

## History 12 Japanese Imperialism

### Critical Questions:

- 1) How did Western propaganda portray the Japanese?
- 2) Why was anti-Japanese propaganda so effective?

### Objectives (SWABT):

- Decode a political cartoon or poster
- Create their own, anti-Western political cartoons or posters from the Japanese perspective
- Understand the process of designing a political cartoon or poster for propaganda purposes

### Rationale

- Students will have already learned about Japanese imperialism before and during World War II. In this lesson, they will learn about Western perceptions and portrayals of the Japanese and their expansionist policies. They will analyze and decode anti-Japanese cartoons and posters to enhance their understanding of bias and point of view, and how media can be used to dehumanize, antagonize, and create fear of a particular group of people. Finally, they will apply their understanding of these concepts to produce their own alternative cartoons from the Japanese perspective.

### Resources:

- Laptop
- Digital Projector
- Library/Computer Lab
- Anti-Japanese Political Cartoons
- Cartoon Analysis Guide. Adapted from:
  - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>
  - [http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson\\_PoliticalCartoons.pdf](http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_PoliticalCartoons.pdf)
- Blank, unruled paper

### Prescribed Learning Outcomes:

- Evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including failures of collective security, appeasement, and Japanese imperialism (History 12, D2, p.19)
- Analyse primary and secondary sources (historical evidence) with reference to reliability, bias and point of view, and corroborating and conflicting evidence (History 12, A1, p.18)

Total Length of Lesson: 80 minutes

Timing	What the Teacher will be doing:	What the Students will be doing:
<b>Hook</b>  Free-Write & Discussion  5 min.	Ask students to get out a blank sheet of paper and write what they think the phrase "all media messages are constructed and are merely representations of reality" means  After 3 minutes, ask students to share their thoughts.	- Listening to teacher - Thinking and writing down their interpretations of the phrase - Sharing their thoughts with the class

<p><b>Introduction</b></p> <p>Model How to Decode a Political Cartoon</p> <p>20 min.</p>	<p>Outline shape of the class</p> <p>Review Japanese expansionism leading up to the Pacific War</p> <p>Using Laptop &amp; PPT:</p> <ul style="list-style-type: none"> <li>-Define "political": that which is concerned with public affairs or government</li> <li>-Define "cartoon": a sketch or drawing that interests or amuses by portraying persons, things, political events or situations etc. in an exaggerated way</li> <li>-Introduce anti-Japanese propaganda poster by Pat Keely (attached) and model how to deconstruct it by asking the students the following questions and voicing your own thought-process:             <ol style="list-style-type: none"> <li>1) What is your emotional reaction to this cartoon/poster</li> <li>2) What is the main idea or message in the cartoon that triggered this response?</li> <li>3) Who/what is represented in the drawing and in what way?</li> <li>4) Identify any visual clues in the drawing</li> <li>5) Identify the objects in the drawing</li> <li>6) What main ideas are expressed in the text, if any?</li> <li>7) Is there any use of stereotypes or symbolism?</li> <li>8) What effect does the drawing have upon the audience? What message is being conveyed by the media about this particular group of people? (positive? negative?)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Listening to the teacher</li> <li>- Participating in teacher-led deconstruction of political cartoon</li> </ul>
	<p>Transition: "Now you will decode a political cartoon on your own, in partners"</p>	
<p><b>Activity 1</b></p> <p>Deconstructing Political Cartoons</p> <p>20 min</p>	<p>Outline activity: Each pair will analyze one of two anti-Japanese cartoons (attached). They will receive a set of prompts to help them decode the cartoon.</p> <p>Introduce Cartoon Analysis Guide (attached).</p> <p>Outline expectations: students are to answer questions in full sentences and provide specific examples from the cartoon to support their reasoning.</p> <p>Pair students up with person next to them. Hand out cartoon and analysis sheets.</p> <p>Circulate to assist students and check for understanding</p>	<ul style="list-style-type: none"> <li>- Listening to instructions</li> <li>- Working with partner to decode their cartoon and answer guiding questions</li> </ul>

	Transition: "Using the concepts you have just learned and what you already know about western-Japanese relations, you will create your own anti-Western political cartoon from the perspective of the Japanese"	
<b>Activity 2</b>  Creating a Political Cartoon from alternative, or Japanese, Perspective  25 min	<p>Outline Activity: For this activity, students can choose any of the following events/issues on which to base their cartoon:</p> <ol style="list-style-type: none"> <li>1) American acquisition of the Philippines in 1898 &amp; threat of US presence in the Western Pacific</li> <li>2) US opposition to League of Nations granting Japan trusteeship of Mariana, Caroline and Marshall island groups in the Pacific after WWI</li> <li>3) Japanese population explosion, emigration to western nations, and American resistance to this (fear of cheap immigrant labour &amp; loss of jobs)</li> <li>4) Japan's perceived humiliation at the Washington Naval Conference 1921-22</li> <li>5) US economic sanctions against Japan in the late 1930s</li> <li>6) Internment of Japanese-Americans during WWII</li> </ol> <p>The lab/library will be booked for this activity and students can use the following website to gather more information about their event/issue:  <a href="http://www.pacificwar.org.au/historicalbackground/JapWarPreps.html">http://www.pacificwar.org.au/historicalbackground/JapWarPreps.html</a></p> <p>Outline expectations for cartoon:</p> <ul style="list-style-type: none"> <li>• Must focus on one of the above events/issues</li> <li>• Must have a main/idea or message</li> <li>• Must trigger an emotional reaction</li> <li>• Must be persuasive and interesting/amusing</li> <li>• Must portray persons, things, political events or situations in an exaggerated way</li> <li>• Must include stereotypes and symbolism</li> <li>• Can use color or pen/pencil</li> </ul> <p>Provide students with a blank sheet of paper for the activity</p> <p>Circulate to assist students and check for understanding</p>	<ul style="list-style-type: none"> <li>- Listening to instructions</li> <li>- Researching their event/issue</li> <li>- Drawing their political cartoon</li> </ul>

