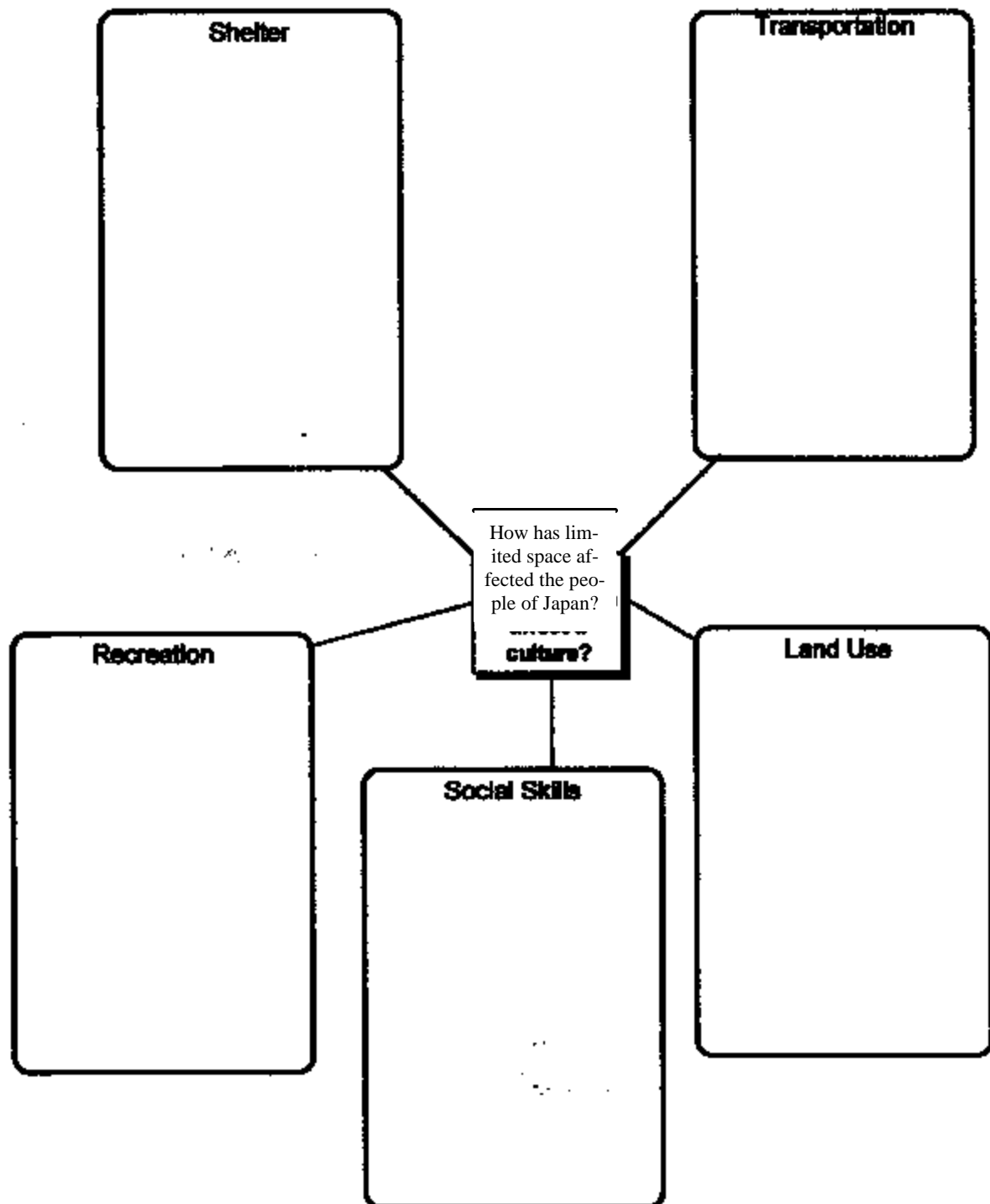
### Handout A



*This handout was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools.*

## The Effects of Limited Space on a Culture

### Handout B



*This handout was developed by Kay Tomesek, teacher, Gahanna Middle School West, Gahanna-Jefferson City Schools.*

## Japan's Economic Miracle

### Introduction:

Japan is currently the world's second largest economy, even with the economic problems which it has currently faced during the last decade. After World War II, Japan's amazing rise to economic power was due to several different factors. These factors have been divided into four main groups: Japanese Cultural Attitudes, Governmental Policies, Company Procedures, and World Happenings. The last part of the lesson is concerned with some causes of Japan's last decade of economic problems.

### Purpose of Lessons:

Japan's economic rise and stagnation give opportunities to gain insights into economic education and to understand how a culture can contribute to its economy's success and decline.

### Target Grade Levels: 9-12

### Essential Questions:

1. How did Japan's culture nourish its economic growth?
2. What part did Japan's government play?
3. What did companies do to affect change?
4. What world happenings also contributed?
5. Why did problems arise?

### Rationale:

Not only world events, but also accepted ways of thinking by a nation can directly affect its economy.

### Part One: How Japan's Culture Helped its Economic Recovery

Lesson 1: Surplus funds for investment

Lesson 2: Importance of the goals of the group over the individual

Lesson 3: Surplus of well-educated workers

# Japan's Economic Miracle

## FOR INSTRUCTORS ONLY

### Background Information

#### ***Part 1. How did Japan's culture nourish its economic growth?***

##### **Surplus funds for investment**

The Japanese were accustomed to saving up to 40% of their income. One main reason for this saving habit to develop was due to a couple of situations of Japanese life. First, Japanese live in a crowded country with limited space; therefore, the people are not accustomed to buying large amounts of space-taking items. Secondly, the people were faced with a shortage of places to spend their money as the government did not provide many outlets for spending outside Japan as many Japanese markets were busy trying to rebuild after the war. And thirdly, the Japanese national government encouraged private citizens to bank part of their earnings into savings accounts.

Private savings are used by banks for providing loans to expanding companies. Japan's high savings rate from the private sector provided huge amounts for these loans.

##### **Importance of the goals of the group over the individual.**

The Japanese are introduced to the concept of thinking about the group's needs and goals at a very young age (preschool). This carries over to the economy with master (management) and servant (employee) all being in the same boat. This made a fertile ground for E.W. Demming's ideas to bring top quality into practice (discussed later in the lesson).

##### **Surplus of well-educated workers**

Due to Japan's excellent schools, students have been well-educated for many decades. In the 1950s, 50% of Japan's population lived on farms. With the increase in the birth rate following the war (baby boom), by the 1960s there was a surplus of well-educated youth who were no longer needed on the farms and who looked to industries for jobs.

## Japan's Economic Miracle

### Activities:

#### Part One: How Japan's Culture Helped its Economic Recovery

##### Lesson 1: Surplus funds for investment

Requires 1-3 hours

### Materials:

- Household Income Cards (copy and cut apart) (Handout A)
- Economy Cards: Fate Cards, Event Cards, Sale Cards (copy and cut apart) (Handout B)
- Household Expense Sheets, Family Budget (1 for each household) (Handout C)
- Calculators--optional

### TO BE USED WITH STUDENTS:

Setting the problem: Today you must fast forward to the future. You are living in your own home with your family. A foreign exchange student from high school is a close friend of yours, even still today. Your friend lives in another country, is planning on getting married, and has asked you to be part of the wedding party. You know that the trip will cost more money than you currently have in your savings, but you are very self-reliant and refuse to borrow the money from a friend or relative. How and where can you earn the extra money? What can you do to save enough money for the trip? What questions come to mind now that you will need to answer?

1. **Class discussion** The discussion may lead to some basic questions, such as what country, how much is air fare, is the whole family going? You may decide these questions or let the students come to an agreement about them. The discussion should also lead to how one can save money when there are other financial obligations.

#### 2. ***"Following a Budget" Game***

Directions: Divide class into small groups of 3-4 for households. (Groups do not have to have the same number in them as their family card.) Using the Household Income Cards, assign various income levels. Give each household the corresponding expenses list.

A. Each household should then determine a budget. Some items, such as clothing, may depend upon the family. For example, if there are children in the family, more clothing will probably need to be in the budget because children grow.

## Japan's Economic Miracle

B. Households should draw a fate card, a sale card and an event card. (Fate cards must be followed, although if the fate is expensive, households may have to make special arrangements, such as monthly payments or credit card usage. Event cards and sale cards are optional, although a sale card may reduce a line of the budget.)

C. Each household should decide how to manage and stay within their budgets.

3. **Class discussion** to compare budgets and how they managed. How did the amount of income affect the budget? What about the size of the family? In real life, what are some problems with staying on a budget? Did any group allow for savings in their budgets? When savings are included in a budget, what percentage of the income should be saved? Or, is it a dollar amount? How much should a family save each week, ...two weeks, month, year? Why would you want to save money? What if your family were required to contribute to a savings plan, or at least strongly expected to save?

### 4. **Continuation of *Following a Budget Game***

A. Each household will incorporate a savings plan into their budgets.

(They may have to change other parts of their budgets.)

B. Continue play with another drawing of fate, sale and event cards.

C. Compute savings now, in another month, another year, in 5 years, in 10 years.

### Activities:

#### Part One:How Japan's Culture Helped its Economic Recovery

**Lesson 2: Importance of the goals of the group over the individual**  
**Requires 30-40 minutes**

### Materials:

- Household Income Cards (copy and cut apart) (Handout A)
- Economy Cards: Fate Cards, Event Cards, Sale Cards (copy and cut apart) (Handout B)
- Household Expense Sheets, Family Budget (1 for each household) (Handout C)
- Calculators--optional

## Japan's Economic Miracle

### TO BE USED WITH STUDENTS:

Setting the problem: (If the first lesson was skipped, you may want to read the problem from Lesson 1 to the class.) The wedding is over, but your family has gotten in the habit of saving. What are some other ways to use the savings if savings are continued? Should the savings be used for just one individual or the whole family group? Think of times when money needs to be used mainly for one person. Think of ways to use the money as a family.

**1. Discussion for Family Groups:** List reasons why savings might be used for one individual. List things the whole family could do with some of the money. Whenever possible, how many feel that the whole family should benefit from the savings? (If Lesson 1 was omitted, please refer to the directions for the Budget Game there.)

**2. Continuation of *Following a Budget Game***

- A. Play continues with the drawing of only a fate card.
- B. Determine the financial results.
- C. Continue without the Sale Cards and with the Event Cards only every three rounds.

**3. Class discussion and debriefing** Is it easier to save money now? Does it depend upon what you want or can buy? What if savings were increased, due to wage increases or fewer bills? What do banks do with savings? Where does the money for loans come from? How is a business loan different from a house loan? Were there times when the savings were used for occasions that the entire family could not immediately appreciate? (Game cards, etc. may be collected.)

In Japan after World War II, the people were encouraged to save a large part of their salaries. Plus, there were not too many places to spend money as even food and clothing were some times hard to find. How did this help the banks have money available for business loans?

# Japan's Economic Miracle

## Handout A: Household Income Cards

### Household Income Card

GROUP A	Family of 4:
Father, teacher	\$39,800
Mother, financial advisor	45,350
Girl, 8 and Boy, 10	
Total income	\$85,150

### Household Income Card

GROUP B	Family of 3:
Father, safety engineer	\$41,000
Mother, sales	21,000
Boy, 16	
Total income	\$62,000

### Household Income Card

GROUP C	Family of 2:
Father, truck driver	\$26,800
Mother, bank teller	25,900
Total income	\$52,700

### Household Income Card

GROUP D	Family of 2:
Mother, shop owner	\$45,700
Girl, 9	
Total income	\$45,700

### Household Income Card

GROUP E	Family of 5:
Father, police officer	\$29,400
Mother, intern architect	26,000
Girl, 12 and Boys, 3 & 8	
Total income	\$55,400

### Household Income Card

GROUP F	Family of 2:
Father, fireman	\$35,250
Boy, 5	
Total income	\$35,250

### Household Income Card

GROUP G	Family of 8:
Father, store owner	\$65,000
Mother, secretary	25,350
Girls: 5, 12, 14, 18 and Boys: twins 8	
Total income	\$90,350

### Household Income Card

GROUP H	Family of 2:
Mother, civil engineer	\$43,280
Girl, 12	
Total income	\$43,280

### Household Income Card

GROUP I	Family of 6:
Father, doctor	\$125,500
Mother, housewife	
Girls, 8, 12, 16 and Boy, 10	
Total income	\$125,500

### Household Income Card

GROUP J	Family of 2:
Grandmother, teacher	\$51,285
Boy, 10	
Total income	\$51,285



# Japan's Economic Miracle

## Handout B, pg. 1: Economy Cards

### Fate Card

You lost a filling in a tooth. The reconstruction costs \$120 after insurance payments.

### Fate Card

There was a leak in a water pipe. The plumber's bill is \$179.43.

### Fate Card

The child next door is selling magazines for school. Your order is \$15.

### Fate Card

The cost for renewing the car license plate is \$42.

### Fate Card

A car runs into the back of your car. The deductible will cost you \$500.

### Fate Card

There was an over-limit fee of \$29 on a credit card.

### Fate Card

You have broken your ankle. Your medical bills, after insurance payments, amount to \$750.

### Fate Card

A check was returned for insufficient funds. The bank fee is \$32.

### Fate Card

You had to travel to and from a distant city three times this past week. Each round trip cost you \$25.

### Fate Card

You need to buy a new tire for the car. Cost is \$50.

### Fate Card

Someone accidentally left the door to the garage open over an extremely cold weekend. It will cost an extra \$35 for heating this month.

### Fate Card

You had to take a taxi home because a family member forgot to pick you up. Cost is \$20.

### Fate Card

You have the flu. Medicines plus the doctor's visit cost you \$65.

### Fate Card

Your car was stolen, found and then placed in the police impound. To get the car out, you must pay \$100.

# Japan's Economic Miracle

## Handout B, pg. 2: Economy Cards

### Fate Card

The computer printer needs a new ink cartridge. Cost is \$29.95.

### Fate Card

The emergency room bill for your accident will cost you \$50 after insurance payments.

### Fate Card

Your Market Day order costs \$20.

### Fate Card

Your shoes are falling apart. A new pair will cost \$20 or more.

### Fate Card

The florist bill is \$28.83.

### Fate Card

You have run out of paper for your computer. It costs \$4 per package, any color.

### Fate Card

Your back injury requires a special pillow. These pillows are \$15 each.

### Fate Card

You need a new raincoat. They cost \$45. Or, a plastic poncho will cost \$5.

### Fate Card

The newspaper bill is \$40.

### Fate Card

Your brother is critically ill, but he lives 1000 miles away. Airline tickets will cost \$430 per person.

### Fate Card

A bird flew into a window and broke the glass. Replacement will cost you \$100 after insurance.

### Fate Card

Your car's engine needs immediate repairs. Estimated cost is \$300.

### Fate Card

A parking ticket will cost you \$20.

### Fate Card

A fire in your house required your staying in a hotel, but there is a bill of \$75 that the insurance did not cover.

# Japan's Economic Miracle

## Handout B, pg. 3: Economy Cards

### Fate Card

Your dog was hit by a car and needs a cast. Vet bill is \$125.

### Fate Card

Your watch needs a new battery. Cost \$4.95.

### Fate Card

You lost a library book and must pay for it. Cost is \$ 12.

### Fate Card

The cat is sick and needs to go to the vet. Cost \$55.

### Fate Card

A tree in your yard needs to be removed before wind storms cause it to fall. Cost is \$350.

### Fate Card

A hail storm cracked the windshield of the car. The repair will cost you \$100.

### Fate Card

Your couch has finally fallen apart. A new one will cost at least \$500.

### Fate Card

You didn't have time to fix lunch and decide to stop and get something. Cost is \$4.95.

### Fate Card

Your computer's hard drive just crashed. Repairs will cost \$100.

### Fate Card

You need to contribute to the flower fund at work. Cost is \$25.

### Fate Card

A child put a sticky video into the VCR. Cleaning will cost \$50.

### Fate Card

The social committee at work needs \$15 from you.

### Fate Card

The washing machine needs repairing. Repairs will cost \$75. But, while you wait for the parts, you go to the laundromat which costs an additional \$12.

### Fate Card

You owe \$235 to the state for income taxes.

# Japan's Economic Miracle

## Handout B, pg. 4: Economy Cards

### Fate Card

You overexerted yourself while jogging and needed to buy some medical supplies to wrap your leg and to relieve the pain. Cost \$25.

### Fate Card

A family member was locked out of the house and broke a window to get in. The cost of the window repair is \$35.

### Fate Card

You need to mail some packages for a volunteer organization. The postage is \$10.

### Fate Card

The cable installation cost \$35.

### Fate Card

Your best friend needs something to cheer him/her up after surgery. A box of candy and balloons cost \$10.

### Fate Card

You need required clothing for work, which cost \$50.

### Event Card

Self-defense lessons for a family member will cost \$45.

### Event Card

Your family reunion is next week. To go will cost \$50 for gas, \$5 per person for food on the trip, and \$10 for the potluck dish you are taking.

### Event Card

Your photographs from your vacation will cost \$20 to develop.

### Event Card

While on vacation, the house sitter made several long distance calls which cost \$38.75.

### Event Card

You decide to take the family to a play at the theater. Tickets are \$12 each.

### Event Card

The car needs a tune up. Cost is \$150.

### Event Card

You are taking someone to dinner that you are trying to impress. Dinner will cost \$50 per person.

### Event Card

You decide to take the family to the movies. Tickets are \$4 each for the matinee or \$6 each for a evening showing. Popcorn and drinks will cost another \$5 each.

# Japan's Economic Miracle

## Handout B, pg. 5: Economy Cards

### Event Card

You need a good haircut. It will cost \$15.

### Event Card

A member of your family is going skiing over the week-end. The trip will cost \$150 per person.

### Event Card

Your leather gloves need replaced. Cost \$20.

### Event Card

You need to buy writing paper and envelopes plus stamps. Cost will be \$10.

### Event Card

The dog needs his shots which cost \$35.

### Event Card

There's a birthday in the family. The cake is \$10, dinner is \$8 per person, the family gifts are \$70.

### Event Card

A good friend is having a baby shower for a relative. Shower gift, with card and wrapping is \$28.76.

### Event Card

You win a poetry contest. Your new clothes for the acceptance award banquet cost \$50 and the dinner is \$25 each.

### Event Card

You want to go to the ball game. Tickets cost \$5 each.

### Event Card

You are going to the school carnival. The cost will be \$5 per child.

### Event Card

Friends have invited you to go to dinner after work with them. Cost will be about \$20.

### Event Card

You plan to go to an ice show. Tickets are \$7 each.

### Event Card

Your family has won a free vacation in Mexico, but you must pay to get there. By car the trip will probably be about \$200, but it will take 3 days. If you fly, it will cost about \$200 per person.

### Event Card

You are planning to go to the drive-in movie. Tickets cost \$6 each for anyone over 12.

# Japan's Economic Miracle

## Handout B, pg. 6: Economy Cards

### Event Card

Tickets to your niece's recital cost \$3 each.

### Event Card

A week-end of boating and water skiing will cost about \$150 each.

### Event Card

Tickets for the rides at the Tomato Festival cost \$10 each for all night. Who's riding?

### Sale Card

There is a coat sale. Coats are half-priced. The one you like is now only \$50.

### Event Card

You and your family would like to go to an amusement park. Tickets, food, and gas will probably come to about \$75 each.

### Sale Card

There is a cookie sale. Each box is only \$2.50.

### Event Card

You are going to the museum. Cost will be about \$12 each.

### Sale Card

A special car wash is only \$5 per car for one day only.

### Event Card

You are planning a trip to Lake Erie for the week-end. The trip will probably cost about \$120 each.

### Sale Card

Pizza is \$5 off each large.

### Event Card

You are going to a concert which will cost about \$50 each.

### Sale Card

There is a great sale on your vitamins. They're half price, only \$10 each now.

### Event Card

A camping trip in one of the state parks would be great. To rent a cabin and get supplies will cost about \$150.

