

Japanese History through Japanese Films Lesson Plan

- A rationale for the proposed unit

- a. Explain how and where the unit fits into your course.

Watch Films is an easy way to teach my students about Japanese culture. Japan has a long history, so I decide to do a unit lesson plan to help my students understand Japanese history better. I will apply this lesson plan into my Asian Study series.

- b. What skills and/or content will your students have prior to the unit and what will they be ready to tackle? Skill and content objectives according to your state or district standards, identify which of these is addressed by your lesson plans.

Students need to have basic background of Japan. They need to know where the Japan is, how the Japan relation with the U.S and other countries in the world. They need to know how to search the history knowledge from websites. They also need to know how to apply the collected data into their final report.

- c. Specific lesson objectives, class and individual activities, and materials to be used.

There are many learning steps for my Japanese class: 1. A introduce lecture about Japan history. 2. Provide many slides for students 3. Reading materials that I selected from websites 4. Watching part of the film, 5. Group discussion,

Detailed lesson plans

Day 1

Teaching details (2 hours learning):

At the beginning of the class, I will announce the final group presentation requirements:

- a. Choose a film your group like to summarize. Tell when the period in the film is.
- b. Briefly retell the story of the film and tell why you would like to recommend the film to others.
- c. Show the Japanese culture that you have learned from the film.
- d. Show some specific items or places that can present that period of Japan in the film.

Expectations: After six days film Journey, students need to report their work. Each group will have 15mins to do their presentation.

- a. Students need to choose a special historical topic to do the presentation and briefly introduce the topic.
- b. What kind of cultural phenomena do they find from the history period?
- c. What kind of conclusions or concerns from the information that you have approached?
- d. After 6 days film journey, what is the meaning of learning history?

Japanese History lecture about Japanese History ----30 mins

Ancient	Classical	Medieval	Early Modern	Modern
Jomon (10,000-300 BCE) Yayoi (300 BCE-300 CE) Kofun (300-710)	Nara (710-794) Heian (794-1185)	Kamakura (1185-1333) Muromachi (1333-1568) Azuchi-Momoyama (1568-1600)	Tokugawa (also called Edo period; 1600-1868)	Meiji (1868-1912) Taisho (1912-1926) Showa (1926-1989) Heisei (1989-2019) Reiwa

The Jōmon period was followed by the Yayoi people in the first millennium BCE. New inventions were introduced from Asia. During this period, the first known written reference to Japan was recorded in the Chinese Book of Han

30 mins Film watching

Then I will play a film *Himiko*(卑弥呼)which is about ancient Japan

From Wiki:

Himiko(卑弥呼): *Himiko, also known as Shigi Waō, was a shamaness-queen of Yamatai-koku in Wakoku. Early Chinese dynastic histories chronicle tributary relations between Queen Himiko and the Cao Wei Kingdom, and record that the Yayoi period people chose her as ruler following decades of warfare among the kings of Wa*

30 mins historical related reading and project output

Students need to read more online materials.

After they read the material, they need to summarize the passage.

<https://ischoolillinois.libguides.com/c.php?g=1030567&p=7469569>

<https://www.britannica.com/place/Japan/History>

<https://studyqueries.com/ancient-japan/>

<https://www.britannica.com/topic/Jomon-culture>

<https://jomon-japan.jp/en/jomon-cultur/>

30 mins discussion

Question for them to have discussion:

When is the beginning of Japanese history?

What can you learn from the film?

What the specific Japanese culture from the film that you can tell?

What are specific items to represent the ancient Japan? Choose one and explain your reasons to your partners.

Homework

Finish watching the film *Himiko* (卑弥呼) at home. Watch the film *Rashomon* (羅生門), which be discuss next day.

