

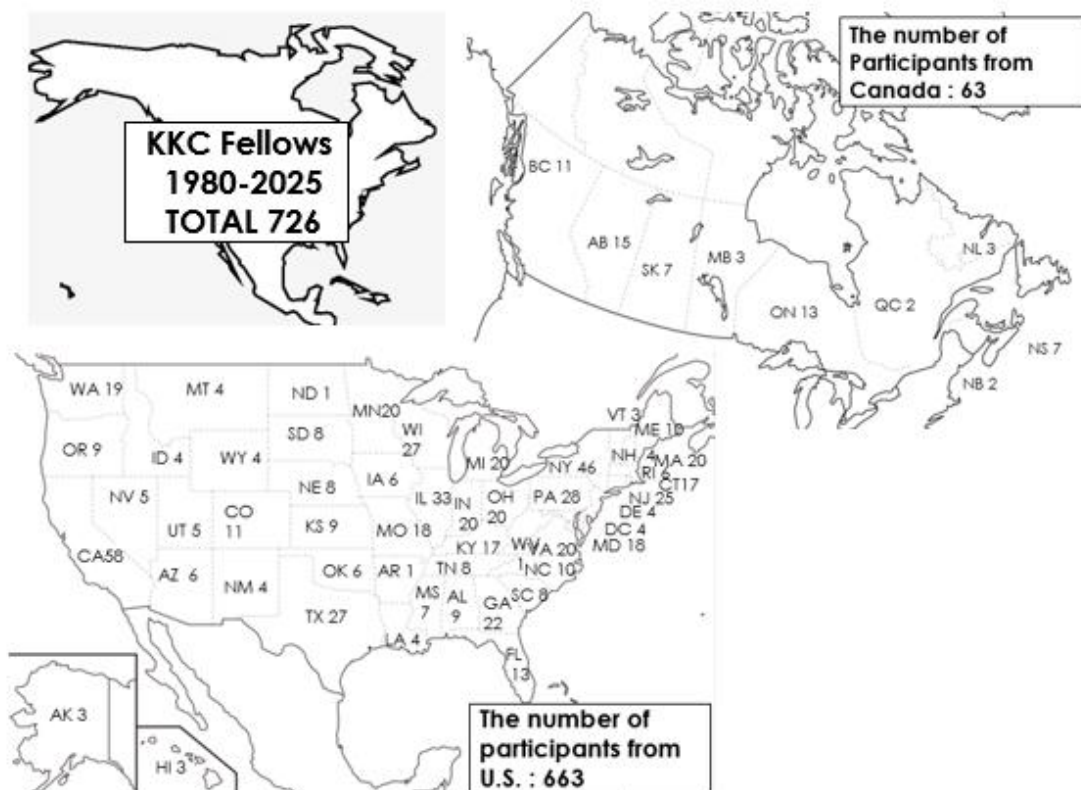
KKC Study Tour to Japan for Middle and High School Teachers



When North American teachers deepen their understanding of Japan, the knowledge is passed on to many school children. From this point of view, the Keizai Koho Center has offered the KKC Study Tour to Japan for North American Social Studies Teachers at Middle and High School since 1980.

Over the past 45 years, the number of participants of the "KKC Study Tour for North American Social Studies Teachers" has exceeded 700. They are called "KKC Fellows" in the U.S. and Canada. They actively promote understanding of Japan.

<The number of KKC Fellows from each state: TOTAL 726>



Oct. 2025
International Affairs Dept.
Keizai Koho Center

Established in 1978, Keizai Koho Center has served as a platform for the Japanese business community to interact with key stakeholders inside and outside Japan.

Keizai Koho Center is an organization of Keidanren (Japan Business Federation).

Contents

The KKC Study Tour to Japan provides valuable opportunities to enhance understanding of Japan	▪ ▪ P. 4
KKC Fellows share their knowledge and experiences in a variety of ways	▪ ▪ P. 7
Local communities in the U.S. appreciate the KKC Study Tour to Japan for North American teachers	▪ ▪ P. 12
KKC Fellows build a network of friendship and mutual understanding between Japan and the U.S.	▪ ▪ P. 15

The KKC Study Tour to Japan provides valuable opportunities to enhance understanding of Japan.