<b>Closure</b>  5 min	Review what was learned, with respect to critically analyzing media to determine bias and point of view, and recognizing that media can be used very effectively to dehumanize, antagonize, and create fear of a particular group of people, in this case the entire Japanese race, for propaganda purposes.  Ask students whether they have any questions  Assign homework	<ul style="list-style-type: none"> <li>- Participating in lesson review by listening and answering questions</li> <li>- Asking questions, if they have any</li> <li>- Recording homework in planners</li> </ul>
Extension: <ul style="list-style-type: none"> <li>• Students who finish creating their political cartoon early can write a small descriptive paragraph about it on the back of the page.</li> </ul>		
Assessment: <p>A combination of formative and summative. During Activity 1, circulate to check that students understand how to decode a political cartoon. Note that they are answering the guiding questions in complete sentences and using examples from their cartoon to support their reasoning</p> <p>During Activity 2, circulate to check that students have an understanding of the process of designing a political cartoon and are applying the relevant concepts to their own drawing, which they will submit to the teacher. An exemplary cartoon will:</p> <ul style="list-style-type: none"> <li>Have clearly conveyed its focus (the issue/event)</li> <li>Trigger an emotional reaction</li> <li>Have a main/idea or message</li> <li>Be persuasive and interesting/amusing</li> <li>Portray persons, things, political events or situations in an exaggerated way</li> <li>Include at least one stereotype and one symbolic reference</li> <li>Be in color or pen/pencil</li> </ul> <p>During closure, note student participation in review to gauge students' attainment of the lesson.</p>		
Homework: <ul style="list-style-type: none"> <li>• Complete political cartoon for next class.</li> </ul>		

## POLITICAL CARTOONS



**Artist:** Pat Keely

**Published:** 1944

**Caption:** "Indies should be free! Work and fight for it!"

**Depicts:** The Japanese octopus with its arms stretching down to Indonesia

**From:** <http://www.tfmetsreport.com/blog/3885/last-desperate-acts?page=3>



**Artist:** E.F. Hiscocks

**Published:** 1904

**Depicts:** The perceived 'brown' threat of Japanese imperialism to Australia and New Zealand.

**From:** <http://www.nzhistory.net.nz/media/photo/ef-hiscocks-cartoon>



**Title:** Quick, Henry, THE FLIT!

**Creator:** Geisel, Theodor Seuss, 1904-1991  
Seuss, Dr., 1904-1991

**Publisher:** PM Magazine

**Date:** December 19, 1941

**From:** <http://libraries.ucsd.edu/speccoll/dswenttowar/#ark:bb71339897>

## Analyzing Political Cartoons

### Cartoonists' Persuasive Techniques

**Symbolism:** Identify the symbols in a cartoon. What does each symbol stand for?

**Exaggeration** Do any characteristics seem to be overdone or overblown (ex: facial characteristics)? What point is the cartoonist trying to make by exaggerating them?

**Labeling** Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label a particular person or object. Does the label make the meaning of the object more clear?

**Analogy** What is the cartoon's main analogy? What two situations does the cartoon compare? Does this comparison make the cartoonist's point more clear?

**Irony** (the difference between the ways things are and the way things should be/are expected to be). Cartoonists often use **irony** to express their opinion on an issue. Can you find any irony in the situation the cartoon depicts? If so, what point may the irony be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the **persuasive techniques** that the cartoonist used, answer the following questions:

- 1) What is this political cartoon/poster about?
  
  
  
  
  
  
  
  
  
  
- 2) What is your emotional reaction to this cartoon/poster
  
  
  
  
  
  
  
  
  
  
- 3) What is the main idea or message in the cartoon that triggered this response?
  
  
  
  
  
  
  
  
  
  
- 4) Who/what is represented in the drawing and in what way?



- 5) Identify any visual clues in the drawing
- 6) Identify the objects in the drawing
- 7) What main ideas are expressed in the text, if any?
- 8) Is there any use of stereotypes or symbolism?
- 9) What effect does the drawing have upon the audience? What message is being conveyed by the media about this particular group of people? Is it positive? Negative?
- 10) Did you find this cartoon persuasive? Why or Why not?