

## **Japan after World War II - through the lens of Yasujiro Ozu**

**Content Area:** Cross-Curricular:  
English Language Arts  
History  
Social Studies

**Standards: Common Core State Standards (CCSS)**

### **History–Social Science Content Standards**

#### **Historical and Social Sciences Analysis Skills**

##### **Kindergarten Through Grade Five**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

##### **Chronological and Spatial Thinking**

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### **Research, Evidence, and Point of View**

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

### **Grades Six Through Eight**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

### **Chronological and Spatial Thinking**

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

## **Research, Evidence, and Point of View**

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

## **Historical Interpretation**

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

## **Prerequisite Knowledge:**

- Students will review what they know/remember about the history of Japan immediately after the end of World War II
- Students will review with partners what they recall about this time in Japan's history

## **Lesson Title and Objectives:**

### **Japan after World War II - through the lens of Yasujiro Ozu**

- Students will identify elements of specific scenes in the movie *Late Spring* by Yasujiro Ozu by naming actions unique to this time in history

- Students discuss and debate about the why Ozu has used the cinematography techniques (that present challenges for the students) and how the viewer learns about the history of the pre and post World War II period in Japan

**Materials/Media** : projector, laptop, pencil, crayons, journals, markers, whiteboard, world map, globe, worksheets

- Primary Source: Prof. Kerim Yasar's lecture on 8/7/19 Post World War II Japanese History and scenes from the movie *Late Spring* by Yasujiro Ozu

### **Instructional Plan :**

#### **A. Introductory Set :**

- Ask students what they know about Post- WWII history in Japan.
- Students recall what they know about Post- WWII history in Japan.
- Ask students to discuss what they remember about this period and what they want to know.
- Students write their thoughts about what they know on a yellow sticky note.
- Students write their questions on a blue sticky note.
- All students attach their sticky note on the classroom chart with two columns: What I know? What do I want to know (questions)?

#### **B. Instructional Procedures :**

- Discuss and brainstorm with students what they know about Post- WWII history in Japan and Japanese movies from 1949? Write all ideas on the board. Students write it in their notebooks.
- Based on Prof. Yasar's lecture explain a few facts about the filmmaker Yasujiro Ozu
- Show scenes of movie *Late Spring* (scenes: between father and aunt who is advocating to set up the marriage, Noriko and father's conversation where the father tells Noriko she should marry)
- Present following questions to students:
  - Discuss how Ozu educates you about pre WWII tradition vs. post WWII modernity in the scenes viewed? How does he accomplish this?
- Students work in small groups of four.
- With the graphic organizer Primary Source Analysis Tool (<https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.png>) as an aid students discuss these questions based on scenes from the movie.
- Students read the following excerpt:

## **Vanished Men, Complex Women: Gender, Remembrance, and Reform in Ozu's Postwar Films** Mauricio F. Castro

*Ozu presents an incredibly complex picture of Japanese society in his films. Among his body of work, four films can be taken to shed light on his view of Japan in the postwar period: *Banshun* (hereafter *Late Spring*, 1949), *Bakushu* (*Early Summer*, 1951), *Tokyo monogatari* (*Tokyo Story*, 1953), and *Higanbana* (*Equinox Flower*, 1958). These family stories reflect the changes in Japanese family law, the effects of war remembrance on family life, the meeting of cultures in the occupation, and the complex codes of masculinity and femininity. The war, the occupation, and their aftermath brought about very significant changes in Japanese society in the period when Ozu was directing these films. Thus, Japanese identities were largely in flux, suggesting that any "real Japanese favor" Ozu might have captured was simply a snapshot in time; not timeless, but grounded in historical circumstances. Likewise, while the older generations are portrayed very sympathetically in these films, these narratives are far more intricate in execution and themes and are not simply nostalgic odes to a better past. These films and their portrayals of masculinity and femininity in the postwar era reflect not only significant changes in Japanese society but also a more multifaceted emotional and intellectual response to these changes by Ozu himself.*

- Students discuss the question again in groups in light of the analysis by Mauricio F. Castro and write their notes on another graphic organizer
- They prepare a short (5 minute) presentation to the entire class quoting evidence from the film scenes and on the reading.

