

FANNING THE FLAMES

TEACHER'S GUIDE

Developed by
Waka Takahashi Brown
Curriculum Specialist
Stanford Program on International and Cross-Cultural Education (SPICE)

Copyright © 2023

By the Leland Stanford Junior University Board of Trustees

For further information contact:
Stanford Program on International and Cross-Cultural Education (SPICE)
Freeman Spogli Institute for International Studies (FSI)

Stanford University

<http://spice.stanford.edu>

Tel: (650) 723-1114

Fax: (650) 723-6784

E-mail: SPICE-sales@stanford.edu

[facebook.com/StanfordSPICE](https://www.facebook.com/StanfordSPICE)

twitter.com/StanfordSPICE

ACKNOWLEDGMENTS

The development of this teacher's guide would not have been possible without the support of the following individuals and organizations:

Hoover Institution Library & Archives

- Contributing Scholars Michael R. Auslin, Toshihiko Kishi, Hanae Kurihara Kramer, Scott Kramer, Barak Kushner, Olivia Morello, Junichi Okubo, Chaeri Park, Alice Y. Tseng, Taketoshi Yamamoto, and Tsuneo Yasuda
- Advisor Dr. Kaoru Ueda, Curator, Japanese Diaspora Collections:
- Exhibitions Team Member Marissa Rhee

Funding for the Development of the Teacher's Guide

- This curriculum was made possible through the Japan Fund, Freeman Spogli Institute for International Studies (FSI), Stanford University.

Design

- Richard Lee, Rich Lee Draws!!!, formatting and graphics in guide

Freeman Spogli Institute for International Studies (FSI), Stanford University

- Michael A. McFaul, Director
- Megan Gorman, Associate Director for Administration
- Ari Chasnoff, Associate Director for Communications
- Dr. Gary Mukai, Director, Stanford Program on International and Cross-Cultural Education (SPICE)
- Waka Takahashi Brown, Curriculum Specialist, SPICE

TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Grade Level and Subjects | 1 |
| Connections to Curriculum Standards | 2 |
| Objectives | 3 |
| Materials | 4 |
| Equipment | 4 |
| Teacher Preparation | 4 |
| Teacher Procedures | 5 |
| Assessment | 13 |
| Handouts | |
| 1: The Rise of Empire | 14 |
| 2A–E: Defining Conflicts of Modern Japan | |
| 2A: Introduction and the Imo Incident | 18 |
| 2B: The Nagasaki Incident | 18 |
| 2C: The First Sino-Japanese War | 19 |
| 2D: The Russo-Japanese War | 19 |
| 2E: World War I, the Interwar Period, and the Second Sino-Japanese War | 20 |
| 3: News Broadcast Guidelines | 21 |
| 4: Notes on News Broadcasts..... | 23 |
| 5: Timeline Activity | 24 |
| 6: Important Events in Japanese History: 1639–1945 | 26 |
| 7: Propaganda Examples | 28 |
| 8: War and Media in Modern Japan | 30 |
| 9: Analyzing <i>Nishiki-e</i> | 33 |
| 10: <i>Kamishibai</i> Presentations | 34 |
| 11: Propaganda <i>Kamishibai</i> | 35 |
| 12: Notes on Propaganda <i>Kamishibai</i> | 37 |
| Answer Keys | |
| 1: “The Rise of Empire” Sample Timeline | 38 |
| 2: Important Events in Japanese History: 1639–1945 | 40 |
| 3: War and Media in Modern Japan | 42 |

Introduction Fanning the Flames: Propaganda in Modern Japan is an online portal to a variety of resources focused on the propaganda of modern Japan. It features digital stories, videos, interactives, and digitized collections. According to the website,

Fanning the Flames: Propaganda in Modern Japan presents visual testimony, supported by cutting-edge scholarly research, to demonstrate the power of graphic propaganda and its potential to reach broad audiences without raising their consciousness perhaps to dangerous effect. The Hoover Institution Library & Archives is pleased to present a curated selection of compelling material on the history of modern Japanese propaganda from our rich collections. Central to this project are fresh academic perspectives on select topics. We were fortunate to receive contributions from the world's top scholars in the fields of Chinese history, the Japanese military, the media, intelligence, and art history.

This ambitious project encompasses the Meiji Era (1868–1912) through to the Pacific theater of World War II (1941–45), a period of increasingly intense propaganda activities in the Empire of Japan. By studying multiple types of graphic media over time, we hope to better understand underlying themes and discover the unique nature of Japanese propaganda from one historical moment to another, as well as its continuity over time. The theses generated by the contributors highlight not only the top-down delivery of propaganda, its pervasive influence on ordinary people, particularly young children, and the muscle of the media, but also grassroots participation in the consumption of propaganda.

This teacher's guide provides supplementary materials, lessons, and activities for the following topics covered on the Fanning the Flames website: "The Rise of Empire," "Defining Conflicts of Modern Japan," "War & Media in Modern Japan," "Nishiki-e Defined," and "Kamishibai Defined."

Grade Level and Subjects This teacher's guide is recommended for the following secondary and community college classes:

- Asian Studies
- Contemporary Issues
- Debate
- Global/International Issues
- Government
- Japanese Language
- Media Studies
- Political Science
- Social Studies
- World Cultures
- World History

Connections to Curriculum Standards

This lesson has been designed to meet certain national history and social studies standards, as defined by the National Center for History in the Schools and the National Council for the Social Studies. The standards for the guide are listed here.

National Standards for History (from the National Center for History in the Schools)

[Historical Analysis and Interpretation, Historical Thinking Standard 3](#)

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

[Historical Research Capabilities, Historical Thinking Standard 4](#)

- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

World History, Era 8

- Standard 2B: Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war.” [[Examine the influence of ideas](#)]
- Standard 3B: Analyze the struggle between the Kuomintang and the Communist Party for dominance in China in the context of political fragmentation, economic transformation, and Japanese and European imperialism. [[Interrogate historical data](#)]
- Standard 3C: Analyze ways in which new forms of communication

affected the relationship of government to citizens and bolstered the power of new authoritarian regimes. [[Formulate historical questions](#)]

- Standard 3D: Analyze how new media—newspapers, magazines, commercial advertising, film, and radio—contributed to the rise of mass culture around the world. [[Obtain historical data from a variety of sources](#)]
- Standard 4A: Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan. [[Analyze multiple causation](#)]
- Standard 4A: Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II. [[Analyze multiple causation](#)]
- Standard 4A: Explain German, Italian, and Japanese military conquests and drives for empire in the 1930s. [[Evaluate major debates among historians](#)]

National Social Studies Standards (from the National Council for the Social Studies)

- *Culture; Thematic Strand I:* Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- *Time, Continuity, and Change; Thematic Strand II:* Social studies programs should include experiences that provide for the study of the past and its legacy.
- *People, Places, and Environments; Thematic Strand III:* Social studies programs should include experiences that provide for the study of people, places, and environments.
- *Individuals, Groups, and Institutions; Thematic Strand V:* Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- *Global Connections; Thematic Strand IX:* Social studies programs should include experiences that provide for the study of global connections and interdependence.
- *Civic Ideals and Practices; Thematic Strand X:* Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Objectives Through the activities outlined in this teacher’s guide, students will

- explore events in Japan’s history from the Meiji Era through the end of World War II;
- learn the definition of the term “propaganda”;
- recognize propaganda and understand motivations behind it;
- consider the importance and relevance of another country’s art, history, and traditions;

- work individually and in small groups;
- make presentations in front of large groups;
- view different types of media critically; and
- appreciate multiple perspectives.