### Sale Card

New boots are on sale for only \$30.

# Japan's Economic Miracle

## Handout B, pg. 7: Economy Cards

### Sale Card

Sweaters are on sale at 20% off. Each one is only \$18 now.

### Sale Card

You have a \$5 off coupon for each 2 diners at your favorite restaurant.

### Sale Card

Blankets are now \$15 each. How many will you buy?

### Sale Card

There is a special \$20 off sale for the physical fitness club that you were planning to join. Membership is now only \$80.

### Sale Card

Computer software disks are on sale for \$8.88 each.

### Sale Card

Some wallpaper that you have been wanting to buy is 10% off. So, instead of \$50, it only costs \$45 now.

### Sale Card

Video cameras are selling for \$100.

### Sale Card

At a yard sale, you see an old record player for only \$2.

### Sale Card

DVD players are selling for \$99 each.

### Sale Card

A shirt that you like is marked down to \$25.

### Sale Card

The newest Harry Potter book is on sale for \$12!

### Sale Card

Shoes are now buy one pair and get the second pair for half off. Each pair is about \$20, regularly.

### Sale Card

Swimming suits are reduced 25%. The one you want will be \$25 now.

### Sale Card

There is special paint sale of only \$5 per gallon, but you need 3 gallons.

## Japan's Economic Miracle

### Handout B, pg. 8: Economy Cards

**Sale Card**

Candy bars are on sale for 4 for \$1!

**Sale Card**

Today there is a special on haircuts, only \$3 each.

**Sale Card**

New watches are on sale for \$30.

**Sale Card**

There is a special on donuts after 3 PM, only \$2 per dozen.

**Sale Card**

Shampoo and other hair products are on sale for only \$5 each.

**Sale Card**

At a fast food restaurant the sale is 5 sandwiches for \$5.

**Sale Card**

Grocery sales reduce your grocery bill \$30.

**Sale Card**

There is a special sale on glassware with a Disney design for only \$1.99 each.

**Sale Card**

You can get \$5 off your gasoline this week.

**Sale Card**

At a flower sale plants for outdoors are selling for \$3 each.



# Japan's Economic Miracle

## Handout C, pg. 1: Household Expenses

### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP A	Family of 4
Father, teacher	\$39,800
Mother, financial advisor	45,350
Girl, 8 and Boy, 10	
Total income	\$85,150

Monthly Income:..... \$7,095.83

### Monthly Expenses:

Housing.....1,550	Daily travel
Food	Gasoline, Oil, etc.....165
Groceries.....420	Car Maintenance.....55
Utilities	Car Payments.....1,568
Electricity.....80	Insurance
Gas.....75	Life.....60
Water.....35	Health.....48
Cable.....45	Car.....112
Telephone.....125	Work.....110
Taxes	House.....45
Income.....1417	Retirement Fund.....400
Real estate.....320	

## Japan's Economic Miracle

### Handout C, pg. 2: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP B		Family of 3:
Father, safety engineer		\$41,000
Mother, sales		21,000
Boy, 16		
Total income		\$62,000

Monthly Income:..... \$5,166.67

#### Monthly Expenses:

Housing.....1,192	Daily travel
Food	Gasoline, Oil, etc.....135
Groceries.....400	Car Maintenance.....75
Utilities	Car Payments.....954
Electricity.....90	Insurance
Gas.....35	Life.....30
Water.....35	Health.....38
Cable.....45	Car.....252
Telephone.....60	Work.....70
Taxes	House.....25
Income.....983	Retirement Fund.....150
Real estate.....195	

## Japan's Economic Miracle

### Handout C, pg. 3: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP C	Family of 2:
Father, truck driver	\$26,800
Mother, bank teller	25,900
Total income	\$52,700

Monthly Income:..... \$4,391.67

#### Monthly Expenses:

Housing.....792	Daily travel
Food	Gasoline, Oil, etc.....135
Groceries.....375	Car Maintenance.....20
Utilities	Car Payments.....875
Electricity.....80	Insurance
Gas.....0	Life.....80
Water.....30	Health.....45
Cable.....30	Car.....110
Telephone.....100	Work.....70
Taxes	House.....35
Income.....958	Retirement Fund.....200
Real estate.....155	

## Japan's Economic Miracle

### Handout C, pg. 4: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP D	Family of 2:
Mother, shop owner	\$45,700
Girl, 9	
Total income	\$45,700

Monthly Income:..... \$3,808.33

#### Monthly Expenses:

Housing.....592	Daily travel
Food	Gasoline, Oil, etc.....55
Groceries.....275	Car Maintenance.....15
Utilities	Car Payments.....355
Electricity.....180	Insurance
Gas.....30	Life.....35
Water.....25	Health.....55
Cable.....30	Car.....60
Telephone.....160	Work.....25
Taxes	House.....25
Income.....750	Retirement Fund.....200
Real estate.....155	

## Japan's Economic Miracle

### Handout C, pg. 5: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

#### Household GROUP E

#### Family of 5:

Father, police officer \$29,400  
Mother, intern architect 26,000  
Girl, 12 and Boys, 3 & 8  
Total income \$55,400

**Monthly Income:..... \$4,616.67**

#### Monthly Expenses:

Housing.....908	Daily travel
Food	Gasoline, Oil, etc.....135
Groceries.....600	Car Maintenance.....20
Utilities	Car Payments.....475
Electricity.....120	Insurance
Gas.....60	Life.....80
Water.....50	Health.....45
Cable.....60	Car.....90
Telephone.....100	Work.....60
Taxes	House.....45
Income.....992	Retirement Fund.....300
Real estate.....190	

## Japan's Economic Miracle

### Handout C, pg. 6: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP F	Family of 2:
Father, fireman	\$35,250
Boy, 5	
Total income	\$35,250

Monthly Income:..... \$ 2937.5

#### Monthly Expenses:

Housing.....492	Daily travel
Food	Gasoline, Oil, etc.....105
Groceries.....235	Car Maintenance.....15
Utilities	Car Payments.....375
Electricity.....50	Insurance
Gas.....0	Life.....80
Water.....20	Health.....45
Cable.....30	Car.....60
Telephone.....50	Work.....70
Taxes	House.....35
Income.....583	Retirement Fund.....300
Real estate.....150	

## Japan's Economic Miracle

### Handout C, pg. 7: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

<b>Household GROUP G</b>	Family of 8:
Father, store owner	\$65,000
Mother, secretary	25,350
Girls:5, 12, 14, 18 and Boys:twins 8	
Total income	\$90,350

**Monthly Income:..... \$ 7529.17**

#### Monthly Expenses:

Housing.....1,682	Daily travel
Food	Gasoline, Oil, etc.....235
Groceries.....925	Car Maintenance.....60
Utilities	Car Payments.....975
Electricity.....250	Insurance
Gas.....100	Life.....220
Water.....75	Health.....45
Cable.....90	Car.....200
Telephone.....125	Work.....215
Taxes	House.....65
Income.....1300	Retirement Fund.....250
Real estate.....225	

## Japan's Economic Miracle

### Handout C, pg. 8: Household Expenses

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP H                      Family of 2:  
Mother, civil engineer    \$43,280  
Girl, 12  
Total income                      \$43,280

Monthly Income:..... \$ 3606.67

#### Monthly Expenses:

Housing.....892	Daily travel
Food	Gasoline, Oil, etc.....105
Groceries.....315	Car Maintenance.....20
Utilities	Car Payments.....475
Electricity.....80	Insurance
Gas.....0	Life.....40
Water.....30	Health.....35
Cable.....30	Car.....60
Telephone.....100	Work.....40
Taxes	House.....45
Income.....708	Retirement Fund.....250
Real Estate.....135	

#### Directions

1. Use the amounts listed below in your budget and total the monthly expenses.



## Japan's Economic Miracle

### Handout C, pg. 9: Household Expenses

2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP I	Family of 6:
	Father, doctor      \$275,500
	Mother, housewife
	Girls, 8, 12, 16 and Boy, 10
	Total income      \$275,500

Monthly Income:..... \$22,958.33

#### Monthly Expenses:

Housing.....2,695	Daily travel
Food	Gasoline, Oil, etc.....535
Groceries.....1,395	Car Maintenance.....200
Utilities	Car Payments.....2,275
Electricity.....380	Insurance
Gas.....250	Life.....2,320
Water.....750	Health.....360
Cable.....290	Car.....450
Telephone.....525	Work.....3,500
Taxes	House.....238
Income.....1,958	Retirement Fund.....1,550
Real estate.....450	

## Japan's Economic Miracle

### Handout C, pg. 10: Household Expenses

Directions

1. Use the amounts listed below in your budget and total the monthly expenses.
2. Add other monthly expenses. Think about the needs of this family. Remember clothes, dance lessons, movies, ball games, refreshments, going out to eat, etc. Try to be realistic about what prices would be for a month. For example, you probably won't need to buy shoes every month, but you could use a credit card and then make monthly payments, but be sure to add a monthly charge by the credit card company.
3. Add up all your expenses.
4. Do not go over your monthly income! If your expenses are greater than your income, you will need to cut back on something.
5. Strive for a budget that has some money saved each month.

Household GROUP J

Family of 2:

Grandmother, teacher \$51,285

Boy, 10

Total income \$51,285

Monthly Income:..... \$ 4,273.75

#### Monthly Expenses:

Housing.....992

Food

Groceries.....305

Utilities

Electricity.....75

Gas.....35

Water.....30

Cable.....30

Telephone.....80

Taxes

Income.....853

Real estate.....165

Daily travel

Gasoline, Oil, etc.....85

Car Maintenance.....20

Car Payments.....275

Insurance

Life.....40

Health.....45

Car.....50

Work.....43

House.....52

Retirement Fund.....350

# Japan's Economic Miracle

## Handout D: Budget Sheet

Monthly Income: \_\_\_\_\_

### Monthly Expenses:

	A		B
Housing	_____	Savings	_____
Food		Recreation	
Groceries	_____	Clubs	_____
Eating Out	_____	Team fees	_____
School	_____	Lessons	_____
Business	_____	Tickets	_____
Other	_____	Other	_____
Utilities		Daily travel	
Electricity	_____	Gas, etc.	_____
Gas	_____	Car Checkups	_____
Water	_____	Car Payment	_____
Cable	_____	Other	_____
Telephone	_____	Taxes	
Insurance		Income	_____
Life	_____	Real estate	_____
Health	_____	Entertainment (list)	
Car	_____	_____	
Work	_____	_____	
Security	_____	Miscellaneous (list)	
Other	_____	_____	
Clothing	_____	_____	
Household goods	_____	_____	
Health Needs		Lawn Care (list)	
Doctors	_____	_____	Medicines
_____	Credit Cards	_____	
Equipment	_____	_____	
Retirement Funds	_____		
<b>Total Expenses A</b>	_____	<b>Total Expenses B</b>	_____
	<b>Total Expenses A</b>	_____	
+	<b>Total Expenses B</b>	_____	
	<b>Total Monthly Expenses</b>	_____	

## Japan's Economic Miracle

### Activities:

#### Part One: How Japan's Culture Helped its Economic Recovery

##### Lesson 3: Surplus of well-educated workers

Requires 30-40 minutes

### Materials:

- Get a Job! Worksheet (Handout E)

### TO BE USED WITH STUDENTS:

Setting the problem: You are starting a business and need to hire some employees. What kind of employees would you like to hire? How important is the level of education? Or, experience? Age? What combination of these three would make the ideal employee? Why?

1. **Class discussion:** Let the class discuss and give opinions about the possible answers. Then, ask them to consider which two are most important? Would the type of job make a difference? When? What if the job training could be done easily so that experience was not such a factor. What would be the best ages and level of education?
2. **Get a Job!** worksheet. In small groups or with a partner, students should try to decide the attributes of the ideal employee.
3. **Class discussion and debriefing:** Compare ideas of the attributes of the ideal employee, especially for a beginning company.

*In Japan after the war, there were many young adults who had finished high school and ready to find jobs in the cities. Because the Japanese educational system has always been highly respected and successful, these young men and women were well-educated. How did this help the companies develop economically?*

4. **Part One debriefing:** Share the following essential question and subquestions for part one with the students. See if they can determine the three given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

#### From Essential Questions:

##### **1. How did Japan's culture nourish the economic growth?**

*What did Japan already have that would boost economic growth? What helps if you are trying to get a job? a car or house? How does working together for a common goal help?*

## Japan's Economic Miracle

(Surplus funds for investment, Importance of the goals of the group over the individual, Surplus of well-educated workers)

## Japan's Economic Miracle

### Handout E: Get a Job!

1. If you were starting a business, what kind of employees would you like to hire?
2. Are there any real advantages or disadvantages in any of the following groups? What are they? Would the type of job make a difference? When? Try to choose one from each group.
  - A. Young adults (just out of high school) or older adults (middle-aged) Why?
  - B. Experienced or inexperienced? Why?
  - C. Well-educated, average, or poorly educated? Why?
3. Now that you have chosen one from each group, what combination make the ideal employee?
4. But we do not live in an ideal world and if you had to narrow to a combination of only two, which two are most important? Why?
5. What if the job training could be done easily so that experience was not such a factor. What would be the best ages and level of education?
6. Suppose there was a surplus of young, well-educated adults. How could this affect your selection of employees?

# Japan's Economic Miracle

## Part Two: Factors due to Governmental Policies

**Lesson 4: Low military expenses**

**Lesson 5: State-assisted capitalism**

**Lesson 6: Stable political situation**

## FOR INSTRUCTORS ONLY

### **Background Information**

#### ***Part 2. What part did Japan's government play?***

##### **State-assisted capitalism (Industrialized, not westernized in late 1800s)**

After Matthew Perry opened Japan's doors to the world in 1853-54, Japan immediately began playing "catch up" because there were so many discoveries/inventions for them to learn about, but they remained Japanese in their approach.

The Meiji Restoration, Japan's new political leadership in the early 1870s, chose to adopt a government-directed capitalism where the government has a great influence over what is produced and provides the needed capital to those companies. The view is that the economy should serve the nation, not the individual. Free trade is often considered harmful.

This is in contrast to the western idea of free entrepreneurship where the individual/company determines what is produced and seek their own means of financing. With the American capitalism model, the market is the chief determinant of what products are produced. Free trade is highly desirable with banks, the stock market, or private sectors providing capital. Economy serves the individual/company primarily, the nation as a result.

The Japanese were accustomed to allowing their leaders to take control. When the leaders realized their mistakes of having Japan closed to the world, they needed to make many changes, but one great change was not going to be that of giving up leadership power, even economically.

Today, that leadership power is contained within the national government, especially in the National Diet, which is the lawmaking body, and the Prime Minister, who is a member of the Diet and elected by the Diet.

##### **Stable political situation**

The Liberal Democratic Party was continually elected by the voters which gave a political stability that other countries did not enjoy. This helped allow the government to keep that control of determining the economic policies of the nation.

## Japan's Economic Miracle

### **Low military expenses**

Because of Japan's defeat in World War II, there was a sweeping decrease in their military programs. Japan's national defense program became rudimentary as the American armed services set up bases in Japan. In the United States, a large portion of the budget is allocated to the armed services which cannot be used for other programs. In Japan, without great military expenses, the budget had many funds available for other uses, such as company financing.



## Japan's Economic Miracle

### Activities:

#### Part Two: Factors due to Governmental Policies

##### Lesson 4: Low military expenses

Requires 20-30 minutes

### Materials:

Copies of federal budget from Internet (5 largest expenditures) - one per group

### TO BE USED WITH STUDENTS:

**Setting the problem:** Where does the government get its money? For what programs and projects is the money used?

If you were starting a business, where could you get some financial help? How could the national government help? Where does the government get its money? What is the money spent on?

1. **Class discussion** on government budgets. What are taxes? What kinds of taxes are there? Who must pay them? For what kinds of programs and projects does our national government spend money? We are going to take a closer look at our national spending.
2. **Group Work** with students given copies of The Federal Budget, 1995-2002. (See The Federal Budget, 1995-2002, or go to *infoplease.com*, business and finance, economy, US economy and the Federal Budget.) What are the main parts? Under *Outlays by function*, have them locate the five largest expenses in the budget.
3. **Small groups discussions** of the following questions: What would happen if one of these were decreased by 75%? In what other areas could that money be used? *After World War II, Japan's military forces were greatly reduced.* The country was trying to rebuild itself after the war. What could the government do now that money was available in banks from private savings and without military expenses in the national budget? (This made it possible for the government to have more funds available for other projects.)

## Japan's Economic Miracle

### Activities:

#### Part Two: Factors due to Governmental Policies

##### Lesson 5: State-assisted capitalism

Requires 20-30 minutes

### Materials:

- Rate Game worksheet (Worksheet F)
- Calculators--optional

### TO BE USED WITH STUDENTS:

**Setting the problem:** If you were starting a business, where could you get some financial help? How could the national government help?

1. **Class discussion** Allow groups to respond to the previous questions. Does our government sometimes do this? (grants, etc.)
2. **The Rate Game** With partners have students, try to figure out the interest rates and the total amount to be paid back.
3. **Class discussion** Besides offering loans, how could the government help? What if the government would let you have a low interest loan?

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## Handout F

Name\_\_\_\_\_

### The Rate Game

You would like to buy a Video game which costs \$125. You only have \$25.00, but you can borrow the rest of the money from the Friendly Savings and Loan Co.

What if you only borrow \$100,  
which interest rate would be best? Show how much better. Remember when multiplying by percentages, you must change each to a decimal, with each percentage worth one hundredth of a whole. For example, 1% = .01, 10% = .10 and so on.

	1%	5%	10%
Interest would be:	<u>          </u>	<u>          </u>	<u>          </u>
Plus the money borrowed	<u>+100</u>	<u>+100</u>	<u>+100</u>
Total to pay back			

What if the amount of a loan was \$1000? \$5000?  
which interest rate would be best?

	1%	5%	10%
Interest would be:	<u>          </u>	<u>          </u>	<u>          </u>
Plus the money borrowed	<u>+1000</u>	<u>+1000</u>	<u>+1000</u>
Total to pay back			

	1%	5%	10%
Interest would be:	<u>          </u>	<u>          </u>	<u>          </u>
Plus the money borrowed	<u>+5000</u>	<u>+5000</u>	<u>+5000</u>
Total to pay back			

## Japan's Economic Miracle

### Activities:

#### Part Two: Factors due to Governmental Policies

##### Lesson 6: Stable political situation

Requires 2-3 hours

### Materials:

- Who's the Leader Now? assignment sheets (Cut apart New-Leader sheets) (Handout G)
- Pocket folders - two (or one for each group)

### TO BE USED WITH STUDENTS:

**Setting the problem:** What happens when the leader of a group stays there for a long time? What happens if the leader is changed quite often? We know that a good leader can make a big difference, but can the length of time also make a difference?

#### 1. *Who's the Leader Now?*

- A. Discuss the qualities that make a good leader and a bad leader.
- B. Divide the class into two groups. (Depending upon class size, there may be multiple groups with an even number of One-Leader/New-Leader groups.)
- C. There will be 5 20-minute rounds with a performance by each group of a 1-2 minute commercial, following the last round. (If a group is not finished, just ask them to share what they do have.)

#### **Directions:**

- A. Leaders may be chosen by the groups or by the teacher.
- B. In One-Leader Group there will be one leader throughout the game.
- C. In New-Leader Group there will be a new leader each round.
- D. Each group should be separated so that they cannot overhear one another easily or cautioned to work quietly so that company spies will not get their ideas.
- E. Give each group leader the appropriate Assignment Sheets in a folder. The One-Leader Group gets all five rounds on Round 1, but the Different-Leader Group gets only one round at a time. All assignment sheets should be kept in the group folder.
- F. Each round a new leader must be named just before the Round begins for the New-Leader Group.

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G. Following Round 5, each group should make their group presentations.