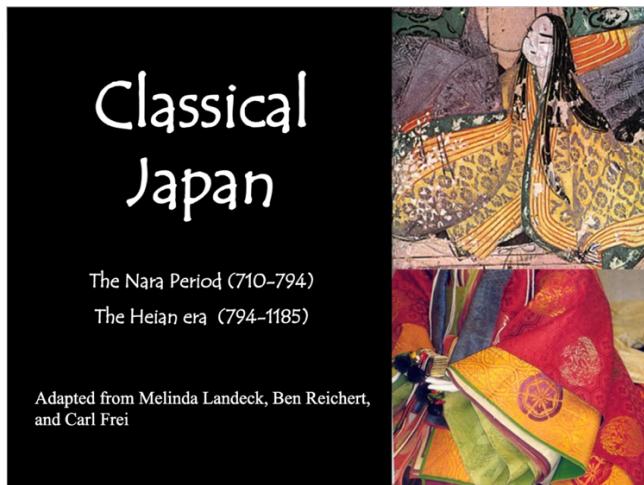
Day2

Teaching details (2 hours learning):

Lecture for 30 mins:

First, introduce the history background of Classical Japan period: Asuka period (538–710) Nara 710-794, Heian 794-1185, like that of other civilizations, is the period in which the foundation for later historical development is laid.

Japan's classical period (ca. 550-1185), like that of other civilizations, is the period in which the foundation for later historical development is laid. This period in Japanese history precedes the more well known medieval period of the samurai warriors and stands in contrast to that period in terms of values and political structure. The classical period of Japanese history is dated from ca. 550 CE when the Koreans introduce Buddhism, and with it Chinese culture, to Japan and the Japanese proceed to study and consciously borrow and adapt elements of Chinese civilization to Japan.



From
<https://slideplayer.com/slide/8473020/>

Prepare reading materials for my students:

From wiki:

Around the 4th century BCE, the Yayoi people from the continent immigrated to the Japanese archipelago and introduced iron technology and agricultural civilization.

Because they had an agricultural civilization, the population of the Yayoi began to grow rapidly and overwhelm the Jōmon people, natives of the Japanese archipelago who were hunter-gatherers.

Between the fourth to ninth century, Japan's many kingdoms and tribes gradually came to be unified under a centralized government, nominally controlled by the Emperor of Japan.

In 794, a new imperial capital was established at Heian-kyō (modern Kyoto), marking the beginning of the Heian period, which considered a golden age of classical Japanese culture. Japanese religious life from this time and onwards was a mix of native Shinto practices and Buddhism.

https://en.wikipedia.org/wiki/History_of_Japan

Asuka period (538–710 C.E.): The introduction of Buddhism

The Asuka period is Japan's first historical period, different from the prehistoric periods because of the introduction of writing via Korea and China. With the Chinese written language also came standardized measuring systems, currency in the form of coins, and the practice of recording history and current events. Standardization and record-keeping also encouraged the crystallization of a centralized, bureaucratic government, modeled on the Chinese.

All this was imported when a new religion—Buddhism—was introduced in Japan, significantly changing Japanese culture and society. Unlike Japan's indigenous “way of the gods” (Shintō), Buddhism had anthropomorphic representations of deities.

<https://www.khanacademy.org/humanities/art-asia/art-japan/x97ec695a:asuka-period/a/asuka-period-an-introduction>

Nara period (710–794 C.E.): The influence of Tang-dynasty Chinese culture

China's Tang dynasty concentrated such a diverse range of foreign influences that its artistic and cultural characteristics are often referred to as the “Tang international style.” This style had a major impact in Japan as well. Featuring an eclectic and exuberant mix of Central Asian, Persian, Indian, and Southeast Asian motifs, Tang-dynasty visual culture comprised paintings, ceramics, metalware, and textiles. In Japan, the lavish Tang style was intertwined with Buddhist devotional art.

<https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/a-brief-history-of-the-arts-of-japan-the-jomon-to-heian-periods>

The Heian Period:

In 784, the Japanese Emperor Kammu, threatened by the growing secular power of the Buddhist institutions in the city of Nara, moved the capital of Japan to Heian-kyō (Kyōto), which remained the imperial capital for the next 1,000 years. It is considered Japan's “Golden Age,” a high point in Japanese culture that later generations have always admired. The period is also noted

for the rise of the samurai class, which would eventually take power and start the feudal period of Japan.

<https://courses.lumenlearning.com/boundless-arthistory/chapter/the-heian-period/>

Japanese Religion:

Shinto

Definition: Shinto is a religion which originated in Japan. Classified as an East Asian religion by scholars of religion, its practitioners often regard it as Japan's indigenous religion and as a nature religion. Scholars sometimes call its practitioners Shintoists, although adherents rarely use that term themselves.



