Ohio Standards Connections:
- Use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, and global settings
- Analyze the influence of different cultural perspectives on the actions of groups

Lesson Summary: Japan
Scholar: Wilson  Grade: 9
Estimated Duration:  2 weeks
Students will:
- Learn quotes by Japanese philosophers
- Read poetry from Japan
- View news stories and TV broadcasts of Japanese current events
- See WWII events from a Japanese American perspective
- View multiple photos taken during the Japanese occupation of Nanking, starting in November 1937.
- Be given an Opinion-Proof Chart. On the chart, the teacher will give students two prompts to write under the Opinion Section: 1) The photographs show Japanese brutalization of the Chinese in Nanking. 2) The photographs show only a few Japanese soldiers who have done harm to some Chinese in Nanking.
- Fill in proof for each opinion, as the evidence from the pictures warrants.
- Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.

Scoring Guidelines:
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: Below 60

Pre-Assessment:
- What do students know about Japan?
- What do they want to know?
## Japan, Gr. 9 Lesson Plan

### Post-Assessment:

- “Ticket Out” daily summary of lesson

- Once students have viewed all the photographs and entered proof for each prompt, students will then discuss which opinion has more proof. They are to use their Opinion-Proof sheets and discussions with one another to answer the following 5 questions. Partners may answer these questions together and turn in one set of answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?</td>
<td>1. Do the photos support or refute prior learning on this topic? Explain.</td>
</tr>
<tr>
<td>After reading yesterday’s handout, <em>Exposing the Rape of Nanking</em>, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.</td>
<td>2. Do the photos support or refute prior learning on this topic? Explain.</td>
</tr>
<tr>
<td>Why might people deny the Japanese did these atrocities to the Chinese?</td>
<td>3. After reading yesterday’s handout, <em>Exposing the Rape of Nanking</em>, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.</td>
</tr>
<tr>
<td>What other historical atrocities have been denied by those engaging in them?</td>
<td>4. Why might people deny the Japanese did these atrocities to the Chinese?</td>
</tr>
<tr>
<td></td>
<td>5. What other historical atrocities have been denied by those engaging in them?</td>
</tr>
</tbody>
</table>
JAPAN, Gr. 9 Lesson Plan

MATERIALS AND RESOURCES:
BOOKS/FILMS:
- Wings of Defeat: Once We Were Kamikazi (movie, 2007)
- Tora! Tora! Tora! –attack on Pearl Harbor (movie, 1970)
- Flags of our Fathers (movie, 2006)
- Training the Samurai Mind – Thomas Cleary, ed., Dushindo Source Book
  Shambhala Publications, Inc., 2008
- Pacific Century (1992 Documentary)

TECHNOLOGY CONNECTIONS:
Websites:
- http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html
- http://www.cnd.org/njmassacre/page1.html

Online newspapers:
- japantimes.co.jp
- japantoday.com

Online TV:
- Bloomberg Japan
- Fox Japan

RIGOR EXTENSION:
Find examples in the newspaper, on TV or on the internet about an issue involving the Japan; write a “letter to the editor” expressing how you think the American approach would differ from the Japanese approach to finding a solution.
THE ARTS ACADEMY LESSON PLAN - WORLD HISTORY
JAPAN, Gr. 9 Lesson Plan

DIFFERENTIATION MAP:

Spatial: charting/illustrating significant events and issues; Use SMARTboard to review

Interpersonal: small groups: current v. past events; class debate and discussion

Linguistic: presenting tutorials, audience questions for presenter; Oral reading

Musical: practicing recitation

Logical: organizing events in a timeline

Intrapersonal: journaling activities; “Ticket Out”; daily class notes

Kinesthetic: clapping, keeping beat with recitations; learning/practicing the Japanese art of origami