

Promoting Global Perspective and Raising the Visibility of Asia in World History: An Assignment for Pre-Service Teachers

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GIVEN CALIFORNIA'S ROLE in the Pacific economy, its historic Asian heritage, and the strong and growing presence of Asian communities and businesses in the state, it is imperative that students statewide understand the history of Asia. Unfortunately, the California state curricular framework and standards in history and social science limit the coverage of Asia. Most K-12 students' learning of Asia comes through middle and high school world history courses aligned to state standards that not only are Eurocentric, but also present Asia through an Orientalist lens.

With funding from the Freeman Foundation, the History-Social Science Credential Program at California State University, Long Beach developed a professional development program for university faculty involved in the preparation of pre-service history teachers. *Raising the Visibility of Asia in World History Teacher Preparation* seeks to develop curricular materials and instructional activities for the university pre-service classroom that engage novice teachers with the recent scholarship and historiography of the "New World History."¹ This scholarship presents a global and integrated conceptualization of world historical development that both resituates Europe away from the center of investigation and raises the visibility and significance of Asia.² Providing pre-service teachers with this historiographic and scholarly understanding imparts them with the

tools to teach world history from a global perspective that deepens and expands student learning about Asia in a fashion that is current with contemporary scholarship, yet mindful of the curricular mandates of the state standards.

Students created the lessons that follow below in History 401, the culminating capstone course in our program's state-accredited History-Social Science Subject Matter Preparation Program.³ History 401 seeks to help pre-service teachers create a framework for teaching U.S. and world history that is independent of—but aligned with—the state content standards for grades 6 through 11. The course focuses on three areas: historical methodology and “habits of mind,” the current scholarship of history learning and cognition, and current historiographic trends and scholarship in U.S. and world history. As the course moves through two units of world history and two units of U.S. history, pre-service teachers consider how the structure and content of the state standards influence classroom instruction. They also read historiographic essays pertaining to U.S. and world history in order to see the scope and periodization of earlier work, which tended to focus on particular civilizations or nation-states. Finally, after reading scholarship by recent historians, novice teachers begin to recognize opportunities to create less-Eurocentric courses by deploying the comparative and process-oriented concepts of New World Historians.

The culminating project in History 401 allows pre-service teachers to put these ideas into practice. Student groups collaborate to develop a (minimum) ten-day unit that highlights Asia's importance in world history and that is also aligned to the course objectives regarding standards, New World History, and history pedagogy. Each project must include the following elements: a year-long outline that establishes themes and central historical questions for the standards-aligned course; a description of historical thinking skills and methods to be taught in the course; a historiography that explains how Asia fits into the ten-day unit; and a minimum of two lesson plans that fit within the unit that use secondary and primary sources.

What follows are three lessons created by Miguel Escobar and Manoj Choudhary that are part of a larger unit of study in world history within the California tenth-grade curriculum. The goal of this unit is to provide students with information and knowledge concerning the Industrial Revolution and its global historical significance. At the completion of the unit, students understand the Industrial Revolution and the importance of industrialization in a global context. Students demonstrate knowledge of key terms and vocabulary and are able to provide and evaluate alternative theories of industrialization. Additionally, as is part of a goal in the classroom throughout the year, students are able to synthesize how the

Industrial Revolution fits within a broader concept of modernity and diffusion. The unit places specific emphasis upon the study of Asia with relation to the Industrial Revolution. This unit provides alternative ideas for the long-term process of industrialization in Asia. This unit includes topics and concepts associated with the New World History that include Southernization, hybridity, cultural and technological diffusion, and the notion of a Pacific Rim.

**Lesson Plan One:
Southernization and Asian Hegemony from 1450-1750**

Topic of Lesson

Southernization and Asian Hegemony

Standard(s) Being Addressed

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

- 10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- 10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

Objective(s)

Given two secondary sources in the form of adapted articles on Southernization and Asian hegemony, students will analyze the importance and relevance of Asia in world history by writing an initial position paper to be integrated into a five-page position paper as a culminating assignment for the unit.