H. Debriefing. Did both groups finish the work in each round in about the same amount of time? Was one usually finished first? Why? What were the advantages and disadvantages to having the same leader each time? ... a different leader each time? The reason for having the new leader keep making at least one change is that usually a new leader will make some changes in the way things are done. Ideally, with the same leader there should be continuity because he/she knows what has been done and what is expected to get done along with how. (If there are more than just the 2 groups, the students may see how the effectiveness of the leader plays a role.)

2. **Part Two debriefing:** Share the following essential question and subquestions for part two with the students. See if they can determine the three given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

### From Essential Questions:

#### **2. What part did Japan's government play?**

*How did the Japan's federal budget help this growth? What kinds of things did Japan's federal government do that helped economic growth? How did a stable leadership enable continuity?*

(Low military spending, Stable political situation, State-assisted capitalism)

## Japan's Economic Miracle

Handout G, pg. 1

New-Leader Group (changed each time): \_\_\_\_\_ (Leader's Name)

Who's the Leader Now?

Round 1 Assignment Sheet

**Assignment for Round 1:** The group will be creating 5 new uses for pine cones with explanations and illustrations. Decide how these will be displayed.

Make sure your group gets the following done in this 20 minute round:

- (1) Read the assignment to the group.
- (2) Have the group brainstorm new uses for pine cones for several minutes, recording all ideas.
- (3) **You** (the leader) should select the 5 most creative ones.
- (4) Divide the group into 5 smaller groups with each group handling a different creative pine cone usage. Each group should write an explanation and make an illustration for their pine cone use.
- (5) Collect all work and put in the folder to give to the teacher.

## Japan's Economic Miracle

Handout G, pg. 2

**New-Leader Group (changed each time):\_\_\_\_\_ (Leader's Name)**  
**Who's the Leader Now? Round 2 Assignment Sheet**

**Assignment for Round 2:** The group will be creating 5 advertisements for magazines for their new uses for pine cones.

Make sure your group gets the following done in this 20 minute round:

- (1) Review the 5 creative uses along with the whole list of ideas. Discard one that you feel is not as good as another idea and substitute it with another or one of your own.
- (2) Take the 4 explanations and illustrations from Round 1 and give each one to a different group today. [Make sure the new substituted idea goes to the group which has the discarded one.]
- (3) Each group is to make a magazine ad for their pine cone use. [Note: The new substituted use must be explained and illustrated as well as have a magazine ad made for it.]
- (4) Collect all work and put in folder to give to teacher.

## Japan's Economic Miracle

Handout G, pg. 3

New-Leader Group (changed each time): \_\_\_\_\_ (Leader's Name)

Who's the Leader Now?

Round 3 Assignment Sheet

**Assignment for Round 3:** The group will be creating a TV commercial which will include all 5 new uses for pine cones. Songs, jingles, skits, catchy phrases and/or pictures may be used.

Make sure your group gets the following done in this 20 minute round:

- (1) Review the 5 creative uses, discarding one that you feel is not as good as another idea and substituting it with another.
- (2) Read the assignment to the group.
- (3) Have the groups from yesterday change into new groups.
- (4) Assign a different part to each group: Group A-should write a jingle for their use, Group B-a skit, Group C-a song, Group D-scenery, and Group E-organize all parts with a catchy phrase. [Note: If you discarded one of the uses, then the new use must be explained, illustrated, and have a magazine ad made for it, too so you will need a 6th group.]
- (5) Collect all work and put in the folder to give to the teacher.



## Japan's Economic Miracle

Handout G, pg. 4

New-Leader Group (changed each time): \_\_\_\_\_ (Leader's Name)  
Who's the Leader Now? Round 4 Assignment Sheet

**Assignment for Round 4:** The group will be completing and rehearsing the TV commercial.

Make sure your group gets the following done in this 20 minute round:

- (1) Check progress of assignments from Round 3, making any changes that you think are needed, especially change any members of groups or assignments as you see fit. **You** are the **leader now!**
- (2) Have TV commercial rehearsals until it is smoothly done.
- (3) Collect all work for folder and hand in.

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Handout G, pg. 5

**New-Leader Group (changed each time):\_\_\_\_\_ (Leader's Name)**  
**Who's the Leader Now? Round 5 Assignment Sheet**

**Assignment for Round 5:** The group will be presenting their 5 creative uses for pine cones with 5 magazine ads and one TV commercial.

Make sure your group gets the following done in this 20 minute round:

- (1) Distribute magazine ads to be made into a display by one group.
- (2) Rehearsal so your group is ready to perform TV commercial.
- (3) Hand in all work with folder to teacher.

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Handout G, pg. 6

One Leader Group: \_\_\_\_\_ (Leader's Name  
Who's the Leader Now?  
Assignment Sheet

### Round One

Assignments: **The group will be creating new uses for pine cones as well as 5 advertisements for magazines and one inclusive commercial for TV.**

**Songs, jingles, skits, catchy phrases and/or pictures may be used.**

Each round is 20 minutes long and should basically cover the following:

**Round 1:** The group will be creating 5 new uses for pine cones with explanations and illustrations. Decide how these will be displayed.

**Round 2:** The group will be creating 5 advertisements for magazines (and later one TV commercial) for their new uses for pine cones.

**Round 3:** The group will be creating a TV commercial which will include all 5 new uses for pine cones. Songs, jingles, skits, catchy phrases and/or pictures may be used.

**Round 4:** The group will be completing and rehearsing the TV commercial and final presentation.

**Round 5:** The group will be presenting their 5 creative uses for pine cones with 5 magazine ads and one TV commercial.

Make sure your group gets the following done in this 20 minute round:

(1) Read the Round 1-5 assignments above to the group so that they know what is coming. (Keep Assignments 2-5 quiet as the other group will not know in advance what the coming assignments are.)

(2) Have the group brainstorm new uses for pine cones for about 5-10 minutes and select the 5 most creative ones.

(3) Decide how these 5 uses should be made for presentation.

(4) Decide groups and jobs by discussing with your group how the work should be divided among them. You may divide the group into smaller groups with each group doing a different job (like one group is in charge of writing) **or** each group might be responsible for one pine cone use, such as writing explanations and illustrating that usage **or** some other way. You could even have groups be-

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gin the magazine ads or the TV commercial.

(5) Groups should begin work to show their creative uses of pine cones with explanations and illustrations, etc. (If separate groups are working on the ads and commercial, they may start also.)

(6) Collect all work and put in the folder to give to the teacher.

### Round Two

Remember: Your group should have 5 creative uses for pine cones, each with an explanation, an illustration and a magazine ad as well as one TV commercial about all 5 pine cone uses.

(1) Read the reminder to the group.

(2) Make sure your group has decided who will be doing the magazine ads and the TV commercial.

(3) Continue work.

(4) Collect all work and put in folder to give to teacher.

### Round Three

(1) The magazine ads need to put into a display, such as on a poster.

(2) Make sure that work on the TV commercial is in progress by today.

(3) Decisions about who will do what in the TV commercial need to be made.

Anyone from the entire group may be in the commercial. Remember commercials are only 1-2 minutes long!

(4) Decisions about a spokesperson for the entire presentation should be made.

(5) Encourage anyone who will be in the commercial to be ready for rehearsals tomorrow by making sure anything else that they are working on is completed.

(6) Collect all work and put in folder to give to teacher.

### Round Four

(1) Have TV commercial rehearsals (several) until it is smoothly done.

(2) Rehearse the entire presentation.

(3) Collect all work for folder for the teacher.

### Round Five

(1) Finish all work and rehearsal.

(2) Be ready to perform TV commercial.

(3) Hand in all work with folder to teacher.

# Japan's Economic Miracle

## Part Three: Factors due to Company Procedures

**Lesson 7: Industrial Relations**

**Lesson 8: Competition and entrepreneurship**

**Lesson 9: Shift of types of products made**

## FOR INSTRUCTORS ONLY

### **Background Information**

#### ***Part 3. What did companies do to affect change?***

##### **Industrial Relations**

The major Japanese industries have traditionally employed people for life. This instills dedication to that company. (With company failures and perhaps, changing times, this lifelong employment may now be changing with employees leaving a company and joining another.)

##### **Competition and entrepreneurship**

The domestic competition of entrepreneurs in electronics, cars, and motorcycles was great. Those that had success were able to establish powerful companies that entered the exporting arena and greatly contributed to Japan's economy.

One aspect of competition is that it can provide an invigorating desire to be the best. With companies all trying to outdo one another, the quality of service and products goes up.

##### **Shift of types of products made**

Right after the war, Americans encouraged the Japanese to produce cheap products to export. These cheap products did open the door to Japanese trade. Being cheap products, it was difficult for more industrial nations to duplicate the items at the same cost because of wage and hour standards already in place.

But, it gave the Japanese exports a bad reputation. Most Japanese would not even consider buying the items. There was not much pride associated with these cheap things. The Japanese needed to make products that they were proud of and which even Japanese would like to buy. Therefore, there was a shift towards making products of higher quality that people at home in Japan as well as abroad would want.

The Japanese became masters at improving other products, especially those involving technology. In a couple decades, they had turned the world's opinion around. No longer were Japanese products cheap and inferior, but of high quality and superior.

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Much of the success of generating high quality products came from the Japan's willingness to try other ways of doing business and embracing a plan by W.E. Demming, an American.

### **W. E. Demming's Top Quality Theory**

Total Quality Management (TQM) is the fastest growing management theory today. Basically, it provides a set of principles to achieve productivity and quality in managing the company while is also boosts self-esteem and morale. W. Edwards Demming, an industrial engineer, developed the theory after investigating problems in quality control.

When he presented the theory to American managers, it was basically ignored as the Americans were satisfied with the status quo. However, after World War II, Demming was sent to Japan by the Bureau of Census to help the post-war Japanese government. He met with the Japan Union of Scientists and Engineers to discuss concerns about poor quality. When he met with top executives with his theory, the Japanese managers listened and applied his ideas to entire companies.

The Japanese established an all-industry competition for the most comprehensive and effective applications of the theory. The prize is named after W. Edwards Demming. This award is still being given each year today. As a result, some of the highest quality products today are produced by the Japanese. Now American companies are beginning to use TQM.

### **Brief Summary of Major TQM Principles**

1. **Improve productivity and service systems constantly by increasing the quality of production.** To reduce the cost of defective products or poor equipment, use the best equipment possible with properly trained employees. The results are the amount of sold products is increased and the cost of waste products goes down.
2. **Increase the consistency of products.** This allows the company to focus on the problem areas so that they can be corrected.
3. **The reason for supervision is to help employees and technology work better.** The manager needs to see what can help the employee in producing quality products. This means that the manager needs to have input from the employees.
4. **Departmental barriers should be eliminated while emphasizing the teams which represent different areas.** An open door policy for all management with a team structure of employees is created. In fact, often a manager's office does not exist, but actually a desk in the midst of the employees so that

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employees and managers are free to mingle and trust one another.

5. **Provide on-going training and education programs.** This helps insure that employees are using equipment properly or understanding company policies and procedures.

6. **Eliminate individual work-performance ratings, individual quotas or other quantitative goals in the production and service areas.** Allowing the employees to set the speed of production allows the employees to concentrate on quality instead. When employees are not rated against each other, but rather as a team, then they can determine ways of helping each other.

7. **Realize that most of quality and production problems are due to technology, not the employee.** An employee can only produce within the confines of the equipment and their training. Proper training and equipment will lead to higher quality production.

### Activities:

#### Part Three: Factors due to Company Procedures

##### Lesson 7: Industrial Relations

Requires 20-30 minutes

### Materials:

- Paper and pencils

### TO BE USED WITH STUDENTS:

**Setting the problem:** You belong to a soccer team along with your friends. You have been a member of this team for the last two years with the same coaches. There are a few new team members each year as one or two leave, but for the most part the team stays much the same. Of course, as various team members gain experience they may change positions.

**Class discussion** How does having the same team members and coaches help the team? What are the disadvantages? Would it be better to have new members constantly coming and going? Why or why not? Do you have a sense of loyalty to this team?

This is basically the way Japanese companies have been run, with the same basic people working in one company until they retire from working.

**Continuing the problem:** Now let's add just one more part. Besides, being on the team, each player is in various groups so that they can learn different skills in their positions. Since you have been there two years, those members who

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are new and who are learning to play your position are your responsibility. If they make mistakes, it's your fault, but if they do something well, you get credit for it. The team members who have been there 3 or 4 years are responsible for you, and they get either blamed or credit for your work too. Of course, the coaches are responsible for them, and the soccer director is responsible for them and so on.

**Class discussion** How does it feel to be responsible for others and having others responsible for you? Would this system make each person try harder so that they would not be making someone else look bad? What other advantages might there be? What are some disadvantages? What about loyalty? In Japanese companies, they often do have this system of having responsibility for those under them.

**Continuing the problem:** Now let's take a look at another situation. What would the team be like if every month, 3-4 members would switch teams? What would happen to the sense of loyalty? What difficulties would this switching cause? What if one of the coaches also switched teams?

**Class discussion** How would the team feel? What changes would have to be made in the way you practiced? Do you think your position would stay the same? Why or why not? What advantages and disadvantages would there be?

In the USA people are constantly changing jobs for various reasons, often because a better offer is made. Many people do have difficulty in leaving a job even for a better one, mainly due to a sense of loyalty.

**Chart or Venn diagram** Have students either individually or in groups make charts or Venn Diagrams of the two main situations, comparing different ideas. Share charts.

### Activities:

#### Part Three: Factors due to Company Procedures

##### **Lesson 8: Competition and entrepreneurship**

**Requires 1 hour per week**

### Materials:

- Drawing paper, notebook paper and pencils, markers, crayons and/or colored pencils
- Spelling lists



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### TO BE USED WITH STUDENTS

**Setting the problem:** How could we have both quality and quantity? TQM is a management plan which helps companies have both quality and quantity. Because groups can produce more than one person, we can achieve quantity, but by working together as one, we can also have greater quality.

1. **TQM:** Using just one of the main principles will allow students to see how one part of the plan does work. (Using #6 from the preceding list, students can see how when everyone is working for the team, stress is usually lower and quality goes up.)

A. Put students in groups of 4, if possible with even abilities in spelling.

B. Give an appropriate level word list to each group.

C. Together while collaborating as a group, they will **write the words three times, use each word in a sentence, make illustrations** for each word, and **take a spelling test**. Each group should try to be as creative and unique in writing the words/sentences and making the illustrations while each person learns the words. Each person in the group will **not** do all parts because it is a **team approach**. Even during the spelling test, team members may work together to spell the words; however, teams that have little or no collaboration during the test will receive extra credit.

D. Suggest that groups might want to pretest first to see who already knows how to spell which words so that the team can concentrate on completing the assignments and learning the words that each member does not know.

E. **All four assignments are averaged together to make one score, with extra points given for no help doing the test. Each person in the group gets that score.**

2. **Debriefing.** How did it feel to be part of the team? Was the pressure off? Did everyone on the team contribute? Did the group find ways to share the load of learning all the words. Which assignments helped to learn the words best? [We are so used to competing that the experience may be unsettling, especially to those who excel in spelling. But, explain how in other areas, such as translating Russian, the team approach might be one they would really appreciate. ]

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### Activities:

#### Part Three: Factors due to Company Procedures

##### **Lesson 9: Shift of types of products made**

**Requires 20-30 minutes**

### Materials:

- Drawing paper
- Markers, crayons and/or colored pencils

### TO BE USED WITH STUDENTS:

**Setting the problem:** You are in business. Which will make the most profit, quality or quantity? If you make a lot of something to sell, you can sell more. But, if you make something really well, you can sell it for more, but you may not have many to sell.

#### 1. **Quality or quantity?**

A. Select a few students (those with artistic aptitude is best) to be one group with most of the class in another group.

B. Tell the larger group that each person should make as many drawings as possible of a bowl of fruit (or something else), using 2-3 colors. (Here we want quantity. You may even give a quota for each to make, such as 3-5.)

C. Tell the smaller group that each person should make only one drawing, using a great variety of colors, if desired. (Here we want quality.)

D. When most of those making one drawing are done, call time.

E. **Debriefing:** Display art work. What happens if you are the artist? How do you feel about your work? Which would you rather have people remember? How would pricing make a profit either way. How do big supermarkets make profits by selling cheaply? Can they get quality products because of special prices given due to volume? How do exclusive shops make a profit? If you were the store owner which would you prefer? (There will probably be both.)

F. **Back to the Drawing Board:** Have student think of ways to have both quality and quantity. Tell them this is one way it might be done: using a team approach with students, who can draw one part best, only doing that one part with other students doing those things that they do best. Divide the drawing into parts, with coloring and sketching separate. Let the quality surface while producing more than just one person alone.

G. **Debriefing:** How did the team approach work? Did quantity go up for those who had been concerned with quality, but less for those who had been

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trying for quantity? How about quality? Hopefully, quality was better than most before and quantity was better than the few before.

**Part Three debriefing:** Share the following essential question and subquestions for part three with the students. See if they can determine the four given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

### From Essential Questions:

#### **3. What did companies do to affect change?**

*How does having competition with other companies help create better products? How does employee loyalty help? How does having an employee feel that he/she is appreciated help the company? How does pride in one's work help?*

(Industrial Relations /Lifetime employment, Competition and entrepreneurship, Shift of types of products made, E.W. Demming's Top Quality Management Theory)

### Part Four: Factors due to World Happenings

#### **Lesson 10: To Market, to Market**

### FOR INSTRUCTORS ONLY

#### **Background Information**

#### **Part 4. What world happenings also contributed?**

##### **Post-war American occupation**

According to the terms of the peace treaty after World War II, Japan would be under Allied military occupation until it could fulfill certain conditions, such as demilitarization and the development of a peaceful, responsible government. With tensions rising between the USSR and the other Western nations, American occupation forces were left primarily in control, under the command of Gen. Douglas MacArthur.

A new constitution was adopted in 1946. US aid relief began helping the Japanese with food and other necessities as the country struggled to rebuild itself. Policies introduced by Americans, such as the breakup of large business trusts which helped encourage free enterprise and the admission of membership in labor unions which gave workers better job security and higher wages, helped provide stability and economic growth.

## Japan's Economic Miracle

### Korean War

On June 25, 1950, North Korea invaded South Korea. The United States decided to help South Korea. The US troops needed many supplies which the USA thought would be easier to get from Japan, since it is so close to Korea. Many Japanese factories had been idle after World War II ended in 1945. There was a great number of young, well-educated Japanese workers who were ready to go to the factories. These massive American purchases of goods and services during the Korean War gave great economic boosts to Japan's recovering economy.

### Free world trade boom

In the 1950s Japan signed peace treaties with many Asian countries which energized Asian economic development. World-wide trade dramatically increased which gave Japan even more favorable export opportunities.

In the 1980s many Japanese companies invested heavily in other countries. Japan developed a great trade surplus as their exports greatly outnumbered their imports. This led to Japanese companies establishing factories outside Japan so that their products would no longer need to be exported.

### Activities:

#### Part Four: Factors due to World Happenings

#### **Lesson 10: To Market, to Market!**

**Requires 1 hour**

### Materials:

- Construction paper and markers

### TO BE USED WITH STUDENTS:

**Setting the problem:** If you had a product, where would you sell it? Suppose you have invented a machine that could do someone's homework in their own handwriting and vocabulary. What would happen if you could only sell this machine in your own neighborhood? What if a new housing development were built near your neighborhood? Eventually, where else would you like to sell it? What would happen if other countries wanted to buy the machines? How does this affect your company?

1. **Class Discussion** about the above problem.
2. **To Market, to Market Game**
  - A. Divide students into 10 groups.

## Japan's Economic Miracle

B. Each group should think of a product and then make product cards. Two groups should be the military and will not be trading; they should make money.

C. Assign each group a designated area in the room. In the beginning of the game, the two military groups should be outside the group, tell them they're on the other side of the world. They may just increase their money supply.

D. The goal of this game is for a group to have at least one card from each other group. Trading or bartering of cards should depend upon the value that the products seem to have to those trading. Only one person should leave their designated area at a time to do the export trading.