Japanese Buddhism



Definition:

Buddhism has been practiced in Japan since about the sixth century CE. Japanese Buddhism (Nihon Bukkyō) has given birth to numerous new Buddhist schools, many of which trace themselves to Chinese Buddhist traditions. Japanese Buddhism has had a major influence on Japanese society and culture and remains an influential aspect to this day.

Zen is a school of Mahayana Buddhism that originated in China during the Tang dynasty, known as the Chan School (Chánzong 禪宗), and later developed into various sub-schools and branches. From China, Chán spread south to Vietnam and became Vietnamese Thiền, northeast to Korea to become Seon Buddhism, and east to Japan, becoming Japanese Zen.

From <https://en.wikipedia.org/wiki/Zen>

Zen aims at the perfection of personhood. To this end, sitting meditation called “za-zen” is employed as a foundational method of praxis across the different schools of this Buddha-Way—which is not an ideology, but a way of living. Through za-zen the Zen practitioner attempts to embody non-discriminatory wisdom vis-à-vis the meditational experience known as “satori” (enlightenment). A process of discovering wisdom culminates, among other things, in the experiential apprehension of the equality of all thing-events.

From: <https://plato.stanford.edu/entries/japanese-zen/>

Watch the film for 30mins:

Film: 禪 Zen

'Zen' Buddhist teacher Dogen Zenji is a very important religious person during the Kamakura period, 750 years ago. After his mother died, he decides to move to China and settle as a Buddhist teacher. One bright morning, enlightened, Zenji returns to Japan as a devoted evangelist of the 'new' Buddhism. However, this new form of Buddhism is not accepted in all communities.

From: <https://www.youtube.com/watch?v=kmnhRJVVSz0>

30mins discussion:

Have a discussion in group for the two films Zen and Rashomon (羅生門)

Question for them to have discussion:

What is the outline of the story?

For Japanese religions, what is the difference between Shinto and Buddhism? Similarity?

Can you imagine the people who are living in this period looks like?

30 mins historical related reading and project output

<https://en.wikipedia.org/wiki/Zen>

<https://plato.stanford.edu/entries/japanese-zen/>

<https://www.japan-guide.com/e/e2132.html>

http://afe.easia.columbia.edu/main_pop/kpct/kp_4000bce-1000ce.htm#classical-japan
<https://www.britannica.com/event/Nara-period>
<https://www.britannica.com/event/Heian-period>
<https://www.khanacademy.org/humanities/art-asia/art-japan/x97ec695a:asuka-period/a/asuka-period-an-introduction>
<https://courses.lumenlearning.com/boundless-arthistory/chapter/the-heian-period/>
<https://www.khanacademy.org/humanities/art-asia/art-japan/nara-period/a/nara-period-an-introduction>
<https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/a-brief-history-of-the-arts-of-japan-the-jomon-to-heian-periods>

Homework:

Finish watching the film *Zen*(禪) at home. Choose one film to watch at home as homework:
SAMURAI 7 七武士, Harakiri 切腹, Kagemusha the Shadow Warrior 影武者, which will be discussed next day.

Day 3

30 mins Lecture:

Medieval period:

Kamakura: 1185-1333 Muromachi :1333-1568 Azuchi-Momoyama: 1568-1600

Background

Over the following centuries, the power of the imperial house decreased, passing first to great clans of civilian aristocrats – most notably the Fujiwara – and then to the military clans and their armies of samurai.

After seizing power, Yoritomo set up his capital in Kamakura and took the title of shōgun. In 1274 and 1281, the Kamakura shogunate withstood two Mongol invasions, but in 1333 it was toppled by a rival claimant to the shogunate, ushering in the Muromachi period. During this period, regional warlords called daimyō grew in power at the expense of the shōgun. Eventually, Japan descended into a period of civil war. Over the course of the late 16th century, Japan was reunified under the leadership of the prominent daimyō Oda Nobunaga and his successor, Toyotomi Hideyoshi. After Toyotomi's death in 1598, Tokugawa Ieyasu came to power and was appointed shōgun by the emperor.

