

Overview of Teacher Implementation Plan

Due: January 8, 2018

(Date of the Plan March 12, 2018 to April 18, 2018 [date of final Unit Test on World War II])

To Teachers: please fill out this Overview of your Implementation Plan fully and return to your seminar leader by no later than January 8, 2018. 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:

Name: Dan Faircloth

School: Martinsburg High School

Unit Title: Growth of Japanese Militarism & WWII in the Pacific.

Unit Abstract: This will be a part of a larger unit on WWII (which covers the war in Europe as well as in the Pacific). Students will examine the growth of militarism in Japan and compare and contrast the Japanese Empire with the other Axis Powers of Fascist Italy and Nazi Germany. Students will also assess how Japanese militarism and territorial expansion led to US entry into WWII. In addition, students will compare & contrast the fighting in WWII in the Pacific to WWII in Europe.

Content Standards:

SS.CS.3: Analyze & apply ways US & world conflicts can be resolved in a cooperative & peaceful manner.

SS.CS.6: Analyze the industrial organization of the American economy & connect the effects upon outcomes of WWI & subsequent wars

SS.CS.10: Analyze & evaluate the competing ideologies of various economic systems (e.g. capitalism, socialism, & communism) and resulting world conflicts.

SS.CS.13: Analyze & evaluate the changing boundaries of world maps as a result of wars (e.g. WWI, WWII, etc.)

SS.CS.14: Analyze US isolationism, neutrality, & entanglement in world affairs.

SS.CS.16: Connect how natural resources of various world regions impact foreign & economic policy decisions.

SS.CS.20: Assess the prolonged effects of the stock market crash upon social & economic activities of the US & the world, and explain how the world economic crisis enabled the growth of totalitarian governments.

SS.CS.21: Assess the ambitions of the Japanese in their decision to attack Pearl Harbor & its influence on the outcome of WWII. Investigate & cite evidence about the significance of the events of the European & Pacific theatres of war.

SS.CS.Literacy: determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details & ideas.

Content Area(s): US History Comp Honors

Targeted Grades: 10th

How Will This Unit Be Integrated into Your Curriculum:

The US History Comp Honors course is a class which traces the growth & development of the United States from a collection of thirteen colonies to an economic & military superpower of the 20th & 21st Centuries. This unit will build upon earlier lessons in Unit 4 of the course on Imperialism & WWI (e.g. the Meiji Restoration, TR's arbitration of the Russo-Japanese War, the Great White Fleet, & Japan's involvement in WWI). The rise of militarism in Japan has a direct impact on US involvement in WWII & its eventual rise as a world superpower. In addition, students will be able to connect the 1929 Stock Market Crash with the growth of the militarists in Japan.

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

This unit will be implemented in March & April of 2018. The days focusing on Asia & Japan are the following:

Wednesday March 14, 2018

Monday March 19, 2018

Tuesday March 20, 2018

Wednesday March 21, 2018

Thursday March 22, 2018

Friday March 23, 2018

The consecutive days (except weekends) of Monday April 9, 2018 to Monday April 16, 2018.

(Please refer to my lesson plans which should be attached to my implementation plan).

Big Idea: Students will understand that...

The 1920's & 30's saw the development of totalitarian dictatorships who had imperialistic goals that endangered and came into conflict with the United States. In addition, students will understand how WWII started; how the United States got involved in WWII; and the role Japan has played in world events (for either good or ill).

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

How did imperialism impact the world?

How did the 1929 US Stock Market Crash impact the world & other nations (including those outside of Europe & the West)?

How did the growth of the militarism in Japan compare to the growth of Nazism in Germany and Fascism in Italy?

How did totalitarian dictatorships start WWII?

Why did Japan attack the United States on December 7, 1941?

What effect did the Japanese attack on Pearl Harbor have on the American public?

How was WWII fought in the Pacific as opposed to the European theatre?

Why did the US drop the atomic bomb on Japan as opposed to Nazi Germany?