Materials

Handout 1, *The Rise of Empire*, pp. 14–17, 30 copies
Handouts 2A–E, *Defining Conflicts of Modern Japan*, pp. 18–20
2A: *Defining Conflicts of Modern Japan: Introduction and the Imo Incident*, 6 copies
2B: *Defining Conflicts of Modern Japan: The Nagasaki Incident*, 6 copies
2C: *Defining Conflicts of Modern Japan: The First Sino-Japanese War*, 6 copies
2D: *Defining Conflicts of Modern Japan: The Russo-Japanese War*, 6 copies
2E: *Defining Conflicts of Modern Japan: World War I, the Interwar Period, and the Second Sino-Japanese War*, 6 copies
Handout 3, *News Broadcast Guidelines*, p. 21–22, 5 copies
Handout 4, *Notes on News Broadcasts*, p. 23, 30 copies
Handout 5, *Timeline Activity*, pp. 24–25, 5 copies
Handout 6, *Important Events in Japanese History: 1639–1945*, pp. 26–27, 30 copies
Handout 7, *Propaganda Examples*, pp. 28–29, 30 copies
Handout 8, *War and Media in Modern Japan*, pp. 30–32, 30 copies
Handout 9, *Analyzing Nishiki-e*, p. 33, 6 copies
Handout 10, *Kamishibai Presentations*, p. 34, 30 copies
Handout 11, *Propaganda Kamishibai*, pp. 35–36, 6 copies
Handout 12, *Notes on Propaganda Kamishibai*, p. 37, 30 copies
Answer Key 1, “*The Rise of Empire*” *Sample Timeline*, pp. 38–39,
Answer Key 2, *Important Events in Japanese History: 1639–1945*, pp. 40–41
Answer Key 3, *War and Media in Modern Japan*, p. 42

Equipment

Computers with Internet access
Computer projector and screen
Computer speakers (optional)

Teacher Preparation

Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. Familiarize yourself with the procedures, handouts, and answer keys.
2. Set up and test computer, projector, and speakers. Confirm ability to play video and project sound audibly to students.

3. Determine which activities the class will complete. Gather materials and make the appropriate number of copies of handouts accordingly.

Teacher Procedures

Prior to Beginning Lesson

Inform students that they will be learning about modern Japanese history and propaganda used prior to and during World War II by utilizing the resources on the website *Fanning the Flames: Propaganda in Modern Japan*, created by the Hoover Institution Library & Archives at Stanford University. To equip students with the necessary background knowledge, assign the following as homework one day prior to beginning the lesson.

1. Instruct students to write “Timeline” at the top of a blank sheet of paper, and to include their name in the upper righthand corner.
2. Direct them to read “[The Rise of Empire](https://fanningtheflames.hoover.org/shorthand-story/4)” (<https://fanningtheflames.hoover.org/shorthand-story/4>) online, and to record important dates and a brief a description of their significance on their sheet of paper.
3. Distribute one copy of Handout 1, *The Rise of Empire*, to each student and encourage them to refer to the vocabulary lists on this handout as necessary.
4. Inform students that they should complete this assignment as homework and be prepared to turn their timelines in for assessment during the next class period.

Beginning the Lesson

At the beginning of this lesson, students are equipped with historical background knowledge that will provide context for subsequent activities.

1. Divide the class into five groups of six students each. Allow students time to compare timelines with members in their group, and to record additional dates and descriptions on their own sheets. Collect for assessment, using Answer Key 1, “*The Rise of Empire*” *Sample Timeline*, as a guide.
2. Inform students that they will continue to learn about events in modern Japanese history in more depth to provide a foundation for additional activities.
3. Assign one of the sections below to each group:
 - *Group A: Introduction and the Imo Incident*
 - *Group B: The Nagasaki Incident*
 - *Group C: The First Sino-Japanese War*
 - *Group D: The Russo-Japanese War*
 - *Group E: World War I, the Interwar Period, and the Second Sino-Japanese War*
4. Distribute one copy of Handouts 2A–E to the appropriate groups, and direct students to read “[Defining Conflicts of Modern Japan](https://fanningtheflames.hoover.org/shorthand-story/6)” (<https://fanningtheflames.hoover.org/shorthand-story/6>) online. Encourage

them to refer to the vocabulary lists on their handouts as necessary. Inform students that one person in each group should take notes on a blank sheet of paper. These will not be collected, but will be used in the following activities.

5. The following are suggestions for activities pertaining to the information presented in "[Defining Conflicts of Modern Japan](#)." Depending on how much time you can allot to this lesson, proceed to the News Broadcast Activity, or skip directly to the Timeline Activity.

News Broadcast Activity

Students depict the events of the readings, "[Defining Conflicts of Modern Japan](#)," through a group news broadcast activity.

1. Distribute one copy of Handout 3, *News Broadcast Guidelines*, to each group. Review the guidelines together as a class and emphasize the last point in particular. It is included below for your reference:
NOTE: Avoid using inappropriate or offensive stereotypes, language, accents, and mannerisms when acting out character roles. Failure to comply with this rule will result in automatic failure for this activity. If you are uncertain whether something is inappropriate or offensive, check with your teacher first.
2. Allow students time to create their news broadcasts. If they cannot finish during class, they should complete it as homework.
3. When groups have completed their news broadcasts, facilitate their presentations to the class.
4. Distribute one copy of Handout 4, *Notes on News Broadcasts*, to each student and direct them to take notes during each group's broadcast. However, they do not need to take notes on their own group's presentation.
5. Collect Handout 4 for assessment.

Timeline Activity

Students apply what they have learned through reading "[The Rise of Empire](#)" and "[Defining Conflicts of Modern Japan](#)" in a group timeline activity.

1. Distribute one copy of Handout 5, *Timeline Activity*, to each group. Inform them that they must work with members of their group to place the dates on the first page of the handout in the row next to the event to which they correspond on the second and third pages. Encourage groups to use any resources at their disposal to attempt to solve the timeline.
2. Inform students that once their group believes it has correctly completed the timeline, a representative should ask you to check its answers.

3. Allow groups time to complete the timeline. Use Answer Key 2, *Important Events in Japanese History: 1639–1945*, to check the group's responses. If a group has errors, tell the students which events have an incorrect date, but do not give them the correct answer.
4. Once a group has correctly completed the timeline, provide one copy of Handout 6, *Important Events in Japanese History: 1639–1945*, to each student in the group. This handout will serve as a reference for students throughout the unit.

Propaganda Activity

In the following activity, students learn about the significance, purposes, and uses of Japan's propaganda art. Students examine and analyze the content and meanings of a selection of *nishiki-e* and *kamishibai*.

1. At the beginning of class, inform students that they will be learning more about propaganda, and more specifically Japanese propaganda from the Meiji Era through World War II.
2. Ask students to define the term, "propaganda." Write their responses on the whiteboard or project them on a screen.
3. When the class has formulated a definition, display or write the following definition (from the Merriam-Webster Dictionary) on the whiteboard:
Propaganda—the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person
4. Tell students they will view some images used by the Japanese during the events that the class read about during the previous timeline activities.
5. Distribute one copy of Handout 7, *Propaganda Examples*, to each student, and review the directions as a class.
6. Display Propaganda Example #1, "[Captain Higuchi](#)" *Nishiki-e*. As the students observe the image, inform them of the following, which is a summary of the information presented on the Fanning the Flames website (<https://fanningtheflames.hoover.org/shorthand-story/5>): "*Nishiki-e* is one form of *ukiyo-e*. *Ukiyo-e* woodblock prints, depicting lively contemporary scenes and individuals, were born in the second half of the seventeenth century. *Nishiki-e* were relatively inexpensive and were within the reach of commoners. *Senso-e* (war pictures) is a genre of Japanese art that specifically depicts military conflict, and its popularity in *nishiki-e* form peaked during the Meiji Era. Combining the artistry of colorful woodblock prints with the often scrounged-together details of a far-off battle or victory, war *nishiki-e* were highly collected regardless of the accuracy of their depictions. Speed was of the essence as publishers fought to hit the market with the first depiction of an important event."
7. Allow students time to answer the questions on their handout, included below for your reference:

- When do you think this image was generated? Refer to Handout 6, *Important Events in Japanese History: 1639–1945*.
 - Pay close attention to the aesthetics of the images. What catches your eye? What text or symbols predominate?
 - Overall, what do you think the message of this image is? How is this message conveyed?
8. Inform students of the following information summarized from the Fanning the Flames website (https://fanningtheflames.hoover.org/nishiki-e-collection#2019C113_017):
 “This 1895 *nishiki-e* of Captain Higuchi illustrates the war propaganda trope of the compassionate conqueror. It uniquely symbolized for the Japanese public the notion that not only were their nation’s efforts in the war honorable but also necessary for the safeguarding of future generations in the region.... The narrative block in the upper right corner of this print tells the tale as follows: *After having destroyed and conquered the enemy.... Captain Higuchi, found an abandoned Chinese infant crying on the ground. Taking pity on the child and worried that it might freeze to death, he picked up the child and continued to advance. Unexpectedly, Higuchi ran into the enemy and realized that he had to fight. He then embraced the child with his left arm and raised his sword with his right arm, leading his men. Afterwards he gave the child to a Chinese prisoner who returned it to the parents. In general, [these actions] exemplify the spirit of our brave and virtuous soldiers.*”
9. Play Propaganda Example #2, *Patriotic Marching Song*.
<https://www.youtube.com/watch?v=z8N9VFDjwE8>
10. Select 2–3 student volunteers to read the subtitled English translation of the lyrics as the song plays.
11. Allow students time to answer the questions on their handout, included below for your reference:
- This song was written in 1937. What was happening in Japan around that time?
 - What do you notice about the music? Is it happy? Sad?
 - What do you notice about the lyrics?
 - Pay close attention to the images that accompany the lyrics. What pictures in particular caught your eye?
 - Overall, what do you think the message of this song is? How is this message conveyed?
12. Play Propaganda Example #3, *Kamishibai (Soldier Play)*.
https://www.youtube.com/watch?v=Jrv428_QNwA
13. Select three student volunteers to read aloud the text that appears at the beginning of the video. For your reference, it is included below:
 “*Kamishibai* (paper play) is a form of Japanese performance art that combines scripted storytelling with illustrations rotated through a transportable mini-stage. A traveling narrator performed *kamishibai* on a wide variety of topics, from fairy tales to wartime propaganda during World War II. Popular beginning in the 1930s, the audience

would be both children and adults, making *kamishibai* a unique tool in the dissemination of national policy agendas to the Japanese people.”

Beginning at 00:26 seconds:

“The Hoover Institution Library & Archives presents this version of the ‘*Heitai gokko*’ *kamishibai* translated into English as a way to enhance educational access to this unfamiliar method of propaganda. It is a modern production, and does not replicate the historical performance, however, we adhere to the original script and performance instructions. In this way, we hope to encourage a broader audience to learn more about this wartime performing art and explore our collection of other *kamishibai*.”

Beginning at 1:00 minute:

“Original screenwriter’s note (1944): This story is told with young children as the main characters, in the context of a game loved by children, and attempts to name and give meaning to the various titles of military branches. We referred to the ‘*kokumin gakkō*’ (schools reorganized under the wartime education system) elementary level readings but were not particular about adhering to them. We also focused on appealing to the daily lives of children and only used the illustrations as reference.”

(The actual *kamishibai* begins at 1:12 and ends at 7:30.)

14. Allow students time to answer the questions on their handout, included below for your reference:
 - What is the general tone of this *kamishibai*? Happy? Serious?
 - Pay close attention to the images that accompany the story. What pictures in particular caught your eye, and why?
 - What particular phrases or language stood out to you?
 - Overall, what do you think the purpose of this *kamishibai* is? How is this message conveyed?
15. When the class has finished viewing the three examples of propaganda and answering the questions on Handout 7, facilitate a discussion based on students’ answers. In addition to the questions on the handout, refer to the questions below for additional discussion points:
 - Refer to the definition of propaganda. In what ways do each of these examples fit the definition?
 - What do these examples reveal about Japanese society during the times they were used?
16. Assign the reading, “[War and Media in Modern Japan](https://fanningtheflames.hoover.org/shorthand-story/9)” (<https://fanningtheflames.hoover.org/shorthand-story/9>) to students. Distribute one copy of Handout 8, *War and Media in Modern Japan*, to each student and direct them to refer to the glossary of definitions on this handout as necessary. Tell them to answer the questions on the handout and be prepared to turn it in for assessment at the beginning of the following class period.

The following activities can be done in succession, or as standalone activities, depending on how much class time you can allot to this lesson.

***Nishiki-e* Activity**

In the following activity, students delve more deeply into the study of *nishiki-e*. If you have access to six computers with Internet access, students can complete the following activity online. However, if they do not, you can download the images, print them, and post them around the room. Alternatively, you can project the images to the entire class from your own computer.

1. Divide the class into six groups. Distribute one copy of Handout 9, *Analyzing Nishiki-e*, to each group, and instruct them to answer questions about several of the *nishiki-e* from the Fanning the Flames website. Refer back to the *nishiki-e* of Captain Higuchi that you displayed earlier, and how the class analyzed the image together. Inform students to undergo a similar process, but with their group members instead (as opposed to the entire class).
2. Allow students time to explore the images and to complete the chart for each image.
3. If images are displayed around the classroom: Assign each group to begin with a different image. Allow groups a few minutes to view, analyze, and complete the chart for each image before instructing all groups to move on to view the next image. This will keep groups moving in an orderly fashion and will ensure that all groups have adequate time to view and analyze all the images.
4. Assign each group to present their answers for one *nishiki-e*.
5. After each group presents, invite all groups to share in what ways their findings were similar or different to the presenting group. Refer to the additional information provided about each image on the Fanning the Flames website (<https://fanningtheflames.hoover.org/nishiki-e-collection>).
6. Proceed to the *kamishibai* activity, or if time doesn't permit, skip directly to the final class discussion in "Lesson Debriefing."

***Kamishibai* Activity**

In the following activity, students delve more deeply into the study of *kamishibai*.

1. Inform students that they will view a *kamishibai* as it is meant to be performed.
2. Select 1–3 students to read the English subtitles. Play the *kamishibai*, "Enemy Surrendered," for the class: <https://www.youtube.com/watch?v=MHp98DP6qsA>. It begins at 00:28 seconds into the video. Encourage the students to pay attention to how the performer distinguishes between different characters, the sound effects he incorporates, etc. The performance lasts approximately 13 minutes.

3. Divide the class into six groups of five students each.
4. Assign each group one of the following *kamishibai* from the Fanning the Flames website (<https://fanningtheflames.hoover.org/kamishibai-collection>):
 - Mother of a Baby Eagle (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3vw2w>
 - Child Unit Commander (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3v31k>
 - The Seven Stones (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3b30j>
 - Children in a Grass Field (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3q88q>
 - Iron Dwarfs (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3gp5j>
 - The Key is to Mind (16 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3xp46>
 - Neighborhood Association (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3n59f>
 - Youth Group (18 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h32c8v>
 - Rabaul and the Nail Clippers (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h39w39>
 - Friendly Air Raid Shelter (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3s029>
 - What We Are Supposed to Do (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3fp4v>
 - Bombing Raid of the Fighter Aircraft Unit (16 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h38018>
 - Descent of a Soldier Sent by the Gods (20 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3sw3n>
 - Counterintelligence Warriors (19 cards)
<https://digitalcollections2.hoover.org/view/ark:/54723/h3cp5m>

(Please note there are additional *kamishibai* listed on the site, but the above are the ones that are comprised of 20 cards/lithographs or less).
5. Direct students to find the English translation for their *kamishibai* (located on the lefthand side of the page), assign roles to each group member, and practice performing the *kamishibai*, using the cards (lithographs) available on the site.
6. Allow students time to rehearse their *kamishibai*.
7. Distribute one copy of Handout 10, *Kamishibai Presentations*, to each student and direct them to take notes on each group's *kamishibai* presentation.
8. Facilitate group performances of their *kamishibai*.

