

# 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:

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- 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.

*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.*

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

- A. Japanese society focuses on the benefit of the group instead of the individual. During WWI I 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.