

**East is East and West is West and
EVER
the Twain Shall Meet:
Cultural Diffusion Case-Study: Post-WWII Japan**

Lesson Authors:

- Jeanette Franklin (jfranklin@nccvt.k12.de.us)
- Kristen Loveland (kloveland@colonial.k12.de.us)

Lesson Description:

Students will apply the concept of cultural diffusion to photos and a reading of post-WWII Japan. Students will understand that the growth in global communication and human migration is leading to the decrease in cultural diversity among places. By analyzing a photo of a McDonald's advertisement in Japan, students will be introduced to the topic. In reading about post-WWII Japan, students will be able to apply the concept to a specific case study. Through the assessment portion, students will be challenged to recognize evidence of diffusion such as the growth of common building styles, western clothing and Hollywood movies.

Grade Level: 9-11

Standard:

DE State Geography Standard 3: Students will develop an understanding of the diversity of human culture and the unique nature of places.

End of Cluster Expectations (Benchmarks):

Students should understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.

Essential Question:

What evidence supports the idea that Japan is experiencing increasing cultural similarity to western countries?



Assessment: *Constructed Response*

Benchmark Statement:

This assessment should give evidence of the student’s ability to illustrate the idea that trade, travel and communication between cultural groups leads to less diversity of culture.

Prompt:

Imagine the Griffins take a family trip from Rhode Island to the Shire. Provide one example of how the Griffins might alter the Hobbit culture, and one example of the Hobbits altering the Griffins’ culture.

Rhode Island	Shire
	
Source: http://i.tbs.com/v5cache/TBS/Images/Dynamic/i11/familyguy_cast_240x260_070220041210.jpg	Source: http://www.lordoftheringswords.com/AGRAPHIC/S-406-HOBBITS.jpg

Sample Response:

- Style of clothing
 - Griffins adopt a more traditional “woody” look – barefoot, cloaks, longer hair
 - Hobbits adopt a more American look – jeans, tees, fitteds, shoes
- Language
 - Griffins use older English – “Proper” speaking
 - Hobbits use more slang
- Transportation
 - Griffins walk more
 - Hobbits drive more
- Food
 - Griffins eat more berries and enjoy the numerous meals that the Hobbits eat
 - Hobbits eat more meat, fast food, and less frequently

- Rubric:**
- 2 – This response gives a valid impact with an accurate and relevant example.
 - 1 – This response gives a valid impact with an inaccurate, irrelevant, or no example.
 - 0 – Inaccurate or no response.

Assessment: Multiple Choice

Benchmark Statement:

This assessment should give evidence of the student’s ability to identify evidence of cultural diffusion.

Prompt:

Which of the following illustrates cultural diffusion?

<p style="text-align: center;">A.</p>  <p style="text-align: center;">Source: http://snowtubeigloo.com/images/finished-igloo.jpg</p>	<p style="text-align: center;">B.</p>  <p style="text-align: center;">Source: http://www.sillyjokes.co.uk/images/dress-up/acc/hats/berret.jpg</p>
<p style="text-align: center;">C.</p>  <p style="text-align: center;">Source: http://chusd.k12.vt.us/cespages/japanweb/japanpage/pics/japanteenagers.jpg</p>	<p style="text-align: center;">D.</p>  <p style="text-align: center;">Source: http://www.pbs.org/weta/thewest/resources/archives/one/61_09.htm</p>

Answer: (C)

Objective(s): Students will be able to:

- Recognize that Japan and the US cultures have distinct differences.
- Identify similarities between US and Japanese cultures.
- Give reasons explaining the similarities between US and Japanese cultures.

Prior Knowledge and Skills:

- **Terms**
 - Cultural diffusion
 - Cultural landscape
 - Ethnocentric
 - Exponentially
 - Infrastructure
 - Military occupation
 - Open (Free) market
 - Primary source
 - Secondary source
 - Sovereignty
- **Skills**
 - Exposure to analyzing images, and the ability to make inferences based on images and reading passages.

Time to Complete: This lesson was designed to be adaptable for both 45 and 90 minute class periods. The teacher can decide where in the following steps it is best to end for each class period. Overall, 1-2 class periods.