E. Groups will experience three types of markets for their products. (1) on a limited basis; (2) with a new market ; and then (3) in an open market.

F. On a limited basis - groups are only allowed to trade with adjacent groups. This simulates trading between neighboring countries.

G. With a new market - groups may also sell to the two military groups, which should now move into the midst of the other groups. (One- two countries could be designated as being occupied and protected by one of the groups which would be mean that military group would give money and goods from other places to it.)

H. In an open market - groups may trade/sell with anyone. (The teacher may now have a product to trade too.) This simulates an open world market.

3. **Debriefing** How did the access to markets affect your ability to trade cards. Were some products worth more than others? How did this affect their being traded? How did the presence of the military affect your businesses? Where do armies get the supplies they need when they go to stay in another country? During a war, armies still need supplies too. What happened finally in the open market? *After World War II, American military occupied Japan and then the Korean War broke out.* Where is Korea in relationship to Japan? How did these two events help Japan's industries prosper? How did increased world trade affect Japan's economy?

4. **Part Four debriefing:** Share the following essential question and subquestions for part four with the students. See if they can determine the three given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

## Japan's Economic Miracle

### From Essential Questions:

**4. What world happenings also contributed?** *How did war in Korea help Japan's factories? What kinds of things did the USA do that helped Japan recover after the war? Why do other countries need or want Japanese products? How do peace treaties with other countries help in exporting and importing?*

(Post-war American occupation, Korean War, Free world trade boom)

### Part Five: Causes of Stagnation

#### Lesson 11: Money and Land Problems

### FOR INSTRUCTORS ONLY

#### Background Information

#### **5. Why did problems arise?**

##### **The Price of Japanese Land**

As the Japanese became more prosperous, they wanted better houses. Japan is a country of mountains and many people. This means that the price of land kept going up as more people wanted to build bigger and better houses.

Land prices continued to rise for over 40 years so that anyone who bought land realized a substantial price gain when it was sold. Many people (private citizens, government officials, business executives, financial investors) became involved in land speculation.

##### **The Value of the Yen**

The value of the yen and dollar was originally fixed at \$1=360 yen after the war. In 1972 the exchange rate was changed from the fixed rate to a floating one. In 1985 because the US felt that the yen was still too cheap, there was a meeting of finance ministers from 5 countries (USA, France, England, Germany, and Japan) who agreed to increase the value of the yen. For the Japanese businessman this was alarming. Something that had cost only \$1.00 to export or produce, could now cost over \$2.00 or more.

##### **The Bursting of the Economic Bubble**

Many companies and individuals had begun borrowing money to take advantage of the speculation of land, stocks, and art works. Most of these loans were secured by land which continued to rise in price.

The government, being concerned with these massive speculative money-making practices, passed a law which critically limited the banks in financing land development. With funding no longer widely available, land and stock

## Japan's Economic Miracle

prices fell sharply. Then, the Bank of Japan raised its interest rate six times during 1989-1990.

With this bursting of the economic bubble, many companies went bankrupt and many private investors lost their money.

### **Government-regulated economy**

With the government controlling what is produced as well as prices, in today's global market the government takes too long to make and/or change decisions. The government had supported many large companies who had trouble keeping up economically with their loans, but their hands were tied as they had to wait for the government to allow them to make necessary changes quickly. Some companies had to close in bankruptcy, but for some even that was not allowed by the government and the government then had to keep them afloat.

### **Lack of Stable Leadership**

In the face of all these financial problems, the political system has had many problems as different factions accuse each other as to the reasons for the problems. As a result, the prime ministership has been rapidly changed many times during the last decade, often within a year of election, as it is the national legislative body who elects the prime minister.

### Activities:

#### Part Five: Causes of Stagnation

#### **Lesson 11: Money and Land Problems**

**Requires 1 hour**

### Materials:

- Paper money (may be made from construction paper, stamped to make it official)
- Construction paper and markers; Paper for loan contracts and deeds

### TO BE USED WITH STUDENTS:

**Setting the problem:** You have the great fortune of being in a country where land prices are going up, and up, and up! If you buy land now, it will just keep increasing in value so that when you sell it, you can make a lot of money! Just take a loan out and buy some land now!

#### **1. Money and Land**

- A. Divide the class into groups of 2-3 each. Each group has a small piece

## Japan's Economic Miracle

of land, a desk.

B. Let each group "borrow" from the First National Teacher's Bank, located at your desk, in order to "buy" up the land in the room. They may borrow with the collateral of the land they own. For example, the land that they now have (a desk) is worth \$5000 at first. They may borrow this amount so that they can make deals with others to buy more land. The interest rate should be quite low, 0.5% perhaps, which would be \$25.

**C. Every five minutes the price of land should go up. Every 10 minutes require that all groups make a loan payment to the bank. The payment should include a small interest charge, making about a \$26 payment.**

D. Once all "land" has been bought, encourage students to get more bank loans and buy land from each other, always at a greater amount than before. Let them know that since their land is now worth more, they can take out loans for more money.

E. At the end of 30 minutes, make the value of the money increase. What cost \$1 before, costs \$2-3 now. How does this affect the value of the land? (The same piece of land will now cost twice as much.)

E. Suddenly in 10 more minutes, raise interest rates on new loans to 5% or 10% or 15% and begin to limit the loans so that borrowing of money is eventually almost nonexistent. Advise students to sell land, cutting prices, if necessary.

F. At first, prices for land should even out with some slight drops in price.

G. Next, land prices should go down drastically.

H. Remember throughout all stages, all groups should be trying to make their loan payments every 10 minutes. If they cannot make their payments, you may give extensions, for a fee. And, you may have to foreclose on some property or stop the game at that point.

**2. Debriefing** What happened when money was available and land was cheaper? What were the results when the value of land kept increasing? Were profits made by any groups? What happened when the money increased in value. What happened when getting loans almost stopped and land prices fell. What could have prevented this loss? Would it have helped if there had been one leader who could have controlled the situation? Would the leader needed to work quickly? Do governments work quickly or do matters need to go from one office to the next in many cases, especially when no one person is in charge?



## Japan's Economic Miracle

3. **Part Five Debriefing** Share the following essential question and subquestions for part five with the students. See if they can determine the five given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

### From Essential Questions:

**5. Why did problems arise?** *What is supply and demand? How can there be a supply and demand of land? Why must there always be a ceiling for prices? What happens when money is suddenly worth 2-3 times more? What happens when the rules are suddenly changed?*

(Increase in land value, Increase in value of the yen, The bursting of the economic bubble, Government-regulated economy, Lack of stable leadership)

### Assessment:

A pre/post test is included (Handout H). Before teaching this unit, it is suggested that students be given a pretest to help assess just how much is known and then given as a post test afterwards. Either one or both may be given as needed.

After the unit, students should be able to explain how various factors helped create a tremendous economic growth in Japan as well as some that helped to burst the bubble.

### Grade Adaptations:

#### For Younger Students

*Following a Budget Game:* Put students in groups of clubs, of about 2-3 in a group. Use a budget of \$20 income from dues with some required expenses, such as lunch money or bus transportation for an outing of the club. Ask them to make a budget which includes buying needed equipment, supplies, club souvenirs, etc. on a field trip with the club.

*Who's the Leader Now?* : Cut down the requirements for the presentation to just a magazine ad for each use of the pine cones.

*Money and Land:* Just let the value of the land increase and then decrease; omitting the increase of the value of the money.

## Japan's Economic Miracle

### For Older Students

Besides these lessons, have students search the internet for additional factors and events which influenced the development and then the recession of Japan's economic system.

If class discussions sometimes lead to a great division in thinking, it provides an excellent opportunity to incorporate a debate.

### Relationship to Social Studies Standards:

Grade 9, Economics, Grade-level Indicator 2

Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce and for whom to produce.

Grade 9, Economics, Grade-level Indicator 3

Analyze characteristics of traditional, market, command and mixed economies with regard to: (a) private property, (b) freedom and enterprise, (c) competition and consumer choice, and (d) the role of government

Grade 11, Economics, Grade-level Indicator 4

Describe the functions of the components that make up an economic system and describe the relationships among them including: (a) business, (b) productive resources, (c) financial institutions, (d) government, and (e) consumers.

Grade 11, Economics, Grade-level Indicator 5

Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.

## Japan's Economic Miracle

Grade 11, Economics, Grade-level Indicator 7

Explain how countries use their comparative advantage to produce goods and services for trade with other countries.

Grade 12, Economics, Grade-level Indicator 1

Compare how values and beliefs influence economic decisions in different communities.

*This lesson and all handouts were developed by Alpha Coles Morgan, teacher, Graham Rd. Elementary School, Reynoldsburg City Schools.*

# Japan's Economic Miracle

## Handout H, pg. 1: Pre/Post Test

Part I. Circle the correct letter.

1. Japan is the world's \_\_\_\_ largest economy in the world today.  
a. second                                      b. fifth                                      c. tenth
2. Most Japanese citizens are \_\_\_\_\_.  
a. poorly educated    b. moderately educated                      c. well educated
3. Japanese citizens have been encouraged to \_\_\_\_\_.  
a. be strict vegetarians                      b. save money    c. live in townhouses
4. After World War II, Japan had to \_\_\_\_\_.  
a. rebuild its factories                      b. import rice    c. move the capital city
5. Many believed the price of Japanese \_\_\_\_\_ would always just keep going up.                      a. televisions                      b. land                      c. loans
6. Japanese exported products used to be \_\_\_\_\_.  
a. cheap                                      b. expensive                                      c. technical
7. The American whose name is associated with quality in Japan is \_\_\_\_\_.  
a. Westinghouse                                      b. MacArthur    c. Demming
8. One of the most expensive areas to finance in a national government is often \_\_\_\_\_.                      a. building schools                      b. finding cures                      c. the military
9. TQM refers to \_\_\_\_\_.  
a. The Quick Money    b. Total Quarterly Month    c. Top Quality Management
10. According to the Japanese government economy should serve \_\_\_\_\_.  
a. the nation                      b. the family    c. the individual

Part II. True or False

- \_\_\_1. Japan is able to export many products around the world.
- \_\_\_2. Due to the baby boom after the war, many more young adults were \_\_\_\_\_ needed to work on farms to produce enough food.
- \_\_\_3. After World War II, the USA military occupied Japanese land.
- \_\_\_4. The Japanese government would determine the prices of some \_\_\_\_\_ products for companies.
- \_\_\_5. In Japan, children are taught early to compete to be the best because \_\_\_\_\_ an individual's goals are the most important way to success.
- \_\_\_6. The value of the yen is always equal to a penny because 100 yen equals \_\_\_\_\_ \$1.
- \_\_\_7. In an effort to stop land prices from rising, the government passed a law to decrease the availability of loans.
- \_\_\_8. Capitalism in Japan is modeled after that in the United States.
- \_\_\_9. The national government always makes decisions quickly.
- \_\_\_10. The Japanese have become quite good at improving products.

## Japan's Economic Miracle

### Handout H, pg. 2: Pre/Post Test

Explain how the following can be true.

1. Competition can help create better products.
2. Having the same employees and leader over a period of several years can help a company's finances.
3. The Korean War actually helped Japan's economy.
4. Japanese products are considered some of the best in the world.
5. The Japanese were quick to adopt policies to change management, but America was not.

# Japan's Economic Miracle

## Answers to Handout H: Pre/Post Test

### Key for Objective Part I

1. a    2. c    3. b    4. a    5. b    6. a    7. c    8. c    9. c    10. a

### Key for Objective Part II

1. true
2. false, were not needed on farms and went to the cities to find work
3. true
4. true
5. false, taught to help one another and that the goals of the group are more important than the individual's
6. false, was fixed, but now variable
7. true
8. false, United States believes economy serves the individual first and then the nation with free trade being highly desirable which is just opposite to Japan.
9. false, "cutting through red tape" takes time
10. true

## Japan's Economic Miracle

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I used the items listed under numbers 4 and 5 of the original lesson on pages 118-119 as a starting place for my research on the internet to see just how Japan's economy was affected by them. I then divided them into different factors by sources: culture, Japan's governmental policies, world situations, and companies' roles in changing procedures.

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## Comparative Government: Japan and the United States

### Purpose:

Compare the parliamentary system of Japan to the presidential system of the United States.

### Target Grade Level: 9

### Essential questions:

1. Is democracy similar in major countries?
2. What is the difference between a prime minister and a president?
3. Do legislative bodies operate similarly?
4. Where is the power in a parliamentary form of government?

### Rationale:

Studying a similar democratic legislative process will permit students to understand the legislative process in the United States with greater insight.

### Materials:

1. "Checks and Balances" (Handout A)
2. "How a Bill Becomes Law" (Handout B)
3. "How a Bill Becomes Law in Japan" (Handout C)
4. "Comparing Japan's Parliamentary System to the U.S.A.'s Presidential System" (Handout D)
5. "Parliamentary vs. Presidential" (Handout E)

### Activities:

1. Introduce the lesson by asking the students to discuss the following question: "Who is more powerful, a president or a prime minister?"
2. Distribute student handouts A, B, and C for the students to examine.
3. Have a class discussion as to the differences between the Japanese and U.S.A. system of government based upon a study of student handouts A, B, and C.
4. Permit students working in pairs to complete student Handout D.

## Comparative Government: Japan and the United States

5. Have the students discuss again “Who has more power, Japan’s prime minister or the United States’ president?”

### Assessment:

1. Handout E may be used for this purpose.

### Grade Adaptation:

#### Elementary Level:

1. Ask the following brainstorming questions:
  - a. What does a queen, emperor or monarch do?
  - b. What does a president or prime minister do?
  - c. How does the work of a monarch or emperor get done in a presidential system like ours?

### Relationship to Social Studies Standards:

Grade 9, Government, Grade-level Indicator 1

Explain how various systems of government acquire, use and justify their power.

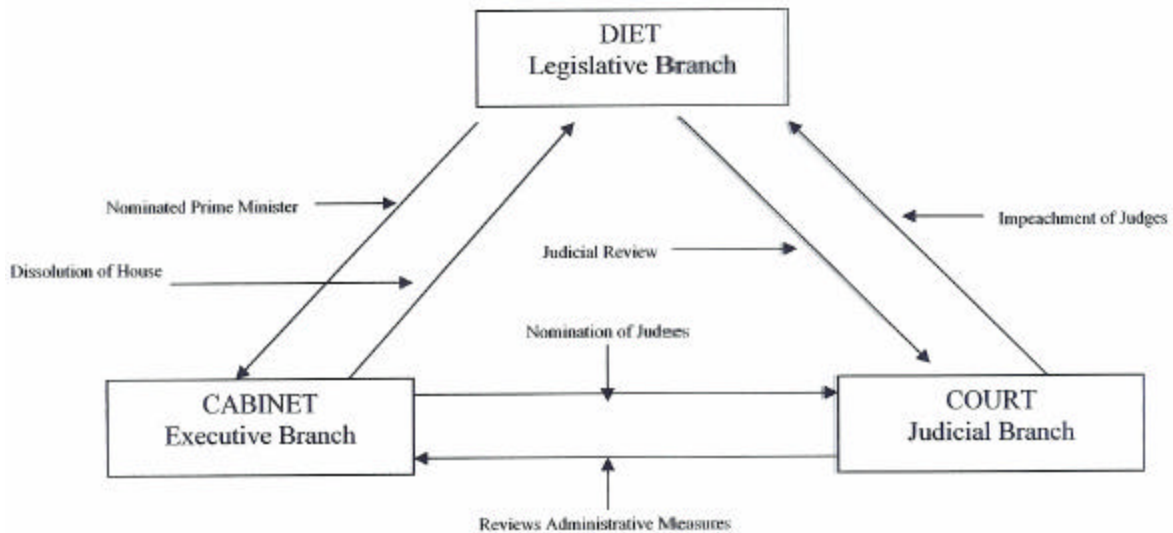
Grade 9, Government, Grade-level Indicator 2

Analyze the purposes, structures, and functions of various systems of government including: (a) absolute monarchies, (b) constitutional monarchies, (c) parliamentary democracies, (d) presidential democracies, (e) dictatorships, and (f) theocracies.

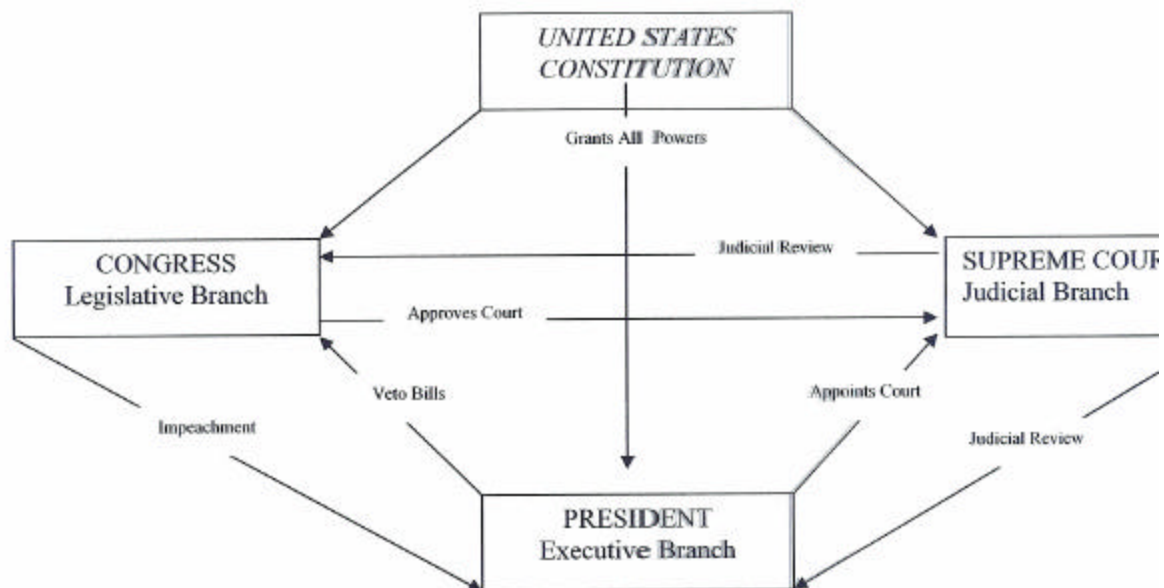
*This lesson was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools.*