Keizai Koho Center, in cooperation with the National Association of Japan-America Societies, selects ten North American middle and high school teachers out of approximately 100 applicants, to participate in the KKC Fellowship Program.

Applicants must submit a lesson plan about Japan and a report about how they plan to share the fellowship experience in their classrooms.

The 10 teachers will visit Japan in late June for 9 days and will interact with Japanese teachers and students, visit corporations and have discussions on political, economic and social issues. They will also experience a homestay and participate in a panel discussion about U.S. and Japanese education.

Keizai Koho Center plans and administers the entire program.

KAO Corporation (2025)



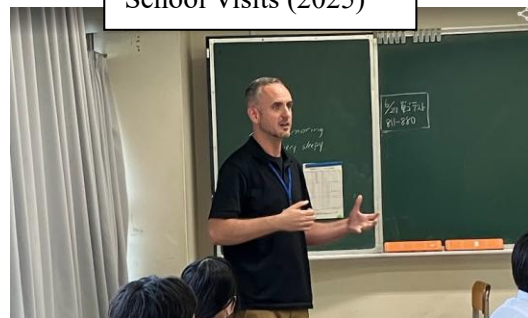
Tokyo Stock Exchange (2025)



NYK Line (2025)



School Visits (2025)



Symposium on “Tackling Social Issues in a Chaotic World: Views of North American Social Studies Teachers The Future of Education and the Role of Businesses in Addressing Disparities and Inequalities” (2025)

Canon (2024)



Kita Kamakura Girls Junior
& Senior High School (2023)



Courtesy call on
Former PM Yasuo Fukuda (2019)



KDDI (2019)



Nissan (2018)



Sony (2016)



Nishi High School
Tokyo (2015)



With Mr. Murase, Chairman of
Canon Marketing Japan (2015)



Mitsubishi Real Estate (2014)



Numata Senior High School, Hiroshima (2013)



Hiroshima (2013)



Koishikawa High School Tokyo (2012)



Koyamadai High School



Tsukiji Fish Market (1984)



Chosei Senior High School Mobara, Chiba-Pref. (1980)



[Recent Visits]

Schools:

HOSEI University Kokusai High School (2025),
Tokyo Metropolitan Shoyo High School(2025)
Yamate Gakuin Junior and Senior High School (2024), Tokyo Metropolitan Ryogoku High School & Affiliated Junior High School (2023, 2024),
Kita Kamakura Girls Junior and Senior High School (2023),
Kaetsu Ariake Junior and Senior High School (2022),
Tokyo Metropolitan Koishikawa Secondary Education (2022, 2017, 2012),
Tokyo Metropolitan Takehaya High School (2019), Kyoto Gakuen High School (2019), Tokyo Metropolitan Koyamada High School (2018),
Shibuya Junior and Senior High School (2018), Hinode Senior High School (2018),
Yokkaichi Senior High School (2017), Junior and Senior High School at Otsuka, University of Tsukuba (2016), St. Joseph's School (2016),
Mejiro Kenshin Junior and Senior High school (2017, 2016), Tokyo Metropolitan Nishi High School (2015), Kyoto Municipal Saikyo Senior High School (2014-2016),
Kyoto Municipal Murasakino High School (2016),
Hiroshima Municipal Numata High School (2013),
Hiroshima Municipal Waseda Middle School (2011),
Ishinomaki Municipal Sumiyoshi Middle School (2012),
JET Program Tokyo Alumni (2015), Kyoto University (2015)
National Institute for Educational Policy Research (2014, 2016),

Companies:

Car Manufacturers- Nissan (2018, 2016), Honda (2017), Toyota (2019, 2014), Mazda (2013) **Electronics-** KDDI (2022, 2019), Kyocera (2019), Sony (2022, 2017, 2016), Toshiba (2015), Canon Marketing Japan (2015-2013), Canon (2022, 2024), Omron (2019, 2015, 2014), Panasonic (2013) **Constructors / Real estates-** TOKYU LAND CORPORATION (2025), Mori Building (2023, 2019), Mitsui Fudosan (2022, 2018), Shimizu (2018), Mitsubishi Estate (2015)
Others- NYK Line (2025), DNP (2025), Astellas Pharma Inc.(2024), Kikkoman Corporation (2024), TOPPAN Holdings (2024), BIPROGY Inc., Seven Eleven Japan (2023), Kao Corporation (2023, 2025), MS&AD Insurance Group Holdings (2023), Dai-ichi Life Research Institute (2022, 2024), Nippon Life Insurance Company (2019), Google (2019), Bank of Japan (2023, 2022, 2019), East Japan Railway (2017), Nomura Research Institute (2022, 2019), Tokyo Stock Exchange (2017,2024,2025), Sanrio (2017)

Government:

The Honorable Karen Makishima, House of Representatives,
Former PM Yasuo Fukuda, H.E. Caroline Kennedy, Former U.S. Ambassador to Japan, H.E. Ichiro Fujisaki, Former Ambassador to the U.S., The Honorable Taro Kono, House of Representatives, The Honorable Keisuke Suzuki, House of Representatives, Ministry of Foreign Affairs, Ministry of Education, Sports, Culture and Technology, Tokyo Metropolitan Government, Miyagi Prefecture

Media:

NIKKEI, Mainichi Shimbun, Yomiuri Shimbun, Chugoku Shimbun, The Wall Street Journal

KKC Fellows share their knowledge and experiences in a variety of ways.

For the past 10 years, KKC Fellows have produced and submitted over 100 “Japan Lesson Plans” which help teachers teach about Japan and promote understanding of Japan in the classroom. Fellows are encouraged to report to KKC about their Japan-related teaching and activities after participating in the Japan Study Tour.

The “Japan Lesson Plans” are posted on Keizai Koho Center’s website and is made available for teachers in cooperation with the National Council for the Social Studies (NCSS).

(<https://en.kkc.or.jp/programs/stj/>)

< Lesson Plan Examples >

2024 Fellow (Virginia) Sustainable Development Projects in Japan

Research and Grant Proposal Project: Sustainable Development Projects in Japan

Step 1: Group Formation

- Form groups of 4-5 students. Exchange contact information among group members.

Step 2: Project Selection

- Each group will select one of the following projects: 1.) Astellas Pharma Inc., 2.) Canon Eco Technology Park, 3.) Dai-ichi Life, or 4.) women-only cars on public transportation.

Step 3: Research

- Use the provided information as a starting point for your research. Conduct additional in-depth research.

Step 4: Create a Google Slides Presentation

- Prepare a Google Slides presentation to accompany your oral presentation. Your presentation should include the following sections:

Section 1: Introduction (1 slide)

- Include your names and the name of the selected development project.

Section 2: Background (2-3 slides)

- Provide an overview of the current development level in Japan.
- Explain the specific problem your development project aims to address.
- Clearly articulate a grant proposal, including a brief timeline and expected outcomes.
 - Ex: We request \$X to do Y, which will allow us to achieve our mission of Z. We anticipate that the proposal will take A months/years and will result in B.

Section 3: Social and Economic Development (2-4 slides)

- Discuss how your development project will contribute to measures of social and economic development like:
 - [GDP](#), [GNI per capita](#), informal and formal sectors of the economy, income distribution, [total fertility rate](#), [infant mortality rate](#), access to health care, use of fossil fuels and renewable energy, and [literacy rates](#)

Section 4: Gender Equality and Human Development (2-4 slides)

- Identify and interpret Japan’s [Gender Inequality Index \(GII\)](#) and [Human Development Index \(HDI\)](#) scores.
 - Example: Are the GII and HDI scores high, moderate, or low? Does that mean that there’s a high, moderate, or low level of gender inequality and human development in Japan?
- Explain how your project will advance gender equality and/or human development.

Section 5: UN Sustainable Development Goals (2-4 slides)

- Describe how your development project aligns with and supports the [United Nations Sustainable Development Goals \(SDGs\)](#).

2023 Fellow (Mississippi) Developing Policies to Address Japanese Challenges

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 or 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:

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.

