

Lesson Plan 2017

Pacifism As Policy: Japan's Article 9

By Haley Franca

Duration of Lesson: 165 min (Three 55 minute class periods) plus individual research and project development

*This lesson was developed for a 12th grade Government class.

Objective: Students will discuss the development of Article 9 of the Japanese Constitution and create an original presentation in which they discuss whether or not the ratification of Article 9 was justified in light of World War II, as well as global events. Students will also take into consideration the present-day effects of Article 9.

Day 1: Students will read "Overview of Japan's Postwar Defense Policy", a secondary source from Columbia University's Asia for Educators program. They will also read the primary source "**Bilateral Security Treaty between the United States of America and Japan (September 8, 1951)**".

In groups of five, students will take part in a Socratic discussion on the readings by using the Discussion Questions within the lesson documents. They will take notes as they discuss.

Day 2: Students will read "**The Fifteen Year War, 1931-1945: Promoting the National Agenda Through Censorship and Propaganda**". This is a secondary source create by the editors of the website "About Japan: A Teacher's Resource" which is affiliated with the Kumon Centers of Manhattan.

In their groups of five, students will take part in a Socratic Seminar discussion on this reading. They will also incorporate discussion on the previous day's readings. Students analyze all the information they have read to answer the "Consider" question in the Discussion Question document.

Day 3: Students will use this time to access information databases and library books to aid them in researching Article 9, Japan's pacifist policies, as well as the current political discussion in Japan regarding pacifism and nationalism. They are expected to use their discussion questions and notes in aiding their researching

Summative Assessment: Each individual student will create a Prezi presentation in which they present their individual analysis of the development of Article 9 of The Japanese Constitution. Students will be expected to create an original thesis statement that demonstrates their analysis conclusions. They will use various resources as evidence of their position. In essence, this Prezi presentation will be a visual essay.

Prezi aka Visual Essay Rubric

100 Points	1	2	3	4
Content (40 points)	Does not utilize discussion resources Does not use independent research Content does not provide evidence for thesis	Uses either discussion sources or independent research Content provides very little evidence	Uses some discussion resources and some independent research Content is related to thesis but poorly used	Uses discussion sources Uses independent research sources Make present day connections Has strong relation to thesis
Organization/ Design (20 points)	Content is un-relatable No relevant structure	Structured but lacking creativity or organization	Structured and creative but lacking unity	Structured Creatively designed Unified theme & development
Citing Sources (20 points)	No sources cited throughout or within the works cited slide	Sources cited wither throughout on each slide or within the works cited slide	Sources cited in slides and on the works cited slide, but not all courses are cited	Citation provided for all paraphrases, quotes, and facts Citations are within the slides and on the works cited slide
Developed Thesis (20 points)	Lacks a thesis statement	Has a thesis that is not clearly defined	Has a defined thesis	Has a well defined and unique thesis