# Comparative Government: Japan and the United States

## Handout A



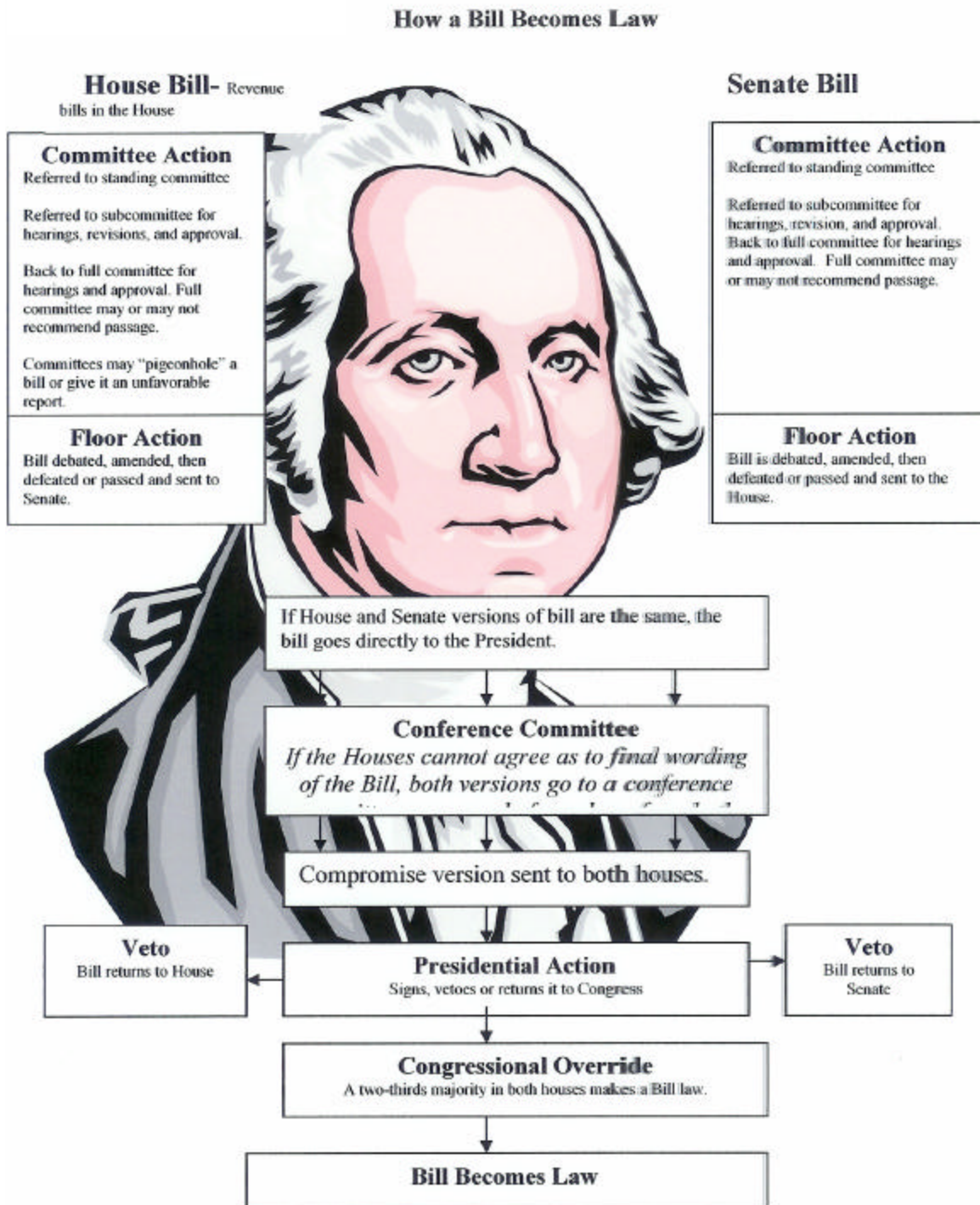
## United States



*This handout was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools from the bibliography.*

# Comparative Government: Japan and the United States

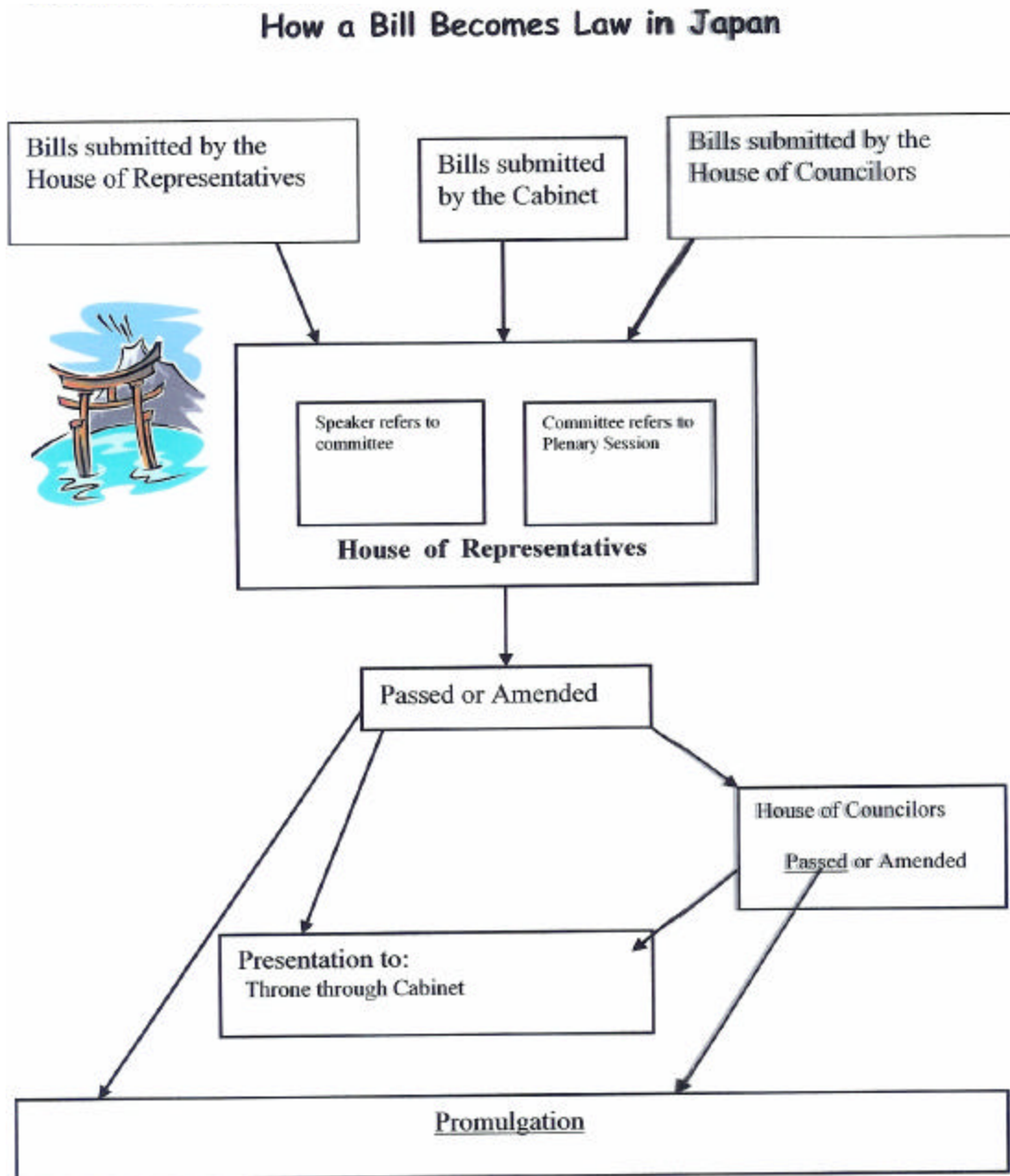
## Handout B



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# Comparative Government: Japan and the United States

## Handout C



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# Comparative Government: Japan and the United States

## Handout D

### Comparing Japan's Parliamentary System to the U.S.A.'s Presidential System

Directions: Read the following statements describing Japan's parliamentary government. Decide if the statement is also true for the United States and if so, write true. If the statement is not an accurate description for the United States, write false followed by an appropriate true statement about the United States. Refer to student handouts #1 and #2 for additional information.

#### Japan

1. The National Diet consists of two houses.
2. The two houses of the National Diet are:  
House of Representatives and House of Councilors.
3. The Diet, which is elected by the people, makes law, decides government budget and conducts impeachment trials for judges.
4. The two houses of the Diet must agree before a bill becomes law.
5. Most investigation and work done by the two houses occur in the standing committees.
6. The Prime Minister is chosen by the Diet.
7. The Cabinet consists of mostly members of the House of Representatives.
8. The Cabinet carries out the decisions of the Diet.
9. The Cabinet and Prime Minister lack a veto power.
10. The House of Representatives can be dissolved but the House of Councilors cannot.
11. If the House of Representatives pass a non-confidence resolution, the Cabinet resigns.
12. The Cabinet handles diplomatic issues and agrees to treaties.
13. The judicial branch has judicial review over the Diet's laws.
14. The Emperor convokes each session of the Diet with the approval of the Cabinet.
15. The Emperor acts only in matters of state and has no powers relating to government.

#### United States of America

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

# Comparative Government: Japan and the United States

## Answer Key to Handout D

### Comparing Japan's Parliamentary System to the U.S.A.'s Presidential System

#### Japan

1. The National Diet consists of two houses.
2. The two houses of the National Diet are: House of Representatives and House of Councilors.
3. The Diet, which is elected by the people, makes law, decides government budget and conducts impeachment trials for judges.
4. The two houses of the Diet must agree before a bill becomes law.
5. Most investigation and work done by the two houses occur in the standing committees.
6. The Prime Minister is chosen by the Diet.
7. The Cabinet consists of mostly members of the House of Representatives.
8. The Cabinet carries out the decisions of the Diet.
9. The Cabinet and Prime Minister lack a veto power.
10. The House of Representatives can be dissolved but the House of Councilors cannot.
11. If the House of Representatives pass a non-confidence resolution, the Cabinet resigns.
12. The Cabinet handles diplomatic issues and agrees to treaties.
13. The judicial branch has judicial review over the Diet's laws.
14. The Emperor convokes each session of the Diet with the approval of the Cabinet.
15. The Emperor acts only in matters of state and has no powers relating to government.

#### United States of America

1. true
2. true...House of Rep and State
3. true...but Senate conducts impeachment trials
4. true
5. true
6. false...President chosen by general election
7. Cabinet apart of Executive Branch
8. Cabinet is advisory staff of President
9. false
10. false
11. false
12. Sec. of State negotiates/Senate agrees
13. true
14. false
15. false

*This handout was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools from the bibliography.*



# Comparative Government: Japan and the United States

## Handout E

### Parliamentary vs. Presidential

Is what is true about Japan also true about the USA?

Directions: Find the true and correct the false for each statement as they pertain to Japan and the U.S.A.

#### True or False?

1. The National Diet consists of two chambers.
2. The Diet is the legislative branch.
3. The Prime Minister is chosen by the Diet.
4. The two houses of the Diet must agree before a bill becomes law.
5. The Cabinet carries out decisions of the Diet.
6. Checks and balances exist in the system.
7. The Judicial Branch can declare a law unconstitutional.
8. The court agrees to treaties.
9. A bill needs approval of the Throne.
10. Committees study bills.

#### True or False?

1. Congress consists of two bodies.
2. The Cabinet is the legislative branch.
3. The President is chosen by Congress.
4. The Senate and House of Representatives must agree before a bill becomes law.
5. The Cabinet carries out decisions of Congress.
6. Checks and balances exist in the system.
7. The Judicial Branch can declare a law unconstitutional.
8. The court agrees to treaties.
9. A bill needs approval of the President.
10. Committees study bills.



## Comparative Government: Japan and the United States

### Answers Key to Handout E

#### Parliamentary vs. Presidential

- |          |                              |
|----------|------------------------------|
| 1. True  | 1. True                      |
| 2. True  | 2. False                     |
| 3. True  | 3. False                     |
| 4. False | 4. True                      |
| 5. True  | 5. False                     |
| 6. True  | 6. True                      |
| 7. True  | 7. True                      |
| 8. False | 8. False                     |
| 9. False | 9. True (with one exception) |
| 10. True | 10. True                     |

*This handout was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools from the bibliography.*

## Disasters and Decision Making

### Purpose:

Comparing two similar disasters, the Northridge Earthquake and the Kobe Earthquake, gives insight into different economic, political, and cultural decision-making style.

### Target Grade Level: 6-9

### Essential questions:

1. In what manner was government a part of the cause or cure for the disaster?
2. Did economic policies positively or negatively affect the disaster?
3. What attitudes and practices were in place before the earthquake that demonstrated concern for prevention and protection from destruction?
4. What attitudes and practices were changed as a result of the earthquake?

### Rationale:

Decision making style can affect political and economic outcomes.

### Materials:

1. Background information (Handout A)
2. Decision making compass student (Handout B)

### Activities:

1. Introduce the following problem to the students:  
The date is January 17, 1995. It is early in the morning in downtown Kobe, Japan. An earthquake measuring 6.9 has hit the heart of the city causing vast destruction, loss of life, and paralysis of government. Later, in the United States, a similarly strong earthquake hits in the mountains neighboring Northridge, California. Less destruction and death occur than in Japan but nevertheless, the gravity of the situation is great.  
The question is, "Assume you are Japanese. What would you do in Kobe that day and the next?"  
Have the students discuss their answers.

## Disasters and Decision Making

2. Have each group read the Background Information (Handout A) and answer the questions on the Decision-making compass Handout B from the perspective of its assigned country.
3. Chose randomly representatives from each reading team to serve on an international investigation committee sponsored by the United Nations.
4. Have the 3 teams develop a list of 4 questions they wish to learn from the other country?

Suggested questions:

- a. The natural environment affects ways in which cultures respond to living styles. How does the environment affect life in California and Japan?
- b. How does business affect the use of resources in these earthquake prone areas?
- c. Did government and business work together to prevent a disaster?
- d. What kept order when the government was disrupted?
- e. What role did the family play?
- f. In which culture was the government more involved?
- g. How did people immediately respond to the disaster?
- h. In what manner did consensus become important in Japan's/ USA's respond to the disaster?
- i. Why did volunteerism not exist to any great extent in Japan before the Kobe quake?
- j. In what manner, did individual needs become important in the USA's/Japan's response to the disaster?

## Disasters and Decision Making

- k. What should Japan learn from the USA and vice versa with regards to prevention of destruction or relief from destruction?

### Assessment:

1. Use student written responses from the Decision-making compass Handout B for evaluation.
2. Ask students to change the Decision making compass's questions to make it a better tool.
3. Ask students to write a United Nations Protocol for other Earthquake prone areas containing:
  - a. Attitudes necessary for disaster prevention
  - b. Attitudes necessary for disaster relief
4. How does studying a country's response to disaster offer insight into the manner in which decisions are made?

### Grade Adaptation:

#### Elementary Level:

1. Brainstorm different places to go for help if you have a problem?
  - a. Personal problem
  - b. Community problem
  - c. National problem

#### Middle Level:

1. Present a problem to students and ask them to list in order what they would do and why?

## Disasters and Decision Making

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### Relationship to Social Studies Standards:

Grade 6, Government, Grade-level Indicator 1

Explain reasons for the creation of governments such as (a) protecting lives, liberty, and property, and (b) providing services that individuals cannot provide for themselves.

Grade 9, Government, Grade-level Indicator 1

Explain how various systems of government acquire, use and justify their power.

## Disasters and Decision Making

Grade 9, Government, Grade-level Indicator 2

Analyze the purposes, structures, and functions of various systems of government including: (a) absolute monarchies, (b) constitutional monarchies, (c) parliamentary democracies, (d) presidential democracies, (e) dictatorships, and (f) theocracies.

*This lesson was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools.*

# Disasters and Decision Making

## TEACHER HANDOUT #1

### Background for Discussions about Japanese Behavior and Decision-Making Styles

Before 1945:

- Japan's Emperor was considered by the Japanese to be divine and not subject to the will of the people.
- Zaibatsu (large family monopolies) possess great economic power.
- Japan did not have compulsory education.
- The military had enormous dictatorial power.
- Equality for women did not exist.

After 1945:

- Japan's Emperor remains on the throne and is considered divine but the Constitution limits the emperor totally to the will of the people.
- Zaibatsu were stripped of power by the constitution.
- Universal suffrage began in 1945.
- Compulsory education began in 1945.
- Women slowly began to receive legislative equality.
- Japan was demilitarized but permitted a Defense Force capability.

### Majority Rule v Consensus:

Disputes in Japan are ideally solved by mutual understanding. Majority rule as applied to western law is superseded by the principle of rule by consensus in Japan. In Japan, mediation is the preferred method of resolving disputes. The win/win philosophy is tantamount to individual gain. The number of civil suits brought to Japanese courts is between 1/20<sup>th</sup> to 1/10<sup>th</sup> the number per capita in the U.S.A. or the U.K.

## Disasters and Decision Making

### The Individual v The Group:

The group historically takes precedent over the individual in Japan. Groups of individuals are classified together. Such grouping is evident in schools. Each person in a group has a role and works towards harmony and consensus within the group. Wa or the state of harmony is valued in Japan.



# Disasters and Decision Making

## Handout A

### Disasters and Decisions

On January 17, 1995 both Northridge, California and Kobe, Japan were hit by earthquakes. The Northridge quake registered 6.7 and the Kobe registered 6.9. Both struck in early morning hours in a heavily populated area. The Kobe quake struck its full force in the heart of the city whereas the Northridge quake pelted it's kinetic force at the Santa Susana mountains which partly explains the reason why the numbers of deaths and financial losses were far more severe in Japan.

Japanese seismic engineering was then and now considered to be among the finest in the world but much of the damage was due to structure built before current Japanese codes were in effect. Due to land shortage, much of Kobe was constructed on extremely soft recent alluvial soil and areas near a shore, making it vulnerable to great damage. The 1995 quake destroyed more than 90% of the port's 1887 berth hand causing some shipping business never to return (Executive Summary 2).

The Kobe earthquake witnessed a renaissance of volunteerism in Japan. Professor Shigeo Tabsuki, Ph.D. studied the phases of volunteerism during this emergency. His studies point to a period when the city government was paralyzed due to shock of the disaster. During this time, the absence of government was replaced by individual efforts. Reuben Nelson felt the conditions for volunteerism were prime during the Kobe quake. He compared the "recognition of a person as individual and open psychological space" to the Western American frontier (Tatsuki 8). The harsh frontier required individuals to be inter-dependent. The values of tradition, authority, and regulations were stripped away by the frontier created during the emergency. In Kobe, the city government did not exist for nearly three months after the disaster. Yamaguchi-gumi, a Japanese organized crime syndicate started to provide relief in the way of food, diapers, and water. Victims felt that by taking over the government's job they showed "giri" (faithfulness) and "ninjo" (warm-heartedness). The development of a new sense of community changed the manner in which Japanese connected public interest to the government.

The absence of government caused both business and information systems to also redefine their image of society. A People's Channel began as a result of a volunteer center. On January 30, a Korean mini-station and a community radio movement began. The project continued after the disaster with funds from International Rotary Club Kobe Earthquake Relief Fund (Okabe 1).

A daily average of 20,000 volunteers worked during the first month of the disaster. The official estimate counted 620,000 people/day volunteering in all of the Hyogo Prefecture in the first month and one million in the first two months after the Kobe Earthquake. According to Aki Okabe, "volunteering and a nonprofit sector is a western and foreign idea. It does not work in Japan. The government takes care of everything in Japan and people need not do such things." Professor Tabsuki compared the Kobe earthquake experience with volunteerism to 1938 when war with China and the National Mobilization law was enacted. The 1940's changed Japan into a bureaucratic, highly centralized society. Despite a new

## Disasters and Decision Making

constitution after World War II, the new post war government and businesses maintained the “spirit” of an efficiently planned and concentrated society. The 1995 Kobe quake changed the way Japanese think about public interest, society, citizenship, and community involvement (Tatsuki 10).

No legal framework existed in Japan to either facilitate the development or maintain the existence of volunteer organizations. Public benefit corporations (Koeki Hojin) required governmental approval and a level of government-approved assets. The Civic Activated

Promotion Bill of Dec.1995 was passed in record time by a coalition of political support.

Also, as a result of the Kobe Earthquake, a Disaster Relief Bill was enacted in April 1999 whereby victims of natural disasters in Japan are offered government compensation. An earlier bill offering public assistance was passed in 1998. Zenrosai, a cooperative insurer, helped victims with money, counseling, and psychological services. Trade and business groups such as Japan Consumers' Co-operative Union (JCCU), and the Japan Productivity Center for Socio-Economic Development and Hygo Municipality, etc. lobbied to a national security system for disaster relief. Then, a major change happened. The National Congress changed from “legislation by government administration” to “legislation introduced by a Diet Member” (Yoshizawa 1-2). This led the way for the Diet Member's Council for Defending Japan against an Earthquake (DMCDJE). Numerous laws have since passed with regards to disaster relief. For the first time in Japan's history, public money is available to victims. . Today, dozens of nonprofit support centers are organized, more civil and governmental programs can be initiated as a result. The grassroots efforts permit private citizens to have a greater voice in the legislative process.

