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East Asia

Unit 731- The Asian Holocaust

or

Unit 731 – The Forgotten Holocaust

Purpose: 1. Analyze connections between WW II, the Cold War and contemporary conflicts.
2. Analyze the consequences of World War II including the Holocaust and its impact.
3. Development of a more global perspective, as well as greater sensitivity to the atrocities of war.

Grade Level and Subject: Grade 9, History –Benchmark E., 20th Century Conflict, 11, a., b., and c.

Lesson will also enhance students' knowledge of Geography and People and Societies.

Commentary: Lesson plan was designed for students with cognitive disabilities, however it can easily be modified for regular education students.

Note – The students this lesson was designed for have strong background knowledge of the Holocaust in Germany and the use of propaganda during times of war.

Length of Lesson: Because of the students' special needs, three to four - 42 minute periods.

Methods:

1. Visual – power point
2. Small-group discussion
3. Use of maps and graphic organizers

Essential Questions:

- Where is China located in relationship to the other countries in the Pacific?
- Where is Japan located?

- In what ways were the Nazi Holocaust similar to or different than the Asian one?
- Why have the German people apologized and made reparations, but the Japanese have not?
- How does war strengthen stereotypes?
- How does war promote conformity?
- Are there limits to what soldiers may do to the enemy in times of war?
- When, if ever, should a soldier disobey orders?
- Is the use of civilians/POWs for experimentation, without their permission, in wartime ever justified?
- What if it leads to new medical discoveries and/or treatments?
- Why did Japan not observe limits in World War II?
- Can international laws against atrocities be enforced? How?
- Should the U.S. be held to these codes when our enemy ignores them?
- Is it ever justified for the U.S. to use bio/chemical warfare methods against our enemies?

Activities: Daily begin with any relevant current event

Day One: Introduction

1. Review vocabulary – i.e. holocaust, atrocities, etc.
2. Discuss students' background knowledge of Nazi Holocaust
 - a. write their comments for comparison of their knowledge of the two Holocausts at conclusion of the unit
3. Locate China on a map
4. Discuss its location in relationship to Japan and other East

Asian nations

3. Begin power point
4. Leave time for discussion of students' reactions
5. Write any comments they make drawing a comparison between the two

Days Two – Four: A quick summary of previous day's class, answer any questions

1. Continue power point
2. Discuss students' reactions
 - a. Use Venn diagrams to visually represent comparisons

Homework: This can be modified for regular education students.

With the cognitively impaired students, homework is rarely assigned because it becomes in-school work since the aid and/or teacher need to help students due to their low reading levels, writing and spelling deficiencies and no one at home to work with them.

Assessments: (Will need to be modified for regular education students.)

Pre-assessment: Determine students' background knowledge of Nazi Holocaust

On going assessment: Conduct ongoing assessment throughout the power point, allowing students the opportunity for observations and/or reflections.

Post-assessment: Discussion of what students learned.
Test – vocabulary terms
ability to locate China and Japan on a map
a Venn diagram for students to list some similarities and differences between the two holocausts
a short answer question asking students how the Asian Holocaust is still affecting people's lives today

?

•How can international laws against

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Additional Resources:

Documents

Geneva Conventions Protocol for the Prohibition of the Use in War of Asphyxiating, Poisonous or Other Gases, and of Bacteriological Methods of Warfare. 1928

Nuremberg Code (1947)

United Nations Charter

Universal Declaration of Human Rights

Texts:

Chao, Sylvia Yu: Global View: China. *The Forgotten Victims of Japanese Biological Warfare*. June 8, 2005.

Hal Gold. *Unit 731 Testimony*, Yenbooks, Singapore: Singapore, 1996.

Strom, Margot Stern. *Resource Book Facing History and Ourselves Holocaust and Human Behavior*. National Foundation, Inc., Brookline, Mass.

Williams, P. and D. Wallace. *Unit 731-the Japanese Army's Secrets of Secrets*. Hodder and Stoughton, London, 1996.

Internet:

Harbin, Matthew Forney and Kattoulas, Velisarios." Black Death". September 02, 2002.

Eubios Journal of Asian and International Bioethics 13 (2003), 106-7.

http://www.chinadaily.com.cn/english/doc/2005-04/19/content_435571.html

http://www.crimelibrary.com/serial_killers/history/mengele/index_1.html

<http://www.csupomona.edu/~tassi/nanking.htm>

http://www.dailymail.co.uk/pages/live/articles/news/news.html?in_article_id+439776&in_...html

<http://english.aljazeera.net/English/archive/archive?ArchiveId=11500>

<http://mensnewsdaily.com/2006/11/26/japanese-veteran-says-atrocities->

committed-against-...

<http://www.nesa.org.uk.html/unit731.htm>

<http://www.sunshine-project.org/pingfan/pf2.html>

The Other Holocaust: Nanjing Massacre, Unit 731, Unit 100, Unit 516

<http://www.skycitygallery.com/japan/japan.html>

<http://www.theage.com.au/cgi->

[bin/common/popupPrintArticle.pl?path=/articles/2002/08/02](http://www.theage.com.au/cgi-bin/common/popupPrintArticle.pl?path=/articles/2002/08/02)

<http://www.vcn.bc.ca/alpha/speech/Harris.htm>

http://en.wikipedia.org/wiki/Unit_731