



East Asia History and Culture for Teachers Workshop for K-14 Educators Special Topic: Japan Yesterday, Today, and Tomorrow

Description

Japan Yesterday, Today and Tomorrow is a professional development workshop for K-14 educators organized by the Kansas Consortium for Teaching about Asia at the University of Kansas with support from the Greater Kansas City Japan Festival. Content and resources for teaching about real-time challenges in politics, income, religion, population, sustainability, and technology in 21st century Japan will be presented. These presentations are aligned with KSDE Social Studies Standards for high school world history, but will benefit all educators interested in learning more about contemporary Japan.

Following formal instruction in the morning, participants will attend the Greater Kansas City Japan Festival which offers a variety of lectures and demonstrations on traditional practices such as tea ceremony and Zen gardens.

Objectives: Participants will be able to:

1. Identify the main points of the challenges and their background presently facing Japan in areas such as population, security, income, and technology, etc.
2. Identify American misconceptions about Japan.
3. Become familiar with educational resources for teaching about Japan today.
4. Create one lesson plan appropriate for participant's individual grade and subject area about Japan today incorporating primary sources.

Benefits:

Benefits for successful completion include educational resources, copies of PowerPoint presentations, and 12 hours towards eligibility for subsidized study tours to East Asia through the National Consortium for Teaching about Asia. Option for one graduate credit is available for successful participation as detailed below through the [Baker University Graduate School of Education](#).

Instructor:

Nancy Hope (<http://kcta.ku.edu/staff>), Coordinator, Kansas Consortium for Teaching about Asia

Dates and Locations:

The workshop/course features the "blended" style of instruction, both online at one's convenience in addition to face-to-face interaction.

Part 1: October 7, 2017

At the Greater Kansas City Japan Festival held at Johnson County Community College (JCCC), 12345 College Blvd., Overland Park, Kansas

Formal Instruction:

1. 8:15 AM: Registration in lobby of Nerman Museum of Contemporary Art at JCCC
2. 8:30-9:30: Lecture on the challenges facing Japan in the 21st century in Museum Auditorium
3. 9:30-10:015: Presentation on educational resources for teaching about contemporary Japan and the challenges it faces.

Ceremonies:

4. 10:30 – 11:00 AM: Opening Ceremonies for the Festival in Yardley Hall (*Japan Yesterday, Today and Tomorrow* participants to be formally recognized for learning and teaching about Japan by Consul-General of Japan in Chicago or his representative.)

Individual Learning:

5. 11:00 AM – 5:30 PM: Lectures, demonstrations, exhibits and hands-on opportunities during the Festival on the enduring traditions of Japan presented by noted experts in the field. (The Denver Taiko drumming workshop by Denver Taiko for example will give the audience a chance to drum themselves.)

Part 2: Prior to October 21, 2017

View a series of videos posted on line and answer the discussion questions listed here below in at least two paragraphs. Email all answers to nfhope@ku.edu.

1. View *Contemporary Security Challenges to Japan* by Adam Liff, Assistant Professor of East Asian International Relations at Indiana University, online at <http://spice.fsi.stanford.edu/multimedia/contemporary-security-challenges-japan>.
 - a. Why does Japan depend on the United States for its security?
 - b. How have Japan's security concerns changed since the end of the Cold War, and how has Japan responded to this new environment?
2. View *Population Aging in Japan and Implications for Public Finance* by Karen Eggleston, Director of the Asia Health Policy Program at Shorenstein Asia-Pacific Research Center online at <http://spice.fsi.stanford.edu/multimedia/population-aging-japan-and-implications-public-finance>
 - a. Briefly describe what is happening demographically to Japan's population.
 - b. What are some positive and negative aspects of this change; what policies or actions might remedy this challenge?

3. View *Japan's Rendezvous with the Future* by Daniel I. Okimoto, Professor of Political Science, Emeritus at Stanford University online at <http://spice.fsi.stanford.edu/multimedia/japans-rendezvous-future>
 - a. In your opinion, what are the two most important challenges facing Japan today other than population ones? Why are these so crucial?
 - b. What are possible solutions that could help Japan overcome these challenges?