Hit possibly the hardest were the foreign residents. These foreign residents did not have well-established community organizations, and suffered from language barriers. Shortly after the quake, a newly formed Center for Multicultural Information and Assistance (CMA) came into existence. Such organizations gave foreign residence more voice in civic and community activities. Ethnic radio began first as pirate stations with secret broadcasts because these stations lacked government authorization. The public, upset with the lack of government assistance, supported the stations. The Ministry of Post and Telecommunications, paralyzed by the quake, did little to stop the pirate stations but later, when able, gave official approval.

The Kobe earthquake generated a rise in civic mindedness unlike any other event in Japanese history. At the heart of problem solving, in the absence of a government, was the family. Research argued that the healthy family system and the heightened sense of civic-mindedness promoted adaptive coping in a post-disaster society. Speed by which families responded to the crisis was associated with the resiliency of family adaptability. A change from decision-making practices, which stress conformity and obedience to those, which stress high self-governance as well as by high community solidarity became evident in Japan. The press claimed that three months after the earthquake were days of lawlessness. Instead, the people became the law. A transformation occurred first for survivors then later for the country of Japan.

*This handout was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools from the resources listed on pg. 236.*

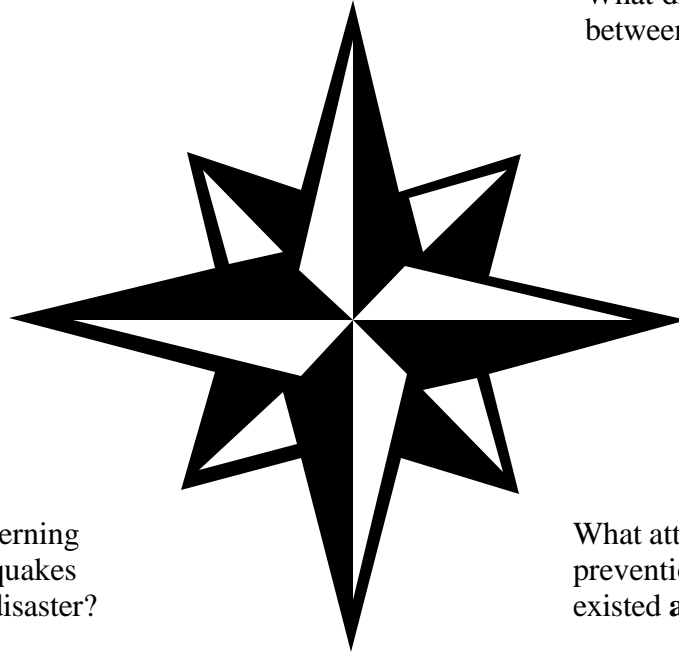
# Disasters and Decision Making

## Handout B

### DECISION-MAKING STAR

What similarities are there between the two disasters?

What differences are there between the two disasters?



What attitudes concerning prevention of earthquakes existed **before** the disaster?

What attitudes concerning prevention of earthquakes existed **after** the disaster?

How did people react to the disaster?

*This handout was developed by Roberta Mucha, teacher, Westerville South High School, Westerville City Schools from the resources listed on pg. 236.*

## Moral and Ethical Beliefs: Proverbs

### Purpose:

Students will look at the cultures of Japan and the United States by comparing proverbs from each country.

### Target Grade Levels: 6-7

### Essential Questions:

1. What is a proverb?
2. What are the universal beliefs which proverbs express from the two different countries?

### Rationale:

Exposure of students to similarities in moral teachings of two different countries.

### Materials:

- Japanese and English Proverbs (Handout A)
- Poor Richard's Almanack in Japanese? (Handout B)

### Activities:

1. In small groups, students will discuss the answers to the following questions: "What is a proverb?" Have the students provide a few examples of proverbs. Then ask them, "Do you think Japan has similar or different proverbs than the United States?" Have them discuss this question.
2. Divide the students into small groups and list as many proverbs as they can in a fifteen-minute period? After approximately fifteen minutes, each small group will report their responses back to the whole group.
3. Distribute the *Japanese and English Proverbs* worksheet (Handout A) to each student. Allow a small amount of time for each student to complete. Share correct answers with the whole group.
4. With the whole group, discuss who Benjamin Franklin was and the writing of *Poor Richard's Almanack*. Distribute *Poor Richard's Almanack* in

## Moral and Ethical Beliefs: Proverbs

Japanese? Worksheet (Handout B); go over answers with the whole class after a short period of time.

### Assessment:

- Teacher observation of student involvement in small and large-group discussions.
- Student completion of worksheets.

### Grade Adaptation:

Target grade for this lesson is 6-7<sup>th</sup> grades. In order to modify for higher grades, address the following questions:

1. What are some proverbs from other countries that would give the same universal teaching as these explored from Japan and the United States?
2. After reading *Poor Richard's Almanack*, what are some of the essential truths you feel Benjamin Franklin was imparting to the American public?

### Relationship to Social Studies Standards:

Grade 6, People in Societies, Grade-level Indicator 1

Compare the cultural practices and products of the societies studied including: (a) class structure, (b) gender roles, (c) beliefs, and (d) customs and traditions.

*This lesson was developed by Marlene Henry, teacher, Northmont City Schools, Ohio, based on a previously developed lesson by Lewis E. Miller, teacher, Tiffin City Schools, Ohio.*

## Moral and Ethical Beliefs: Proverbs

### Handout A: Japanese and English Proverbs

*Kotowaza* are Japanese proverbs and sayings. Below are listed fifteen Japanese and English proverbs. For each Japanese proverb in the left column, find an English proverb in the right which corresponds in meaning. As you read the Japanese proverbs in translation, try to read the proverbs also in the Japanese language.

- |  |  |
|--|--|
| 1. Don't complain about a gift   | ___Jack of all trades, master of none <i>Moraimono ni kujo</i> |
| 2. Crude tactics are the source of a big wound<br><b>Nama-byoho wa, okizu no moto</b>          | ___Ignorance is bliss  |
| 3. The same kind gather together<br><b>Rui o motte atsumaru</b>                                | ___Tomorrow is another day                                     |
| 4. One who has gone is forgotten day by day<br><b>Saru-mono hi ni utoshi</b>                   | ___A fly in the ointment                                       |
| 5. Ignorance is Buddha<br><b>Shiranu ga hotoke</b>   | ___Misery loves company  |
| 6. Too many accomplishments, no accomplishments after all<br><b>Tagei wa mugei</b>             | ___Blood is thicker than water                                 |
| 7. A flaw in the gem<br><b>Tama ni kizu</b>  | ___Beggars can't be choosers                                   |
| 8. Relatives are better than strangers<br><b>Tanin yori miuchi</b>                             | ___Out of sight, out of mind                                   |
| 9. One stitch now is worth ten stitches afterwards<br><b>Ima no hitohari, nochi no tohari</b>  | ___When in Rome do as the Romans do                            |
| 10. Tomorrow blows tomorrow's wind<br><b>Asu wa asu no, kaze ga fuku</b>                       | ___A little knowledge is a dangerous thing                     |
| 11. People suffering from the same disease have mutual sympathy<br><b>Dobyō ai awaremu</b>     | ___It's no use crying over spilt milk                          |
| 12. Spilt water never returns to the tray<br><b>Fukusui bon ni kaerazu</b>                     | ___Where there is smoke, there is fire                         |
| 13. Obey the customs of the place where you are<br><b>Go ni irite wa, go ni shitagae</b>       | ___Birds of a feather flock together                           |
| 14. Where there is no fire, there is no smoke<br><b>Hi no naki tokoro ni, kemuri wa tatanu</b> | ___A stitch in time saves nine                                 |
| 15. Single effort, double gain<br><b>Ikkyō ryōtoku</b>   | ___Kill two birds with one stone                               |

## Moral and Ethical Beliefs: Proverbs

### Handout B: Poor Richard's Almanack in Japanese?

Benjamin Franklin has been referred to as one of the leading eighteenth century thinkers in the western world. Printer, publisher, inventor, scientist, diplomat and author, Franklin is probably best known for helping to frame the *Declaration of Independence*.

In *Poor Richard's Almanack* (the word "almanac" in Ben Franklin's time was spelled with a "k"), Franklin compiled hundreds of proverbs that praise honesty, industry and prudence. Many of these proverbs were borrowed from various European cultures and some were created by Franklin himself. To show the universality of sayings that sum up bits of wisdom and morality, a number of proverbs from Japan have been collected which correspond to the themes of Franklin's writings. Match the saying from *Poor Richard's Almanack* on the left with their Japanese counterparts on the right.

#### POOR RICHARD'S ALMANACK

1. 'Tis easy to see, hard to foresee
2. Tolerate no uncleanness in body, clothes or habitation
3. Speak not but what may benefit others or yourself. Avoid trifling conversation.
4. Lose no time. Be always employed in something useful. Cut off all unnecessary action.
5. Here comes glib-tongue, who can outflatter a dedication and lie like ten epitaphs
6. If passion drives, let reason hold the reins
7. There are no ugly loves, nor handsome prisons
8. Wealth is not his that has it, but his that enjoys it
9. Make haste slowly
10. An egg today is better than a hen tomorrow

#### JAPANESE COUNTERPARTS

- \_\_Sanitation first, medicine next  
*Ichi ni yojo, ni ni kusuri*
- \_\_Money controls even the order of Hell  
*Jigoku no sata mo, kane shidai*
- \_\_Short temper is liable to loss  
*Tanki wa sonki*
- \_\_It is the effect of one's own fault  
*Mi kara deta sabi*
- \_\_The mouth is the entrance of calamity  
\_\_*Kuchi wa wazawai no moto*
- \_\_Easy to say, hard to do  
*Iu wa yasuku okonau wa katashii*
- \_\_Not to say is better than to say  
*Iwanu wa, iu ni masaru*
- \_\_When hungry, all tastes delicious  
*Himajii toki no, mazui-mono nashi*
- \_\_Love is beyond consideration  
*Koi wa shian no hoka*
- \_\_Where there is comfort, there is suffering  
*Raku areba ku ari.*

## Moral and Ethical Beliefs: Proverbs

### ANSWER SECTION

#### JAPANESE AND ENGLISH PROVERBS

1. (6) Jack of all trades, master of none
2. (5) Ignorance is bliss
3. (10) Tomorrow is another day
4. (7) A fly in the ointment
5. (11) Misery loves company
6. (8) Blood is thicker than water
7. (1) Beggars can't be choosers
8. (4) Out of sight, out of mind
9. (13) When in Rome do as the Romans do
10. (2) A little knowledge is dangerous
11. (12) It's no use crying over spilt milk
12. (14) Where there is smoke, there is fire
13. (3) Birds of a feather flock together
14. (9) A stitch in time saves nine
15. (15) Kill two birds with one stone

#### ***POOR RICHARD'S ALMANACK IN JAPANESE?***

1. (2) Sanitation first, medicine next
2. (8) Money controls even the order of hell
3. (4) Short temper is liable to lose
4. (9) It is the effect of one's own fault
5. (5) The mouth is the entrance to calamity
6. (1) Easy to say, hard to do
7. (3) Not to say is better than to say
8. (10) When hungry, all tastes delicious
9. (7) Love is beyond consideration
10. (6) Where there is comfort, there is suffering



## The Concept of Wa

The following lessons illustrate the concept of dispute resolution in Japanese culture. These lessons introduce students to the concept of "wa" as they read about cases decided by Judge Ooka who lived in Tokugawa Japan. The tales are mythical, but each one helps students understand a different aspect of Japanese culture. Teachers can use the lessons separately or as a unit on Dispute Resolution in Japanese Society.

The lessons are designed to involve students in a variety of ways. Each lesson contains a key idea and introduces students to an important concept about dispute resolution in Japanese society. Cases are provided for the students and background materials have been suggested for the teachers.

The lessons on Japan can be used in various social studies classes at the secondary level. Teachers of gifted and talented students have used "The Judge Ooka Tales" with elementary students. The lessons have been written so teachers can adapt them to meet the needs of their students.

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Lesson 1 - The Concept of Wa    The Tatami-maker v. The Cabinetmaker (p.231)

Lesson 2 - The Concept of Wa    The Case of Hanshichi, The Carpenter (p.239)

Lesson 3 - The Concept of Wa    The Case of Jizo the Bound (p.243)

*These lessons were originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

## The Concept of Wa I

### Purpose:

Students will compare how disputes are resolved in Japan and the United States.

### Target Grade Level: 12

### Key Idea:

Preserving harmonious relationships is more important in settling disputes in Japan than it is in the United States.

### Rationale:

By comparing how disputes are settled in both Japan and the United States, students will develop a better understanding of both cultures.

### Skills:

Comprehension: Students will read the case, state the facts of the case, and identify the issues involved.

Application: Students will use the principles of Japanese society to resolve the dispute.

Analysis: Students will compare the resolution of the dispute with the way a similar dispute would be handled in the United States.

### Materials:

- Reading: "The *Tatami*-maker v. The Cabinetmaker" (Handout A)
- Teacher Background: "Dispute Resolution in Contemporary Japan" (Included in pages following this lesson.)

### Procedures:

1. Introduce the lesson by asking the students how problems are settled in the United States. After they describe a few examples ask them if they think the Japanese solve problems in the same way.
2. Before having the students read about a problem in Japan, explain that

## The Concept of Wa I

the Judge Ooka Tales were written in the eighteenth century. These tales were based on decisions handed down by a Tokugawa official named Ooka Echizen-no-kami who lived between 1677 and 1751. The authors are unknown and the accounts are fictional, but the tales do illustrate the concept of dispute resolution in Japanese society.

3. Have the students to read Part One of "The *Tatami*-maker vs. The Cabinet Maker" (Handout A).
4. Have the students state the facts of the case and identify the issues involved.
5. Divide the students into groups of three. Ask each group to resolve the dispute as a judge would in the United States:
6. After the students share their decisions, read the decision developed by Judge Ooka. Ask the students to compare their decision with that of Judge Ooka.
6. Explain to the students that an important principle in settling disputes in Japan is "to establish harmonious situations with which both parties are neither satisfied nor dissatisfied, where there is no loser or winner"—to preserve *wa*, harmony.
6. Ask students to explain how Judge Ooka satisfied the principle of achieving *wa* or harmony among all parties involved in the case.
9. Compare the principle of maintaining harmony with the way disputes are resolved in the United States.

### Evaluation:

Have the students write a one-page paper comparing dispute resolution in Japan and the United States.

## The Concept of Wa I

### Enrichment:

Prepare a report comparing Judge Ooka with Solomon and with Judge Roy Bean, the American folk hero.

### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 2

I identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

Grade 12, People in Societies, Grade-level Indicator 3

Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

# The Concept of Wa I

## Handout A

### THE JUDGE OOKA TALES

#### "THE TATAMI-MAKER V. THE CABINETMAKER"

The following tale is from a contemporary version of popular stories known in Japan as the *Ooka Seidan* or *Judge Ooka Tales*. Originally written sometime in the eighteenth century by unknown authors, the tales have aroused widespread admiration ever since. They are largely fictitious accounts of judicial decisions attributed to a Tokugawa official named Ooka Echizen-no-kami who did, in fact, live between 1677 and 1751. Above all, they illustrate the principle of traditional Japanese law that reason should prevail over custom and precedent.

#### Part One: The Dispute

There was a *tatami*\* maker named Saburobei at Reiganjima in Edo. Toward the end of one year, he borrowed three pieces of gold in order to prepare for the new year. On the way home from the moneylender, however, Saburobei lost the money.

In the meantime, a man named Chojuro, a cabinetmaker, happened to walk in the bank of Yanagihara and find a purse containing three pieces of gold and a letter addressed to *tatami* maker Saburobei. From the letter Chojuro had no way of knowing where Saburobei, *tatami* maker, lived. The New Year was the busiest time for everybody, but Chojuro was determined to return the money to the owner. He put aside his own business and walked around the town of Edo looking for the *tatami* makers in an attempt to find Saburobei. Chojuro spent four days searching: one day in the Kanda district, another day in the Hongo area, and so forth.

Finally, Chojuro found Saburobei, the owner of the purse, at Reiganjima. Saburobei was stubborn, however. He declined to take the money back, arguing that once he had lost it, the purse no longer belonged to him. Chojuro, on the other hand, had found it while walking. "Why not take it as heaven's gift and keep the money to yourself? It's yours."

Chojuro was not to be persuaded. He had spent four busy days looking for the owner of the purse with the intention of returning it. "I cannot take it. It's not mine." "Yes, it's yours." "No, by god, no!" The argument grew into a

## The Concept of Wa I

violent fight. Saburobei's landlord tried to intervene but to no avail. Neither party would listen to reason.

\*Straw matting used as a floor covering in Japan.

### Discussion:

If you were the judge, how would you resolve this dispute?

### Part Two: The Judgment

Unable to resolve the dispute, the two men went to the town court, where Ooka Echizen presided. Ooka was impressed by the honesty of the men. He therefore decreed that the pieces of gold in question would go into the government treasury. In return, he arranged for the government to reward them by giving three pieces of gold to the two men. They were happy to receive envelopes with the rewards.

When they opened the envelopes, Saburobei and Chojuro were puzzled. There were two pieces of gold in each envelope. Didn't Ooka Echizen say that the government was to give them three gold pieces? We've got two pieces of gold apiece here. Altogether it added up to four pieces. Where did the additional gold come from? Who supplied it? Ooka answered that the judge was quite happy to see such honest people as Saburobei and Chojuro and wanted to contribute one piece of gold himself. "It's a loss of one piece of gold for me, of course," said Ooka. "But Chojuro has found three pieces and is given two, so it's a loss of one gold piece for Chojuro" Ooka continued. "Saburobei has lost three and is recovering two, so it's a one gold piece loss for Saburobei, too. The case is settled by making all three, Saburobei, Chojuro, and Ooka, lose one piece each.

"The Judge Ooka Tales" in *As the Japanese See It: Past and Present*. Michiko Y. Aoki and Margaret B. Dardess, eds., (Honolulu: University of Hawaii Press, 1981), pp. 263-265.

## The Concept of Wa I

### TEACHER INFORMATION

#### DISPUTE RESOLUTION IN CONTEMPORARY JAPAN

Takeyoshi Kawashima and Yosiyuki Noda

In Japan, there is a strong expectation that a dispute should not and will not arise; even when one does occur, it is to be solved by mutual understanding. Thus, there is no *raison d'être* for the majority rule that is so widespread in other modern societies; instead, the principle of rule by consensus prevails.

It is obvious that a judicial decision does not fit and even endangers relationships. When people are socially organized in small groups, and when subordination of individual desires in favor of group agreement is idealized, the group's stability and the security of individual members are threatened by attempts to regulate conduct by universalistic standards. The impact is greater when such an effort is reinforced by an organized political power. Furthermore, the litigious process, in which both parties seek to justify their position by objective standards, and the emergence of a judicial decision based thereon tend to convert situational interests into firmly consolidated and independent ones. Because of the resulting disorganization of traditional social groups, resort to litigation has been condemned as morally wrong, subversive, and rebellious.

#### The Conception of Law Among the Japanese

The term "right" is generally defined as a legally protected interest. The Romans insisted on their rights as interests protected by the law. But the fact that something is protected by the law implies that it is protected by an objective standard. It therefore follows that the rights of all people are to be protected equally by an objective standard called law. So, when one asserts his right, he implicitly assumes the existence of law; therefore, he must be prepared to accept the assumption that other persons can also assert their rights on the basis of the same law. In other words, in order for a given concept of right to be valid, it must be applicable to others just as it is applicable to him.

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In Japan, the concept of right did not exist until the end of the Tokugawa period. Early in the Meiji period (1867-1912), a man named Mitsukuri Rinsho, who was commissioned to translate the French Civil Code, racked his brain to find a Japanese equivalent of *droit* and finally came up with a Japanese coinage *Kenri*. This episode serves to show that the concept of right was first introduced only in the early years of the Meiji period. The concept still has a long and tortuous way to go before taking firm root in this country.