9. When all groups have finished presenting, invite students to share their answers on their handouts. Discuss the similarities and differences between the *kamishibai*, and how each of them fit the description of “propaganda” that they studied earlier in the lesson.
10. If time allows, proceed to the Extension Activity. If not, skip directly to the Lesson Debriefing.

Extension Activity

In the following activity, students explore how propaganda has been used throughout history. Students will incorporate their research into a propaganda *kamishibai* that they create.

1. Inform students that they will now use what they have learned through studying Japan’s use of propaganda and examine how other countries have also used propaganda to reach broad audiences.
2. Write the following events on the classroom whiteboard or display on a screen:
 - U.S.–Mexico War (U.S.)
 - Chinese Exclusion Act (U.S.)
 - Japanese Internment Camps (U.S.)
 - World War II (Global)
 - Vietnam War (U.S. and Vietnam)
 - China’s Cultural Revolution (China)
 - Cold War (U.S. and Soviet Union)
3. Divide the class into six groups of five students each. Distribute one copy of Handout 11, *Propaganda Kamishibai*, to each group. Review the directions together as a class.
4. Allow groups time to research, create, and rehearse their *kamishibai* in class and as homework.
5. Facilitate group presentations. Distribute one copy of Handout 12, *Notes on Propaganda Kamishibai*, to each student. Inform students that they do not need to take notes on their own group’s presentation.
6. Once all groups have finished presenting, collect Handout 12 for assessment.

Lesson Debriefing

The lesson concludes with a class discussion.

1. Facilitate a class discussion based on the following questions:
 - What did Japan’s propaganda *nishiki-e* and *kamishibai* reveal about Japanese society?
 - What is your impression of propaganda art from Japan?
 - What purpose did Japanese propaganda serve? What purpose did propaganda serve for the times/events that you researched?

- What are examples of propaganda that you see in your own country?
- In what ways is the propaganda art from Japan that you studied similar to the propaganda that you encounter today?
- In your opinion, is propaganda good or bad? Can you think of any examples of “good” propaganda? If so, what are they?
- Why is it important to look at information with a critical eye?

Assessment The following are suggestions for assessing student work in this lesson:

1. Handout 1, *The Rise of Empire*, based on students’ thoroughness of note-taking, and using Answer Key 1, “*The Rise of Empire*” *Sample Timeline*, as a guide.
2. Handout 3, *News Broadcast Guidelines*, using the criteria given on the handout as a guide.
3. Handout 4, *Notes on News Broadcasts*, based on students’ thoroughness of note-taking.
4. Handout 5, *Timeline Activity*, using Answer Key 2, *Important Events in Japanese History: 1639–1945*, as a guide.
5. Handout 8, *War and Media in Modern Japan*, using Answer Key 3, *War and Media in Modern Japan*, as a guide.
6. Group *kamishibai* presentations, based on how on-task students are in preparation, and the quality of their presentations to the class.
7. Handout 10, *Kamishibai Presentations*, based on students’ thoroughness of note-taking.
8. Handout 11, *Propaganda Kamishibai*, using the criteria given on the handout as a guide.
9. Handout 12, *Notes on Propaganda Kamishibai*, based on students’ thoroughness of note-taking.
10. Assess student participation in group and class discussions, evaluating students’ ability to:
 - clearly state their opinions, questions, and/or answers;
 - provide thoughtful answers;
 - exhibit sensitivity toward different cultures and ideas;
 - respect and acknowledge other students’ comments; and
 - ask relevant and insightful questions.

THE RISE OF EMPIRE

Directions: Read “[The Rise of Empire](https://fanningtheflames.hoover.org/shorthand-story/4)”
(<https://fanningtheflames.hoover.org/shorthand-story/4>)

At the top of a blank sheet of paper, write “Timeline” and also include your name in the upper righthand corner. While you read the “The Rise of Empire,” record important dates and a brief a description of their significance. Feel free to refer to the vocabulary guides below for each section if necessary.

Vocabulary:

Introduction / The Black Ships and Commodore Perry

Tokugawa shogunate government—the last feudal Japanese military government which existed between 1603 and 1868; the final period of traditional Japan, a time of internal peace, political stability, and economic growth under the shogunate (military dictatorship) founded by Tokugawa Ieyasu

Meiji Restoration—a chain of events that restored practical imperial rule to Japan in 1868 under Emperor Meiji (Mutsuhito)

Meiji—the designation of the period of the reign of Emperor Meiji (Mutsuhito) from 1868 to 1912

sakoku (closed country) policy—Japan’s period of national isolation from 1623 to 1641. During this time, Christianity was strictly forbidden, and international trade was conducted with only the Chinese and the Dutch.

insular—of, relating to, or constituting an island

bureaucrat—a person who belongs to a group of people who run a government or big company and who does everything according to the rules of that government or company; a person who is part of a bureaucracy

infrastructure—the underlying foundation or basic framework (as of a system or organization)

nascent—just coming into existence and beginning to display signs of future potential

gunboat diplomacy—foreign policy that is supported by the use or threat of military force

The Meiji Restoration

samurai—a Japanese warrior and member of the military class in feudal Japan

feudal system—in Japan, the political, military, and social system that was in place from the 12th through 19th centuries. During that period local rulers, either powerful families or military warlords dominated the land, while the emperor was merely a figurehead and not a significant political presence. There was a strict hereditary four-class system. Social mobility was prohibited, so people had no choice but to remain in the class they were born into.

imperial—of or relating to an empire

courtier—one in attendance at a royal court

promulgate—to put (a law or decree) into effect by official proclamation

oligarchs—small group of people having control of a country, organization, or institution

caste—a division of society based on differences of wealth, inherited rank or privilege, profession, or occupation

encroachment—the advancement by gradual steps or by stealth into the possessions or rights of another

Qing Dynasty—the last ruling dynasty of China, ruling from 1644 to 1912

Opium Wars—two wars fought over the issue of importing opium into China. (1840–42) China lost to Britain; (1856–60) China lost to Great Britain and France; the treaties signed at the end of both wars were the first of many “unequal treaties” in which China was forced to accept unfair terms with no recourse

bilateral—involving two groups or countries

bunmei kaika—a Meiji-era Japanese government slogan to promote modernization and Westernization, meaning “civilization and enlightenment”

fukoku kyōhei—a Meiji-era Japanese government slogan to promote modernization and Westernization, meaning “Enrich the country, strengthen the armed forces”

hegemony—dominant influence or authority over others

Fukuzawa Yukichi—(1835–1901), influential Japanese author, educator, and publisher. He led the struggle to introduce Western ideas to increase, as he repeatedly wrote, Japanese “strength and independence.”

vernacular—using a language or dialect native to a region or country rather than a literary, cultured, or foreign language

broadsheet—a newspaper with pages of a size larger than those of a tabloid

sensationalized—presented in a manner meant to arouse (as by lurid details) a quick, intense, and usually superficial interest, curiosity, or emotional reaction

pithy—brief, forceful, and meaningful in expression

telegram—a message that is sent electronically and then printed and delivered to someone’s home or office. In the past, telegrams were sent by telegraph.

