**Overview of Teacher Implementation Plan**

**Due: January 4, 2016**

To Teachers: please fill out this Overview of your Implementation Plan fully and return to your seminar leader by no later than January 4, 2016. Please type directly into this document, using as much space as you need.

The seminar leader may give you feedback before forwarding this Overview to the University of Pittsburgh NCTA Coordinating site. **Please Note:** this will be the only document that the Pitt site receives at this stage, and it must be completely filled out in order for us to process your mini-grants and stipends. Thanks for your help with this part of our process. We appreciate your work.

**Date:** January 4, 2016

**Name**: Kelsey Spang

**School:** George Washington Middle School

**Unit Title:** WWII Japanese Imperialism and Post-War Japan

**Unit Abstract:** This lesson planfocuses on the Japanese Imperialistic Agenda in East Asia and their plan to become a leading world power after WWII. Primary source documents, a PowerPoint, videos, anime, and manga are used to engage learners.

**Content Standards:**

SS.6.G.2: compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.

SS.6.H.CL3.1: summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union.

SS.6.H.CL3.4: analyze the role of strong leadership during the war and critique their responses to the conflict.

SS.6-8.L.1: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

SS.7.C.1: classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).

SS.7.E.5: examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases, and war).

SS.7.G.3: analyze the impact of cultural diffusion on a variety of regions.

**Content Area(s):** Social Studies, History

**Targeted Grades:** 6th- 7th Grade

**How Will This Unit Be Integrated into Your Curriculum**: This unit will be integrated into my 6th grade social studies (modern history) classroom when instructing students about World War II.

**Time of Implementation (how and when will the unit be implemented):** This unit will take 4x 45min class periods. \*Note- The instructor will also teach about the European front of WWII. This unit focuses on the war in the Pacific, the Imperialism of Japan, and Post-war Japan.

**Big Idea:** Students will understand that Japan became a world imperialistic leader during World War II and would have been a world powerhouse post-war if not for the defeat against the US.

**Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):**

1. How did Japan gain pan-Asian support for the Japanese imperialistic agenda during WWII? Day 1-2
2. What was Japan's role in the United States' entry into World War II? Day 1-2
3. What events led to the downfall of Japan at the end of WWII Pacific-front? Day 3
4. What were the effects of the atomic bombs dropped on Nagasaki and Hiroshima? Day 3
5. How does pop culture play a role in how Japan involvement in WWII is viewed? Day 4

**Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas): [these can be outlined here in this file, and the full lesson plans included as separate documents]**

**Note- prior to this unit causes of WWII and actions on the European front will be (should be) addressed)**

Day 1 and Day 2:

* Conduct a Map Comparison Analysis. Show the Asian Map of Japanese territories (on PowerPoint). Highlight only Japan first in red. Discuss with students that prior to Asian imperialism, Japan only had its own territory in what we today call Japan. Then zoom out on all of Asia and notice years in which Japan started conquering other countries. Have students pick out things that they notice about the conquered countries’ makeup, physical location to Japan, and possible beneficial resources
* Discuss reasons WHY Japan wanted to be in control of pan-Asia and why there was interference from the West on this agenda. (PowerPoint)
* Watch John Green’s video Asian Responses to Imperialism: Crash Course World History #213. Have students complete a 3-2-1 response on the video: 3 things you learned, 2 things you found interesting, and 1 thing you have a question about
* Explain to students that the United States was an upcoming world power threat that Japan wanted to put down in order to not take any chances of their pan-Asian agenda being ruined. They used propaganda against the United States and forced Japanese nationalism to secure support from their seized territories.
* Show the bombing of Pearl Harbor using the first discoveryeducation.com link. Discuss the rationale for Japan bombing Pearl Harbor (on PowerPoint)

Day 3:

* Watch the bombings of Hiroshima and Nagasaki on Discoveryeducation.com (see link below.)
* Read about the effects of the atomic bomb using the LATimes website. Explain to the students that this is an opinion of the author but is grounded in historical facts.
* Have students close their eyes and really listen to the difficult decision that President Truman had to make. Closing their eyes allows students to rid themselves of distractions and influence from fellow classmates. Use the link below from ushistory.org to get the facts on the decision to drop the two atomic bombs.
* Have students complete a Think-Pair-Share about their opinions on whether or not the US was justified in bombing Nagasaki and Hiroshima.
* Have the students write a journal entry stating their opinion on whether the means justified the end of the war with a focus in on the human devastation in Japan.