Kamakura Period (1192 - 1333)

In 1185, the Minamoto family took over the control over Japan after defeating the Taira clan in the Gempei war. Minamoto Yoritomo established a new military government, the Kamakura Bakufu, in Kamakura and was appointed shogun in the year 1192.

After Yoritomo's death in 1199, quarrels for supremacy started between the Kamakura Bakufu and the Imperial court in Kyoto. Those quarrels for supremacy found an end in the Jokyu disturbance in 1221 when Kamakura defeated the Imperial army in Kyoto, and the Hojo regents in Kamakura achieved complete control over Japan. By redistributing the land gained during the Jokyu disturbance, they were able to achieve loyalty among all the powerful people throughout the country. The emperor and the remaining governmental offices in Kyoto lost practically all effective power.

Chinese influence continued to be relatively strong during the Kamakura period. New Buddhist sects were introduced: the Zen sect (introduced 1191) found large numbers of followers among the samurai, which were now the leading social class. Another new Buddhist sect, the radical and intolerant Lotus Sutra sect was founded in 1253 by Nichiren.

<https://www.japan-guide.com/e/e2133.html>

Ashikaga Period (1336 – 1568)

After a three-year-long interregnum known as the Kemmu Restoration (1333 – 1336), during which the Emperor Go-Daigo futilely attempted to reassert imperial rule, the Ashikaga Period, also known as the Muromachi Period, was inaugurated with the naming of Ashikaga Takuji as shōgun. The period is typically marked by two eras—the Southern and Northern Courts (Nanbokuchō) Era and the Warring States (Sengoku) Era. During the former, from 1336 to 1392, the Ashikaga shogunate established a Northern Imperial Court and warred against the Southern Imperial Court of Go-Daigo, with the Northern Imperial Court emerging victorious. (Historians, however, regard the Northern imperial line as illegitimate and do not include Northern emperors in the official imperial succession.) During the later Warring States Era (1467 – 1573), restless daimyō vied for greater provincial autonomy, resulting in a long period of internecine warfare and social disturbance, culminating in the emergence of a triumvirate of would-be national pacifiers —Oda Nobunaga (1534 –1582), Toyotomi Hideyoshi (1536 – 1598), and Tokugawa Ieyasu (1543 – 1616).

It was during the Ashikaga Period that the first Europeans arrived in Japan, Portuguese missionaries and traders who sailed ashore at southern Kyūshū in 1543. Also during this time, trade with the Chinese Ming Dynasty (1368 – 1644) reached new heights, and Zen-inspired art was in its golden age.

<https://www.japanpitt.pitt.edu/timeline/ashikaga-period-1336-1568>

Azuchi-Momoyama Period (1568 – 1600)

The Azuchi-Momoyama Period was a brief period at the end of the Warring States Era when Oda Nobunaga and his successor, Toyotomi Hideyoshi, imposed order on the nation in the aftermath of the crumbling of the Ashikaga shogunate. In fact, the period takes its name from Nobunaga's and Hideyoshi's respective headquarters, both near Kyōto. It can be said to have begun with Nobunaga's entry into Kyōto to install Ashikaga Yoshiaki as the fifteenth Ashikaga shōgun in 1568, and ended with the victory of the forces of Tokugawa Ieyasu (whose headquarters was at Mikawa) over those of Hideyoshi at the Battle of Sekigahara in 1600.

Culturally, the Azuchi-Momoyama Period was marked by the increasing growth of the merchant class, and the patronizing of arts such as the tea ceremony by the warrior class. Despite, or perhaps because of, an increasing interest in European culture and religion, Hideyoshi sometimes attempted to suppress Christian religious expression.

<https://www.japanpitt.pitt.edu/timeline/azuchi-momoyama-period-1568-1603>

Briefly introduce ancient Japanese philosophy(道)

Japanese philosophy 道: SHODO書道, 茶道 武道 花道:

"SHODO" is a Japanese word which is often translated and described as "the way of artistic handwriting or beautiful writing". Another meaning is "the art of traditional Japanese calligraphy". It is written with 2 Kanji characters.



SHO 書 DO 道: to write, writing: the path, the way or the TAO

<https://www.shodocalligraphy.com/what-is-shodo.html>

Current Japanese Budo has become an international sport, but it is quite diverted from the original and traditional Budo. The philosophy of Japanese Budo has been a core of the Japanese culture, and fosters the Japanese spirit.