Boshin Civil War—a Japanese civil war that took place from 1868 to 1869, fought between forces of the ruling Tokugawa shogunate and many nobles and samurai who sought to return political power to the imperial court

appropriate—to take (something) for one’s own use

intermediary—someone or something acting as a mediator

Imo Incident of 1882—an uprising that began on July 23, 1882, in Seoul by Korean soldiers who were dissatisfied with their treatment by the pro-Japanese faction of the government

archipelago—a group of islands

colonialism—a policy in which a country rules other nations and develops trade for its own benefit

pretext—a reason given in justification of a course of action that is not the real reason

Expanding Empire

Treaty of Shimonoseki—the agreement that concluded the first Sino-Japanese War (1894–95), which ended in China’s defeat. By the terms of the treaty, China was obliged to recognize the independence of Korea; to cede Taiwan, the Pescadores Islands, and the Liaodong (south Manchurian) Peninsula to Japan.

impinge—to encroach; infringe; usually followed by “on” or “upon”

nullify—to render or declare legally void or inoperative

Liaodong Peninsula—a peninsula of northeast China forming the northern part of the Bohai Sea

Boxer Rebellion (1899–1901)—a Chinese rebellion that targeted foreigners and anything of foreign origin; tens of thousands were killed, mostly in Shandong and Shanxi Provinces. It was ended by a foreign joint army sent in response to the Boxers’ siege of the foreign quarters in Beijing.

quell—to bring something to an end, usually by force

Russo-Japanese War (1904–05)—a war between Russia and Japan over rival territorial claims. In winning the war, Japan emerged as a world power.

reparations—(in the context of war) a defeated country’s payments to another country for damages or expenditures sustained as a result of hostilities with the defeated nation

disillusioned—feeling disappointed resulting from the discovery that something is not as good as one believed it to be

arbiter—a person or agency with power to decide a dispute

protectorate—a country or region that is officially controlled by another country

annex—to take over territory and incorporate it into another political entity

nationalistic—of, relating to, or promoting the policy or doctrine of asserting the interests of one’s own nation viewed as separate from the interests of other nations or the common interests of all nations

militarism—the tendency to regard military efficiency as the supreme ideal of the state and to subordinate all other interests to those of the military

obscure—to conceal or conceal by confusing

Manchu—the people who ruled the Qing Dynasty in China from 1644 to 1911

Han Chinese—the largest nationality in China; the Chinese peoples especially as distinguished from non-Chinese (such as Mongolian) elements in the population

puppeteer—to manipulate or control

Greater East Asia Co-Prosperty Sphere—a term used by the government and military of the Empire of Japan to promote their vision of a self-sufficient East Asia free of Western powers and led by the Japanese

parliamentary democracy—a system of democratic government in which the power to make and execute laws is held by a parliament. Britain has a parliamentary system of government. The United States does not; its legislature passes the laws, and the executive branch carries them out.

DEFINING CONFLICTS OF MODERN JAPAN

(<https://fanningtheflames.hoover.org/shorthand-story/6>)

Handout 2A, *Defining Conflicts of Modern Japan: Introduction and the Imo Incident*

Directions: Read your assigned section, *Introduction and the Imo Incident*, with your group. Take notes on a separate sheet of paper, and refer to the vocabulary list below as necessary.

Vocabulary

fraught—full of, accompanied by, or involving something specified, usually something unpleasant

Byeolgigun or “Special Skills Force”—first modernized military force of Korea established and trained by Horimoto Reizō

delinquent—(of an account, tax, debt, etc.) past due; overdue

disgruntled—in a state of resentful dissatisfaction, anger, and irritation

elites—a group of persons exercising the major share of authority or influence within a larger group

radical—favoring drastic political, economic, or social reforms

compensate—to repay, as for service, aid, etc.

legation—the official headquarters of a diplomatic minister

concession—a particular privilege or right that is granted to an individual or group usually in view of special circumstances

protectorate—a country or region that is officially controlled by another country

Handout 2B, *Defining Conflicts of Modern Japan: The Nagasaki Incident*

Directions: Read your assigned section, *The Nagasaki Incident*, with your group. Take notes on a separate sheet of paper, and refer to the vocabulary list below as necessary.

Vocabulary

arsenal—a collection or supply of weapons or munitions

archipelago—a group of islands

Handout 2C, *Defining Conflicts of Modern Japan: The First Sino-Japanese War*

Directions: Read your assigned section, *The First Sino-Japanese War*, with your group. Take notes on a separate sheet of paper, and refer to the vocabulary list below as necessary.

Vocabulary

deploy—to arrange in a position of readiness

augment—to make larger; enlarge in size, number, strength, or extent; increase

exploit—to take unfair or selfish advantage of

routed—defeated decisively

epithet—a word, phrase, or expression used invectively as a term of abuse or contempt, to express hostility, etc.

Handout 2D, *Defining Conflicts of Modern Japan: The Russo-Japanese War*

Directions: Read your assigned section, *The Russo-Japanese War*, with your group. Take notes on a separate sheet of paper, and refer to the vocabulary list below as necessary.

Vocabulary

imperial—of or relating to an empire

hegemony—dominant influence or authority over others

untenable—incapable of being sustained or maintained over time

bravado—a pretentious, swaggering display of courage

permeate—to pass into or through every part of

adversary—opponent; enemy; foe

commencement—beginning

tsar—the former emperor of Russia

blockade—the isolating, closing off, or surrounding of a place, as a port, harbor, or city, by hostile ships or troops to prevent entrance or exit

mobilize—to prepare and organize (troops) for active service

coffers—a treasury; funds

bond—debt security issued by a government to support government spending and obligations

tariff—a duty or tax placed on imported or exported goods

reparations—(in the context of war) a defeated country's payments to another country for damages or expenditures sustained as a result of hostilities with the defeated nation

arbiter—a person or agency with power to decide a dispute

Handout 2E, *Defining Conflicts of Modern Japan: World War I, the Interwar Period, and the Second Sino-Japanese War*

Directions: Read your assigned section, *World War I, the Interwar Period, and the Second Sino-Japanese War*, with your group. Take notes on a separate sheet of paper, and refer to the vocabulary list below as necessary.

Vocabulary

Allied Forces—the nations, primarily Great Britain, France, the Soviet Union, and the United States, allied against the Axis Powers during World War II

Paris Peace Conference—conference called to establish the terms of the peace after World War I; convened in January 1919 at Versailles just outside Paris

Council of the League of Nations—the League of Nations was an organization for international cooperation established on January 10, 1920, at the initiative of the victorious Allied Powers at the end of World War I. The Council was composed of representatives of the United States, Great Britain, France, Italy, and Japan as permanent members, with four others elected by the Assembly

Treaty of Versailles—peace treaty between Germany and the Allied Powers at the end of World War I, signed on June 28, 1919

geopolitician—an expert in or proponent of politics, especially international relations, as influenced by geographical factors

prosperity—a successful, flourishing, or thriving condition, especially in financial respects; good fortune

chauvinism—undue partiality or attachment to a group or place to which one belongs or has belonged

ham-fisted—lacking dexterity or elegance; clumsy

boycott—a concerted refusal to have dealings with (a person, a store, an organization, etc.) usually to express disapproval or to force acceptance of certain conditions

tantamount—equivalent in value, significance, or effect

redress—compensation for wrong or loss

grievance—a cause of distress (such as an unsatisfactory working condition) felt to afford reason for complaint or resistance

moniker—name; nickname

Tanggu Truce—a cease-fire signed between China and Empire of Japan in Tanggu District, Tianjin, China, on May 31, 1933, formally ending the Japanese invasion of Manchuria which had begun two years earlier

garrison—to occupy with troops

stalemate—a state of deadlock

instigate—to goad or urge forward; provoke

NEWS BROADCAST GUIDELINES

Directions: Develop a short news broadcast based on the information provided in your assigned sections. To help create your broadcast, follow the steps outlined below.

1. Decide who will be the two co-anchors of the news broadcast. The co-anchors should introduce themselves, the date of the broadcast, and the topic that will be discussed at the beginning of the broadcast.
2. Refer to your assigned section from the Fanning the Flames website. Determine how to incorporate the information pertaining to your section into your broadcast.
3. Include at least one interview in your news broadcast. Decide who will be interviewed and who will be the reporter(s).
4. Include one “live” scene. Decide where this scene will take place and who will be the reporter from this scene. You can combine the interview with the “live” scene.
5. Write the script for your broadcast. The broadcast should include important events, issues, places, people, etc. described in your handout. Since everyone in your group will be participating in the broadcast, every person will need a copy of the script. Your teacher will collect one copy of the script for assessment at the end of your broadcast.

handout 3

6. Your group will be assessed on the following criteria:
- Your news broadcast is well rehearsed.
 - There is equal participation among group members.
 - You provide the news broadcast script to the teacher, and it is 1–2 typed pages or 2–3 neatly handwritten pages in length.
 - You incorporate the information from your assigned section in an appropriate and informative manner into your broadcast.
 - You include at least one live scene and one interview.
 - Your broadcast is creative, informative, and provides a balanced perspective.