Next, let us examine the Japanese concept of adjudication. We seek to establish a harmonious situation with which both parties are neither satisfied nor dissatisfied, where there is no loser or winner. This is the ideal we expect of adjudication. In Japan, we have a story called *Sambo Ichiryo Zon* (All three lost one pound each). This is a story about a trial during the Tokugawa period that illustrates the Japanese concept of adjudication. One day, so the story goes, a plasterer picked up a purse on the road containing three *ryo*. (A *ryo* is an old Japanese gold coin.) The purse also contained a piece of paper identifying a certain carpenter as its owner. The plasterer took the trouble of locating the carpenter to return the purse. For all his pains, the plasterer was told by the carpenter: "Since the purse elected to slip out of my pocket, I don't want such ungrateful money. Go away with the money." The plasterer insisted that the money belonged to the carpenter. Thereupon a brawl started, and finally they agreed to take the case to arbitration by the Lord Ooka of Echizen. Having heard the story from both sides, the lord added one *ryo* to the three *ryo*, split the sum in two, handed two *ryo* to each party, and announced: "My good men, this is my decision. The plasterer could have gained three *ryo* if he had walked away as the carpenter told him to do. By this decision, he will end up with two *ryo*, so he is to lose one *ryo*. The carpenter could have recovered all three *ryo* if he had accepted the plasterer's kindness with a good grace. Instead, he refused to accept the purse. By this decision, he is to lose one *ryo*. I also have to contribute one *ryo*. So, each of the three of us is to end up with one *ryo* less." Of course, this is just a fiction, but still it is suggestive of a notion of the function of a lawsuit that is peculiar to the Japanese.

This is, in a sense, a really ingenious settlement of the dispute. Everybody came out as neither a winner nor a loser. Even the judge went out of his way to contribute one *ryo* in the interest of all-around amicability. The standards of



## The Concept of Wa I

law had no role to play here. Incoherent though it may seem to us students of law, such a decision appeals to the Japanese as demonstrating the most humane consideration. We Japanese tend to feel uncomfortable with a black-or-white type of adjudication. If a Japanese loses in a lawsuit, being of emotional inclination, he is bound to be embittered against the winner, and even against the judge. We do not want to leave the embers of a grudge smoldering. We would rather pay a small price, if such a price rounds off the sharp edges, and let bygones be bygones. This explains why a large majority of cases that are brought to court are settled through compromise. This is very indicative of the peculiar character of the Japanese.

Last, let us consider the Japanese conception of contract. Westerners view social life, basically, as a struggle. In order to resolve struggles in a peaceful manner, they need to have effective communication between holders of conflicting views and interests. They believe that social coherence has to be built on contracts. One source from which they derive their concept of contracts is the Hebrew concept, which found its way to European countries along with Christianity. For the Hebrews, the contract, or *berith* as they called it, between God and man was basic to their lives. To them, violation of the contract was tantamount to a breach of their duty to pay homage to God. Therefore, they could not violate the contract without experiencing a deep sense of guilt, and this mentality, governed their attitude toward ordinary contracts. Westerners inherited this mentality, and even today they are very serious about honoring contracts.

By contrast, the Japanese way of life has been such that we did not need the kind of contract that Westerners developed in order to form a community. From the early days of our history, we Japanese were agrarian people and settled ourselves in large numbers in a given locality as tillers of land. We therefore felt no particular need for a contract. In order to cooperate among ourselves, we did not need a contract whose violation invoked sanctions. People got together and talked things over to enlist the cooperation of their neighbors. This tradition had bred in the minds of the Japanese a very easy-going attitude toward contracts. We Japanese do not go so far as to consider a breach of contract to be a virtue, but we are certainly not very serious about honoring contracts. One might say that a breach of contract is not often accompanied by a sense of guilt. In fact, we view contracts in such a

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light-hearted manner that a contract is often regarded as a sort of tentative agreement (which may be reviewed as the circumstances change). If a party to a contract is subsequently urged by the other party to perform his contractual obligations to the letter, he considers such a demand to be an inhumane act.

Given the difference in the cultural backgrounds, it is not surprising that Europeans find it difficult to understand the Japanese concept of contract. For instance, contracts drawn up by large Japanese trading companies invariably contain a "good-faith" or "amicability" clause. Typical of these is a clause which states that "in case a dispute arises between the parties hereto with respect to their rights and obligations under this contract, the parties hereto shall discuss the matter among themselves with good faith." This seems to indicate that the contract sets forth only a tentative agreement, and if something goes wrong, the parties should renegotiate the terms and conditions of the contract. By contrast, once the parties have agreed on the specific terms and conditions of the contract, Europeans think that they are entitled to take the other party to court if the latter fails to perform his contractual obligations. This is often a source of misunderstanding between Japanese and Westerners in relation to contracts they sign. The Japanese assumes that even if he does not perform his part of the contract, it just will not happen that the other party will immediately take an action for the enforcement of the contract. The Westerner, on the other hand, thinks it simply a matter of course that he can proceed in such a manner to enforce the contract as it is written. The difference between Japanese and Westerners in their concepts of contract has caused a number of sad misunderstandings.

Takeyoshi Kawashima, "Dispute Resolution in Contemporary Japan," and Yosiyuki Noda, "The Character of the Japanese People and their Concept of Law," in *The Japanese Legal System*, Hideo Tanaka, ed. (Tokyo: University of Tokyo Press, 1976), pp. 278, 304-10.

## The Concept of Wa II

### Purpose:

Students will compare the resolution of disputes in Japan and the United States.

### Target Grade Level: 12

### Key Idea:

In Japan, mediation is the preferred method of resolving disputes.

### Rationale:

By comparing how disputes are settled in both Japan and the United States, students will develop a better understanding of both cultures.

### Skills:

Comprehension: Given a case, students will state the facts of the case and identify the issues involved.

Application: Given a case, students will apply the concept of wa to the resolution of a dispute in Japan.

Analysis: Students will compare the method Judge Ooka used to resolve the dispute with the manner in which a similar dispute would be resolved in the United States today.

Synthesis: Students will re-write the case using the concept of wa.

### Materials:

- Reading: "The Case of Hanshichi, the Carpenter" from "The Judge Ooka Tales" (Handout A)
- Teacher Background: "Dispute Resolution in Contemporary Japan" (See The Concept of Wa I)

### Procedures:

1. Involve the students in the lesson by asking them how they would resolve

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a dispute between a tenant and a landlord when the tenant cannot pay rent due to illness. Some students might suggest that in the United States today, the tenant could file for bankruptcy. Other students might suggest that the tenant contact a social service agency. Still others might indicate that the tenant should be taken to court and sued for the back rent.

2. Explain that in Japan, the courts encourage people to resolve their disputes outside the legal framework, a tradition that was illustrated by the "Judge Ooka Tales".
3. Have the students read Part One of "The Case of Hanshichi, the Carpenter." Ask them to state the facts of the case and identify the issues involved.
4. Divide the students into groups of three and ask them to apply the principle of *wa* (harmony) to the resolution of this dispute.
5. Share the decisions.
6. Compare the roles of the two landlords. Which landlord applied *wa* to the case? Explain why Jirobei failed to live by the principle of *wa*. Did Jubei act as a mediator in this case? Explain how Jubei tried to bring about *wa*.
7. Give students Part Two of the case. Compare the landlords' decisions with the way in which Judge Ooka handled the case.
8. Ask students to re-write the story so that *wa* is preserved and the case is resolved before it comes to Judge Ooka.

### Evaluation:

The Japanese have a proverb: "add the contentions and divide the sum by two." Have the students write a one-page paper explaining how Jirobei would have been better off if he had followed the proverb and the case had not gone to court.

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### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 2

I identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

Grade 12, People in Societies, Grade-level Indicator 3

Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

# The Concept of Wa II

## Handout A

### THE JUDGE OOKA TALES

#### "THE CASE OF HANSHICHI, THE CARPENTER"

##### Part One: The Problem

There was a carpenter named Hanshichi living on Owari-cho. Because of a long illness he could not pay rent for some time. When his debt had grown to something like three gold pieces, his landlord, Jirobei, demanded that Hanshichi leave the apartment and confiscated the carpenter's toolbox as security for the rent owed him.

Hanshichi moved to another apartment in Hatago-cho. His new landlord, a man named Jubei, was a kind person. When he learned that Hanshichi could not work as a carpenter without tools, he lent him one piece of gold and told him to pay that much to Jirobei and negotiate the return of the toolbox. He added that Hanshichi could promise to pay Jirobei the remaining two when he earned it from his carpentry.

The carpenter went to his former landlord and did as Jubei had suggested. But Jirobei would not listen. He insisted that he would not give up the tools unless he received the three gold pieces in full.

As a last resort Hanshichi appealed to Ooka's court.

##### Discussion:

Applying the principle of *wa*, what decision would you make in this dispute?

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### Part Two: The Judgment

Ooka ordered Jubei to lend another two pieces of gold to Hanshichi so that he could get his tools back. Jubei obeyed. Then Ooka asked Hanshichi how many days he had been unable to work because his tools had been confiscated. Hanshichi said, "Well, about a hundred days." How much do you earn a day, Hanshichi?" asked Ooka. Hanshichi's answer: "Well it depends, your honor. Somewhere between three and five ounces of silver, sir."

Thereupon Ooka gave the verdict. "Jirobei, now that Hanshichi has paid up all his back rent, it is you who owe him the amount of money he would have earned over one hundred days. If he earned three ounces of silver every day, it would add up to 300 ounces altogether. That is five pieces of gold. You must pay that amount to Hanshichi."

Jirobei was not at all happy, yet he had no choice but to obey the order. He paid five pieces in gold to Hanshichi. Hanshichi paid three of them to Jubei and the case was closed.

"The Judge Ooka Tales" in *As the Japanese See It: Past and Present*. Michiko Y. Aoki and Margaret Dardess, eds., (Honolulu: University of Hawaii Press, 1981), pp. 265-266.

## The Concept of Wa III

### Purpose:

Students will compare the resolution of disputes in the United States and Japan.

### Target Grade Level: 12

### Key Ideas:

In feudal Japan, judges considered each case by its own merits and made no distinction between criminal and civil law.

The concept of right did not exist until the end of the Tokugawa period. Mitsukuri Rinsho, translated the French Civil Code and coined the word *Kenri* as the Japanese equivalent of droit.

Rights did not have to be written in Tokugawa Japan because a right can be defined as a legally protected interest. Since each case was decided on its own merits and the object was to preserve harmony *wa*, then rights did not have to be written in law.

### Rationale:

By comparing how disputes are settled in both Japan and the United States, students will develop a better understanding of both cultures.

### Skills:

Comprehension: Given a case, students will state the facts of the case and identify the issues involved.

Application: Students will apply the principles of *wa* to dispute resolution.

Analysis: Students will compare the way that the case would be handled according to the procedures protected by The Bill of Rights (1791).

Synthesis: Students will predict how Judge Ooka would have dealt with the real thief.



## The Concept of Wa I I I

### Materials:

1. Reading: "The Case of Jizo the Bound." (Handout A)
2. Teacher Background: "Dispute Resolution in Contemporary Japan." (See The Concept of Wa I)

### Procedures:

1. Introduce the lesson by having students read Part One of "The Case of Jizo the Bound."
2. Ask the students to state the facts of the case and identify the issues involved.
3. Explain that in feudal Japan, judges made no distinction between civil and criminal cases.
4. Have the students review the rights of an accused person. Use the United States Bill of Rights (1791).
5. Ask the students to identify the rights of Yagoro. While he was accused by his employer, it was Yagoro who brought the case to court.
6. Have the students read Part Two of "The Case of Jizo the Bound."
7. Ask them to describe the role played by Judge Ooka. Discuss why he had the statue of Jizo arrested. Explain why he took the names of the onlookers.
8. Brainstorm possible ways that Judge Ooka could locate the thief.
9. Read Part Three of the case.
10. Compare the suggestions of the students with the manner in which Judge Ooka found the real thief.
11. Have the students predict how Judge Ooka would have handled the case of the real thief.

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### Evaluation:

Have the students write a one-page paper explaining why the Japanese found no need to develop a Bill of Rights in Tokugawa Japan. How were Yagoro's rights protected? Was justice realized and harmony preserved in the community? Discuss.

### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 2

I identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

Grade 12, People in Societies, Grade-level Indicator 3

Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/ bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

# The Concept of Wa III

## Handout A

### THE JUDGE OOKA TALES

#### "THE CASE OF JIZO THE BOUND"

##### Part One: The Problem

A man named Yagoro was an employee of Echigoya dry goods store. One hot summer day he was assigned to carry a huge load of cotton cloth on his shoulder. By the time he came to some welcome shade under a tree at a place called Honjo, he was very tired and wanted to rest for a few minutes. Beneath the tree stood a stone statue of Jizo. Yagoro put his head on the pedestal, lay down, and inadvertently dozed off. He woke up toward evening and, alas, he found the huge package was gone! Yagoro was dumbfounded. He looked all around the neighborhood and made inquiries about the missing cotton cloth. No one could tell him anything about it.

Dispirited, Yagoro went back to Echigoya and explained what had happened. Nobody believed his story. "Yagoro, you filthy wretch, you must have sold the cotton and spent all the money gambling or going to a house of pleasure. You must pay for the lost merchandise."

Yagoro could not possibly pay such a large amount of money. Having no other alternative, he went to the town court for help.

##### Part Two: The Trial

At court Judge Ooka ordered his men to go and arrest the statue of Jizo. The police surrounded the six-foot-tall stone statue. "Jizo, you are under arrest," they said, and tied the stone statue with rope. The spectacle drew quite a crowd of onlookers. The police with the help of the crowd loaded the statue on top of the cart and pulled it from Honjo to the courtroom at Sukiyabashi. The crowd followed the Jizo into court.

Thereupon Ooka started questioning the Jizo. In the beginning he paid no attention to the crowd, but suddenly he turned to them and said, "It is most disrespectful of you people to come into court without permission. You deserve

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to be punished." The spectators were stunned. They tried to apologize for their behavior. But Ooka would not let them go free. He had the court clerk record their names and addresses and released them on the condition that they stay home until further notice.

### Part Three: The Judgment

About two weeks later Ooka summoned them and ordered that each of them pay a bundle of cotton cloth as fine. "After all the case started with cotton cloth, so you pay the fine in cotton cloth," said Ooka. They all obeyed the order and paid the fine.

Then Ooka had Yagoro inspect each bundle of cotton cloth carefully. Among the many bundles, Yagoro identified two as containing the same cloth that had been stolen. By finding the place where the cloth had been purchased, Ooka then caught the real thief. From that time on, the Jizo came to be revered as "Wishing Jizo the Bound." And from this story came the belief that Jizo would fulfill the wish of anyone who tied him with a rope.

"The Judge Ooka Tales" in *As The Japanese See It: Past and Present* . Michiko Y. Aoki and Margaret Dardess; eds., (Honolulu: University of Hawaii Press, 1981), pp. 266-267.

## The Ideal Judge

### Purpose:

This lesson is intended to provide students the opportunity to compare the role of judges in Japan and the United States.

### Target Grade Level: 12

### Topic:

Dispute resolution in Japanese society

### Concepts:

- Confucian ethics
- Ideal judge
- Comparisons

### Materials:

- "The Judge Ooka Tales" (See Concept of Wa Handouts) and "The Florida Family" (Handout B)
- Teacher Background: "Dispute Resolution in Contemporary Japan" (See The Concept of Wa I)

### Key Idea:

In feudal Japan, judges considered each case on its own merits and ruled according to the principle of Confucian ethics.

### Skills:

Application: Given the principles of Confucian ethics, students will apply them to dispute resolution.

Synthesis: Given a contemporary case, students will predict how Judge Ooka might have resolved the dispute.

### Procedures:

1. Introduce the lesson by asking students to brainstorm a list of words which would describe judges in contemporary America.

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2. After having read three cases from "The Judge Ooka Tales," ask students to develop a list of words which would describe Judge Ooka.
3. Compare the two lists.
4. Explain that judges in feudal Japan were expected to live by Confucian ethics. Judges were to be virtuous individuals who set examples of ethical behavior. They were not to be corrupt and were to decide each case according to its own merits. Confucius called for filial piety, faith in friendship, and respect for others. He thought devotion and obedience were important values and believed that the state should look after people. Inferiors were to respect their superiors. Confucian ethics were rational, not mystical. Judges were expected to recognize the differences between good and evil and rule fairly.
5. Review the cases that the students read. Ask students to cite evidence that would support or refute the statement that Judge Ooka was an ideal judge.
6. Give the students the case involving the Florida family (Handout A). Ask the students to state the facts of the case and identify the issues involved. Divide the class into groups of three and have the students predict the manner in which Judge Ooka would have resolved the dispute.
7. Share the responses. Ask the students to read the case of the Florida family from the Japanese perspective. What does the case illustrate about the American system of justice?

### Evaluation:

Give arguments for and against resolving disputes by the rule of law and the rule of society. Are there times, when a case should be considered independently of the law? Do Americans have a set of principles by which these cases could be decided? Does rule by law imply an objective standard?

To develop critical thinking skills, ask students to evaluate Judge Ooka. He was the ideal judge, but few Japanese living in the Tokugawa period would have

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taken a case to his court. Ask the students to explain why. What lessons did the mythical Judge Ooka teach the Japanese people about their culture? What lessons do the cases teach Americans about their culture? Discuss.

The Japanese have a proverb: "Officials are honored and the people despised." Did the Judge Ooka tales illustrate this proverb? Discuss.

### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 2

I identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

Grade 12, People in Societies, Grade-level Indicator 3

Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

## The Ideal Judge

### Handout A

#### THE CASE OF THE FLORIDA FAMILY

##### **"LAWYERS, HOSPITAL TAKE ALL OF \$3.45 MILLION AWARD"**

Fort Lauderdale, Fla. (AP) - An unemployed immigrant and his six children were forced to rely on charity despite winning a \$3.45 million malpractice suit because lawyers and a hospital caring for his comatose wife split the award.

Those involved say the treatment of Linval Ayton's family is entirely legal under Florida law, which does not recognize his 20-year common-law marriage, and does not allow the children to benefit unless their mother dies.

"We were sympathetic. All the judges were sympathetic," said J.B. Spence, the personal injury lawyer who handled much of the case. "But everyone was locked in a set of legal handcuffs. The culprit here is the law."

The tragedy for Ayton, 43, an illiterate Jamaican immigrant, began when his long-time common-law wife Maudeline Ford, then 42, entered the Broward Medical Center for what should have been a routine childbirth in January 1985.

Ford ran a small store and had been the only support of the family after Ayton ruptured a disk and lost his job as a school janitor.

But something went wrong during a Caesarean section to deliver the baby, and Ford's heart stopped. In the time it took to get her heart started again, Ford's brain suffered damage that has left her comatose.

The baby was born in excellent health.

Ayton's sister-in-law called lawyer Phillip Auerbach after seeing his ad on television, and Auerbach brought in Spence.

There is dispute over whether the lawyers told Ayton he and his children



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would be provided for under a possible settlement.

Whatever Ayton was told, quirks in Florida law deprived the family of any benefits from the \$3.45 million.

One quirk was that state law does not recognize common-law marriages, even though Ayton and Ford had been together almost 20 years.

The six children, ranging in age from 3 to 19, could have received money except for another twist - state law recognizes their loss of companionship only when the mother dies. And modern technology is still keeping her alive in the North Miami Medical Center, at the cost of a \$1,000 a day.

Ayton and the children wound up relying on the sister-in-law, who would sometimes drop off a chicken or a loaf of bread, and charity.

The sympathetic judge in the case, Circuit Judge James Reasbeck, tried to give the family \$104,000. But a probate judge forced Ayton to pay it back.

The lawyers say their 45% fee and thousands of dollars in expenses were legitimate and legal.

Ford won a total of \$1.8 million, but that money was put into a trust fund to pay for her medical expenses. Lawyers say the hospital bills will be paid out of the interest, and the children will eventually inherit the principal.

But the fund's administrator, Fred Koerner, assistant vice president of Barnett Banks, disputes that.

He said Ford's care now costs \$380,000 a year, and has used up almost half of the principal.