Part 3: Prior to November 4, 2017:

1. Listen to ten *Postcards from Asia* about Japan online at <http://ceas.ku.edu/postcards-asia> to get an idea of the format.
2. Create your own *Postcard* (about 150-200 words) regarding some facet of contemporary Japan that is appropriate for your students.
3. Make a list of the sources you consulted to create your own *Postcard*.
4. Reflect on how you might use their *Postcard* in your own classroom.
5. Email transcript of your *Postcard* and list of sources you consulted to nfhope@ku.edu.

Part 4: Prior to November 27, 2017

Assess curricula in your subject area and grade level to ascertain where a lesson on contemporary Japan would best fit, then create one lesson plan meets the following criteria:

- a. Involves Japan in the 21st century in a major way.
- b. Is applicable to the grade level(s) and subject(s) taught by the participant.
- c. Incorporates at least one primary source that can be located by others.
- d. Follows the KCTA template online at <http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc>.

The lesson plan should be emailed with any attachments (handouts, rubrics, PowerPoint, etc.) to nfhope@ku.edu. Lessons may be selected for posting on the KCTA lesson plan bank at <http://ceas.ku.edu/lesson-finder> later.

Prior to December 8 (For credit option):

Grades submitted for one graduate credit to Baker University Graduate School of Education for *Japan Yesterday, Today and Tomorrow* participants who have opted to register for such at <https://www.bakeru.edu/soe/cont-ed/> and remitted the \$70 tuition.

Assessment for Credit:

Workshop attendance and participation	20%
Reflections on study questions	20%
Creation of <i>Postcard</i>	20%
Creation of lesson plan	40%

Assessment based on rubrics for:

1. Reflections on study questions
2. Creation of a *Postcard from Japan*
3. Creation of a lesson plan

Grading Scale:

100 – 90	= A
89 – 80	= B
79 – 70	= C
69 – 60	= D
59% & below	= F

Grading rubric for reflections on study questions

	Unsatisfactory (0)	Basic (1-2)	Proficient (3-4)	Distinguished (5)
Content	Reflections show no personal response to issues and concepts in discussed in presentations.	Engagement with concepts conveys little evidence of personal response and not of graduate level quality.	Most reflections demonstrate engagement with concepts and are of graduate level quality.	Each reflection demonstrates engagement with the concepts and is of graduate level quality.
Writing conventions	Many spelling and/or grammatical errors.	Some spelling and/or grammatical errors.	Few spelling errors.	No spelling or grammatical errors.

Grading rubric for a *Postcard from Contemporary Japan*

	Unsatisfactory (0)	Basic (1-2)	Proficient (3-4)	Distinguished (5)
<i>Postcard</i> content	Key points about a contemporary issue are missing.	Key points about a contemporary issue are scant.	Key points derived from listed sources are included, but poorly articulated.	Several key points derived from listed sources are clearly articulated.
List of sources	No sources are listed.	One basic source is listed.	More than one source is listed.	Sources listed are substantive.
Reflection on <i>Postcard</i> use	No reflection.	Vague or not well articulated reflection.	Reflection is thoughtful in how it relates to participant's grade and subject area.	Reflection includes some thoughts on how <i>Postcard</i> could be extended for future use.

Grading rubric for lesson plan

	Unsatisfactory (0)	Basic (1-2)	Proficient (3-4)	Distinguished (5)
Completeness following the required KCTA template	Not every section completed	Every section of has some details.	Each section is clearly explained.	Each section is carefully and thoroughly complete.
Primary Source(s)	Not listed	Limited or incomplete location listed.	Complete location listed for at least one source.	Complete location listed for more than one source.
Context	Incomplete or no description of target population and learning environment	Vague description of target population and learning environment	Appropriate of lesson for target population and learning environment clear	Unique attributes of target population and learning environment are very clear and appropriateness of the lesson is obvious
Objective(s)	Behavior, criteria, and expectations are missing.	Behavior, criteria, and expectations are apparent, but poorly written.	Behavior, criteria, and expectations somewhat clearly communicated.	Behavior, criteria, and expectations clearly communicated.
Turned in on time	Not turned in	Turned in late.	Turned in on time but not complete.	Turned in on time and complete.