**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]**

- I. Review of the Meiji Restoration & The Development of Modern Japan (March 14, 2018—covered in Kahoot game)
 - a. Japanese modernization & its governmental structure
 - b. Japanese Territorial Expansion to WWI
 - c. Lack of a strong Emperor & onslaught of the Great Depression

- II. Totalitarian Regimes in Europe & Japan (March 14, 2018—Notes & review questions)
 - a. Italy, Soviet Union, & Germany review
 - b. Japan
 - i. Japan’s economic situation
 - ii. Military Takeover of Japan
 - iii. Militarist Regime of Japan
 - iv. Comparisons with other totalitarian regimes in Italy, Soviet Union, & Germany, and how Japan contrasts with Fascist Italy & Nazi Germany
- III. Japanese Expansion (March 14, 2018 & March 19, 2018)
 - a. Japan’s reasons for expansion (March 14, 2018)
 - b. Invasion of Manchuria (March 14, 2018)
 - c. Invasion of China & Japanese War Crimes (March 14, 2018)
 - d. Pearl Harbor & why it occurred (March 19, 2018)
 - e. Japanese Internment (March 20, 2018 & March 21, 2018)
- IV. War in the Pacific
 - a. War in Europe as opposed to fighting the Japanese (April 9, 2018)
 - b. Invasion of the Philippines to Leyte Gulf (April 10, 2018 to April 12, 2018)
 - c. Leyte Gulf to Okinawa (April 12, 2018)
 - d. Atomic Bombings of Japan (April 12, 2018 & April 13, 2018)
 - e. Tokyo War Crimes Tribunal (April 16, 2018)

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

(This activity will be a part of a larger assessment of a larger unit on the Great Depression & WWII.)

Unit 5 Test: Great Depression & WWII (April 19, 2018) and Comic Strip Project during the Unit (March 22, 2018 & March 23, 2018)

Assessment: What evidence of learning will you accept?

Review Questions (Exit Slips)
 Kahoot Review Games
 Worksheets & Key Question Sheets
 Readings
 Map Activities
 Short Answer Quizzes
 Comic Strip Project
 Unit Test

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

Resource: *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. Holcombe, Charles. Cambridge University Press, 2011.
 Reading: “Fighting the Japanese: War Unrestrained.” *The World within War: America's Combat Experience in World War II*. Harvard University Press, 1999.
 Reading: “Apes and Others” by John Dower. *Nexttext Historical Reader: Japanese-American Internment*, McDougal Littell, a Houghton Mifflin Company, pp. 46-55.
 Reading: “Code for the Warrior Households (1615).” *Sources of Japanese Tradition, Vol. 2, part 1 1600-1868*, compiled by de Bary et al., pp. 12-14
 Reading: “The Stranger Within Our Gates” and “The Fifth Column on the Coast” by Walter Lippmann. *Nexttext Historical Reader: Japanese-American Internment*, McDougal Littell, a Houghton Mifflin Company, pp. 29-35.

Reading: “Poetry: The Evacuation Order by Dwight Okita and Mitsuye Yamada. *Nexttext Historical Reader: Japanese-American Internment*, McDougal Littell, a Houghton Mifflin Company, pp.112-114.

Reading: “Poetry: Internment Camps” by Anonymous, Itsuko Taniguchi, and Michiko Mizumoto. *Nexttext Historical Reader: Japanese-American Internment*, McDougal Littell, a Houghton Mifflin Company, pp. 158-162.

Reading: “The Decision to Use the Atomic Bomb” by Henry L. Stimson. *Nexttext Historical Reader: The Atomic Bomb.*, McDougal Littell, a Houghton Mifflin Company, pp. 40-55.

Reading: “Thank God for the Atomic Bomb” by Paul Fussell. *Nexttext Historical Reader: The Atomic Bomb.*, McDougal Littell, a Houghton Mifflin Company, pp. 59-66.

Reading: “Hiroshima and Nagasaki: Injuries to the Human Body” by the Committee for the Compilation of Materials on Damage Caused by the Atomic Bombs. *Nexttext Historical Reader: The Atomic Bomb.*, McDougal Littell, a Houghton Mifflin Company, pp. 96-101.

Reading: “On Human Dignity” by Kenzaburo Oe. *Nexttext Historical Reader: The Atomic Bomb.*, McDougal Littell, a Houghton Mifflin Company, pp. 206-213.

Kamikaze Attack on US Ships in WWII / Атака камикадзе на ВМС США

https://www.youtube.com/watch?v=bvsI_0E8ep0

Selected viewings from *The War: A Ken Burns Film*. Dir. Ken Burns. Prod. Florentine Films and WETA Washington D.C. DVD. PBS Home Video; Paramount Home Entertainment, 2007.

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

The idea for this implementation plan came from the lectures which were done on Japan, and the lecture that was on Japan’s militarism & fighting in World War II by Dr. David Kenley. This lecture in particular gave me ideas on how to implement both the use of atomic weapons and its connection to American racism towards Japanese Americans; and Japanese military’s war crimes committed during WW2.

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.

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.