### **C. Closure :**

In this lesson, you have learned to identify Confucianism as a Chinese Philosophy and identify key defining elements of this school of thought.

**Assessment :** Graphic Organizer and notes, presentation.

### **Extensions/Additional Activities :**

- Students predict what the next scene in the film would be after the one they just watched.
- Students write their own scene to follow.

### **Differentiation :**

**EL:** Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

**Intervention:** Work in small groups with students, reteach concepts and ideas using a graphic organizer.

**Advanced:** Ask students to work in a small group :  
Argue with evidence from reading advantages/disadvantages why this cinematographic style is so unique and effective.

**Accommodations:**

**EL:** Partnering up EL students with a high student or a Japanese/Chinese speaking student.

Using TPR, GLAD, and acting out strategies

**Students with Specialities:** Allow to move around while writing. Encouraged to stand up while writing and taking short breaks while completing class work.

## **Radical Feminism in China during the Early 1900's**

**Content Area:** Cross-Curricular:  
English Language Arts  
History  
Social Studies

**Standards: Common Core State Standards (CCSS)**

### **History–Social Science Content Standards**

#### **Historical and Social Sciences Analysis Skills**

##### **Kindergarten Through Grade Five**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

##### **Chronological and Spatial Thinking**

6. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
7. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
8. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
9. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

10. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### **Research, Evidence, and Point of View**

4. Students differentiate between primary and secondary sources.
5. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
6. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **Historical Interpretation**

5. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
6. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
7. Students identify and interpret the multiple causes and effects of historical events.
8. Students conduct cost-benefit analyses of historical and current events.

### **Grades Six Through Eight**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

### **Chronological and Spatial Thinking**

4. Students explain how major events are related to one another in time.
5. Students construct various time lines of key events, people, and periods of the historical era they are studying.
6. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.



## **Research, Evidence, and Point of View**

6. Students frame questions that can be answered by historical study and research.
7. Students distinguish fact from opinion in historical narratives and stories.
8. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
9. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
10. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

## **Historical Interpretation**

7. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
8. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
9. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
10. Students recognize the role of chance, oversight, and error in history.
11. Students recognize that interpretations of history are subject to change as new information is uncovered.
12. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

## **Prerequisite Knowledge:**

- Students will review what they know/remember about the history of China learned in previous lessons and from class discussions
- Students will review with partners what they recall about this time in China's history

## **Lesson Title and Objectives:**

### **Radical Feminism in China during the Early 1900's**

- Students will identify ideas presented in the primary source "Sources of Chinese Tradition" Vol.2 - excerpt by He Zhen: "What Women Should Know about Communism"
- Students discuss and debate if these ideas and philosophies made sense for the era in Chinese history and if they are valid today

**Materials/Media** : projector, laptop, pencil, crayons, journals, markers, whiteboard, world

map, globe, worksheets

- Primary Source: Prof. Lisa Tan's lecture on 8/8/19

- Reading by deBary, W. Theodore and Richard Lufrano, eds "Sources of Chinese Tradition" vol.2, New York: Columbia 2000. - excerpt by He Zhen: "What Women Should Know about Communism"

## **Instructional Plan :**

### **A. Introductory Set :**

- Ask students what they know about China in the early 1900s.
- Students recall what they know about the political situation during this period.
- Ask students to discuss what they remember about this period and what they want to know. (Students will review important events like the Boxer Rebellion, Hundred Days of Reform, etc.)
- Ask students to write what they recall specifically about the role of females during this period.
- Students write their thoughts about what they know on a yellow sticky note.
- Students write their questions on a blue sticky note.
- All students attach their sticky note on the classroom chart with two columns: What I know? What do I want to know (questions)?

### **B. Instructional Procedures :**

- Discuss and brainstorm with students what roles females played during the early 1900's in China.
- Ask class to
- Introduce He Zhen to class and explain who she was.
- Review briefly the political situation of China.
- Students take notes.
- Students read excerpt by He Zhen: "What Women Should Know about Communism" (page 389 bottom to 392 top) and take notes and highlight while reading. with the graphic organizer Primary Source Analysis Tool ( <https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.png> ) as an aid students discuss these questions based on scenes from the movie.
- Students work in small groups of four.