Materials/resources needed:

- Photos – above with assessment questions
- Visual 1 – one copy for overhead
- Visual 2 – one copy for overhead
- Handout 1 – one copy per student
- Handout 2 (double sided) – one copy per student (this can be used in class or as a homework assignment)
- Teacher resource 1 (OPTIONAL) – Timeline of Post-WWII Japan
- Teacher resource 2 – Background reading on post-WWII Japan
- Teacher resource 3 – NARA photo analysis worksheet

Procedure Steps:

1. **Warm-up** (3-5 minutes): Hand each student one index card as they enter the room so that they may answer the warm up question within the first 3-5 minutes of class. **Teacher should have Visual 1 displayed as students enter.
2. Report back from warm up (3 minutes). Call on several students to provide their own responses to the warm-up.
3. ****If needed, and your class has not previously analyzed photos, this would be a good time to use the NARA Photo analysis worksheet (teacher resource 3) to discuss how to systematically analyze the warm-up. (10 minutes – if needed)
4. **Vocabulary Activity:** Divide class into groups of 2-3. (12 groups) Have groups cluster up together with their desks. Assign each group one term from their vocabulary chart. (3 minutes)

5. Distribute handout 1 (Vocabulary Activity Worksheet) to each student. (Do with task #4)
6. Explain that for each term, they must use glossaries/dictionaries/thesauri to describe their terms in ways of “Looks like...” and “Sounds like...” For example, see row one of the handout. Groups should have 1 example for each box. (10 minutes group work)
7. Review each term as a class. Groups should each have a term, providing a “Looks like” and “Sounds like” for ONE term. (15-20 minutes)
8. **Reading Activity:** Distribute one copy of handout #2 (Post Occupation Japan) to each student. Students will then read the selection provided and answer the questions asked. (10 - 20 minutes, depending upon reading level of class) *A copy of a timeline from the same source is provided. This is for the teacher as background information. . ***This can also be used as a homework assignment. ****

Closure: (App. 5 minutes) Display Visual 2 showing the city of Edo, Japan. (Explain that today, Edo is known as Tokyo) and a modern skyline of Tokyo. Using the following focus questions, discuss with the class the aspects of cultural diffusion seen.

- What aspects of the ancient city of Edo seem to be distinctively Japanese?
- How do you think people earned a living in Edo?
- How do you think people earn a living in Tokyo?
- What other world cities does Tokyo remind you of? Why?
- On closer inspection, would Tokyo be identical to a city in the U.S.? Why, or why not?
- How do you think teens spent their time in Edo? ...Tokyo?

Assessment: Administer the assessment.

Visual #1:

**Where do you think this advertisement is posted?
Justify your response.**

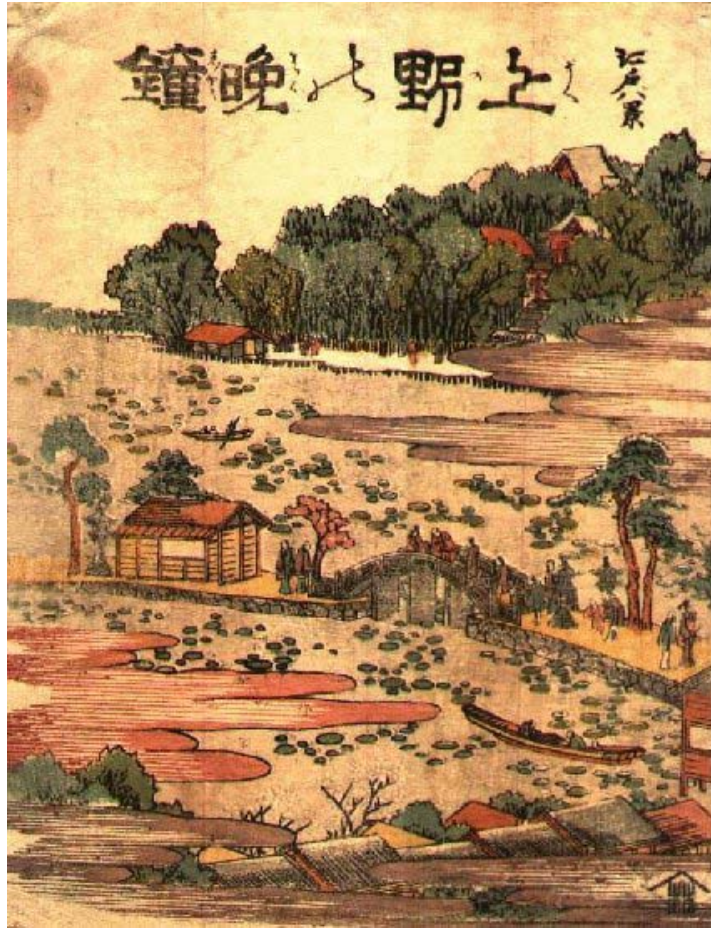


Source: http://www.koalie.net/Walks/200311_Japan/20031122010748-med.jpg

Visual 2 Closure

Source:
<http://www.secutor.se/ukiyo-e/umaxi032.jpg>

EDO:



Source:
<http://www.icsi.berkeley.edu/~rleegold/images/japan/tokyo-skyline-night1.jpg>

TOKYO:



Handout 1
Vocabulary Activity Worksheet

Term	Looks Like...	Sounds Like...
Sample: HAPPY	People smiling	Laughter
Cultural diffusion		
Cultural landscape		
Ethnocentric		
Exponentially		
Infrastructure		
Military occupation		
Open (Free) market		
Primary source		
Secondary source		
Sovereignty		

Handout #2

Post Occupation Japan

Source: http://en.wikipedia.org/wiki/Post-Occupation_Japan

Following the end of the Allied occupation in 1952, Japan emerged as a global economic power with reach far beyond its military might of the prewar period.

Post-occupation politics and economy

The Allied occupation ended on April 28, 1952, when the terms of the Treaty of San Francisco went into effect. By the terms of the treaty, Japan regained its **sovereignty**, but lost many of its possessions from before World War II, including Okinawa, the Kuril Islands, Sakhalin, and a number of small islands in the Pacific. The new treaty also gave Japan the freedom to engage in international defense blocs. Japan did this on the same day it signed the San Francisco Treaty: Shigeru Yoshida and Harry Truman penned a document that allowed the United States Armed Forces to continue their use of bases in Japan.

Three years after Japan's independence, the newly-formed Liberal Democratic Party (LDP) achieved a majority in the Diet (legislature) of Japan, which would be unchallenged until the 1990s. The LDP government, through institutions such as MITI (Ministry of International Trade and Industry), encouraged Japanese industrial development overseas while restricting foreign companies' business within the country. These practices, coupled with a reliance on the United States for defense, allowed Japan's economy to increase **exponentially** during the Cold War. By 1980, many Japanese products, particularly automobiles and electronics, were being exported around the world, and Japan's industrial sector was the second-largest in the world after the U.S. This growth pattern continued unabated until the 1990s, when the Japanese economy finally slumped.

The 1964 Summer Olympics in Tokyo are often said to mark the re-emergence of Japan in the international arena: Japan's postwar development was showcased through innovations such as the Shinkansen high speed rail network.

Post-occupation culture

Japan continued to experience Westernization in the postwar era, much of which came about during the occupation, when American soldiers were a common sight in many parts of the country. American music and movies became popular, spurring a generation of Japanese artists who built on both Western and Japanese influences.

During this period, Japan also began to emerge as an exporter of culture. Young people across the world began consuming *kaiju* (monster) movies, *anime* (cartoons), *manga* (comic books), and other modern Japanese culture. Japanese authors such as Yasunari Kawabata and Yukio Mishima became popular literary figures in America and Europe. American soldiers returning from the occupation brought with them stories and artifacts, and the following generations of U.S. troops in Japan contributed to a steady trickle of martial arts and other culture from the country.