NOTE: Avoid using inappropriate or offensive stereotypes, language, accents, and mannerisms when acting out character roles. Failure to comply with this rule will result in automatic failure for this activity. If you are uncertain whether something is inappropriate or offensive, check with your teacher first.

NOTES ON NEWS BROADCASTS

Directions: Take notes on your classmates' news broadcasts in the space provided below.

| | |
|--|--|
| <p>Group A: <i>The Imo Incident</i></p> | |
| <p>Group B: <i>The Nagasaki Incident</i></p> | |
| <p>Group C: <i>The First Sino-Japanese War</i></p> | |
| <p>Group D: <i>The Russo-Japanese War</i></p> | |
| <p>Group E: <i>World War I, The Interwar Period, and the Second Sino-Japanese War</i></p> | |

TIMELINE ACTIVITY

Directions: The 19 dates below correspond to important events in Japanese history (listed on the following page). Using any resources at your disposal, write the dates next to the corresponding event in the chart on the following page.

1639

July 8, 1853

March 31, 1854

1868

July 23, 1882

1882

August 1886:

1894–95

Spring of 1895

1899–1901

1904–05

1914–18

1917

1931

March 1932

July 1937

December 1941

1939–1945

1945

Timeline Activity: Important Events in Japanese History (1639–1945)

| | |
|--|---|
| | China defeated by Japan in the first Sino-Japanese War, and the Treaty of Shimonoseki signed. Taiwan ceded to Japan, along with Penghu (the Pescadores Islands), and eastern Liaodong Peninsula |
| | Commodore Matthew C. Perry's arrival in Japan from Norfolk, Virginia |
| | The Chemulpo Treaty, which allowed Japan to send military power to protect the Japanese legation and the Japanese nationals in Korea |
| | First Sino-Japanese War, the first time Japan deployed its recently modernized military in an international conflict with Russia over Korea |
| | The Boxer Rebellion, during which Britain called upon the Japanese military for assistance in quelling Chinese rebels |
| | Russian Revolution (lead to extended, although short-lived, Japanese influence over Outer Manchuria) |
| | Japan defeated by the Allies, and stripped of lands outside the traditional pre-1895 Japanese cultural sphere, changed the nation into a parliamentary democracy with the emperor as a mere figurehead, and left the nation devoid of expansionist capacity |
| | Japan officially invaded China, thereby beginning the second Sino-Japanese War. |
| | Escalating tensions and failed negotiations between Russia and Japan over Manchuria and Korea finally resulted in the Japanese finally attacking Port Arthur—which China was leasing to Russia—ushering in the start of the Russo-Japanese War (the first modern war between Asian and European nations). |
| | Treaty signed in Kanagawa in which the Japanese met all of the American requests. |
| | World War I, during which Japan joined the Allies and used the conflict to its advantage, seizing control of the vast German interests in China's Shandong Province and western Pacific islands, such as the Marshalls and German New Guinea |
| | Japan's <i>sakoku</i> policy comes into effect (foreigners forced to leave, and Japanese not allowed to travel abroad, Christianity forbidden) |
| | The Nagasaki Incident, during which several Qing dynasty naval vessels pulled into Japan's port of Nagasaki. Conflicts between Qing sailors, the Japanese police, and the public escalated to the point that 74 people were injured, and two Japanese and five Chinese sailors died. |
| | Japanese attack on Pearl Harbor, Hawaii |
| | The Meiji Restoration, a chain of events that restored practical imperial rule to under Emperor Meiji (Mutsuhito) |
| | World War II, also the period of time during which the fullest extent of Japanese imperial rule was reached |
| | The Imo Incident, an uprising that began in Seoul by Korean soldiers who were dissatisfied with their treatment by the government. |
| | The State of Manchuria adopted the moniker of Manchukuo with the former emperor of China, Puyi, as head of state—but with Japan acting as puppet master |
| | Manchurian Incident (provided Japan with a key opportunity for the "liberation" of the Manchu people from Han Chinese rule and evolved into Japan's recognition and puppeteering of the state of Manchukuo) |

IMPORTANT EVENTS IN JAPANESE HISTORY: 1639–1945

1639: Japan's *sakoku* policy comes into effect (foreigners forced to leave, and Japanese not allowed to travel abroad, Christianity forbidden)

July 8, 1853: Commodore Matthew C. Perry's arrival in Japan from Norfolk, Virginia

March 31, 1854: Treaty signed in Kanagawa in which the Japanese met all of the American requests.

1868: The Meiji Restoration, a chain of events that restored practical imperial rule to under Emperor Meiji (Mutsuhito)

July 23, 1882: The Imo Incident, an uprising that began in Seoul by Korean soldiers who were dissatisfied with their treatment by the government.

1882: The Chemulpo Treaty, which allowed Japan to send military power to protect the Japanese legation and the Japanese nationals in Korea

August 1886: The Nagasaki Incident, during which several Qing dynasty naval vessels pulled into Japan's port of Nagasaki. Conflicts between Qing sailors, the Japanese police, and the public escalated to the point that 74 people were injured, and two Japanese and five Chinese sailors died.

1894–95: First Sino-Japanese War, the first time Japan deployed its recently modernized military in an international conflict with Russia over Korea

Spring of 1895: China defeated by Japan in the first Sino-Japanese War, and the Treaty of Shimonoseki signed. Taiwan ceded to Japan, along with Penghu (the Pescadores Islands), and eastern Liaodong Peninsula

1899–1901: The Boxer Rebellion, during which Britain called upon the Japanese military for assistance in quelling Chinese rebels

1904–05: Escalating tensions and failed negotiations between Russia and Japan over Manchuria and Korea finally resulted in the Japanese finally attacking Port Arthur—which China was leasing to Russia—ushering in the start of the Russo-Japanese War (the first modern war between Asian and European nations).

1914–18: World War I, during which Japan joined the Allies and used the conflict to its advantage, seizing control of the vast German interests in China's Shandong Province and western Pacific islands, such as the Marshalls and German New Guinea

1917: Russian Revolution (lead to extended, although short-lived, Japanese influence over Outer Manchuria)

1931: Manchurian Incident (provided Japan with a key opportunity for the “liberation” of the Manchu people from Han Chinese rule and evolved into Japan's recognition and puppeteering of the state of Manchukuo)

March 1932: the State of Manchuria adopted the moniker of Manchukuo with the former emperor of China, Puyi, as head of state—but with Japan acting as puppet master

July 1937: Japan officially invaded China, thereby beginning the second Sino-Japanese War.

December 1941: Japanese attack on Pearl Harbor, Hawaii

1939–1945: World War II, also the period of time during which the fullest extent of Japanese imperial rule was reached

1945: Japan defeated by the Allies, and stripped of lands outside the traditional pre-1895 Japanese cultural sphere, changed the nation into a parliamentary democracy with the emperor as a mere figurehead, and left the nation devoid of expansionist capacity

PROPAGANDA EXAMPLES

Directions: Your teacher will display three examples of Japanese propaganda. Answer the questions below as you view each one.

Propaganda Example #1, "[Captain Higuchi](#)" *Nishiki-e*

1. When do you think this image was generated? Refer to Handout 6, *Important Events in Japanese History: 1639–1945*.
2. Pay close attention to the aesthetics of the images. What catches your eye? What text or symbols predominate?
3. Overall, what do you think the message of this image is? How is this message conveyed?