Day 4:

* Show the two video clips from *Grave of the Fireflies*. Explain to students that Anime is often used to display society's opinion and feelings of certain issues whether they are happy events or devastating events. Have students to be thinking of an answer the question "What is the message the anime clips are trying to send to the viewer". The following links are clips to the videos on [youtube.com](http://youtube.com)
	+ <http://youtu.be/4vPeTSRd580> The trailer to the movie
	+ <http://youtu.be/_ovJGnjOjx4> The death of Setsuko
* Next, show the three slides of the manga that portrays the bombings (on the PowerPoint). Explain to students that much like anime, manga also illustrates society’s reactions to an event, however it is much like a comic book rather than a cartoon video. As a group discussion, pick out the similarities and differences between Anime and Manga.
* Have students create their own manga of any of the events discussed over the past 3 days \*Summative Assessment\*. Remind students to be sure to include factual details from notes taken on Japan, the US, and WWII.

**Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):**

**Assessment: What evidence of learning will you accept?**

Formative Assessment: Notes on Day 1 and 2, 3-2-1 Response on Day 2, Think-Pair-Share (Day 3), Journal Entry (Day 3)

Summative Assessment: Anime Assignment on Day 4

**Resources Needed (please list titles of books, films, curriculum units, and website addresses):**

* 1. John Green’s Asian Responses to Imperialism #213: <https://www.youtube.com/watch?v=nxmWfbXS4Pw>
	2. Bombings of Pearl Harbor on DiscoveryEducation: <https://app.discoveryeducation.com/search?Ntt=bombing+of+pearl+harbor&utm_source=typeahead_selected&utm_medium=banner&utm_campaign=renewals2015>
	3. Bombings of Hiroshima and Nagasaki: <https://app.discoveryeducation.com/learn/videos/37EC3932-F185-4DF1-B3FA-5479F0BF16A5?hasLocalHost=false>
	4. LA Times Article on effects of the atomic bomb: <http://www.latimes.com/opinion/op-ed/la-oe-0809-southard-atomic-bomb-survivors-20150806-story.html>
	5. Truman’s Tough Decision: <http://www.ushistory.org/us/51g.asp>
	6. *Grave of Fireflies:* <http://youtu.be/4vPeTSRd580> and <http://youtu.be/_ovJGnjOjx4>

**Other Resources Used:**

* 1. <http://www.history.co.uk/study-topics/history-of-ww2/pearl-harbor>
	2. AP Photo/U.S. Army via Hiroshima Peace Memorial Museum
	3. Nydailynews.com
	4. WWII in Popular Culture PowerPoint presented by Dr. Zelideth Maria Rivas.

**An explanation of how the seminar helped you develop the plan:**

This seminar helped be develop my plan by providing me with information on the Asian prospective of WWII. The guest lecturer, Dr. Zelideth María Rivas, discussed the importance of Japanese popular culture in students’ lives and made a connection to how I can incorporate that into my classroom. Resources used in the class provided me with the opportunity to learn history from a new perspective and encouraged me to seek out new resources with a different historical lens.

NOTE: we may upload your implementation plan as an “Uploaded Contribution” to the University of Pittsburgh *East Asia Gateway for Linking Educators* (EAGLE), so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

\_\_X\_\_ I agree to have my implementation plan (or portions thereof) uploaded to the NCTA EAGLE site.

\_\_\_\_No, please do not make my implementation plan available on the NCTA EAGLE site.