From: <http://www.kawanabekaratedo.com/pages/philosophy/index.html>

Sado 茶道

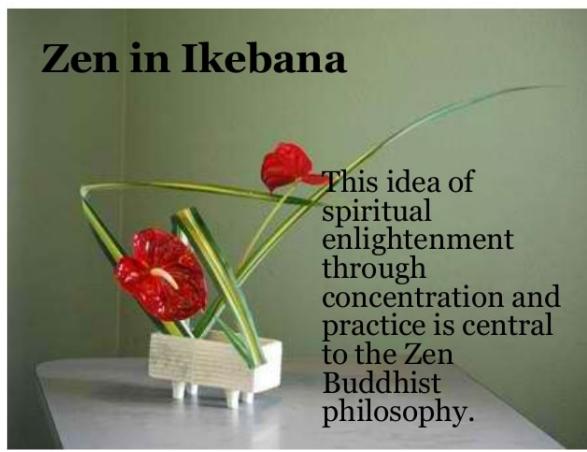
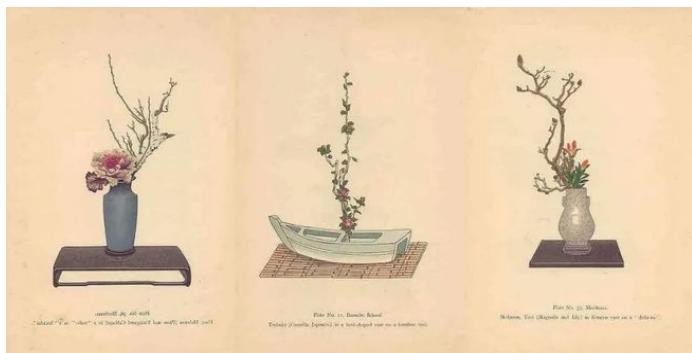


Sado or chado, literally "The Way of Tea" in Japanese, refers to the teachings of the traditional tea ceremony. Participants are served matcha (powdered green tea) whisked with hot water in a chawan (tea bowl). The finely ground powder is made from the first tea leaves of the year. As such, it has a refreshing, bitter taste. However, the Japanese tea ceremony is more than simply sipping a brew. This highly stylized ritual teaches basic etiquettes, hospitality, and even the Zen philosophy of everyday life. The aesthetic of sado is displayed in the tea utensils, teaware, and tearoom and garden where seasonal Japanese confections are served. It continues to be an art form integral to Japanese culture today.

Sado: The Philosophy Behind "The Way of Tea" The teachings of sado are deeply associated with Zen Buddhism. Rikyu incorporated the rustic simplicity of "wabi-sabi"—a uniquely Japanese aesthetic—into the tea ceremony. "Wabi" refers to the spirit of solitude and simplicity, while "sabi" is finding the beauty in imperfection.

From: <https://matcha-jp.com/en/1384>

Ikebana 花道:



cccc

Ikebana is rooted in Chinese and Buddhist philosophy. Ikebana is more than just a vase of sparse flowers. It is an interconnection between natural beauty and the way we interact with flowers.

Ikebana. This beautiful, poetic word means “the art of flower arrangements.” The origins of this art form are not exact, but we know that when the Chinese introduced Buddhism to Japan in the 6th century BC, monks placed decorative flowers on altars and that even before that, pine trees and flowers were used to evoke thoughts of nature gods. It was also when the other pinnacles of Japanese culture such as the traditional tatami Shoin style and the tea ceremony first flourished.

It is a philosophy, a contemplation on nature and harmony between the earth and humanity. It is more than just a vase of sparse flowers, it is an interconnection between natural beauty and the way we interact with flowers.