Ayton's family was saved from destitution eight months ago when the court agreed to parcel \$2,500 a month out of a trust fund on behalf of the five minor children.

Ayton, as their legal guardian, could petition the court to pull the plug on

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his comatose wife, whom he visits almost daily. That would allow the children to have what remains of the trust fund.

But he refuses.

"We have been poor all of our lives," said Ayton. "I can do without any of this money. Because to me, this money comes along like a kind of blood money."

"Lawyers, hospital take all of \$3.45 million award," *The Plain Dealer*, Cleveland, Ohio, March 14, 1988.

## The Importance of the Group in Japan

### Purpose:

This lesson is provided to enable the student to compare behaviors and attitudes of people in Japan and the United States by analyzing the importance of the group in the two countries.

### Target Grade Level: 12

### Topic:

Dispute resolution in Japan

### Concepts:

- Rule of law
- Rule by consensus
- Ostracism

### Key Idea:

In Japan, the group and one's relation to the group is more than the rule of the law.

### Skills:

Application: Given a hypothetical case in the United States, students will explain how the dispute might be resolved.

Analysis: Given a case in a Japanese hamlet, students will identify the rules by which the group governs the behavior of its members, settles disputes, and punishes those who violate the rules.

Synthesis: Students will role play members of the hamlet and then make inferences concerning the attitude of Japanese toward their legal system.

### Materials:

- Reading: "The Hamlet v. Tetsu-san" (Handout A)
- Teacher background: "Dispute Resolution in Contemporary Japan" (See Concept of Wa I)

## The Importance of the Group in Japan

### Activities:

1. Involve students in the topics by asking them how they would handle the following dispute: A neighbor wants to cut down a tree. You claim that the tree is on your property. What steps would you take to resolve the dispute?
2. Explain that in the American system of justice, the parties involved might go to court and ask the judge to issue an injunction (restraining order) to stop the neighbor from cutting down the tree until the records could be checked and ownership determined. Our system is an adversarial system in which attorneys represent the interests of their clients. The rule of law implies the use of an objective standard and the use of universal principles of justice.
3. In contrast, in Japan different principles apply. To illustrate the difference, ask students to read "The Hamlet vs. Tetsu-san."
4. Assign students the following roles: Tetsu-san; his wife, Aki-chan; Sanzo-san, the assistant to the head man; the head man; the police; and the priests. The rest of the class will live in the hamlet.
5. After reading Part One of the case, ask the members of the hamlet to describe the rules by which their group lives. Next have the students identify the values which they hold and act upon.
6. Ask a member of the hamlet to explain why Tetsu-san might be viewed as "wrong, subversive, rebellious" because of taking the matter to the police.
7. Have the members of the hamlet work out a punishment for Tetsu-san according to the following principle: the group and one's relation to the group is more important than the rule of law.
8. Read Part Two of the case. Explain the meaning of the word ostracism. Ask a member of the village to explain how the members of the group both enforced the rules of the group and obeyed national law at the

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same time. What message did the group send to others through its decision?

9. Have the students make inferences concerning the Japanese attitude toward the law. Compare these attitudes with those in the United States.

### Evaluation:

1. According to the principles of Japanese society, was Tetsu-san treated fairly?
2. In Japan, there is a proverb: "The nail that sticks up gets pounded down." In the United States, people say: "The squeaky wheel gets the grease." Explain how each saying illustrates dispute resolution.
3. In the United States, children who break rules are often sent to their rooms. Ask students to think about how the Japanese would teach their children the importance of the group. (In Japan, children were once locked outside the home.) Discuss the message both types of punishment send to the members of the culture.
4. Discuss the strengths and weaknesses of using rule by consensus rather than rule by law to settle a dispute.

### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

## The Importance of the Group in Japan

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

# The Importance of the Group in Japan

## Handout A

### THE LAWS OF THE HAMLET

#### "THE HAMLET VS. TETSU-SAN"

##### Part One: The Dispute

Why did this situation arise? Well, Tetsu-san's land borders on that of the shrine, and near the boundary there was once a large oak tree. Sometime ago, when a new middle school was to be built in the village, the hamlet was called upon to make a contribution, but it happened that times were bad, and when the deadline came, the money had still not been raised. The other hamlets in the village had already put up their shares, and if our hamlet did not do its part, its honor and reputation would be badly stained. In the face of this crisis, an emergency meeting of the hamlet was called, and after the boss and everyone else had wracked their brains for a time, they hit upon the idea of cutting down the trees in the shrine enclosure and selling them. It was generally agreed that when times got better new trees could be bought for the shrine.

The trouble arose when in cutting the trees, the workmen chopped down the oak on the border of Tetsu-san's land. Tetsu-san, incensed, ran to the police and accused the hamlet of stealing his tree. He figured that it was a case of him against all the rest, and that it would do no good to appeal to the boss of the hamlet, who was as much involved as anyone else. By tradition, however, he should have gone to the boss and tried to settle the affair within the hamlet. By going to the police instead, he had not only created discord within the hamlet, but had exposed the discord for all outsiders to see. As a result, even though the money for the contribution was raised, the honor and reputation of the hamlet were seriously damaged, and it was considered that Tetsu-san had violated one of the basic rules of the community.

When the police examined the disputed land, they found that the oak had belonged to the shrine after all. This was reported to a meeting of the hamlet, and everybody agreed that it wouldn't do to associate any more with anyone who had "treated us all like thieves."

##### Discussion:

How do you think the group would punish Tetsu-san?

How might the group punish his wife and children?

## The Importance of the Group in Japan

### Part Two - The Solution

Tetsu-san was ostracized. But the formal action of the hamlet took a curious turn. This was now, after all, the age of Democracy, and this business of ostracizing people had been widely criticized in the press. Consequently, when it came to dealing with Tetsu-san, the hamlet had to resort to other means. At the meeting, the boss and his two aides got up and said, in substance, "We're not going to have anything more to do with this fellow, and he's in this hamlet, so we guess we'll have to leave the hamlet. Anybody else who didn't like being called a robber by Tetsu-san ought to do like we're doing."

Everybody in the hamlet except Tetsu-san resigned from the association, so that instead of being cast out, he was the only one left in. The effect was of course exactly the same.

Tetsu-san afterward said ruefully to me, "I thought the laws of the nation were stronger than the laws of the hamlet, but now that I've gone to the police, I've found out better."

On the other hand, Sanzo-san, the assistant boss, said, "The country can have all the law it wants, but the hamlet has its laws, too, and it's had them since our ancestors were around. If you live in the hamlet, you've got to obey the laws of the hamlet or get kicked out."

In other words, a person may be a human being, and he may be a Japanese, but above all he is a member of the hamlet.

Once the family is ostracized no one else in the neighborhood will speak to either the master of that house Tetsu-san, or to his wife, Aki-chan. Their children are allowed to play with the others, and when candy or cookies are passed around, they are given some. But no one will have anything to do with the parents, let alone call on them.

### Discussion:

Are people ever ostracized in the United States?



## Mediation/Conciliation

### Purpose:

This lesson is designed to enable students to compare methods of achieving justice in the United States and Japan.

### Target Grade Level: 12

### Topic:

Dispute resolution in Japan

### Concepts:

- Adversarial system
- Mediation/conciliation
- *Kenri* (right)
- *Wa* (harmony)

### Key Ideas:

In Japan, civil suits are rarely filed in cases involving victims of accidents. The company usually accepts responsibility and settles out of court. The company negotiates with the families of the victims.

### Skills:

Comprehension: Given a story about the victims of the Minamata disease, students will state the facts of the case and identify the issues involved.

Application: Students will apply the concept of *wa* to resolve the dispute.

Analysis: Students will compare the methods of achieving justice in both Japan and the United States.

### Materials:

- Reading: "The Case of the Minamata Victims" (Handout A)
- Teacher Background: "The Role of the Law and Lawyers in Japanese Society."

## Mediation/Conciliation

### Activities:

1. Involve the students in the lesson by asking them to assume the roles of the family and friends of the victims of an air crash. Would they file a suit against the airlines. Explain why? Why not? If they knew that the pilot had a history of mental illness, would they sue? Discuss?
2. Explain that the American system of justice is an adversarial system. The relatives of the victims will file a civil suit against the airlines. Attorneys will represent the victims and the company. Each attorney will be protecting the client's interests. Sometimes, the case is settled out of court. Often the company will not admit responsibility because of the possibility of criminal charges.
3. Tell the students that between 1977 and 1982, Japan Air Lines had two crashes of its planes, with 57 people killed. One crash involved a pilot with a documented history of psychological problems. Have the students apply the principles they have learned about dispute resolution in Japan to these cases. Students correctly understand the way in which disputes are resolved if they indicate that the company assumes responsibility and settles out of court according to the age, salary, and family obligations of the victim.
4. Give students "The Case of the Minamata Victims" (Handout A). After they read the case, ask them to state the facts of the case and identify the issues involved. Locate the area on a map and discuss the importance of the sea to Japanese life. According to the way in which disputes are resolved in Japanese society, what should the Chisso Chemical Corporation have done?
5. Have the students read Part Two of the case. Ask students to explain why this case was unusual in Japan.
6. Discuss how Japanese dispute resolution might change if criminal charges could be filed against polluters. In the United States, individuals and corporations will plead "no contest" in order not to admit guilt in a civil case.

## Mediation/Conciliation

### Evaluation:

Debate the topic: Pollution, a crime against humanity.

### Enrichment:

Have a student read the case of "The Sinking Village" in *As the Japanese See It: Past and Present*. Michiko Y. Aoki and Margaret B. Dardess, eds. (Honolulu: University of Hawaii Press, 1988), pp. 283-296. Ask students to report to the class.

The Japanese have a proverb: "Master and servant are in the same boat." Explain how this proverb would illustrate the way in which disputes are resolved in Japan. Do problems become the responsibility of all the people working together? Discuss.

### Relationship to Social Studies Standards:

Grade 12, People in Societies, Grade-level Indicator 1

I identify the perspectives of diverse cultural groups when analyzing current issues.

Grade 12, People in Societies, Grade-level Indicator 5

Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

*This lesson was originally developed by Dr. Betty Barclay Franks, teacher, Maple Heights City Schools and were revised by Dr. Kent J. Minor, Director, Ohio Japan Project.*

## Mediation/Conciliation

### Handout A

#### POLLUTION DAMAGE: WHO PAYS?

#### "THE CASE OF THE MINAMATA VICTIMS"

##### Part One: The Problem

In the fishing town of Minamata in southern Japan twenty years ago, cats began dancing in the streets and fell dead, writhing in pain. Dogs and pigs went mad. Crows dropped from the sky.

Then the mysterious malady struck human beings. It destroyed their control over their arms and legs, made them blind and deaf, and killed them. It hit babies in their mothers' wombs and condemned them to live after birth as mental and physical vegetables.

Last week (mid-March, 1973) the storm stirred up by this phenomenon culminated in a court decision that underscored the growing concern about pollution in Japan.

Medical researchers had determined by the late 1950s that the victims had been poisoned by mercury. They traced the mercury to fish and shellfish eaten by the victims. The mercury, in turn, was traced to sludge at the bottom of Minamata bay dumped by the chemical plant of the Chisso Corporation.

#### Discussion:

Explain how you would handle this case.

What are the rights of the victims?

## Mediation/Conciliation

### Part Two: The Decision

The company denied it was responsible, and some of the victims eventually went to court in 1969.

The case ended last week when a district judge ruled that Chisso was at fault and ordered it to pay \$3.6 million in damages to 138 persons in 30 families. It was the highest industrial-pollution claim yet awarded in Japan. The company accepted the decision and agreed to compensate other victims who had not gone to court.

The Minamata decision was the last of four major court tests here. All ended in favor of the victims. Together, the decisions set a legal precedent holding industrial companies liable for the effects of their pollution and gave new stimulus to demands that Japan be cleaned up.

Note: This case established a principle of responsibility without guilt. The company was liable for damages, but not for criminal action. In 1971, a law was passed by the Diet of Japan which made it possible to prosecute industries which endanger human life or health.

"Pollution Damage: Who Pays?" in *Through Japanese Eyes*, Vol. 2, Rev. Ed., Richard H. Minear, ed., (New York: A Cite Book, 1981), pp. 33-35.

### TEACHER INFORMATION

#### THE ROLE OF LAW AND LAWYERS IN JAPANESE SOCIETY

##### Tanaka Hideo

Japan has a system of courts no less refined than those of Western nations, at least so far as its formal structure is concerned. Nor is she deficient in the system governing her legal profession. The manner in which these systems function in Japan, however, is quite different from that of their counterparts in Western nations. Put simply, many matters in Western nations that are dealt with within the frame work of the regular machinery of law are left in Japan to work themselves out outside this machinery. This peculiarity has been pointed out time and again by lawyers from foreign countries while visiting in Japan.

##### Number of Lawsuits

The number of civil suits brought before the Japanese courts is far smaller than those of other countries. The number of civil suits brought before the courts of a country is determined by a number of factors, chief among which are the ways the country's social system functions and the substance of the various rules incorporated into its legal system. Nevertheless, the fact is that the number of civil suits per capita brought before the courts in Japan is roughly between one-twentieth and one-tenth of the figures for suits per capita in the common law countries of the United States and Great Britain. Even if we also include the number of cases brought to conciliation proceedings in Japan, the difference remains large, between one-sixteenth and one-eighth. These figures serve to show the extent to which the courts are remote from the everyday life of the populace.

It is significant that there is an even larger difference in the number of cases per capita involving small claims. This dramatizes the fact that Japanese people resort to court actions to protect their rights far less easily and readily than people in other countries.

## Mediation/Conciliation

### Limited Sphere of Activities of Practicing Attorneys

Even where a large number of disputes are settled out of court in a given system, one would have less cause to worry if these disputes were settled in a manner not repugnant to the policies embodied in the laws, through the intermediacy of qualified attorneys. But the situation prevailing in Japan is a far cry from such a system of dispute resolution. In Japan, the role of attorneys is confined, with a few isolated exceptions, to lawsuits and areas directly related to lawsuits. They play a minor role in the area of preventive law. Even among those corporations which retain attorneys on a general retainer basis, few seek the advice of their attorneys on matters not directly related to lawsuits, such as the drawing up of contracts. Indeed, not very many seek an attorney's advice even when drafting a standard-form contract. Even rarer are ordinary private citizens who go to an attorney for his advice before drawing up a will or who consult an attorney on the purchase or sale of a piece of real estate.

In fact, the activities of attorneys in Japan do not even cover the entire range of areas directly associated with lawsuits. Even in relatively serious cases, which are heard in the first instance by district courts, the number of cases in which both the plaintiff and the defendant were represented by an attorney accounted for only about 40 percent. Furthermore, in about one-third of the appellate hearings, either the plaintiff or the defendant elected to argue his own case without resort to the advice of an attorney.

By contrast, there are countries where representation by an attorney is mandatory in all lawsuits (except in minor cases). Even in the United Kingdom and the United States, where representation by an attorney in civil cases is not mandatory, all cases except minor ones are in fact presented and argued by attorneys, so much so that cases in which parties to appellate hearings are not represented by attorneys are extremely rare. It is indeed peculiar to Japan that a large number of cases are argued by the party himself without the benefit of the expert advice of an attorney. Lack of legal knowledge on the part of the parties not only hampers the efficient conduct of trials and hearings but also gives rise to a deplorable situation where the parties fail to protect their interests sufficiently.

### Law-Consciousness of the Japanese People

In order to put these phenomena into a proper perspective, one must delve into the law-consciousness of the Japanese people.

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When a dispute arises between two parties, not very many Japanese view the dispute in terms of rights and obligations. Nor does it occur to them, when they fail to work out a solution between themselves, that the best approach to the dispute is to take the matter to the court. Instead, the traditional value of "harmony" (*wa*) prevails upon them. To their minds, settlement of disputes without arguing their points of view in a reasoned way and without fighting out their cases to the finish in court is of supreme virtue. (Compromise in the Japanese political world is another manifestation of this spirit. In reaching a political compromise, Japanese often shelve their principles and work out a compromise by "adding their contentions and dividing the sum by two.")

Of course, the smaller the number of actual disputes, the better. Few would praise a suit-happy person who insisted on continuing to dispute with others for the sake of disputing, even when there was room for a reasonable compromise. The traditional Japanese spirit of harmony, however, does not inculcate a concept of settlement based on a reasoned compromise between the parties and incorporating a clear notion of one's rights. By the same token, only in a few very small number of instances is a detailed arrangement made between parties in advance for the purpose of preventing disputes from arising later. Even corporations, which are supposed to embody the modern rationalistic spirit, often fail to consult their attorneys until a dispute reaches a stage where it defies solution short of litigation in the courts. Even today, there are many Japanese who would hesitate to knock on the door of a law office, even after circumstances have led them there and left them little alternative.

Hideo Tanaka, "The Role of Law and Lawyers in Japanese Society," in *The Japanese Legal System*, Hideo Tanaka, ed., (Tokyo: University of Tokyo Press, 1976), pp. 254-61.



## The Role of Lawyers

### Purpose:

This lesson is designed to enable students to compare the role of lawyers in Japan and the United States.

### Target Grade Level: 12

### Topic:

Dispute resolution in Japan.

### Concepts:

- Rule by law
- Contractual society
- Rule by consensus
- ~~Wa~~-harmony

### Key Ideas:

In Japan, disputes are most often resolved outside the formal justice system.

### Skills:

Synthesis: Based on movies and television shows they have seen, students will make inferences concerning the system of justice in the United States.

### Materials:

- Teacher Background: "The Role of the Law and Lawyers in Japanese Society." (See Mediation/Conciliation Lesson)

### Activities:

1. Discuss the system of justice in the United States as portrayed in movies and television shows. Do they accurately portray the American concept of dispute resolution? Discuss.
2. Explain that the Japanese have a judicial system, but that most disputes are resolved outside the system.
3. Write the following statistics on the board and ask the students to draw

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inferences from them concerning the judicial system in Japan and the system in the United States.

There are 30,000 lawyers in Manhattan and 10,000 in all of Japan. Eighty percent of the cases in the world which come to trial are in the United States.

4. Explain that in Japan, contracts are viewed as tentative and that they contain "good faith" clauses. If the situation changes, the Japanese will re-negotiate the contract. The United States is a contractual society. If one party fails to honor the contract, a breach of contract suit will be filed. The terms of the contract are binding and will not be re-negotiated to meet changing conditions.
5. Ask the students to work together or individually to create cartoons, plays, or simulated experiences which would help Americans doing business or living in Japan to understand the Japanese attitude toward the law, lawyers, and contracts.
6. Share the products.
7. Asks students to identify the assumptions about human nature in a society where each case is considered to be different and the rule of society, not law, is applied.
8. Ask the students to predict whether or not the number of attorneys will increase in Japan as more Japanese companies do business in other parts of the world. Note that the largest law firm in Japan was founded by Americans in 1982—Anderson, Mori, and Rabinowitz. Today, Japanese attorneys urge their clients to consult them before entering contracts.

### Evaluation:

Students will prepare a news article giving advice to Americans planning to do business in Japan. The topic will be the use of contracts in Japan.

Discuss the strengths and weaknesses of viewing contracts as tentative instead

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of binding.

The Japanese live by the following principle: A strong personal relationship should be maintained even though not economical.

Does this principle explain why the Japanese re-negotiate contracts? Discuss.

Is it sometimes inhumane to enforce a contract? Discuss.

### Enrichment:

Ask a student to read and evaluate "The Multi-Door Courthouse: Settling Disputes in the Year 2000" by Frank E. A. Sander in *Barrister*, Summer 1976, pp. 17-21, 40-42. Compare his projections with the current Japanese system. Or see "The Dispute Resolution Center: An Alternative Form of Justice" in *People, Law and the Futures Perspective* by Betty Barclay Franks and Mary Kay Howard, National Education Association, 1979, pp. 40-42.

### Relationship to Social Studies Standards:

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