2021 Fellow (Ohio) Japan's Place in the Global Economy: Role Playing a Global Economic Summit

Japan's Place in the Global Economy: Role Playing a Global Economic Summit

Overview: Students will examine data to inform an understanding of the potential comparative advantage of Japan, and how it compares to the other largest economies in the world based on GDP (The United States, China, Germany, and India). Students will use their conclusions about comparative advantages to simulate negotiations of economic policies and agreements between countries.

Ohio State Economics Content Statement: When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.

Learning Objective: I can explain how production, consumption and interdependence increase when regions and nations trade with each other as a result of using comparative advantage.

Time: Six 45 minute class periods

Materials Needed:

- PowerPoint Presentation
- Copies of the handout
- CIA World Factbook Country Summaries for Japan, the United States, China, Germany, and India - <https://www.cia.gov/library/publications/the-world-factbook/>

Procedure:

Steps on Day 1:

1. Start with a "bell ringer" question in the PowerPoint presentation: What do the US, China, Japan, Germany, and India have in common?
2. Ask students to brainstorm responses and call on students to share their ideas. (Their responses could be related to trade between individuals, groups, or countries)
3. Repeat steps 1-2 with the question: "What is different about US, China, Japan, Germany, and India?"
4. Pass out the country summaries and ask students to have out two different colors pens or highlighters
5. Students will highlight/underline their country summary packet focusing on two things:
 - Color One: Highlight/underline important information
 - Color Two: Highlight/underline terms to look up
6. After about 15 minutes of reading, have students look up any of the terms they identified that they do not know
7. With the last 5-10 minutes of class, have students share what they learned in small groups

Students will hold on to their packets for tomorrow

Steps on Day 2:

1. Start with a "bell ringer" question in the PowerPoint presentation: What did you learn from your "research" yesterday?
2. Pass out worksheets for students to fill out the chart on the first page individually or in small groups
3. Students will examine the economic indicators for the five largest economies in the world. They will choose important data points to use to fill in the chart in the handout.

Optional: Collect packets as an "exit slip"

【Other Lesson Plans】

"A History of Economic Relations and Trade Agreements between Japan and the United States", "What can the U.S. learn from Japan's demographic shifts policy?", "Understanding Shared Powers", "Comparative Governance, Elections, and Representation between The United States Congress and The Japanese National Diet", "Population in Decline: Examining Solutions to Japan's Population Crisis", "Economic Effects of Population Decline in Japan", "Measuring unemployment with U.S. and Japan", "Using Japan's Historical and Current GDP to Predict Trends in the Business Cycle", "Japan's Constitution: How does it Reflect the Challenges of the 21st Century?", "How Does Trade With Japan Impact Our Community?", "Education in Japan", etc.

<Lesson Plans taught in the classroom>

2015 Fellow (Michigan) Japan Museum Project



2016 Fellow (Virginia)
Global Awareness Project: Video
Exchange with Japanese Students



2015 Fellow (California)
The USA's Special Relationship with Japan



2014 Fellow (Texas)
Understanding Urban Development by Traveling Through Tokyo



2013 Fellow (Jefferson Middle School, Pennsylvania)

My Life in Tokyo and My Life in Pittsburgh



2011 Fellow (All Saints' Episcopal High School, Texas)

Business Strategy and CSR (Corporate Social Responsibility)



KKC Fellow presenting at the National Council for the Social Studies, Louisiana (2015)

How free are Japanese Women?



Fellow's poster presentation



Experiences of KKC Fellows are extended to North American local communities

KKC Fellows are often covered in educational journals and local newspapers. U.S. local communities appreciate our program which helps children gain an international perspective.

2022 Fellow (Massachusetts) Article in the Spencer New Leader

Leicester teacher Everett awarded Fellowship to travel, study in Japan this summer



Courtesy photo

Leicester Middle School teacher Norman Everett is headed for Japan this summer.

BY KEVIN FLANDERS
NEWS STAFF WRITER

LEICESTER — Educators often enjoy their summers resting with family after a hard-working school year, but the journey of learning will continue next month for one Leicester Middle School teacher long after the final bell rings.