- Students discuss and debate the following questions:
  - He Zhen said: “As long as you depend on others, you cannot be free.” Is this statement still true today in our world?
  - Do you agree with this statement? Why? Or Why Not?
  - Are women holding similar jobs today as described in your reading?
  - Support your arguments with evidence from the reading.
- They prepare a short (5 minute) presentation to the entire class quoting evidence from the film scenes and on the reading.

### **C. Closure :**

In this lesson, you have learned to identify He Zhen’s radical feminist ideas and philosophies and if they made sense in 1907 in China. You have learned that some of the women’s roles in China in 1907 are still roles held today.

**Assessment :** Graphic Organizer and notes, presentation.

### **Extensions/Additional Activities :**

- Students predict what happened to He Zhen and radical feminism after 1907?

### **Differentiation :**

**EL:** Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

**Intervention:** Work in small groups with students, reteach concepts and ideas using a graphic organizer.

**Advanced:** Ask students to work in a small group :

Students research online what He Zhen wrote after she wrote “What Women Should Know about Communism.”

### **Accommodations:**

**EL:** Partnering up EL students with a high student or a Japanese/Chinese speaking student.

Using TPR, GLAD, and acting out strategies

**Students with Specialities:** Allow to move around while writing. Encouraged to stand up while writing and taking short breaks while completing class work.

## **Ideal Womenhood in Chinese Thought**

**Content Area:** Cross-Curricular:  
English Language Arts  
History  
Social Studies

**Standards: Common Core State Standards (CCSS)**

### **History–Social Science Content Standards**

#### **Historical and Social Sciences Analysis Skills**

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In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

##### **Chronological and Spatial Thinking**

11. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
12. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
13. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

14. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
15. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### **Research, Evidence, and Point of View**

7. Students differentiate between primary and secondary sources.
8. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
9. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **Historical Interpretation**

9. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
10. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
11. Students identify and interpret the multiple causes and effects of historical events.
12. Students conduct cost-benefit analyses of historical and current events.

### **Grades Six Through Eight**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

### **Chronological and Spatial Thinking**

7. Students explain how major events are related to one another in time.
8. Students construct various time lines of key events, people, and periods of the historical era they are studying.
9. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the

historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

### **Research, Evidence, and Point of View**

11. Students frame questions that can be answered by historical study and research.
12. Students distinguish fact from opinion in historical narratives and stories.
13. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
14. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
15. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

### **Historical Interpretation**

13. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
14. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
15. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
16. Students recognize the role of chance, oversight, and error in history.
17. Students recognize that interpretations of history are subject to change as new information is uncovered.
18. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

### **Prerequisite Knowledge:**

- Students will review what they know/remember about the history of China learned in previous lessons and from class discussions
- Students will review with partners what they recall about females in China's history from lesson 2

### **Lesson Title and Objectives:**

#### **Ideal Womenhood in Chinese Thought**

- Students will identify ideas presented in the primary source “Ideal Womanhood in Chinese Thought and Tradition” by Robert R. Wang while they focus on the part “1.3 Beauty (se) as a constructive power of womanhood”
- Students will identify what beauty as constructive power means in Chinese thought

**Materials/Media** : projector, laptop, pencil, crayons, journals, markers, whiteboard, world map, globe, worksheets

- Primary Source: Prof. Robin R. Wang lecture on 8/8/19
- “Ideal Womanhood in Chinese Thought and Tradition” by Robin R. Wang

## **Instructional Plan :**

### **A. Introductory Set :**

- Ask students what they know about women and their roles in China’s history.
- Students recall what they know about they learned in lesson 2 about women in China.
- Ask students to discuss what roles women played in the reading of He Zhen.
- Ask students to write what they recall specifically about the role of females during this period.