Purpose

The purpose of this lesson is for students to analyze two concepts in world history between the 15th and 18th centuries. Students are to synthesize their knowledge of Southernization and Asian hegemony with relation to European industrialization in the 18th and 19th centuries. Students will gain an in-depth understanding of the trade networks in Asia from 1450 through 1750, with emphasis on China and India. Students will analyze articles for relevance of theories related to modernity from an Asian perspective and any possible influences on industrialization.

Anticipatory Set

Students will be instructed to participate in an idea wave on Asian trade:

1. Each student lists three to five ideas about Asian trade.

2. A volunteer begins the “idea wave” by sharing one idea.
3. The idea wave continues until the students have shared several ideas.

The anticipatory set will be used to transition students into a two-day lesson covering the topics read and discussed in adapted versions of the Donald Johnson article (Day 1) and Lynda Shaffer article (Day 2).

Input or Source(s) of Information

Day 1: Guided discussion of the adapted Donald Johnson article relating to European hegemony in the Asian sphere, including the trade networks in the Indian Ocean from 1450-1750. Source: Donald Johnson, “Rethinking the Rise of European Hegemony: Asia in World History, 1450-1750,” *Education About Asia* 12, no. 1 (Spring 2007): 13-18.

Day 2: Guided discussion of the adapted Lynda Shaffer article as it pertains to “Southernization” and the possible links to modernity with advanced cultures in Asia prior to European access to Asia. Source: Lynda Shaffer, “Southernization,” *Journal of World History* 5, no. 1 (Spring 1994): 1-21.

Modeling

Students will be shown how to identify and analyze key ideas from the articles distributed for analysis.

Check for Understanding

Students will be asked to participate and add to key ideas, which will be placed on the whiteboard in the classroom.

Guided Practice

Students will participate in a class discussion led by the instructor discussing, identifying, and drawing from the articles in class. Students will be asked to summarize in their own words the ideas presented to them through the articles in a one-paragraph write up before the discussion takes place within the classroom.

Closure

Students will demonstrate understanding by presenting their written notes as an “Exit Ticket” for leaving the classroom at the end of the period.

Independent Practice

Students will be asked to use the discussion comments and articles for their position paper, which will serve as a final assessment for the unit.

Lesson Plan Two: Japan's Industrial Revolution

Topic of Lesson

Japan's Industrial Revolution

Standard(s) Being Addressed

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

Objective(s)

Given information on Pre- and Post-Industrial Japan, with specific emphasis on zaibatsu, students will demonstrate their knowledge of the process of industrialization and hybridity in Japan by completing a comparison chart.

Purpose

The purpose of this lesson plan is for students to develop knowledge of the Industrial Revolution in Japan and the process by which it became industrialized. Students will develop an understanding for the model from which Japan industrialized, with specific emphasis on zaibatsu. This lesson will introduce students to the concepts of hybridity within Western industrialization and traditional Japanese roles.

Anticipatory Set

Day 1: Via Primary Source Analysis handout, students will be asked to write a one- to two-paragraph analysis of the photograph of Tokugawa Yoshinobu. A guided class discussion centered on Japanese traditional attire, weaponry, style, and ideology will follow.

Day 2: Via Primary Source Analysis handout, students will be asked to write a one- to two-paragraph analysis of the painting of Emperor Meiji. A guided class discussion centered on the “Westernization” of Japan dealing with the government creation of zaibatsu will follow.

Input or Source(s) of Information

Day 1: Students will receive the Pre-Industrialization in Tokugawa Japan handout and a summary based on the *Japanese Industrialization: Historical and Cultural Perspectives* text, and will be instructed to form two- to three-person groups to analyze and deconstruct the content. Students will then complete the first column of the Japanese Industrial Revolution handout.

Day 2: Students will receive the Industrialization in Meiji Japan handout and a summary based on the *Japanese Industrialization: Historical and Cultural Perspectives* text, and will be instructed to form into the same two-to-three-person groups as the previous day. Students will then analyze and deconstruct the content and complete the second column of the Japanese Industrial Revolution handout.