LMS social studies teacher Norman Everett has been awarded a 2022 Keizai Koho Center Teacher Fellowship to travel and study in Japan. From June 19-29, fellows will have the opportunity to learn about the Japanese economy, various businesses, and contemporary Japanese society. Fellows will also participate in roundtable discussions with educators and get involved in several other activities during their stay in Japan.

"This is an excellent opportunity for me to improve my own teaching skills. I am excited for the opportunity to teach a class in Japan and interact with Japan's education professionals," Everett said. "I have taught about Japan in my classes, but I am really excited about the opportunity to visit the country and see how the Japanese people teach their own history."

Turn To **EVERETT**, page **A12**

EVERETT

continued from page A1

Additional highlights of the fellowship include visits to Japanese schools, major companies, and industrial facilities. Moreover, sightseeing excursions are planned to allow the fellows to learn about Japanese culture and society.

For Everett, the trip to Japan is especially meaningful after COVID-19 caused a lengthy delay. He was initially selected for the fellowship in 2020, but the pandemic has prevented his travel to Japan until this summer.

"I participated in a virtual version

of the program in 2021. In one virtual meeting, we were able to talk with a former Japanese ambassador to the United States," Everett said.

After reapplying to the program this year, Everett was selected and can't wait to land on the other side of the International Date Line. Once there, he will join the other fellows in teaching a lesson at a Japanese school about World War I.

The experience will also greatly assist Everett in his instruction back in Leicester.

"It is exciting to finally get to travel to Japan after two years of COVID-19

related delays," Everett said. "It will be exciting to bring everything that I have experienced in this fellowship to the classroom for the 2022-23 school year."

The fellowship is sponsored by the Keizai Koho Center (KKC), an independent nonprofit organization. Established in 1978, the KKC has served as a platform for the Japanese business community to interact with key stakeholders inside and outside of Japan.

"I am very honored and thankful to the Keizai Koho Center for all of their work organizing this fellowship through all of the COVID-19 restrictions and delays," said Everett, who also won

the Bryan McSheffrey Teacher of the Year Award for 2022.

LMS leaders commend Everett for his commitment to education and providing the best opportunities for his students.

"Leicester Middle School is honored to have a teacher like Mr. Norman Everett. His dedication to students is second to none," said LMS Principal Christopher Fontaine. "As we continue to have a mindset of always improving, the valuable information and experience that Mr. Everett will gain will only continue to help push our schools in the right direction."

2015 Fellow (Missouri)

Article in the Missouri Council for the Social Studies Publication

OPPORTUNITY IN JAPAN!

DEREK FRIELING

Each year, ten teachers are selected to travel to Japan to study business, education, and cultural aspects of the country. This past summer, I was one of the teachers fortunate to be selected by Keizai Koho for this excursion.

The experiences vary each year with different locations explored each year. Business visits this year included Toshiba and Canon, where I was interested to discover they produce much more than the computers and cameras that they are known for. The education system in Japan places high pressure on students to perform well on the standardized placement test for college. If the high school students do poorly on the test, they are not allowed to enter the best colleges and therefore not able to pursue their career goals. Other attributes characterizing Japanese culture include minimizing the gender gap, preparing for the 2020 Olympic games, decreasing population, and international concerns with China and North Korea.

I would like to encourage you to take the opportunity to visit Japan yourself. Keizai Koho has applications available at <http://www.kkc.or.jp/english/fellowship/index.html>. All it requires is a letter of application, resume, lesson plan, and willingness to share your experiences when you return. It is an experience well worthwhile.



2004 Fellow (Newfoundland and Labrador, Canada)

PROFESSIONAL DEVELOPMENT

Harmony, Innovation and Conscience

The 2004 Keizai Koho Fellowship Tour of Japan

By KEITH SAMUELSON

Newfoundland and Japan. Two small islands with distinct cultural identities, forged by a unique geography and a tempestuous relationship with the colossal continents looming off our coasts. The differences between us are all too obvious; it is only through experiencing our common humanity that we can truly learn from one another. This past summer I was most honored as the Keizai Koho Center provided such an opportunity.



Receiving Fellowship certificate from Mr. Tadashi Hayashi, Secretary General, Keizai Koho Center, Tokyo.

