

Japan Unit  
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Gilbert A. Dater High School  
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# East Asian Studies

## Unit 1

### Japan

Created by:

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## Pre-Assignment:

### Lesson A

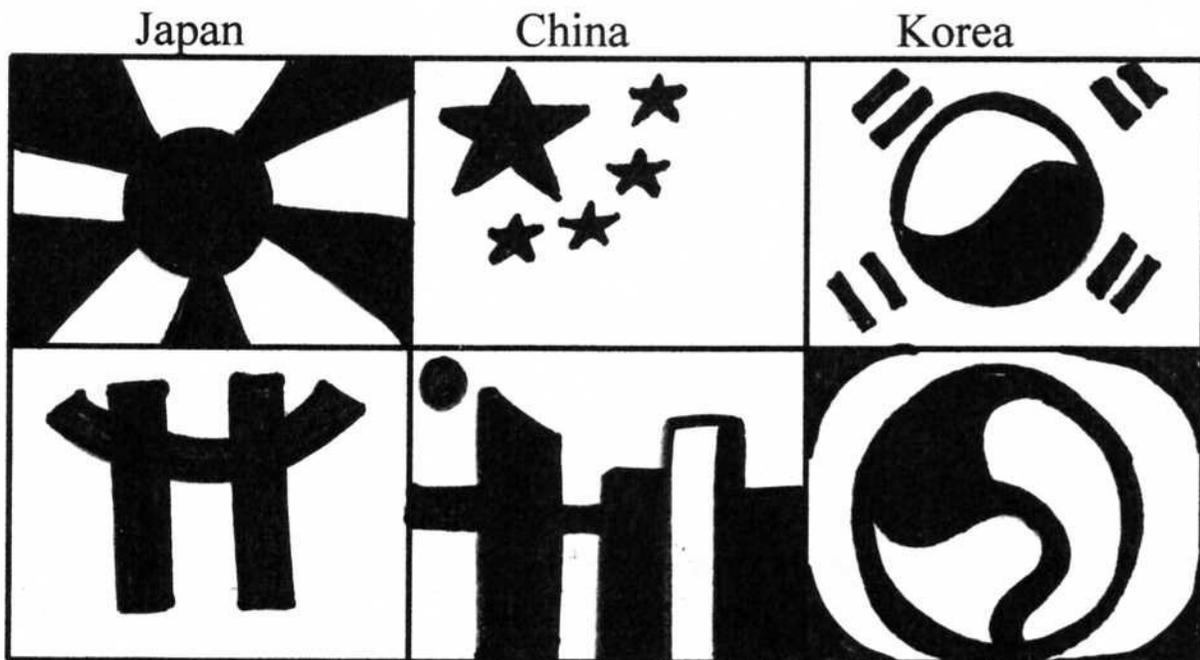
"Pack your Suitcases and grab your passports, we are heading to Japan!"

*The students' passports will be stamped by the teacher upon the introduction of Japan . Students will use suitcases to hold passports, rubrics, worksheets and handouts. Students will locate and color in each country on their world map as they enter that lesson.*



## PASSPORTS

1. XEROX ATTACHED DOCUMENT.
2. CUT IN HALF AND STAPLE TOGETHER TO FORM A MINI BOOKLET.
3. HAVE STUDENTS FILL IN THEIR IMPORTANT INFORMATION.
4. TAKE PICTURES OF EACH STUDENT AND PLACE IMAGE IN SPOT PROVIDED.
5. USE STENCIL BELOW TO CREATE YOUR STAMPS FOR EACH COUNTRY. AN ART GUM ERASER WORKS PERFECT FOR THIS. TRACE IMAGE (OR CREATE YOUR OWN!) AND CARVE AWAY THE BLACKED AREAS OUT WITH AN UTILITY KNIFE TO CREATE THE STAMP. YOU CAN CARVE ON BOTH SIDES OF THE STAMP! REMEMBER THE STAMP WILL STAMP THE MIRROR IMAGE!!!
6. USE THE STAMPS ALONG WITH INK PAD OR WASHABLE MARKERS TO STAMP STUDENTS' PASSPORTS AS THEY ARRIVE AND DEPART EACH COUNTRY.