Modeling

The teacher will demonstrate to the students how to complete the Japanese Industrial Revolution handout.

Check for Understanding

Students will be asked to turn to a partner and relay the directions on how to complete the Japanese Industrial Revolution handout.

Guided Practice

Through class participation, students will be guided in completing the first section of the Japanese Industrial Revolution handout.

Closure

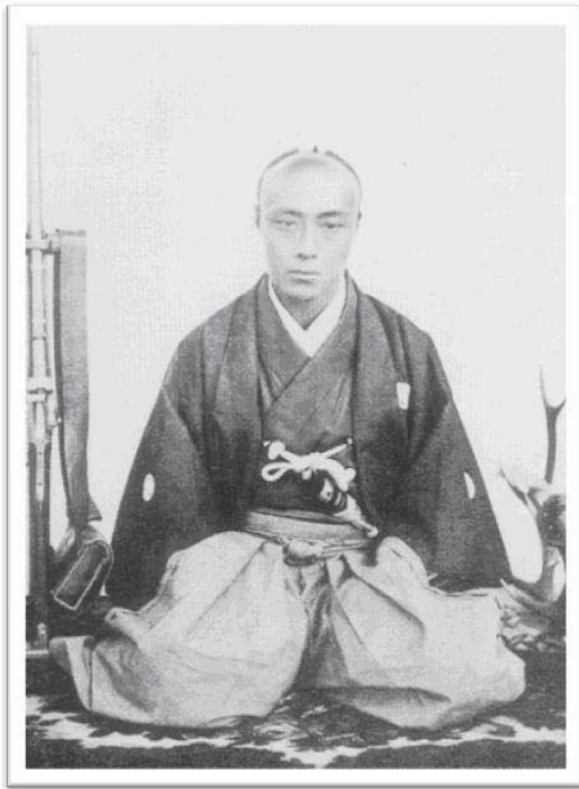
Day 1: Students will demonstrate understanding by presenting a list containing three things they learned today as an “Exit Ticket.”

Day 2: The teacher will lead a brief discussion comparing Japanese industrialization and European industrialization.

Name: _____

Period: _____

Primary Source Analysis



Tokugawa Yoshinobu, the last Shogun
Photograph from before 1867

On the reverse of this handout, write a one- to two-paragraph analysis of the photograph that answers the following questions:

- What do you see in the photograph? Describe details, including clothing, objects, etc.
- What does this photograph tell you about the subject's culture or customs?
- What inferences can you make about the person in the photograph?

Name: _____
Period: _____

Primary Source Analysis



Emperor Meiji

Painting by Edoardo Chiossone, c. 1888

On the reverse of this handout, write a one- to two-paragraph analysis of the painting that answers the following questions:

- What do you see in the painting? Describe details, including clothing, objects, etc.
- What does this painting tell you about the subject's culture or customs?
- What inferences can you make about the person in the painting?

Name: _____
 Period: _____

The Japanese Industrial Revolution

Complete the following chart by describing the social, political, and economic structure of Japan for the two eras. Then write a summary statement that explains the changes that have occurred over time in Japan.

	Tokugawa Japan	Meiji Japan
Economic Structure		
Political Structure		
Social Structure		

Pre-Industrialization in Tokugawa Japan

Adapted text from Chapter Two of Ian Inkster, *Japanese Industrialization: Historical and Cultural Perspectives* (New York: Routledge, 2001), 9-28.

Tokugawa Japan (1603-1856) had a population of around 30 million. Japan was demographically larger than any European nation, and physically larger than any nation in Europe other than Sweden, France, and Spain.

Upon gaining control of Japan, Ieyasu Tokugawa (1542-1616) enacted a system of social control and national seclusion that lasted until the 1850s. The system he implemented was called a *shogunate*. The shogunate was based upon a hereditary military dictatorship dependent on political and financial hegemony. The rights of the Emperor were transferred to the new government, leaving the Emperor as a figurehead. The Emperor and his court were moved to Kyoto and the Shogun's government (*Bakufu*) was established in the new capital of Edo (Tokyo).