From <https://www.swayemedia.com/ikebana-the-art-of-flower-arrangements/>

30 mins historical related reading and project output

<https://www.japan-guide.com/e/e2133.html>

<https://www.japanpitt.pitt.edu/timeline/ashikaga-period-1336-1568>

<https://www.japanpitt.pitt.edu/timeline/azuchi-momoyama-period-1568-1603>

<https://www.shodocalligraphy.com/what-is-shodo.html>

<http://www.kawanabekaratedo.com/pages/philosophy/index.html>

<https://www.swayemedia.com/ikebana-the-art-of-flower-arrangements/>

<https://matcha-jp.com/en/1384>

Watch the film for 30mins: 舞 Ran

30mins discussion:

Have a discussion in group for the film Ran. Students also need to briefly summarize the film they have watched at home(SAMURAI 7七武士, Harakiri 切腹, Kagemusha the Shadow Warrior 影武者,):

30 mins discussion:

Question for them to have discussion:

What is the typical cultural feature of Japanese medieval period?

What kind of philosophy thinking impresses you most? Why?

What do you learn from Japanese films of medieval period?

What is the samurai spirit? What can you learn from samurai spirit? What are pros and cons of samurai spirit?

Homework:

Finish watching the film *Ran*(乱) at home. Watch the film *Mumon: The Land of Stealth*, 忍びの国, which be discuss next day.

Mumon: The Land of Stealth, is a film set around the 16th century Japan, where it depicts the disputes between the Samurai clan and the Iga Ninja clan. The fictional story in the film took place during the Tensho Iga War.

Day 4

30 mins Lecture:

Early Modern Japan 1600-1868 Tokugawa

The Tokugawa shogunate, which governed from Edo (modern Tokyo), presided over a prosperous and peaceful era known as the Edo period (1600–1868). Japan was under the rule of the Tokugawa shogunate and the country's 300 regional daimyo. The Tokugawa shogunate imposed a strict class system on Japanese society and cut off almost all contact with the outside world.

<https://www.history.com/topics/japan/meiji-restoration>

Japanese relationship with other countries during this time:

Portugal and Japan started their first affiliation in 1543, when the Portuguese became the first Europeans to reach Japan by landing in the southern archipelago. They had a significant impact on Japan, even in this initial limited interaction, introducing firearms to Japanese warfare. The American Perry Expedition in 1853–54 more completely ended Japan's seclusion; this contributed to the fall of the shogunate and the return of power to the emperor during the Boshin War in 1868.

The Importance of the Tokugawa Era

Tokugawa Japan spanned the years 1600-1868. Thus the Tokugawa era began at the same time European colonists came to what would later be the United States, and ended just after the American Civil War. For Japan, the Tokugawa era brought 250 years of peace and order, a long-term stability that fostered great changes in Japanese society, readying it for entering the modern era. Japan's rapid modernization in the late nineteenth century—the so-called Meiji era—is well known. Less well known are the crucial preparatory steps that were taken in the Tokugawa period.

The Meiji period begins with the Meiji Restoration of 1868. The Tokugawa period, which in Japan begins in 1600 and ends in 1868, is important for what happens before it and what happens after it. Before the Tokugawa period, Japan was a country of warring states, it was not unified, it was medieval, as we call it, medieval Japan.

The first importance of Tokugawa has to do with the creation of a centralized state, a national system.

And the second importance of it has to do with what followed the Tokugawa and that is the modern period, which began in 1868 and so we need to think about what happened during the Tokugawa period that relates to modern Japan. So, it is between the medieval and the modern, it is early modern Japan. And we think of it in the same terms as we do early modern Europe. Which is to say we think of it from the point of view of the modern.

Briefly introduce ancient Japanese music

Traditional Japanese music is the folk or traditional music of Japan. Japan's Ministry of Education classifies hōgaku (邦楽, literally "Japanese music") as a category separate from other traditional forms of music, such as Gagaku (court music) or Shōmyō (Buddhist chanting), but most ethnomusicologists view hōgaku, in a broad sense, as the form from which the others were derived.^[1]^[failed verification] Outside of ethnomusicology, however, hōgaku usually refers to Japanese music from around the 17th to the mid-19th century.^[2] Within this framework, there are three types of traditional music in Japan: theatrical, court music (called gagaku), and instrumental.