The Keizai Koho Center (KKC), also known as The Japan Institute for Social and Economic Affairs, is a private, non-profit organization which fosters better understanding of the goals and role of business in a democratic society. The KKC Tour is conducted in cooperation with the National Association of Japan-America Societies (NAJAS) in Washington, D.C., the Social Education Association of Australia and the Association for the Teaching of the Social Sciences in the United Kingdom. Its purpose is to help American, Australian, British and Canadian educators become better acquainted with contemporary Japan in the interests of global understanding. The tour operates with the assistance of an impressive array of partners from various sectors of Japanese society.

This year's program, which took place from June 28 to July 12, was the twenty-fifth in a series that has been offered every year since 1980. The two-week program aims to give educators whom the KKC considers to be opinion leaders in their respective communities firsthand contact with Japan that will help them accurately report on current conditions after returning to their home countries. Fifteen educators were selected as Keizai Koho Fellows for 2004: ten from the United States, two from Australia, two from the United Kingdom and one from Canada.

The program begins with lectures on Japan's economy, society and education system. Meetings, seminars, media interviews and question and answer sessions are scheduled with government officials, educators, business people and journalists. Fellows visit elementary and secondary schools, have discussions with educational authorities, teachers and students, meet with members of the KKC's Social Survey Network and tour major industrial, corporate, educational and cultural facilities in Tokyo, Hiroshima, Kyoto and Nagoya. They also stay in the homes of Japanese families in Tokyo for two days. After returning to their respective countries, fellows publish reports about their activities, experiences and impressions on the website of the National Association of Japan-America Societies at www.us-japan.org.

The KKC Fellowship Program enables educators to gain an understanding of current conditions in Japan through three inter-related perspectives – education, the economy and culture. To become more acclimated to Japanese culture, North American fellows met in Washington for an orientation before leaving for Tokyo. During this orientation fellows attended lectures on the KKC Fellowship Program and Japanese cultural considerations. We toured the "Japan: Through the Eyes of a Child" exhibit for hands-on experience with Japanese-style rooms, subway platforms and "bullet train" schedules. There

Georgia
Association of
Economic
Educators



the bulletin • november 2004

2015 Fellow (Georgia) Article in the Georgia Association of Economic Educators Publication

GAEE in Japan! President-Elect Walt Ellison

I never dreamed of meeting Caroline Kennedy. Yes, *that* Caroline Kennedy, the United States Ambassador to Japan. I by no means thought I would sit across the board room table from Haruo Murase, the Chairman of Marketing for Canon and talk about worldwide marketing strategies he is currently overseeing. These were just two of the highlights from my trip to Japan with the Keizai Koho Center (KKC) Fellowship Program this past summer.

The Keizai Koho Center, in cooperation with the National Association of Japan-America Societies, sponsors a 10-day fellowship to Japan every summer for 10 educators in the U.S. and Canada. The primary focus of the fellowship is to learn firsthand about contemporary Japanese society and enhance classroom teaching of global perspectives. The trip's 10-day itinerary primarily focused on Tokyo but also included a three-day trip to the beautiful temple-filled city of Kyoto. In addition to meetings with Ambassador Kennedy and Chairman Murase, our group met with several civic and education leaders from across Tokyo to discuss current economic, social and educational issues facing Japan.....continued on page 6.



GAEE in Japan (continued)...

Almost daily the topic of Japan's declining population and its looming economic impact was discussed. Estimations claim Japan's current population of approximately 127 million could fall below the 100 million mark by perhaps the year 2050. Experts argue the decline stems from years of economic stagflation which dampens future optimism combined with little immigration to offset the declining birthrate. This decline impacts practically every part of Japanese society: the labor market, tax revenue, forecasting in education, planning for future growth, etc.

Our visits to schools, specifically two high schools and a college, provided a snapshot of the Japanese educational system. While the Japanese approach varies from what I am accustomed to, I could tell the teachers and students genuinely enjoyed the classes I observed. Meetings with students proved just as enlightening despite the language barrier that eventually succumbed to pointing, motions and pictures on iPhones. The international language of music eventually took hold and we shared several enjoyable moments courtesy of Taylor Swift, Johnny Cash, The Beatles and The Eagles. For the record, you have not really heard *Desperado* until you have heard a Japanese high school girl sing it.