### **B. Instructional Procedures :**

- Discuss with students what roles females played during the early in China.
- Ask class if women’s voices were heard.
- Introduce Prof Robin R. Wang to the class and quickly talk about her work “Ideal Womanhood.”
- Students read the following excerpt by Rober R. Wang from “Ideal Womanhood in Chinese Thought and Tradition”:

*“1.3. BEAUTY (SE) AS A CONSTRUCTIVE POWER OF WOMANHOOD The vicissitudes of human desire in and for the female body and have been a topic for extended discussion in many cultures. Liu Xiang’s work makes its own unique contribution to such conversations. Many stories expand upon the point what while feminine beauty (se) can inspire affection from men, women need to have virtue to cement this affection (yise qinzhi, yide guzhi). This raises certain philosophical issues with reference to womens’ moral agency and her physical appearance. What makes a woman beautiful? The Lienuzhuan explores the linkage between internal dispositional beauty and external physical appearance. Its central affirmation of beauty as the manifestation of inner virtue is evident in the stories about physically ugly women who*

are gifted with special intellectual qualities that eventually conquer the hearts of emperors. Each of these fairy-tale like narratives, predictably extreme in the situations and responses they depict, validate the connection between beauty of character and virtue. For example, Zhong Lichun is an ugly lady who is unmarried at the age of 40 (Liu Xiang 1990: 231). One day she requests an audience with the King. Curious to know the reason why an ugly lady would dare come to his court, the King agrees to meet her. 'I have all the concubines I need. If you cannot even be accepted by a common man, how dare you come to me? Do you have some special gift?' Zhong Lichun replies, 'No, I don't have any special gifts. But I admire benevolence (ren) and rightness (yi), the virtues you profess.' The King asks her what she likes to do for amusement. She admits that she is fond of 'metaphors or riddles (yin).' She presents a few riddles to the King but he cannot solve them even after consulting the riddle books. The next day, the King summons her again and wants to learn more from her. Zhong warns the King that there are four dangers in the kingdom.

First, King, you are 40 years old and haven't really educated your sons to prepare them for their future responsibilities. You spend all your time, instead, with women. Once you die the country will fall into chaos. Secondly, you spend so much money and energy building luxurious palaces that the people have become very tired of serving you. Thirdly, you have forced all the wise people into exile and have surrounded yourself with malevolent people. Truthful information can't ever reach you. Fourthly, since you spend all your time at parties and banquets, you don't pay proper attention to domestic and foreign affairs. (Liu Xiang 1990: 233).

Thinking through Zhong's comments, the King amends his policies and practices in each of these four areas. He also decides to stay close to this ugly lady by marrying her. The moral of this story is that physical looks are only skin deep and that a man should treasure a woman's wisdom more than her physical looks. Liu Xiang underlines a sound and persuasive case that becoming a woman fulfills the Confucian standard of becoming a human.

- Students take notes and highlight while reading.  
with the graphic organizer Primary Source Analysis Tool  
( <https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.png> ) as an aid students discuss these questions based on scenes from the movie.
- Students work in small groups of four.
- Students discuss and debate the following questions:



- What does *se* mean in this reading and how does it relate to ideal womanhood?
  - What does *yise qinzhi*, *yide guzhi* mean in this reading and how does it relate to ideal womanhood?
  - How does this ideal womanhood compare to that of today? Support your arguments with evidence from the reading.
- They prepare a short (5 minute) presentation to the entire class quoting evidence from the film scenes and on the reading.

### **C. Closure :**

In this lesson, you have learned to identify the meaning of *se*, *yise qinzhi*, *yide guzhi* in Chinese thought and how it relates to the ideal womanhood.

**Assessment :** Graphic Organizer and notes, presentation.

### **Extensions/Additional Activities :**

- Students predict what an ideal Confucian woman is.

### **Differentiation :**

**EL:** Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

**Intervention:** Work in small groups with students, reteach concepts and ideas using a graphic organizer.

**Advanced:** Ask students to work in a small group :

Students research online what the ideal Confucian woman is.

### **Accommodations:**

**EL:** Partnering up EL students with a high student or a Japanese/Chinese speaking student.

Using TPR, GLAD, and acting out strategies

**Students with Specialities:** Allow to move around while writing. Encouraged to stand up while writing and taking short breaks while completing class work.

