

Further Reading: Japan

Purpose:

Identify how a series of actions led Japan to believe they had limited options for growth.

Essential Questions

1. What are some ways countries grow?
2. How can you measure a country's growth?
3. What rights do countries have to protect their growth?

Rationale:

Empathize with how some Japanese leaders may have felt the attack on the United States was justified.

Materials:

Readings about Japanese immigration

Map of Japanese imperialist land expansion

List of resources each country needed and where those resources are found

List of US actions related to Japan

US Open Door Note

Activities:

1. Divide the students into 8 groups with each group playing the part of a different individual
 - a. A Japanese immigrant in San Francisco
 - b. A white shop owner who just moved to San Francisco to start a business
 - c. A Japanese naval officer
 - d. An American naval officer
 - e. A shopkeeper in Ohio
 - f. A shopkeeper in Okinawa
 - g. An American business owner making Railroad cars
 - h. A Japanese shipbuilder
2. Have the group discuss what their person needs to be successful and what values they may have. Develop a description of the person. Are they married? Children? How old are they?
3. Pass out one document to each group and have one person record their reaction to the documents. When they are done they should pass the object to the next group.
4. Once all the groups have had a chance to see each document place each event on a timeline. Focus on how that document impacted their "person".
5. Once all are on the timeline go through them in order from Japanese then an American perspective.
6. Review the quote about the doors and discuss the relevance. How could the Japanese open another door?

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Assessment:

Each of the students should write about their perspective of the events from their group's perspective. They should then select a new persona from the other nationality and write from that person's perspective

Grade Adaptation:

American History 10
Government 11