Rice cultivation was the economic backbone of the Tokugawa regime.

Before 1603, the peasant farmers delivered rice as tax. Improvements in agricultural methods and technology after 1603 made it possible for peasant farmers to grow irrigated rice both for themselves and for the market. The main technical improvements during the Tokugawa period were commercial fertilizers, irrigation, new threshing machinery, multiple cropping, and crop diversification. Most of the improvement was actually due to a *diffusion* of existing techniques. These improvements required little fixed capital, and were land-saving rather than labor-saving.

Under the Tokugawa regime, land was improved and greatly extended. The labor force was highly skilled and literate by European standards. There was a large amount of investment in infrastructure, including roadways, waterways, and ports.

There is no single European or Atlantic model of industrialization that Tokugawa economic development can be compared to.

Industrialization in Meiji Japan

Adapted text from Chapter Three of Ian Inkster, *Japanese Industrialization: Historical and Cultural Perspectives* (New York: Routledge, 2001), 29-43.

The Meiji government instigated agricultural development. New methods were introduced alongside traditional methods. Additionally, improvements in water and chemical usage and new machinery helped create growth in agriculture production. Meiji agricultural growth was fueled by a spread of new productive practices and was helped by improved infrastructure.

Land tax reform began in 1872-1873. At that time, about 50% of total rice production went to the state and was by upper feudal estates; by the 1890s, between 80% and 90% of rice production was retained by the agricultural producers themselves.

The silk industry in Japan had always belonged to individual peasant households that grew their own mulberry bushes and silk worms. In the 1870s, silk production became a replacement income for peasant households. The widespread adoption of reeling machinery led to a double in silk output between 1868 and 1883. Although independent units continued to weave silk, by the 1890s, large enterprises began reeling silk. The Japanese textile sector emerged as the most important, with 60% of workers in factories producing textiles in 1912.

The development of infrastructure was rapid during the 1880s and was encouraged by the government. The vast improvement of transportation reduced the cost of movement of raw materials, goods, and machinery. Government investment, along with banks and individual investors, expedited the construction of railway lines. Government was also involved in mining, engineering, shipbuilding, and metal production. Often, government authorities would employ foreign technology to further development. During this period, the government took an active role in private industry. These government-assisted private corporations were called *zaibatsu*.

It is important to note that during this development, traditional industries such as sake production, brewing, pottery, glass production, paper, etc., continued to exist by adapting to the changes occurring during this period. For example, a particular industry may have adopted steam as a new power source, or benefited from improved transportation.

During the Meiji period, foreign imports actually improved domestic techniques. Due to this development, Japan began to increase their amount of exports. The increase in exports was actually due to the increased efficiency of production of goods in Japanese industries rather than increased demand.

Industrialization during the Meiji period was successful due to Japan's ability to gather and incorporate Western techniques and technology while resisting the West and maintaining their own culture, traditions, and ideology. Ultimately, Japan was able to industrialize outside of the Atlantic.

Lesson Plan Three: Pacific Rim Industrialization

Topic of Lesson

Pacific Rim Industrialization

Standard(s) Being Addressed

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers, etc.).

Objective(s)

Given a lecture and notes on Pacific Rim industrialization, students will synthesize their knowledge of Asian industrialization by constructing their own Keiretsu or Chaebol.

Purpose

The purpose of this lesson plan is for students to develop knowledge of the industrialization of Pacific Rim countries.

Anticipatory Set

Students will be asked to answer the following question as a warm up: “Did Japan follow the Western model of Industrialization? Explain your answer in paragraph form.” Each paragraph should consist of at least four to six sentences. Answers should be substantiated by evidence. Students are expected to answer the warm up question in a quick write that will be briefly discussed in class before the lecture on Pacific Rim industrialization.

Input or Source(s) of Information

Students will receive lecture on aspects of selected Pacific Rim countries. An outline of the lecture portion of the lesson plan is attached.

