



Lesson Plan

Shame, Honor, and Duty

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Grade Level: High School

Length: 4 days

McRel National Social Studies Standards:

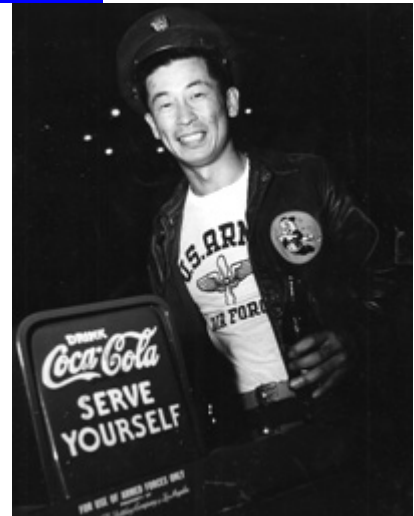
<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=5>

U.S. History 25.4.2

Understands events that led to the Japanese attack on Pearl Harbor (e.g., why Japan set up the East Asian Co-Prosperity Sphere, U.S. reasons for cutting off oil to Japan, U.S. response to the November 10 proposal from Japan)

U.S. History 25.4.4

Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)



Courtesy Ben Kuroki

<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6>

World History 41.4.7

Understands Japan's "greater East Asia co-prosperity" sphere and the support of this idea in European colonies in East Asia

World History 41.4.7

Understands the climax and moral implications of World War II (e.g., the moral implications of military technologies and techniques used in the war, statistics of population displacement caused by the war, debates surrounding the use of the atomic bomb to end the war with Japan)

Nebraska State Social Studies Standards :

<http://www.nde.state.ne.us/ss/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

U.S. History 12.1.4

By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.



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U.S. History 12.1.8

By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.

World History 12.2.10

By the end of twelfth grade, students will analyze major 20th century historical events.

Objectives:

1. Students will examine the psychological conflicts experienced by Japanese Americans during World War II.
2. Students will research several events that led to the Japanese attack on Pearl Harbor.
3. Students will examine the contributions made by Japanese Americans during World War II.

Terms:

duty honor internment camp Nisei shame

Materials and Resources:

- Video: *Most Honorable Son*
- Essay on *Shame, Honor, and Duty* (in this guide)
- Possible web sites
 - PBS Conscience and the Constitution: Profile of Ben Kuroki
http://www.pbs.org/itvs/conscience/the_story/characters/kuroki_ben.html
 - PBS Most Honorable Son
<http://pbs.org/mosthonorableson>
 - Militarism and World War II (1912-1945)
<http://www.japan-guide.com/e/e2129.html>
 - World War II: The War Against Japan
<http://www.ibiblio.org/hyperwar/AMH/AMH/AMH-23.html>
 - 100th Battalion, 442nd Infantry
<http://www.globalsecurity.org/military/agency/army/100-442in.htm>
 - History: 442nd RCT
<http://www.katonk.com/442nd/442/page1.html>
 - Japanese Internment Camps
http://en.wikipedia.org/wiki/Japanese_American_internment
 - San Francisco State University: Japanese Internment Camps Lesson Plans
<http://bss.sfsu.edu/internment/lessonplans.html>

The Process:**DAY ONE**

- I. Ask students to generate their own questions about Japanese American status during the war. List those questions on the board.
- II. Watch the video, *Most Honorable Son*, if available. If not, use the resource web sites for information.

DAY TWO

- I. Go over the list of questions and ask the students which questions were answered by the video or web sites. Then discuss how the information enhanced their existing knowledge.
- II. Pair up the students, and assign them to a research project on any of the following:
 - 1) some of the questions unanswered by the video
 - 2) causes of the war between Japan and the U.S. (e.g., Japanese military aggression in South East Asia, U.S. oil embargo against the Japanese.)
 - 3) contributions of Japanese Americans to the war effort (e.g., the 100th Infantry Battalion, the 442nd Army Infantry Unit.)

DAY THREE

- I. Have students read the essay, *Shame, Honor, and Duty* (in this guide). Have them engage in small group discussions based on the information from the reading and the video or web sites. Each group selects one of the following issues:
 - a. Ben Kuroki was determined to show his loyalty to his country, but not to his heritage. Discuss situations where a person is trapped between two conflicting values such as nationality and heritage.
 - b. Discuss and evaluate the concept of honor, shame, and duty that influenced Ben Kuroki and his decision to fight against Japan, particularly his involvement in dropping bombs over Tokyo.
 - c. Japanese Americans who were imprisoned in the internment camps did not welcome Ben Kuroki. How did their psychological bond to honor, shame, and duty influence their issues with him?
 - d. Discuss what kinds of rituals serve to claim honor and erase shame.
 - e. Define those types of actions that surround honor, shame, and duty in modern American society.
- II. Have each group present the results of their discussion.

DAY FOUR

- I. Have each pair present their assigned project from Day Two.
- II. Engage in a final class discussion regarding the findings.

Assessment:

See Rubric at the end of this lesson plan.

Rubric

Student _____

Participation	2	1	Points
Pre-research Questions	Fully participated	No participation	
Post-viewing or post-research discussion	Fully participated	No participation	
Pair Research	Fully participated	No participation	
Small Group Discussion on Shame, Honor, and Duty	Fully participated	No participation	
Final Class Discussion	Fully participated	No participation	
Small Group Presentation	Fully participated	No participation	

Pair Presentation	4	3	2	1	Points
Expression & Enunciation	Tone fits purpose and audience well. Clear and understandable	Tone could be altered slightly to better fit; mostly clear	Tone is appropriate; sometimes not understandable	Lacks tone; not understandable	
Pacing	Speed varies appropriately	Talks at a constant speed no matter what is said	Zips or drags through parts	Consistently too fast or too slow	
Volume	Volume enhances presentation	Volume is appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looks around at the whole audience	Looks at a couple of areas most of the presentation	Stares at one spot most of the presentation	Lacks eye contact	
Content 6 facts	Completely fit report topic	At least 4 relevant facts	At least 2 relevant facts	At least 1 relevant fact	
Organization	Stated purpose clearly and supported it well	Purpose and support there, but not well organized	Lacking in either purpose or support	No purpose or support	

Total Points _____