

Date: January 5th, 2015
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School: Central Catholic High School

Unit Title: Japanese Expansionism leading up to WWII

Unit Abstract:

Lost Names, by Richard Kim, is an excellent narrative of the Japanese occupation of Korea prior to and during the Second World War. To get a complete understanding of the time period, and novel, a certain amount of background perspective is required. This 3-4 day unit will provide an opportunity for students to build their understand and work with the time period from a historical perspective prior to opening the novel.

Content Area(s): English/Language Arts, World literature

Targeted Grades: 11th-12th grade

How Will This Unit Be Integrated into Your Curriculum: Currently, the class is taught as a yearlong 'World literature' course. The novel *Lost Names* fits into the larger idea that "No Man is an Island."

Time of Implementation (how and when will the unit be implemented):

Prior to entering the novel *Lost Names*, by Richard Kim. This unit will consist of 3-4 class periods. Currently, the class is a part of a curriculum centered on World literature.

Big Idea:

Students will have a clear understanding of the Japanese atrocities in Korea, and generally East Asia, leading up to World War II. The novel begins in 1933 and a small bit of background leading up to the first chapter "crossing" will offer an opportunity for students to understand the emotional and previous experience shared by the characters within the novel.

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

What are the most efficient and successful forms of colonization?

How does language carry culture?

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])

Day #1: Students will read and understand primary source documents regarding the annexation of Korea.
Protocol Signed Between Korea and Japan, February 23, 1904
Treaty of Annexation, August 22, 1910: The Proclamation
Declaration of Independence, March 1, 1919

Day #2: Students will read and understand primary source documents regarding Japanese education policies in Korea:

Education Policy
Korean Student Bulletin, December 1928
Education Ordinance, March 4, 1938
Pledge of the Imperial Subjects, October 1937

Day #3 Students will watch and discuss the documentary “The Rape of Nanking”

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

Day #4 Students will present to the class, in groups, a presentation discussing the following ways in which colonization was completed:

Political
Economic
Cultural

Assessment: What evidence of learning will you accept?

If each student is able to come to a clear conclusion regarding the colonization and destruction of culture during the expansion of the Japanese Empire in East Asia, I will accept students learning. By displaying a knowledge of the political, economic and cultural colonization of these nations in the early 20th century, students will have a successful understanding of the time period to move forward into *Lost Names*.

Resources Needed (list specific resources):

Miller, Linda. “JAPANESE COLONIALISM IN KOREA 1910-1945: A DOCUMENT-BASED ESSAY EXERCISE.” 2010. Print.

Kim, Richard E. *Lost Names; Scenes from a Korean Boyhood*. New York: Praeger, 1970. Print.

Nanking. Dir. Bill Guttentag. Perf. Hugo Armstrong and Rosalind Chao. Fortissimo Films, 2007. DVD.

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

Prior to the seminar, the novel *Lost Names* stood alone in my curriculum plan. After studying the history of Japan, China and Korea it is more apparent the historical significance of Japan's expansionist tactics and especially the role it played on relationship with Korea and China.

The curriculum plan that I read involved the future of Korea (post-1945); however, it would be helpful for the students, from this angle, to receive a bit more understanding and background to the characters actions within the course of the text.

For example, the book begins in 1933, but the feelings, fear and resentment of the characters in *Lost Names* started almost 30 years prior to that chapter. It is important to put those ideas into context.