

**Title:** Journey along two National Roads, U.S. 40 (United States) and the Tōkaidō (Japan)

**Introduction/Summary of lesson:** **Note:** This is a 2 Lesson series for Modern World History

- **Lesson One:** Students will use the cultural snapshots to develop, support, and evaluate a thesis as it relates to a predetermined theme.
- **Lesson Two:** Students will take part in a political simulation to assess both positive and negative consequences of the restoration of the Nihon Bridge

**Subject(s)/Grade level(s):** High School Modern World History

**Duration of lessons:** 2 periods each

**Connection to standards/common core:** Modern World History

- **Lesson One: Historical Thinking and Skills- # 3:** Develop a thesis and use evidence to support or refute a position.
- **Lesson Two: Achievements and Crisis (1900-1945) - # 13:** Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.

**Essential Questions:**

- **Lesson One:** How is a thesis statement developed? How is evidence gathered to refute or support a thesis? How is a hypothesis validated? What is a thesis statement?
- **Lesson Two:** What are examples of advancements in technology, communication and transportation along Japan and the U.S.'s National Roads? In what manner has these roads improved lives and in what ways have they not?

**Learning Objectives:**

- **Lesson One:** Students will use primary source material to develop and support or refute their positions.
- **Lesson Two:** Students will analyze how advances in transportation both improved lives but result in negative consequences.

**Materials needed:**

1. Have students look at the online module "Journey along the Tōkaidō" and separate the study into 3 parts:
  - [Ukiyo-e Woodblock Prints](#) (1830s)
  - [Tōkaidō Manga Scroll](#) (1920s)
  - [Present Day](#) (2010s)

2. Maps of the National Roads in Japan and the U.S. and Route 66
  - a) **National Road/Route 40 (Maps and other resources)**
    - [National Road](#)
    - [Highlights along the National Road in Ohio](#)
    - [National Road \(Route 40\) and U.S. 20 in Ohio](#)
    - [Maps of the National Road \(Route 40\)](#)
    - [Maps of National Road \(Route 40 in Ohio\)](#)
    - [National Road Map \(National Park Service\)](#)
  
  - b.) **Route 66 resources**
    - [Route 66 Map \(National Park Service\)](#)
    - [The Route 66 Primer: A Brief History](#)
    - [Route 66 Federation: History of route 66](#)
    - [TIME USA: A brief history of route 66](#)
    - [National Historic route 66 federation:](#)
    - [Route 66: Heritage Travel Itinerary](#)
    - [Back in Time: Route "66" The Mother Road](#)
    - [U.S. Route 66](#)
  
  - c.) **Japan's National Road: Tōkaidō**
    - [Interactive map of the Tōkaidō with contemporary photographs](#)
    - [Map of Tōkaidō Shinkansen \(Bullet Train\)](#)

### Lesson One:

**Pre-Assessment for Lesson One:** Teachers should review examples of the 4 groups

**Activity One:** "Developing a Historical Thesis": Students must learn to validate hypotheses.

1. Teachers should become familiar with the history behind the development of the Tōkaidō road. A brief and deliberately vague introduction should be given to the class. (See background information listed with materials needed).
2. Divide the class into groups. Assign a theme of exploration to each group. Suggested themes:
  - Daily life
  - Topography
  - Culture
  - Modes of transportation

Each group is asked to make a hypothesis using one of three cultural snapshots of the Tōkaidō. Each group will examine the prints and then and site evidence that correlates to their group's theme. A list of stations/scenes should be noted.

1. Once an initial hypothesis is made, the same or different group makes a list of facts from various scenes that refute and support their original hypothesis.
2. A thesis is now made and shared with the class for evaluation by peers.

**Teachers' Note:** If students focus on the *Tōkaidō Manga Scroll*, they might notice the lack of cars or motor driven modes of transportation. A hypothesis might be that Japan lacked motor driven forms of transportation in the 1920's. Other students might refute this hypothesis due to captions. This could force a student to alter their hypothesis by stating motor driven forms of transportation were in their infancy in the 1920's in Japan. Additional hypothesis will be derived from using the woodblock prints or the interactive map.

### Lesson Two:

**Pre-Assessment for Lesson Two:** Select a contemporary or local building project, one the students are familiar with, and do a brief overview of lesson 2.

**Activity Two:** "A Bridge that first Joined Now Separates": This activity will be a political simulation posed around the restoration of the Nihon Bridge.

1. Students will be shown the first print of the *Tōkaidō Manga Scroll* showing station Nihonbashi (Nihon Bridge)
2. Discussion questions for students:
  - Why did the citizens build this bridge in Edo (today Tokyo)?
  - What effects would this bridge have on the political, social and economic status of Edo?
  - Students will be given roles and role cards for the following debate:

What to do with the Nihon Bridge (Nihonbashi)?

1. Setting the scene for the simulation, the teacher should read the following background information to the class.

*Due to the bridge's age and historical significance the bridge is now an iconic fixture in Tokyo. Many groups wish to restore the bridge to its former glory. Residents and businesses of the Nihonbashi area would like to reclaim their former glory by having the district become a tourist attraction. The district wishes to provide tourists with a chance to view locations via water transportation, as was popular in the Edo Period.*

*Years later, during Japan's rush to prepare for the 1964 Tokyo Olympics, the Metropolitan Expressway, a spectacular technological improvement from the bridge, was constructed. Due to lack of time, the Expressway was built high in the sky to avoid land acquisition issues by the government. At first, everyone was happy to build a structure symbolic of Japan's rapid growth to be viewed by the world during the Olympics.*

*Because the Expressway was built into the sky, the natural skyline of the Nihonbashi area was destroyed including the once classic view of Mt. Fuji, sacred to both the Shinto and Buddhist religions.*

Students will assume the following roles:

1. City of Tokyo Planning Commission
2. COREDO Nihonbashi, whose goal is "to preserve the old culture and tradition, create new modern attractiveness, and turn Nihonbashi into an even more energetic and bustling district".

3. Famous Nihonbashi Bridge Conservation Group (formed in 2011 for the centennial anniversary of the construction), and now reassembled.
4. Citizens Supporting Fiscal responsibility

**Post Assessment Lesson Two:**

Have students or teacher develop a numerical decision-making grid for determining the efficacy of a building project. Have students list the pros & cons and assign a value to each.

**Teacher's Notes- Background Information about the Tōkaidō source (Overview):**

Students will study two primary source materials: the *Tōkaidō gojūsantsugi manga emaki* (The Fifty Three Stations of the Tōkaidō Manga Scroll, which will be referred to as the "Tōkaidō Manga Scroll") and the *The Fifty-Three Stations of the Tōkaidō* woodblock prints. This Tōkaidō manga scroll was created by 18 members of the Tokyo Manga Association during a trip approximating the route of the old Tōkaidō in 1921 and depicts scenes of Japanese culture, history, economics, daily life, transportation, architecture, and industry. Utagawa (Andō) Hiroshige's *The Fifty-Three Stations of the Tōkaidō* (1833–1834 in the Hōeidō edition) is a series of woodblock prints (*ukiyo-e*) of the stations along the Tōkaidō. These *ukiyo-e* prints became enormously popular and have been reprinted countless times down to the present. The scroll is part of an online module, "Journey along the Tōkaidō," which includes a video of the scroll, links to the *ukiyo-e* (woodblock prints from 1833-34) and links to sections of the Tōkaidō area today, along with other background material.

Lesson plan is available on: <http://u.osu.edu/journeyalongthetokaido/lesson-plans/>

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