Our group also took in a Tokyo Giants baseball game, ate loads of authentic sushi, sang our fair share of Japanese style karaoke and built friendships that now stretch across the country and around the globe. The Japanese are a proud people who have found ways to adapt through the centuries. I will be forever grateful to the Keizai Koho Center for the chance to travel, learn and experience all this firsthand.



KKC Fellows build a network of friendship and mutual understanding between Japan and the U.S

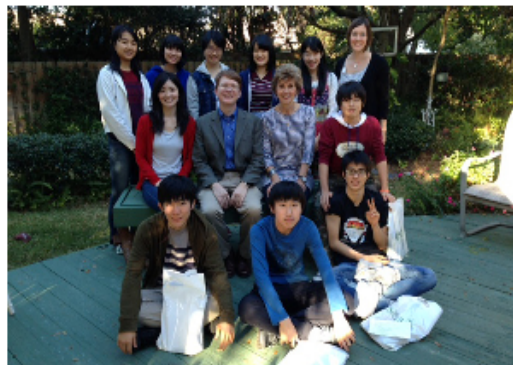
After participating in the Japan Study Tour, many fellows have developed school exchange programs with Japanese high schools and some have become Japan specialists. Others have maintained their ties with the people they met in Japan and continue to share their experiences in blogs and other social media.

2012 Fellow started an exchange program with a Japanese high school
(website of Saint Stephen's Episcopal School, Florida)

Japanese students visit SSES

Peggy O'Connor, Contributing
Writer/Media Specialist
February 6, 2015


This week Saint Stephen's hosted nine of Japanese students from Shibuya High School in Tokyo, one of our sister schools in our Global Education program. They received a grant from the Japanese Ministry of Education for being a "Super Global High School" and used the grant money to visit Saint Stephen's for three days. The students are especially interested in issues of peace education and international cooperation. They delivered presentations to the 10th grade World History classes, the sixth grade, third grade and kindergarten in addition to speaking in chapel. This year they worked with Mr. Whelan's World History classes on a project relating to their school visit to Hiroshima.



Upon their arrival to the America on Sunday, the Japanese students were treated to a delightful welcome reception at Dr. Pullen's house. On Tuesday, they traveled to Saint Petersburg to visit the Holocaust Museum with their host families. Finally, they delivered a heartfelt appreciation of our hospitality before the start of Wednesday's Winter Season Varsity Awards and the National Letter of Intent signing day ceremonies. Thank you to everyone who made their stay a success.

1981 Fellow initiated the East Asia Resource Center at the University of Washington

<https://jsis.washington.edu/eacenter/>




THE HENRY M. JACKSON
SCHOOL OF INTERNATIONAL STUDIES
UNIVERSITY of WASHINGTON


Search the Jackson School

Make a Difference. [Make a Gift.](#)

- Home
- About Us
- People
- Undergraduate
- Graduate
- Resources
- Centers & Programs
- Alumni
- Events
- News



East Asia Resource Center

 earc@uw.edu

- EARC Home
- About the EARC
- NCTA Seminars and Workshops
- Write About Asia: Saturdays at SAAM

Welcome to the East Asia Resource Center


The East Asia Resource Center invites K-12 educators to explore the wealth of opportunities available to them to deepen their knowledge of East Asia.

[East Asia Resource Center](#)

Tokugawa Japan: Multiple Voices, Multiple Views

A summer institute for teachers of grades 3-8

Presented by Veteran K-12 Educators Patricia Burleson, Oralee Kramer and Mary Roberts



July 13-17, 8:30 a.m. - 3:00 p.m.

Work with colleagues to address State Standards as you learn about the period known as the 200 years of peace in Japan between 1603 and 1868, when shoguns ruled, foreigners were banned, cities and arts flourished and economic change undermined social hierarchies.

Note: The **priority application deadline** was April 10, 2015. This application is now closed.

Keizai Koho Center
Japan Institute for Social and Economic Affairs