Handout #2 (cont'd)

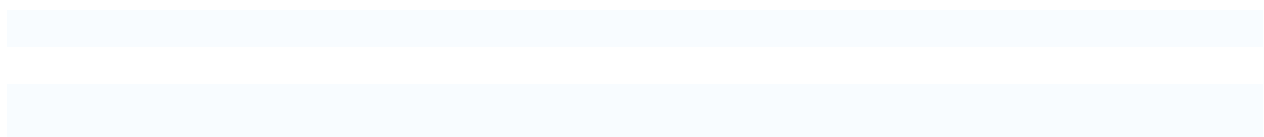
Name: _____ **Date:** _____ **Class Per:** _____

1. What is cultural diffusion? Provide an example of cultural diffusion in the world OTHER than between the US and Japan.

2. Diffusion occurs between BOTH cultures involved. Provide one example of the US altering Japanese culture, and one example of Japan altering American culture.

3. Do you think the occupation of Japan by the USA had a positive or negative effect on Japan? Defend your response.

4. After WWII the USA shouldered most of the military expenses for Japan. Why did this enable Japan to increase its own economy? Provide an example of one market good to support your response.



Handout #2 (cont'd)

SUGGESTED RESPONSES

1. What is cultural diffusion? Provide an example of cultural diffusion in the world OTHER than between the US and Japan.

- Cultural diffusion - the spreading of a cultural trait (e.g., material object, idea, or behavior pattern) from one society to another. (Source: http://www.webref.org/anthropology/c/cultural_diffusion.htm)
- Suggested Examples:
 - Mardi Gras
 - Cinco de Mayo celebrations in US
 - Sandals
 - Africans wearing suits
 - Ethnic foods
 - Religions
 - Spanish speaking in Latin America/USA
 - Univision

2. Diffusion occurs between BOTH cultures involved. Provide one example of the US altering Japanese culture, and one example of Japan altering American culture.

- Ex of Japan → USA
 - Compact cars
 - Food
 - Martial arts
 - Entertainment - Comic Books, Anime
- Ex of USA → Japan
 - Clothes – Suits, Jeans
 - Fast Food
 - Pop culture – Music, movies

3. Do you think the occupation of Japan by the USA had a positive or negative effect on Japan? Defend your response.

- Positive
 - Increased economic output
 - Established democracy
- Negative
 - Westernization – loss of traditional Japanese culture
 - Decreased cultural diversity

4. After WWII the USA shouldered most of the military expenses for Japan. Why did this enable Japan to increase its own economy? Provide an example of one market good to support your response.

- Guns v. Butter – Allowed to divert resources to consumer markets
 - EX: Cars, radios, TVs, entertainment gaming systems, computers

Teacher Resource 1

Timeline

1952: Allied occupation ended Department of Geography Page 12 1/25/2006 (April 28).

1954: Japan Self-Defense Forces established.

1955: Liberal Democratic Party was formed.

1956: Japan joined the United Nations.

1960: Labor strikes and student protests were held across the country.

1964: Olympic Games in Tokyo. Shinkansen trains began operation.

1965: Treaty on Basic Relations between Japan and the Republic of Korea was signed. Sin-Itiro Tomonaga received the Nobel Prize in Physics.

1968: Amid controversy, the nuclear aircraft carrier *Enterprise* arrives in Sasebo. The *itai-itai* disease was formally recognized as a public hazard disease. Ogasawara Islands reverted back under Japanese control. Yasunari Kawabata received the Nobel Prize in Literature. Three hundred million Yen stolen by a man disguised as a policeman (still on the run as of 2003).

1969: Meeting between Prime Minister Eisaku Sato and U.S. President Richard Nixon. Date of return for Okinawa set for 1972.

1970: World Exposition held in Osaka.

1971: The yen moved to a floating exchange rate, contributing to a short slump in Japan's extraordinary economic boom.

1972: Okinawa was repatriated to Japan.

1980: Japan's car production topped 10 million cars a year, making Japan the largest car producer in the world over USA. Yomiuri Giants' Sadaharu Oh ended his career.

1981: Kenichi Fukui received Nobel Prize in Chemistry.

1982: the Tohoku Shinkansen was extended to Morioka from Omiya.

