

## Keizai Koho Center Fellowship 2025

### Post-Fellowship Lesson: Tokyo Development Post-WWII

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**Course: AP World History**

**Grade: 10**

**Objective:** Students will be able to explain the development in architecture and infrastructure in parts of Tokyo post-WWII, and how resource availability, economic goals, and cultural norms affected this development.

Further, students will be able to compare this to the development of Japantown in San Francisco: using evidence to explain how historical context shapes urban design. Students will be able to explain how this area in San Francisco was influenced by, yet differed from, that of Tokyo.

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#### **Tokyo and Japantown SF: Cultural Diffusion/Syncretism in Societal Developments**

**Lesson:** Part One

**Unit:** Developments after World War II

**Driving Question:** To what extent did Japan's postwar transformation reflect American influence versus Japan's own traditions and innovations?

**Driving Question:** To what extent do modern Japan–U.S. relations reflect partnership, dependence, or competition?

#### **Prior Knowledge:**

- Content: Cultural, Economic, and Political Developments in Japan through World War II.
- Key terms: Culture, diaspora, blueprint, infrastructure, architecture

#### **Lesson Steps:**

1. **Hook**(20 minutes)
  - a. Introduction Question: What factors influence how people design their homes: culture, environment, or economics?
  - b. Activity: Students will draw a layout(floor plan) of an apartment they would like to live in when they are in their 20s. This layout must include where certain rooms will be such as: hallways, main rooms, bedrooms, toilet, kitchen, decks, etc. The teacher can model how to draw a room, door and window on a floor plan.
    - i. Share: Students will then share their design in groups and compare their designs.
2. **Introduction**(10 minutes)
  - a. Re-establish necessary vocabulary such as the word “culture”.
  - b. Discuss the following questions as a class:
    - i. Do you think your design was influenced by your culture? If so, explain what aspects were influenced?
3. **Main Lesson Part A:** Mini Lecture and floor plan analysis(15 minutes)
  - a. The teacher will recap the demographics of Japan and California in the mid-20th century. Slides will also present the layouts of typical homes in California and Japan in 1950.
    - i. Share: Have students point out aspects of the apartment layouts that they notice.

- ii. Share: How are their layouts different from your designs?
- iii. Share: How are these layouts different from each other?

**4. Main Lesson Part B: Making Collective Predictions(10 minutes)**

- a. The teacher will display images of Japantown and Shibuya in 1940/1950. Students will then make observations and predictions:
  - i. Observation questions:
    - 1. What is the difference between cultural syncretism and cultural diffusion?
    - 2. What aspects of these photos show a level of cultural syncretism or cultural diffusion? Point out what you see.
    - 3. What historical events account for the development of this culture transfer?
    - 4. How does the blending of culture in Japantown, San Francisco differ from that of Shibuya, Tokyo Japan?
  - ii. Predict:
    - 1. Through the late 1900's do you think there will be increased amounts of cultural diffusion in these areas? Will one area be more influenced than the other? Why?

**5. Conclusion(formative assessment): Blueprint Analysis and Exit Ticket(5 minutes)**

- a. Now that it has been established that structures and architecture are directly related to culture, students will answer the following question on the back of their blueprint and submit it as their exit ticket. These blueprints will be revisited in the second part of this lesson.
  - i. Identify how your layout is similar and/or different from the typical Japanese home layout from 1950
  - ii. How might your culture influence how you decided to structure your blueprint?

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**\*\*\*NOTE: Part Two of this lesson is to be completely after the "Prior Knowledge" section is fulfilled\*\*\***

**Tokyo and Japantown SF: Cultural Diffusion/Syncretism in Societal Developments**

**Lesson:** Part Two

**Unit:** Developments in Modern Day

**Driving Question:** To what extent did Japan's postwar transformation reflect American influence versus Japan's own traditions and innovations?

**Driving Question:** To what extent do modern Japan–U.S. relations reflect partnership, dependence, or competition?

**Prior Knowledge:**

- Content: Cultural, Economic, and Political Developments in Japan beyond World War II.
- Content: The political and economic relationship between Japan and the United States through the 20th Century

**Lesson Steps:**

**6. Hook(10 minutes)**

- a. Activity: Students revisit their predictions from Part One of the Unit. After learning about the developments in Japan after World War II, have students discuss in pairs what aspects of their predictions were correct and incorrect.
  - i. Discuss as a class in order to recap the development of Japan over time.

## **7. Main Lesson Part A: Interior analysis: (20 minutes)**

- a. Contextual information:
  - i. Provide Students a contextual history of the Tokyu Land Corporation and their involvement in the real estate development in Japan
- b. Pass out Floor Plans:
  - i. Pass out the floor plan that students had made from the previous lesson
- c. Analysis: Slides
  - i. Have students analyze the floorplans from 2025. One from Tokyu Land Corp and the other from a new apartment building near Japantown in San Francisco.
    1. Share: Have students point out aspects of the apartment layouts that they notice.
    2. Share: How are their layouts different from your designs?
    3. Share: How are these layouts different from each other?
    4. Share: Why do these apartments show such similarities now?

## **8. Main Lesson Part B: Exterior Analysis:**

### OPTION ONE:

- a. (20 minutes) The teacher will display images of Japantown and Shibuya in present day. Students will then make observations:
  - i. Observation questions:
    1. What is the difference between cultural syncretism and cultural diffusion?
    2. What aspects of these photos show a level of cultural syncretism or cultural diffusion? Point out what you see.
    3. Has cultural diffusion played out differently in Shibuya than it has in Japantown?

### OPTION TWO:

- b. (20 minutes) Students will look up Shibuya on Google maps, and display Shibuya crossing on "Street view". Students will explore the area and make observations:
  - i. How does Shibuya reflect cultural diffusion?
  - ii. How does Shibuya reflect Japan's economic development?
- c. (Full Day) On an agreed upon date, students will engage in a walking tour of Japantown in San Francisco and reflect on Japantown's development:
  - i. How does Japantown reflect cultural progressive diffusion?
  - ii. How does Japantown reflect America's relationship with Japan?
  - iii. Is Japantown a place of cultural diffusion or has it resulted in cultural syncretism?
  - iv. How does the blending of Japanese and western aspects differ in Shibuya than in our local area?

## **9. Conclusion(Summative Assessment):**

- a. Students will be required to take pictures while on their walking tour. They can use one of those images OR an image from their google street view activity. They will then complete the following task:
  - i. Poster creation: Students will use an image that reflects cultural diffusion/international economic development. They will then create a digital post with that image in its center.
  - ii. Component Identification: Students must identify at least four components of the image that reflect culture diffusion or the development of Japanese and American economic relations over time.
  - iii. Analysis: For each identified component, students must explain the historical context behind the component and how it explicitly reflects the lessons driving question.