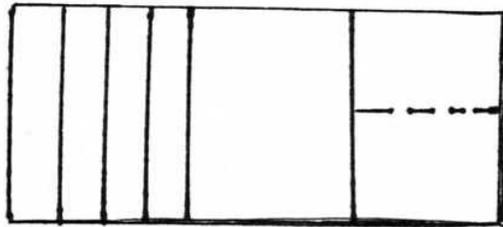
# Suitcases

## Materials needed:

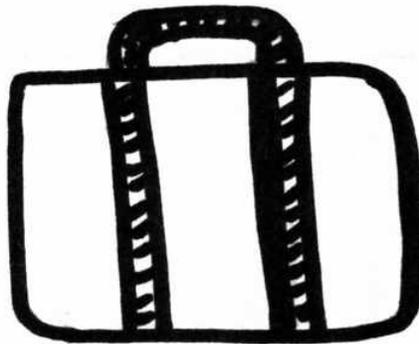
- 1 Manila folder
- 2 sheets of brown construction paper (8 ½" x 11")
- 1 sheet of black construction paper (11" x 14")
- Glue/Glue sticks

## Steps:

1. Cut off tab of folder to even it up with other side.
2. Cut the black paper in two four 1-inch strips. Save the remaining paper! Fold and cut out two pieces. Place on piece aside. Fold the other piece in half and cut out two handles (see diagram)



3. Glue the two handles on each side of the opening of the manila folder. Glue them on the outside of the folder.
4. Glue a sheet of brown construction paper on top of the handles on outside of each side of the manila folder. Trim and round the edges.
5. Glue two strips of black construction paper on each side of your suitcase.
6. Take the remaining black piece of construction paper, open your manila folder and glue three edges down on the inside of your manila folder. This will create a pocket for you passport.
7. Write your name on your suitcase.
8. Leave open and let dry completely before using.



*United States  
Of America*



**PASSPORT**

Japan

日本

CHINA

瓷

<i>Arrive</i>	<i>Depart</i>

<i>Arrive</i>	<i>Depart</i>

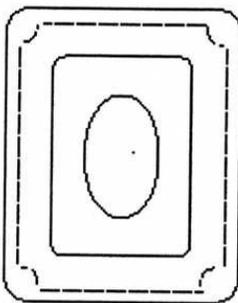




Depart	Arrive

대한민국  
Korea

NAME \_\_\_\_\_  
 SCHOOL \_\_\_\_\_  
 GRADE \_\_\_\_\_  
 AGE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 \_\_\_\_\_  
 CITY \_\_\_\_\_  
 STATE \_\_\_\_\_ ZIP \_\_\_\_\_



**World Map**



Japanese-American Internment  
Camps and Concentrations  
Camps---how different were  
they?

Lesson B



## **GRADE LEVEL:**

10th-12<sup>th</sup> grade

## **STANDARDS:**

Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.

## **OBJECTIVES:**

By the end of this lesson, the students will be able to differentiate between Concentration and Internment camps. They will also be able to communicate the reason behind the decision to send the Japanese-Americans to the camps in regards to the fear that was a reaction to the bombing of Pearl Harbor

## **MATERIALS:**

- Venn-diagrams
- [PowerPoint presentation](#)
- projector

## **PREPARATIONS:**

Create PowerPoint Presentation and prepare for discussion. Also venn-diagrams will need to be created if you don't already have them--one has been included with the lesson

## **INTRODUCTION:**

Teacher will ask students to raise their hands if they have heard of Concentration camps. They will then ask the students if they think something

similar could happen in the United States. Have students briefly discuss there ideas as a class they continue into the [PowerPoint](#) presentation.

### **PROCEDURES:**

1. Teacher completes the introduction
2. Begins [PowerPoint](#) presentation starting with the Concentration camp slides (be prepared to respond to many questions)
3. When you begin the 1941 slide be sure to introduce the term Japanese American
4. When the PowerPoint ends allow students to ask questions and discuss what they just learned.
5. Pass out Venn-diagrams and have students compare and contrast the two camps.

