

**Name:** Robbie McKerr

**Lesson:** The Japanese Empire: The Beginning

**Length:** One week

**Grade Intended:** 9<sup>th</sup> Grade World History

**Standard:** WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan's subsequent development as an industrial, military and imperial power.

**Performance Objectives:** Students will complete the note taking guide that follows the PowerPoint with 100% completion.

Students will complete the project on the development of Japan as an imperial power with an 80% average.

**Assessment:** Students will be expected to complete the project with a good amount of information on their given project. They will be expected to present this project to the class to show that they have an understanding of the subject and will be graded on the rubric provided.

**Advanced Preparation:**

1. Make a PowerPoint presentation over the expansion of Japan in the early 20<sup>th</sup> century
2. Make a hand out and copies with instructions regarding the project.
3. Make a rubric so the students know how they will be assessed on their projects.
4. Reserve 3 days in the library/computer lab for student research and work time on their projects.

**Procedures:**

**Introduction/Motivation:** I will have the students participate in an activity to begin class called a "Land Grab". I will split the class into five groups; each group will represent a country (Great Britain, France, Germany, United States and Japan). Each group will be given five post it notes, with each group receiving different colored post it notes. These post it notes will represent claiming an item. I will allow one group, chosen at random, to "claim" any item they consider the most valuable in the classroom. We will continue this until all the post-it notes have been used throughout the room. When the activity is over, I

will get the class back in their seats and we will discuss why certain items were claimed, and what happened when your item was taken first by another countries claim. I will then relate this to what “real countries” did when claiming different areas of the world. Why certain areas were considered more valuable then others? (Bloom’s: Analysis)  
(Gardner’s: Bodily-Kinesthetic/Interpersonal)

### **Step-by-Step Plan:**

1. Once the introduction is completed, begin the PowerPoint presentation. Make sure to keep the students engaged while going through the PowerPoint explaining how Japan wanted to become an industrial power and the best way to earn respect as a power was to become an imperialist nation. Make sure to stress the importance of how Japan was different than the European and American models of imperialism, they were seen as different primarily due to their location in the world.
2. When the PowerPoint presentation is over, ask the following questions to engage the students and see if they understood the information from the presentation.
  - a. Does Japan have the right to be as imperialistic as the United States and other European powers? Why? (Bloom’s: Evaluation)
  - b. Should Japan have the right to enter other Asian countries for their own advancement? Why or why not? (Bloom’s: Evaluation)
  - c. How is Japanese imperialism in Asia different or similar to European imperialism in Africa and Asia and U.S. imperialism in the Pacific and Caribbean? (Bloom’s: Analysis)
3. Once the questioning period has ended, hand out the instructions on their projects. Go over the project with them and explain the different options they have. Instruct them to first get with their partner they choose, if there are odd numbers it is ok for a group of three. When I am done giving instructions I will ask if there is any other questions the students have prior to beginning the project.
4. Provide the next three days in the compute lab/library for student research. Make sure the students get their sources approved by you before you allow them to move foreword with their projects. If the project is completed with sources not approved it will result in A ZERO!

**Closure:** For closure the students will present their projects to the entire class either with a video recording of their presentation or a live presentation. Presentations should be 3-5 minutes long and the students in the audience should take notes over the information provided by the students. When the groups are done presenting I will fill in any gaps that I believe are important aspects of the different topics that the students might have left out.

**Self-Reflection:** When I am done with this project I will ask myself if there was a better way to introduce the topic of Japanese Imperialism. I will wonder if the PowerPoint really was effective in providing the information to the students so they had a grasp of the general situation in Japan in the 20<sup>th</sup> century. I will ask myself if the students had enough time to finish their projects. If they did not, how much extra time will be needed so the students complete the project to the level of quality I expect? Did the instructions for the presentation allow students to make good presentations? Where the presentations clear enough so students could take notes on them and study from them?