From: https://en.wikipedia.org/wiki/Traditional_Japanese_music

Japanese music, the art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, specifically as it is carried out in Japan. Korea served as a bridge to Japan for many Chinese musical ideas as well as exerting influence through its own forms of court music. Also to be considered is the presence of northern Asian tribal traditions in the form of Ainu culture surviving on Hokkaido island. However, it should be pointed out that the island isolation of Japan allowed it to develop its own special characteristics without the intense influences of the Chinese and the Mongols so evident in mainland cultures. Therefore, in the ensuing discussion all the "foreign" elements are placed in the matrix of traditions and styles that are characteristically Japanese.

<https://www.britannica.com/art/Japanese-music>

Sixtraditional Japanese instruments you can listen to today: Shakuhachi. Koto. Sanshin. Shamisen. Biwa. Taiko.



30 mins historical related reading and project output

<https://www.britannica.com/place/Japan/Early-modern-Japan-1550-1850>
<http://history.emory.edu/home/documents/endeavors/volume3/YayoriTakano.pdf>

<https://www.history.com/topics/japan/meiji-restoration>

<http://www.columbia.edu/itc/eacp/asiasite/topics/Tokugawa/Intro/Text.htm>

https://en.wikipedia.org/wiki/Traditional_Japanese_music

<https://www.britannica.com/art/Japanese-music>

<https://www.history.com/topics/japan/meiji-restoration>

<https://courses.lumenlearning.com/boundless-worldhistory/chapter/from-the-edo-period-to-meiji-restoration-in-japan/>

http://afe.easia.columbia.edu/main_pop/kpct/kp_1450-1750.htm

Watch the film: *Twilight Samurai* たそがれ清兵衛

The Twilight Samurai is set in 1868 during the Bakumatsu Civil War Era. It's a film that reflects the lives of the lower-class Samurai a few years before the Meiji Restoration. This film is the first installment of Yoji Yamada's Samurai Trilogy.

30mins discussion:

Have a discussion in group for the film *Twilight Samurai*. Students also need to briefly summarize the film they have watched at home (*Mumon*) and find the specific Japanese culture behind the films.

Question for them to have discussion:

What kind of Japanese traditional instruments do you like most?

How is the Japan international relationship with other countries?

Can you tell the society of Tokugawa Era looks like? What are the differences between Tokugawa Era and other Japanese period?

How is the policy of Tokugawa Era influence the following Japanese period?

Homework:

Finish watching the film *Twilight Samurai* たそがれ清兵衛 at home.

Watch the film Purple Sunset 紫日(A film from China), which be discuss next day.

Day 5

Lecture about Modern Japan:

Meiji 1868-1912

Taisho 1912-1926

Showa 1926-1989

Heisei 1989-2019

Reiwa 2019-present

History Background

The new national leadership of the following Meiji period transformed the isolated feudal island country into an empire that closely followed Western models and became a great power. Although democracy developed and modern civilian culture prospered during the Taishō period (1912–26), Japan's powerful military had great autonomy and overruled Japan's civilian leaders in the 1920s and 1930s. The Japanese military invaded Manchuria in 1931, and from 1937 the conflict escalated into a prolonged war with China. Japan's attack on Pearl Harbor in 1941 led to war with the United States and its allies. Japan's forces soon became overextended, but the military held out in spite of Allied air attacks that inflicted severe damage on population

centers. Emperor Hirohito announced Japan's surrender on August 15, 1945, following the atomic bombings of Hiroshima and Nagasaki and the Soviet invasion of Manchuria.

https://en.wikipedia.org/wiki/History_of_Japan

Introduce the influence of Meiji revolution:

The Meiji Restoration, referred to at the time as the Honorable Restoration, and also known as the Meiji Renovation, Revolution, Reform, or Renewal, was a political event that restored practical imperial rule to Japan in 1868 under Emperor Meiji.