Propaganda Example #2, [Patriotic Marching Song](#)

1. This song was written in 1937. What was happening in Japan around that time?
2. What do you notice about the music? Is it happy? Sad?
3. What do you notice about the lyrics?
4. Pay close attention to the images that accompany the lyrics. What pictures in particular caught your eye?
5. Overall, what do you think the message of this song is? How is this message conveyed?

Propaganda Example #3, [Kamishibai \(Soldier Play\)](#)

1. What is the general tone of this *kamishibai*? Happy? Serious?
2. Pay close attention to the images that accompany the story. What pictures in particular caught your eye?
3. What phrases or language stood out to you?
4. Overall, what do you think the message of this *kamishibai* is? How is this message conveyed?

WAR AND MEDIA IN MODERN JAPAN

(<https://fanningtheflames.hoover.org/shorthand-story/9>)

Directions: Refer to the definitions below as you read “[War & Media in Modern Japan](#).” When you have finished reading, answer the questions at the end of this handout on a separate sheet of paper. Be prepared to turn your answers in for assessment at the beginning of the next class.

Newspapers in Meiji Japan

Meiji Era—the designation of the period of the reign of Emperor Meiji (Mutsuhito) from 1868 to 1912

contextualize—to place (something, such as a word or activity) in a context

Tokugawa—the last Japanese feudal government which existed between 1603 and 1868; the final period of traditional Japan, a time of internal peace, political stability, and economic growth under the shogunate (military dictatorship) founded by Tokugawa Ieyasu

infrastructure—the underlying foundation or basic framework (as of a system or organization)

broadsheet—a newspaper with pages of a size larger than those of a tabloid

pithy—brief, forceful, and meaningful in expression

mainstream—having, reflecting, or being compatible with the prevailing attitudes and values of a society or group

censorship—the institution, system, or practice of examining in order to suppress or delete anything considered objectionable

contemporaneous—existing, occurring, or originating during the same time

wood-block printing—a method of printing in which a block of wood is engraved in relief; the raised areas that remain after the block has been cut are inked and printed, while the recessed areas that are cut away do not retain ink, and will remain blank in the final print.

compulsory—mandatory

extraterritorial—existing or taking place outside the territorial limits of a jurisdiction

naturalized—admitted to citizenship

Satsuma Rebellion—a samurai uprising in 1877 against the imperial Meiji government

halftone process—a printing technique of breaking up an image into a series of dots so as to reproduce the full tone range of a photograph or tone art work

dispatch—to send off or away with promptness or speed

disseminate—to scatter or spread widely

tacit—implied or indicated (as by an act or by silence) but not actually expressed

verbatim—in the exact words; word for word

First Sino-Japanese War Media

nishiki-e—a form of *ukiyo-e*, a school of Japanese art depicting subjects from everyday life, dominant in the 17th–19th centuries

paramount—superior to all others

rhetoric—language designed to have a persuasive or impressive effect on its audience, but often regarded as lacking in sincerity or meaningful content

lithography—the process of printing from a flat surface treated so as to repel the ink except where it is required for printing

elites—persons who by virtue of position or education exercise much power or influence

enamored—to have a liking or admiration for

colloTYPE printing—a photomechanical printing process that gives accurate reproduction because no halftone screen is employed to break the images into dots

photoetching—a printmaking technique in which a photograph is transferred onto a plate

inundated—overwhelmed by a great volume of something

Qing—the last ruling dynasty of China, ruling from 1644 to 1912

Russo-Japanese War Media

mobilize—to assemble or marshal (armed forces, military reserves, or civilian persons of military age) into readiness for active service

nationalistic—of, relating to, or promoting the policy or doctrine of asserting the interests of one's own nation viewed as separate from the interests of other nations or the common interests of all nations

satiate—to satisfy to the full

triptych—a set of three panels or compartments side by side, bearing pictures, carvings, or the like

Media during the Asia-Pacific War

oppressive—burdensome, unjustly harsh, or tyrannical

Manchurian Incident—the seizure of the Manchurian city of Mukden (now Shenyang, Liaoning Province, China) by Japanese troops in 1931, which provided Japan with a key opportunity for the “liberation” of the Manchu people from Han Chinese rule, and evolved into Japan's recognition and puppeteering of the state of Manchukuo)

circulation—the number of copies of each issue of a newspaper, magazine, etc., distributed.

fallacies—deceptive, misleading, or false notions, beliefs, etc.

induce—to bring about, produce, or cause:

methodology—a set or system of methods, principles, and rules for regulating a given discipline, as in the arts or sciences

handout 8

Directions: Using complete sentences, answer the questions below on a separate sheet of paper. Be prepared to turn your answers in for assessment at the beginning of the next class.

1. In what ways did the government control the media during the Meiji Era?
2. With the First Sino-Japanese war, Japanese journalists formed three central ideas. What were they and do you agree or disagree with these ideas? Please explain your answers.
3. Why did the Japanese government feel the need to control the press during the Russo-Japanese War?

ANALYZING *NISHIKI-E*

Directions: Complete the chart below as each group presents.

| Image Title | Description of scene | Symbols/colors depicted | Values/ideals Promoted |
|--|----------------------|-------------------------|------------------------|
| <u>The First Army advancing on Mukden</u> | | | |
| <u>Invincible: The Fall of Pyongyang</u> | | | |
| <u>Welcoming the army's triumphal return from Asan</u> | | | |
| <u>Account of the First Sino-Japanese War</u> | | | |
| <u>Prisoner of war encouraged by Major Saitō's kindness spills his army's military secrets</u> | | | |
| <u>The beautiful tale of the heroic soldier Shirakami</u> | | | |

KAMISHIBAI PRESENTATIONS

Directions: Complete the chart below as each group presents.

| Group # | Description of Scene | Values/Ideals Promoted |
|---------|----------------------|------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

PROPAGANDA *KAMISHIBAI***Directions:**

1. Research an event or aspect of one of the following events and write a one paragraph (5–7 sentences) balanced/neutral description about the event. At the bottom of the paragraph, make sure to include information about what sources you used.
 - U.S.–Mexico War (U.S.)
 - Chinese Exclusion Act (U.S.)
 - Japanese Internment Camps (U.S.)
 - World War II (Global)
 - Vietnam War (U.S. and Vietnam)
 - China’s Cultural Revolution (China)
 - Cold War (U.S. and Soviet Union)

2. Research propaganda regarding this event. Choose a viewpoint that your group would like to illustrate and write a short *kamishibai* script for. Consider the definition of propaganda, and the *kamishibai* you and your classmates presented earlier in this lesson. Focus on a small issue that you can illustrate in 10–12 cards and in 5–7 minutes. Note that for this activity, your group will create something that would be categorized as propaganda.

3. Although traditional *kamishibai* consisted of lithographs/ cards, create yours on slides in a digital format. Consider the type of imagery and the use of color and symbols in the propaganda *nishiki-e* and *kamishibai* you have studied throughout this lesson. Consider what your message/ ulterior motive for your *kamishibai* is.

4. Since everyone in your group will be participating in the *kamishibai*, every person will need a copy of the script. Your teacher will collect one copy of the script for assessment at the end of your *kamishibai* presentation.

5. In addition to the copy of the script that will be turned in for assessment, please write a 1-page description of the work each group member completed for this *kamishibai* presentation.

Your group will be assessed on the following criteria:

- Your group provides a one-paragraph, balanced/neutral description of the chosen event, and includes a list of sources used for research;
- Your *kamishibai* fits the definition of “propaganda”;
- Your *kamishibai* is rehearsed and polished;
- The *kamishibai* script provided to the teacher is 1–2 typed pages or 2–3 neatly handwritten pages in length;
- The *kamishibai* includes 10–12 illustrated cards/slides;

handout 11

- There is equal participation among group members;
- The description of how the work for this activity was divided among group members is one typed page or 1.5–2 neatly handwritten pages in length; and
- Your *kamishibai* is creative and informative.

