Lesson Plan

Shame, Honor, and Duty
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Grade Level: High SchoolLength: 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)

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
  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
  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 ________________________**

<table>
<thead>
<tr>
<th>Participation</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-research Questions</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
<tr>
<td>Post-viewing or post-research discussion</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
<tr>
<td>Pair Research</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
<tr>
<td>Small Group Discussion on Shame, Honor, and Duty</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
<tr>
<td>Final Class Discussion</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
<tr>
<td>Small Group Presentation</td>
<td>Fully participated</td>
<td>No participation</td>
<td></td>
</tr>
</tbody>
</table>

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

**Total Points _____________**