

## 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)

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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.

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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.

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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.

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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.