**Sources:**

Introduction activity and lecture questions found on this website:

<http://www.outreachworld.org/Files/asia/swangerK-jpn.pdf>

Information on PowerPoint provided by:

Ebrey, Patricia, Anne Walthall, and James Palais. *Modern East Asia: From 1600 A*

*Cultural, Social, and Political History*. 2nd ed. Boston: Houghton Mifflin, 2009.

Print. 370-386.

# Japanese Imperialism Project

1. You will first choose a partner that you would like to work with throughout the week with the project.
2. Once you have selected your partner, select a topic from the list below to study in depth for the next week. If you have another topic in mind, it must be approved by Mr. McKerr before you begin working.
  - a. Sino-Japanese War
  - b. Ruso-Japanese War
  - c. Japan in WWI
  - d. Japanese imperial power over Korea
  - e. Japanese imperial power over Taiwan
  - f. Japanese internal conflict over imperialism
  - g. Japanese economic development in the early 20<sup>th</sup> century
  - h. Japanese military developments compared to Western powers
3. Once you have chosen your topic, decide on one of the three options below.

**MAKE A POSTER-** If your group decides to make a poster, make sure that you provide the broad information on it and present it to the class with more detail. A large part of this grade will be on the aesthetics of the poster, or how it looks visually, so make sure you put some time into how it looks! Make sure your name and sources are on the back of your poster.

**MAKE A PowerPoint-** If you decide to make a PowerPoint presentation, make sure you do not just read your information off of the screen. Points will be deducted if you put all your information is on the screen. Make this aesthetically pleasing as well with pictures and images that reinforce what you are discussing. On the last slide provide your sources. If you decide to present with a PowerPoint, make sure you bring a copy of the slides to class for Mr. McKerr to look over.

**WRITE A RAP-** If you decide to write a rap, make sure you provide a good amount of information in your rap. Also be prepared to discuss your topic with the class after your rap incase there are any questions over the information. This will not be graded on your rapping ability or rhyming “skills”, it will be graded on how well you present the information in the rap. Make sure to bring a written copy of the lyrics with your sources at the bottom of the page for Mr. McKerr to look over when you present.

4. Once you have selected your project, begin researching it. You may use both internet and written sources for your project. You are **REQUIRED** to have at **LEAST 3** sources for their presentation. If the students have no sources, the presentation will automatically be given a **ZERO!** Make sure you provide where you got your information!
5. You will have 3 full class periods to complete this project, which should be plenty of time to fully complete your project in class. The project will be **DUE FRIDAY OF THIS WEEK**. On Friday everyone will be presenting in the class. When presenting be prepared to answer questions from fellow students and Mr. McKerr about your information in your project.

# JAPANESE IMPERIALISM PROJECT

## GRADING RUBRIC

Names: \_\_\_\_\_ Date: \_\_\_\_\_

	0-2	3-4	5-6	7-8	9-10	
<b>Spelling/Grammar</b>	More than 10 spelling and grammar errors throughout the project	8-9 spelling and grammar errors throughout the project	6-7 spelling and grammar errors throughout the project	4-5 spelling and grammar errors throughout the project	3 or less spelling and grammar errors throughout the project	_____
<b>Content Knowledge</b>	Knowledge of topic is minimal to none	Knowledge of topic is not sufficient	Knowledge of topic is sufficient	Knowledge of topic is good but could have been better.	Knowledge of topic is excellent throughout whole project.	_____
<b>Organization</b>	Project is not organized in any noticeable way	Project is slightly organized but mostly messy	Project is organized but could have been organized more efficiently	Project has good organization and flow to it	Project has excellent organization and flow	_____
<b>References</b>	Student has no references	Student has one references	Student has two references	Student has three references	Student has four or more references	_____
<b>Time Management</b>	Student used no class time for project	Student used part of class time for project	Student used more than half of class time for project	Student used majority of class time for project	Student used all of class time for project	_____
<b>Introduction/Eye Catcher</b>	Student has no introduction/eye catcher on project	Student has weak introduction/eye catcher	Student has partial introduction or eye catcher	Student has good introduction or eye catcher	Student has excellent introduction or eye catcher that makes one want to look at whole paper/project	_____
					<b>Total →</b>	<b>/60</b>