

Student Lesson Plan: Keizai Koho Center, 2023
By Bruce B. Mize

Developing Policies to Address Japanese Challenges

Timeframe:

- Activity #1: One 90 minute class period of two 50 minute class periods.
- Activity #2: Two 90 minute class periods or Four 50 minute class periods.
 - Research and writing can be done out of class.

NCSS C3 Framework:

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| D2.Civ.5.9-12 | Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. |
| D2.Civ.11.9-12 | Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. |
| D2.Civ.13.9-12 | Evaluate public policies in terms of intended and unintended outcomes, and related consequences. |
| D2.Civ.14.9-12 | Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. |
| D2.Eco.1.9-12 | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. |
| D2.Eco.8.9-12 | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. |
| D2.Eco.10.9-12 | Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. |
| D2.Eco.15.9-12 | Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. |
| D2.Geo.3.9-12 | Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. |
| D2.Geo.5.9-12 | Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. |
| D2.Geo.6.9-12 | Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. |
| D2.Geo.9.9-12 | Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. |
| D2.His.1.9-12 | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. |
| D2.His.3.9-12 | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |

- D2.His.10.9-12** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- D2.His.12.9-12** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D2.His.15.9-12** Distinguish between long-term causes and triggering events in developing a historical argument.
- D2.His.16.9-12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D2.His.17.9-12** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- D3.1.9-12** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12** Evaluate the credibility of a source by examining how experts value the source.
- D3.3.9-12** Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- D4.1.9-12** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.2.9-12** Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.3.9-12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.4.9-12** Critique the use of claims and evidence in arguments for credibility.
- D4.7.9-12** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- D4.8.9-12** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Description:

Students will be given primary source material concerning the Issues facing the Japanese Economy and Society (Challenges and Strategies for Sustainability). These handouts will only be used as a starting point. Students will need to provide additional resources to strengthen their argument while answering key questions concerning each source.

Using the information collected, students are to complete a policy suggestion(s) as to how they would, if they were the policy makers, to combat the challenge(s) of Japanese Sustainability. (Students are not allowed to just create a policy that “throws” money at the problem. They must provide a sound policy and argument for said policy.”

Describe the current economic and social situation in Japan compared to a neighboring Asian country within their geographical region. The description must include one of the challenges that you have chosen.

Select **one** of the economic or social issues facing Japan to illustrate.

Recommend a policy or set of policies for addressing the issue you have identified in Japan.

Challenges:

1. Economic and Environmental impact of natural disasters such as earthquakes and tsunamis.
2. An increased Aging population.
3. Decreasing Fertility Rate in Japan.
4. The public (national) debt accumulation of Japan from 1955-2020.
5. Economic impact of increasing expenditures for national defense and the justification for the need for such increases.

ACTIVITY #1: *What do you see? What do you know? What do you want to know?*

1. Use the provided IMAGES or select your own image from the Internet.
2. Place the images on large paper (butcher paper) and locate them around the room.
3. Each student should have a colored marker.
4. Students are to go around the room and look at each image.
 - a. Students are to write next to the image one of the following:
 - i. What do you see?
 - ii. What do you think the image is about?
 - iii. What would you like to know more about the image?
 - b. Students may also connect to other student responses by giving suggestions and encouragement to student questions.
5. Once every student has had the opportunity to investigate each image, the teacher should discuss the image with the class.
 - a. The teacher should discuss the three questions each student provided along with any responses provided.

ACTIVITY #2: *Primary source analysis and discovery*

1. At each station (Image) around the room, place copies of the primary source documents for that particular topic.
2. Students are to choose one of the topics (Challenges) that interests them and select a primary source.
3. Students are to read the primary source and annotate as they read through the material.

4. Students are to share their thoughts with the group of students that have chosen the same topic.
5. Teacher is to ensure that there are a maximum of four students per group.
6. Describe the current economic and social situation in Japan compared to a neighboring Asian country within their geographical region. The description must include one of the challenges that you have chosen.
 - a. Students should have a minimum of five (5) sources that discuss the topic.
 - i. Three (3) must be from a journal.
 - ii. Two (2) can come from other sources such as newspapers, videos, etc.
 - iii. **NOTE:** Students are not allowed to use Wikipedia as a source.
 - b. Students' description must be a minimum of two pages in length typed and a maximum of three pages. (Not including resource page)
 - i. Typed; Times New Roman; 12 pt font; 1 inch margins; double spaced
 - ii. Citations are to use the MLA format.
7. Using the information collected, students are to complete a policy suggestion(s) as to how they would, if they were the policy makers, to combat the challenge(s) of Japanese Sustainability. (Students are not allowed to just create a policy that "throws" money at the problem. They must provide a sound policy and argument for said policy.)
 - a. Students are to provide a presentation that is not to exceed five (5) minutes.
 - i. What are the current policies being discussed?
 - ii. What policies do you recommend be implemented?
 - iii. What is your overall goal (impact) that you expect from your policies along with a timeframe?

RESOURCES:

[Learning from Megadisasters: A Decade of Lessons from the Great East Japan Earthquake](#)

[Damage Estimate for Predicted Quake in Central Tokyo](#)

IMAGE: [Large Earthquakes since 2000](#)

IMAGE: [Japan Earthquake Damage](#)

[The Setting Sun: What an Aging Japan Means for Balance of Power in East Asia](#)

[Japan's age wave: Challenges and Solutions](#)

IMAGE: [Japan's Aging Population Graph](#)

IMAGE: [Japan's Aging Population](#)

[Japan's Public Debt-Facing an Aging and Shrinking Population](#)

IMAGE: [Public Debt in Percentage of GDP](#)

IMAGE: [Japan Public Debt](#)

[Low Fertility in Japan - No End In Sight](#)

IMAGE: [Fertility Rate Graph](#)

IMAGE: [Decreasing School Enrollment Due to Fertility Rate](#)

[Japan's Historic Defense Transformation](#)

[Defense Programs and Budget for Japan](#)

[Japan's Transformational National Defense Strategy](#)

IMAGE: [Japan's Defense Spending Projections Graph](#)

IMAGE: [China-Japan Military Balance](#)

IMAGE: [North Korea and Japan](#)

RUBRIC for Paper:

	10	9	8	7	6>0
THESIS	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new; provides little around which to structure the paper.	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis or an utterly incompetent thesis. Shows obviously minimal lack of effort or comprehension of the assignment.
STRUCTURE	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	No evidence structure or organization .

			without topic sentences.		
USE OF EVIDENCE	Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.	Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
LOGIC AND ARGUMENTATION	All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis	Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.	Too incoherent to determine.
MECHANICS	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.	Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.	Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.	Very difficult to understand owing to major problems in mechanics

Poster and Presentation Rubrics

Category	4	3	2	1
Poster				
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation				
Introduction & Closure		Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory and closing remarks.	Student delivers open or closing remark.
Body Language	Movement seems fluid and helps the audience visualized	Made movements or gestures that enhanced articulation	Very little movement or descriptive gestures	No movement or descriptive gestures
Eye Contact		Holds attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Displayed minimal eye contact with audience
Voice / Intonation	Use of fluid speech and clear voice. Intonation maintains the interest of the audience. No mumbling.	Satisfactory use of intonation, but does not consistently use fluid speech	Displays some level of inflection throughout delivery Student's voice is low.	Consistently uses a monotone voice. Students mumbles.
Content/ Justification	Provides a well-articulated and detailed justification for their work.	Provides a well-articulated but not detailed argument	Provides justification that makes a point but is not well-articulated or contains some errors in logic	Student makes no clear point or has so many error in logic that is invalid
Total 38 points				