1983: Miyakejima's volcano exploded but entire population of the island was successfully evacuated beforehand. In the Asuka-mura's Kitora Kofun, colored wallpainting of Genmu was discovered. Kakuei Tanaka was sentenced to four years in jail.

1984: the Guriko company was targeted by the extortionist who threatened to poison its product for the sum of 60 million yen and later 120 million yen. Before this, the president of Guriko was kidnapped and 10 billion yen and 100 kg of gold was demanded as a ransom before he escaped by himself.

New 10,000 yen (Fukuzawa Yukichi on the face), 5,000 yen (Inazo Nitobe), and 1,000 yen (Natsume Soseki) bills were released.

1985: the first AIDS patient was officially recognized.

Japan Airlines flight 123 crashed in Omitaka-yama causing 520 deaths and only 4 survivors in one of the largest aircraft related casualty.

1986: Mount Mihara exploded.

1987: Japanese National Railways was divided into privately owned JRs (Japan Railway) separated by regions. Actor Yujiro Ishihara died.

1988: the Seikan Tunnel connecting Hokkaido with Honshu was completed.

A submarine, the *Nadashio*, clashed with fishing vessel *Dai Ichi Fujimaru*.

1989: the Showa Emperor dies (January 7). The following day, Akihito ascended to the throne and the new reign name 'Heisei' is declared.

Teacher Resource 2

Source: <http://www.japan-guide.com/e/e2124.html>

After World War II had ended, Japan was devastated. All the large cities (with the exception of Kyoto), the industries and the transportation networks were severely damaged. A severe shortage of food continued for several years.

The occupation of Japan by the Allied Powers started in August 1945 and ended in April 1952. General MacArthur was its first Supreme Commander. The whole operation was mainly carried out by the United States.

Japan basically lost all the territory acquired after 1894. In addition, the Kurile Islands were occupied by the Soviet Union, and the Ryukyu Islands, including Okinawa, were controlled by the USA. Okinawa was returned to Japan in 1972, however a territorial dispute with Russia concerning the Kurile Islands has not been resolved yet.

The remains of Japan's war machine were destroyed, and war crime trials were held. Over 500 military officers committed suicide right after Japan surrendered, and many hundreds more were executed for committing war crimes. Emperor Showa was not declared a war criminal.

A new constitution went into effect in 1947: The emperor lost all political and military power, and was solely made the symbol of the state. Universal suffrage was introduced and human rights were guaranteed. Japan was also forbidden to ever lead a war again or to maintain an army. Furthermore, Shinto and the state were clearly separated.

MacArthur also intended to break up power concentrations by dissolving the zaibatsu and other large companies, and by decentralizing the education system and the police. In a land reform, concentrations in land ownership were removed.

Especially during the first half of the occupation, Japan's media was subject to a rigid censorship of any anti-American statements and controversial topics such as the race issue.

The co-operation between the Japanese and the Allied powers worked relatively smoothly. Criticism started to grow when the United States acted increasingly according to her self interests in the Cold War, reintroduced the persecution of communists, stationed more troops in Japan, and wanted Japan to establish an own self defense force despite the anti-war article in the constitution. Many aspects of the occupation's so called "reverse course" were welcomed by conservative Japanese politicians.

With the peace treaty that went into effect in 1952, the occupation ended. Japan's Self Defense Force was established in 1954, accompanied by large public demonstrations. Great public unrest was also caused by the renewal of the US-Japan Security Treaty of 1960.

After the Korean War, and accelerated by it, the recovery of Japan's economy flourished. The economic growth resulted in a quick rise of the living standards, changes in society and the stabilization of the ruling position of the Liberal Democratic Party (LDP), but also in severe pollution.

Japan's relations to the Soviet Union were normalized in 1956, and with China in 1972.

The 1973 oil crisis shocked the Japanese economy which was heavily dependent on oil. The reaction was a shift to high technology industries.

Step 3. Questions

A.	What questions does this photograph raise in your mind? <hr/> <hr/>
B.	Where could you find answers to them? <hr/> <hr/>

**Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.**