### **CLOSURE:**

Conclude the lesson by telling the students that in their next assignment they will create a craft that was made in the internment camp and conclude the discussion.

### **ASSESSMENT:**

Anecdotal check sheets will be used to track student participation on the project. Venn-diagrams will be checked for accuracy and at the conclusion of the project a culminating rubric (attached) will be used to evaluate the students' final projects.

### **VISUAL AIDS:**

Power Point Presentation, books on Internment Camps and Japanese Art, Passports, Maps, examples of Geta, imagery, and teacher example.

## **ADAPTATIONS:**

Differentiated Instruction:

Handouts of the PowerPoint presentation will be given to students who require additional visual aids, and the PowerPoint slides will contain written information that will also be read out loud. When working on the Venn-diagram students will have the option to work alone or with a partner. Some students may also require a scribe for the written portion of the lesson.

**RUBRIC:**

# Japanese Internment Camps & Concentration Camps

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>Beginning</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Accomplished</b> <b>3</b>	<b>Superb</b> <b>4</b>	<b>Score</b>
<b>Internment and concentration Camps</b>	Does not show any similarities and differences learned.	Shows very few similarities and differences learned.	Shows most of the similarities and differences learned.	Shows all of the similarities and differences learned.	
<b>Important Information on the Venn Diagram</b>	No information on the Venn Diagram.	Gives very little important information	Offers some important information	Offers a lot of important information	
<b>Work</b>	Does very little work.	Usually needs reminders to do the diagram.	Usually does the diagram without reminders.	Always does the diagram without reminders.	
<b>Self-Evaluates</b>	Did not try. Complained about lessons.	Tried a little. Did not put much effort into the lessons.	Gave a good effort in learning.	Gave 100% effort. Went above and beyond.	
				<b>Total</b>	

**Art of Art in Japanese**  
**Internment Camps**

**Japanese Painted Geta**

**Lesson C**

"Everything was lost except for the ability  
to create."

# Japanese Painted Geta

## GRADE LEVEL:

10th-12<sup>th</sup> grade – Art 1

## CHARACTERISTICS OF THE LEARNERS:

This lesson is created as a collaboration with the Social Studies teacher. In their Social Studies class the students are introduced to the Japanese Internment Camps through a lecture and power point presentation. They have previous knowledge of the Internment Camps. The students will also complete a worksheet on comparing and contrasting the Japanese Internment Camps with the Nazi Concentration Camps.

## STANDARDS:

*Historical, Cultural, and Social Context*

Benchmark A: Explain how and why visual forms develop in the contexts (e.g., cultural, social, historical, and political) in which they were made.

Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social, or political issue of the culture.

*Creative Expression and Communication*

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques, and subject matter.

### **OBJECTIVES:**

By the end of this lesson, the students will create an original work of art that demonstrates their understanding of the culture within the Japanese Internment Camps.

### **MATERIALS:**

Cardboard, utility knives, masking tape, art paste, colored tissue paper (shades of browns for wood tones), acrylic paints, paint brushes, variety of scrap material, rope and cording

### **PREPARATIONS:**

Create teacher example of Geta, and obtain imagery that reflects Japanese art, Internment camps, and geta.

### **INTRODUCTION:**

After the presentation on Japanese Internment Camps in their Social Studies classes the Art Teacher will introduce The Art of Gaman. The teacher will recite the quote, "Everything was lost except for the ability to create," and discuss the significance of the quote. The Japanese term Gaman will be introduced to students and discussed. The teacher will show examples of arts and crafts from the Internment Camps. The teacher will question the

students to encourage discussion. How would you cope living in the Internment Camp? Would you spend your free time creating art? Do you think you would be able to adjust to Gaman?

*Gaman-* (gah-mon). Enduring the seemingly unbearable with patience and dignity. It means to not call attention to yourself by complaining. You need to be aware of what is expected of you.