NOTE: Avoid using inappropriate or offensive stereotypes, language, accents, and mannerisms when acting out character roles. Failure to comply with this rule will result in automatic failure for this activity. If you are uncertain whether something is inappropriate or offensive, check with your teacher first.

NOTES ON PROPAGANDA *KAMISHIBAI*

Directions: Complete the chart below as each group presents.

| Group # | Description of Scene | Values/Ideals Promoted |
|---------|----------------------|------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

“THE RISE OF EMPIRE” SAMPLE TIMELINE

Evaluate students’ timelines for “The Rise of Empire,” using the sample timeline below as a guide.

- 1639: Japan’s *sakoku* policy comes into effect (foreigners forced to leave, and Japanese not allowed to travel abroad, Christianity forbidden)
- 1603–1868: Tokugawa shogunate government
- Around 1800: Western whaling and merchant ships and gunboats began frequenting Japanese waters along with the already-permitted Dutch and Chinese merchant ships.
- By 1852: U.S. “incredulous” at its exclusion from Japan. President Fillmore tasks Perry with opening up Japan
- July 8, 1853: Commodore Matthew C. Perry’s arrival in Japan from Norfolk, Virginia
- July 14, 1853: Perry and his crew allowed ashore. Three days later, they left, with a promise to return.
- March 1854: Perry returns with 9 vessels that carried over 100 mounted guns and a crew close to 1,800.
- March 31, 1854, treaty signed in Kanagawa in which the Japanese met all of the American requests.
- Jan. 1, 1868: Tokugawa shogunate overthrown
- 1868: Meiji Restoration
- 1868–69: Boshin Civil War
- 1876: Perry’s treaty with Korea, which led to it opening up to Japan without Qing Chinese intermediaries
- 1882: Imo Incident
- 1894–95: First Sino-Japanese War (first Japanese overseas military campaign against Qing China over interests on the Korean peninsula)
- 1899–1901: The Boxer Rebellion (during which Britain called upon the Japanese military for assistance in quelling Chinese rebels)
- 1904–05: Russo-Japanese War (Japan gains protectorate status over Korea, which it annexed in 1910, and influence over Inner Manchuria)
- 1914: World War I begins. (Japan joined the Allies and used the conflict to its advantage, seizing control of the vast German interests in China’s Shandong Province and western Pacific islands, such as the Marshalls and German New Guinea)
- 1917: Russian Revolution (lead to extended, although short-lived, Japanese influence over Outer Manchuria)
- 1931: Manchurian Incident (provided Japan with a key opportunity for the “liberation” of the Manchu people from Han Chinese rule and evolved into Japan’s recognition and puppeteering of the state of Manchukuo)
- 1937–45: Second Sino-Japanese War
- World War II: Led to the furthest extent of Japanese imperial rule ever reached
- 1945: Japan defeated by the Allies, and stripped of lands outside the traditional pre-1895 Japanese cultural sphere, changed the nation into a parliamentary democracy with the emperor as a mere figurehead, and left the nation devoid of expansionist capacity

- Post-World War II: Japan's focus shifted to rebuilding the nation economically with an international agenda centered on peace.

IMPORTANT EVENTS IN JAPANESE HISTORY: 1639–1945

| | |
|-----------------------|---|
| Spring 1895 | China defeated by Japan in the first Sino-Japanese War, and the Treaty of Shimonoseki signed. Taiwan ceded to Japan, along with Penghu (the Pescadores Islands), and eastern Liaodong Peninsula |
| July 8, 1853 | Commodore Matthew C. Perry's arrival in Japan from Norfolk, Virginia |
| 1882 | The Chemulpo Treaty, which allowed Japan to send military power to protect the Japanese legation and the Japanese nationals in Korea |
| 1894–95 | First Sino-Japanese War, the first time Japan deployed its recently modernized military in an international conflict with Russia over Korea |
| 1899–1901 | The Boxer Rebellion, during which Britain called upon the Japanese military for assistance in quelling Chinese rebels |
| 1917 | Russian Revolution (lead to extended, although short-lived, Japanese influence over Outer Manchuria) |
| 1945 | Japan defeated by the Allies, and stripped of lands outside the traditional pre-1895 Japanese cultural sphere, changed the nation into a parliamentary democracy with the emperor as a mere figurehead, and left the nation devoid of expansionist capacity |
| July 1937 | Japan officially invaded China, thereby beginning the second Sino-Japanese War. |
| 1904–05 | Escalating tensions and failed negotiations between Russia and Japan over Manchuria and Korea finally resulted in the Japanese finally attacking Port Arthur—which China was leasing to Russia—ushering in the start of the Russo-Japanese War (the first modern war between Asian and European nations). |
| March 31, 1854 | Treaty signed in Kanagawa in which the Japanese met all of the American requests. |
| 1914–18 | World War I, during which Japan joined the Allies and used the conflict to its advantage, seizing control of the vast German interests in China's Shandong Province and western Pacific islands, such as the Marshalls and German New Guinea |
| 1639 | Japan's <i>sakoku</i> policy comes into effect (foreigners forced to leave, and Japanese not allowed to travel abroad, Christianity forbidden) |

| | |
|----------------------|--|
| August 1886 | The Nagasaki Incident, during which several Qing dynasty naval vessels pulled into Japan's port of Nagasaki. Conflicts between Qing sailors, the Japanese police, and the public escalated to the point that 74 people were injured, and two Japanese and five Chinese sailors died. |
| Dec.1941 | Japanese attack on Pearl Harbor, Hawaii |
| 1868 | The Meiji Restoration, a chain of events that restored practical imperial rule to under Emperor Meiji (Mutsuhito) |
| 1939–1945 | World War II, also the period of time during which the fullest extent of Japanese imperial rule was reached |
| July 23, 1882 | The Imo Incident, an uprising that began in Seoul by Korean soldiers who were dissatisfied with their treatment by the government. |
| March 1932 | The State of Manchuria adopted the moniker of Manchukuo with the former emperor of China, Puyi, as head of state—but with Japan acting as puppet master |
| 1931 | Manchurian Incident (provided Japan with a key opportunity for the "liberation" of the Manchu people from Han Chinese rule and evolved into Japan's recognition and puppeteering of the state of Manchukuo) |

WAR AND MEDIA IN MODERN JAPAN

Use the answers below to assess student work for Handout 8, *War and Media in Modern Japan*.

1. In what ways did the government control the media during the Meiji Era?

For the first few decades of the Meiji Era, the government was the single largest source of the news. Reporters were dispatched daily to government agencies to collect and disseminate official reports. This tacit control by the government unsurprisingly meant that the first correspondents abroad were approved by official government parties and accompanied them. Unforeseen newsworthy events overseas were thus reliant on official government reports—such as Minister Hanabusa Yoshitada’s telegrams to Minister of Foreign Affairs Inoue Kaoru during the Imo Incident of 1882, which were printed verbatim or in conjunction with minutes from ministerial meetings.

2. With the First Sino-Japanese war, Japanese journalists formed three central ideas. What were they and do you agree or disagree with these ideas? Please explain your answers.

Japanese journalists formed three central ideas: that news was central to journalism, that support for Japanese overseas expansion was paramount, and that readers’ demands should drive content. (Student answers will vary in regard to their opinions about the above ideas.)

3. Why did the Japanese government feel the need to control the press during the Russo-Japanese War?

Japan sought to promote itself both domestically and abroad as a civilized modern nation deserving respect from the international community. To mobilize international and domestic support during the conflict, the Japanese understood the need to control both their own press and the foreign press. Japanese newspapers, while still subject to strict censorship, also played an important role in influencing both domestic and international public opinion. Japan also recognized that the rapid dissemination of visual propaganda in conjunction with these news reports would be crucial in gaining support from the Japanese public and foreign powers alike