Modeling

Using an ELMO/overhead projector, the teacher will demonstrate to the class how to create a Keiretsu or Chaebol.

Check for Understanding

Students will be asked to give thumbs up/thumbs down to relay their understanding of directions for the group activity.

Guided Practice

Students will participate in a group activity centered on creating their own company in the mold of a Keiretsu or Chaebol.

Directions for the Create Your Own Keiretsu/Chaebol exercise:

The Teacher will designate groups of four to five students.

Students will be instructed to follow the instructions in the handout provided to each group. For this activity, the following supplies will be needed:

- Markers
- Poster paper
- Tape

In a group, students will be tasked to create their own Keiretsu or Chaebol.

The final product should have:

- Rationale/company manifesto
- Logo
- Companies owned by the Keiretsu/Chaebol

Upon completion, students will participate in a gallery walk, where students will take turns being representatives of their Keiretsu/Chaebol and will present their project to their fellow students.

Closure

Students will re-ask/re-answer the essential question from the lecture. On the same sheet of paper used for the warm up, students will provide new analysis with regard to the essential question: “Did Japanese Industrialization follow the Western model?”

Lecture Notes

The notes in this lecture are based on Michael Adas, Peter N. Stearns, and Stuart B. Schwartz, *Turbulent Passage: A Global History of the 20th Century*, fourth ed. (Upper Saddle River, NJ: Pearson, 2009).

Essential Questions

How did Japan industrialize differently from the West?

How did the Japanese model of industrialization aid Pacific Rim countries in their process of industrialization?

Japan

I. Pre-World War II:

- A. Japan relies heavily on Zaibatsu for economic growth and development.
 - 1. Zaibatsu; *n., pl.*, zaibatsu.
 - a. A powerful family-controlled commercial combine of Japan.
 - b. A Japanese conglomerate or cartel.
 - 2. Examples of Zaibatsu:
 - a. The Big Four: Mitsubishi, Mitsui, Sumitomo, and Yasuda.
 - b. During the Meiji period in Japan, Zaibatsu were used to collect taxes, procure military goods, and engage in foreign trade.
- B. Zaibatsu were strictly controlled and when public sharing occurred, it was limited.
 - 1. Vertically oriented conglomerates owned by one family.
 - 2. Monopolistic practices aided in retaining power in Japan.

II. Post-World War II:

- A. Japan moves to dissolve the traditional Zaibatsu, based on U.S. preference for the Keiretsu.
 - 1. Partially successful attempt is made to dissolve Zaibatsu.
 - 2. The order to dissolve Zaibatsu is rescinded by the U.S. to aid in the effort to reindustrialize Japan against the threat of communism.
- B. Decreased military strength allows for a shift in focus to economy.
 - 1. U.S. subsidy of Japanese military allows Japan to plan new long-term economy.
 - 2. Economic planning was extensive (p. 258).
 - a. State set production and investment goals in many sectors.
 - b. State actively lends public resources to encourage investment and limit imports.
 - 3. Industrialization in Japan was not seen as a state-exclusive task, but as

- part of a greater whole that required the involvement of the people.
- a. Overall decrease in the number of childbirths in Japan during this time period.
 - b. Major shift in the role of society lending itself to group cohesion.
 - c. Expansion of the educational system (p. 258).

- C. Japan moved forward at and pushed unique cultural, social, political, and economic values.
1. Japan incorporated ideology that was culturally based and blended ideas that started as Western into their own form to suit the Japanese industrial model.
 2. Zaibatsu/Keiretsu model pushes for less individualism and more collective group success.
 3. Work and social life blend together and more traditional roles are adopted in companies. Workers often celebrate success of company over the success of individual ideas as seen in the Western model.
 4. Banking industry used to bolster manufacturing industries in Japan to better preserve collective goal of economic success.