### **PROCEDURES:**

1. Teacher handouts step by step instructions.
2. The teacher demonstrates how to create the forms for the Geta while offering user friendly language to students. The teacher also demonstrates techniques for paper mache.
3. The teacher shows examples of Japanese Geta.
4. Students create armatures for their two bases/soles of the Geta out of cut cardboard and masking tape. Remind students to leave holes for straps.
5. Students paper mache the soles of their geta using brown tissue paper or brown kraft paper.
6. The students will add finishing touches to their Getas by using acrylic paints to personalize them.
7. After the Getas are dry the students will create straps by tying cording or material through the pre-formed holes.

### **ASSESSMENT:**

Anecdotal check sheets will be used to track student participation on the project. At the conclusion of the project a culminating rubric (attached) will be used to evaluate the students' final projects.

### **VISUAL AIDS:**

Power Point Presentation, books on Internment Camps and Japanese Art, Passports, Maps, examples of Geta, imagery, and teacher example.

**ADAPTATIONS:**

Differentiated Instruction :

Provide written step by step instructions, demonstrate the steps, and offer assistance and extended time for the students that need to be accommodated.

## RUBRIC:

### Japanese Painted Geta

Student \_\_\_\_\_

Category	4	3	2	1	Score
<b>Creativity</b>	Totally Original design, no element is an exact copy of designs seen in the source material.	Most of the geta elements are unique, but 1 element may be copied from source material.	Some aspects of the geta are unique, but several elements are copied from source materials or other students	The geta is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).	
<b>Attractiveness/ Craftsmanship</b>	The geta shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The geta shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look.	The geta looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.	
<b>Details</b>	Geta details are all easily viewed and identifiable from across the	Most geta details are easily viewed and identifiable from across the classroom.	Most geta details are easily identified when the geta is seen close-up	Many geta details are too small or are not clear.	

	classroom.				
<b>Knowledge About Culture/ Story</b>	The student can answer 3 questions correctly about how the geta relates to the culture or story being studied.	The student can answer 2 questions correctly about how the geta relates to the culture or story being studied.	The student can answer 1 question correctly about how the geta relates to the culture or story being studied.	The student does not understand how the geta relates to the culture or story being studied.	
<b>Time &amp; Effort</b>	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put more time and effort at home	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	

# Post Assessment:

## Lesson D

### Live like you were there

Students will conclude the lesson by writing a passage outlining a day they would spend in an internment camp. What activities would they do, would they work, do crafts, write for the paper, ect...

Passages will be checked for historical accuracy and correct context. Some student may need to verbally tell you about their day (you scribe) as a form of differentiated instruction. Remind students that they need to detail their day morning to night and that there is no write or wrong information as long as the accurate information is there.

**RUBRIC:**

# Live like you were there

CATEGORY	4	3	2	1
<b>Accuracy of Facts</b>	All facts presented in the story are accurate. Characters speak and behave like the place and time.	Almost all facts presented in the story are accurate. Characters speak and behave like the place and time.	Most facts presented in the story are accurate (at least 70%). Characters speak and behave like the place and time some of the time.	There are several factual errors in the story. Characters do not speak or behave like the place and time.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. Author uses show-don't-tell	There are two-3 spelling or punctuation error in the final draft. Author uses show-don't-tell most of the time.	There are 4-5 spelling and punctuation errors in the final draft. Author uses show-don't-tell some of the time.	The final draft has more than 5 spelling and punctuation errors. Author uses show-don't-tell rarely.
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Activities</b>	The author has included multiple activities that the character participates in. It is clear and easy for the reader to understand.	The author has included an activity that the character participates in. It is somewhat clear for the reader to understand.	The author has included an activity that the character participates in, but it is difficult for the reader to understand.	No activity is included.

## Conclusion:

Student's passports need to be stamped pending lesson completion so they can exit the country. Remind students that they will need their passports and suitcases for the next unit.

## **RESOURCES:**

Brimner, Larry. Voices From the Camps. New York, New York: Franklin Watts, 1994.

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