* **High School Lesson Objectives:**
	+ Analyze multiple perspectives of territorial disputes that cause tension between Japan and other East Asian countries
	+ Discuss the role of historical accountability and apology of countries with “difficult” and “unfortunate pasts”
	+ Critique an array of Japanese national apologies for World War II.
	+ Compare and evaluate official statements from diplomats on the issue of “comfort women”
* **Lesson Ideas (Should be used in conjunction with Dr. Vaporis’ Presentation):**

1. **Primary Source Perspectives of “Comfort Women”**

* + Provide students with primary source document perspectives of “Comfort Women” (some options of primary source oral histories linked below).
		- * From Columbia, Asia for Educators: <http://afe.easia.columbia.edu/ps/korea/comfort_women.pdf>
			* From Asian Women’s Fund: <http://www.awf.or.jp/e3/oralhistory-00.html>
	+ Have students choose two statements by government officials in regard to the “comfort women” issue (linked below) from the Asian Women’s Fund. Students should write a brief summary for each one that describes the position of the officials.
		- <http://www.awf.or.jp/e6/statement.html>
		- Optionally, this can be transformed into a group activity where students are assigned to analyze a particular diplomat’s statement and share their statement and analysis with another classmate and discuss together how the officials would agree or disagree about the issue of “comfort women.”

2. Socratic Seminar & Round Table Discussion on Japan’s World War II Apology

* + Begin with an introductory activity of analyzing famous apologies in history (optionally can use this brief list from Time Magazine). [http://content.time.com/time/specials/packages/article/0,28804,1997272\_1997273\_1997274,00.html](http://content.time.com/time/specials/packages/article/0%2C28804%2C1997272_1997273_1997274%2C00.html)
		- Using the article above or other famous apologies, as a class or in small groups, discuss the qualities that make a national apology successful or unsuccessful.
	+ Students should be split into groups of 4-5 students to create Socratic seminar discussion groups.
		- Provide students with this New York Times article that collects 70 years’ worth of apologies from Japanese leaders into one article.
			* <https://www.nytimes.com/interactive/2015/08/13/world/asia/japan-ww2-shinzo-abe.html>
			* Students should be given this reading in advance, with time to annotate and, optionally, answer guided reading questions.
		- Present overarching questions about national apology to accompany this reading.
			* Why is it important for Japanese Leaders to apologize? What effect does it have on the Japanese relationship with China and Korea when this World War II apology is minimized or rescinded?
			* Ask students to identify words and phrases that stand out as meaningful.
		- A key to a great Socratic seminar is choosing a seminar leader and allowing this student to pose open ended discussion questions of the group to encourage fruitful, engaging conversation about the topic.
		- Here’s a great resource from Facing History about creating a Socratic Seminar: <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>
		- End with a free write reflection question. “Based on your discussion and analysis of these sources, what are your thoughts on Japan’s apology for World War II? Do you think it is sufficient? Do you think they should continue to apologize? Why or why not?”

3. United Nations Territory Dispute Simulation

* + Using the links provided below, create a class simulation of a United Nations diplomatic encounter where students are assigned a role as a diplomat of South Korea or Japan.
		- Students should use the foreign ministry materials linked below, as well as primary source statements, documents, etc., released by the government to help support their country’s position. The goal ultimately should be to try to solve the problem of ownership of Dokdo/Takeshima WITHOUT compromising their country’s position.
			* Dokdo (Korean) :<http://dokdo.mofa.go.kr/eng/>
				+ <https://www.dokdo-takeshima.com/>
			* Takeshima (Japanese): <https://www.mofa.go.jp/region/asia-paci/takeshima/index.html>
				+ <https://www.mofa.go.jp/files/000092147.pdf>
* **Suggested Units for Inclusion:**
	+ World History Units on World War II, Japan, East Asian History
	+ World Cultures units on Japan, East Asia, Korea, China
	+ Japanese units on Japanese language
	+ Human Geography units on political organization of space.
	+ Currents Events units on Asia, Territory disputes.
* **Study Questions:**
1. What responsibility does Japan have when telling the history of World War II to its citizens, if any? Compare this to other nations who have “difficult histories” such as Germany (1945), United States (Slavery), Great Britain (Colonialism), or other examples.
2. What is the role of a textbook in conveying the truth of “difficult history” and truth? Whose responsibility should it be to ensure that textbooks are historically accountable?
3. Based on what you know and have learned from this unit, is the Japanese diplomatic relationship with fellow East Asian nations in a good place? What should Japan do to improve relations with its East Asian neighbors?