From: https://en.wikipedia.org/wiki/Meiji_Restoration

Introduce the history background of Japan in War II

Before Pearl Harbor the Japanese had already begun imperial expansion in Manchuria, (1931) Inner Mongolia, (1936) Jehol, (1933) China, (1937) and in other territories and islands during World War I. The Empire of Japan entered World War II on 27th, September 1940 by signing the Tripartite Pact with Germany and Italy, and the Japanese invasion of French Indochina, though it wasn't until the attack on Pearl Harbor on 7 December 1941 that the U.S. entered the conflict.

https://en.wikipedia.org/wiki/Japan_during_World_War_II

Introduce Japanese Commander: Isoroku Yamamoto (山本五十六)

Isoroku Yamamoto was a Japanese Marshal Admiral of the Imperial Japanese Navy and the commander-in-chief of the Combined Fleet during World War II until his death. Yamamoto held several important posts in the IJN, and undertook many of its changes and reorganizations, especially its development of naval aviation.

https://en.wikipedia.org/wiki/Isoroku_Yamamoto



30 mins historical related reading and project output (Students can search online about this

history period or finish read the materials provided here)

<https://www.britannica.com/place/Japan/World-War-II-and-defeat>

https://en.wikipedia.org/wiki/Isoroku_Yamamoto https://en.wikipedia.org/wiki/Meiji_Restoration

https://en.wikipedia.org/wiki/Japan_during_World_War_II

<https://courses.lumenlearning.com/boundless-ushistory/chapter/the-early-war-in-the-pacific/>

https://en.wikipedia.org/wiki/History_of_Japan

Watch the film: Isoroku Yamamoto (山本五十六)

30mins discussion

Have a discussion in group for the film Isoroku Yamamoto (山本五十六) . Students also need to briefly summarize the film they have watched at home(紫日), and discuss the background of war II.

Question for them to have discussions:

What is the role of Isoroku Yamamoto in War II? Why Japanese military wanted to initiate War II?

How did Japan conquer many Asian countries during War II? What were their purpose to conquer other countries?

What was the Japanese purpose to Attack Pearl Harbor?

How to protect peaceful environment? What are bad consequences of wars? Anything good?

Homework

Finish watching the film Isoroku Yamamoto (山本五十六).

Choose a film to watch: Dreams 梦 or Ikiru 生きる

Day 6:

Showa 1926-1989

Heisei 1989-2019

Reiwa 2019-now

Introduce Japanese society after War II

History Background

The Allies occupied Japan until 1952, during which a new constitution was enacted in 1947 that transformed Japan into a constitutional monarchy. After 1955, Japan enjoyed very high economic growth under the governance of the Liberal Democratic Party, and became a world economic powerhouse. Since the Lost Decade of the 1990s, economic growth has slowed. On March 11, 2011, Japan suffered from a magnitude 9.0 earthquake and tsunami, one of the most powerful earthquakes ever recorded, which killed almost 20,000 people and caused the serious Fukushima Daiichi nuclear disaster.

https://en.wikipedia.org/wiki/History_of_Japan



30mins historical related reading and project output (Students can search online about this history period or finish read the materials provided here)

<https://history.state.gov/milestones/1945-1952/japan-reconstruction>

https://en.wikipedia.org/wiki/Occupation_of_Japan

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<https://www.britannica.com/place/Japan/Japan-since-1945>

<https://nypost.com/2018/08/23/no-point-in-living-diary-reveals-japanese-emperors-anguish-after-world-war-ii/>

30 mins Film watching: *Always: Sunset on Third Street*.

Always Sunset on Third Street (2005): The first of our best Japanese historical films takes us back to 1958 Japan. It gives us a glance of Japan's rising economy after its upheaval caused by the war. The film's story also took place at the time of Tokyo Tower's construction. *Always: Sunset on Third Street*, mainly tells the story of different people living in the neighborhood, as they each start anew with their lives.

30mins discussion:

Have a discussion in-group for the film *Always: Sunset on Third Street*. Students also need to briefly summarize the film they have watched at home(Dreams 梦 or Ikiru 生きる), and find the specific Japanese culture behind the films.

Question for them to have discussion:

What dilemma did Japanese people experienced after War II? How did they recover from the dilemma?

What is the attitude of War II from ordinary Japanese people?

What reflections of War II from those films?

Did they try to avoid some special historical events from those films?

What can we learn from those films?

Homework: Students need to finish the group presentation practice at home.

Day 7

After six days film Journey, students need to report their work. Each group will have 15mins to do their presentation.

The requirement of group presentation:

- a. Students need to choose a special historical topic to do the presentation
- b. What kind of cultural phenomena do they find from the history period?
- c. What kind of conclusions or concerns from the information that you have approached?
- d. After 6 days film journey, what is the meaning of learning history?

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