Korea

- I. Korea follows a similar course to industrialize as Japan did after World War II. Korea's industrialization occurs with the development of the "Chaebol."
- A. Huge industrial firms were created in Korea by combining:
1. Government aid.
 2. Active Entrepreneurship (p. 263).
- B. In addition to governmental involvement, Korea actively encouraged exports. By the 1970s, Korean growth rates began to match that of Japan. Korea was competing in the area of cheap consumer goods, steel, and automobiles (p. 263).
- C. Industrialization was political, though the results in Korea differed from the results in Japan. In Korea, the following three things occurred:
1. Korea experienced an increase in population growth, whereas Japan actively pursued a decrease in population as part of the industrialization process. Even with large prosperity, people emigrated because there were far too many people for the region to accommodate.
 2. Per capita income advanced, but only to a level 1/9th of Japan.
 3. Koreans experienced two differing economic levels within Korea. Huge fortunes for some and a high degree of poverty for others. The difference with this model of industrialization with regard to poverty is that the level of income had increased far above that of other less-developed nations (p. 264).

- D. Korean business was aided by a change in attitude similar to Japan.
 1. People chose to measure their individual success by the success of their companies.
 2. Companies offered new measures for workers by providing lower housing rates, the inclusion of traditional hobbies, and the advancement of schools.
 3. Koreans were provided for economically and socially and, as a result, workers put their needs behind the needs of the Chaebol.

Taiwan and Singapore

- I. Taiwan experienced economic growth similar to that of Korea, but slightly less impressive (p. 264). As with Japan and later with Korea, Taiwan followed a similar path with regard to industrialization.
 - A. Three factors allowed Taiwan to industrialize and to sustain a level of economic growth similar to Korea:
 1. Land reform led to benefits in commercial farming.
 2. Massive investments were poured into education. Emphasis was placed on technical training and literacy.
 3. Emphasis placed on formal economic planning that would be undertaken by the state. Long-term goals and ideals of companies matched the long-term plans of the nation-state.
- II. Singapore industrialized following authoritarian rule and the push for controls on the behavior of its populace. As with Japan, Korea, and Taiwan, economic development was critical in industrialization. Development of an economic plan came from the nation-state and was driven by economic results similar to other Pacific Rim nations.

Commonality

- I. Asia followed a unique path with regard to industrialization.
 - A. Japan, Korea, and other Pacific Rim countries did not use the Western model, but weaved aspects of the Western model, adding social, political, and economic paradigms that were unique to Asia.
 - B. Asian countries stressed group loyalty over excessive individualism and tied success to the success of a company.
 - C. Asian countries stressed hard work and Confucian morality was stressed implicitly or explicitly as part of the industrialization effort.
 - D. Pacific Rim states also shared specific political systems, which were reliant on government planning and direction, amid limitations on dissent and instability (p. 265).

Group Members: _____
 Period: _____

Create Your Own Keiretsu/Chaebol

Imagine your group as business partners starting a new corporation. You are tasked to create this new corporation from the ground up. You must decide, as a group, whether you would like to create a Keiretsu or a Chaebol.

Your project should include:

- _____ A name and logo for your Keiretsu/Chaebol.
- _____ A history of the company, which includes a mission statement.
- _____ A list of companies owned by your Keiretsu/Chaebol.
 For example, Fuyo, a Japanese Keiretsu, owns Canon, Nissan, and Yamaha. Your group should create at least four companies and include a complete description of the companies that belong to your Keiretsu/Chaebol.
- _____ An explanation of why you chose a Keiretsu or Chaebol, and an explanation of the difference between the entities.

Notes

1. For the New World History, see Ross E. Dunn, *The New World History: A Teacher's Handbook* (New York: Bedford/St. Martins, 1999); Jerry H. Bentley, "The New World History," in *A Companion to Western Historical Thought*, ed. Lloyd Kramer and Sarah Maza (Oxford, U.K.: Blackwell, 2002), 393-416.

2. For examples, see Andre Gunder Frank, *ReOrient: Global Economy in an Asian Age* (Berkeley, CA: University of California Press, 1998); Robert Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century*, second ed. (Lanham, MD: Rowman & Littlefield, 2006); Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850* (Cambridge, U.K.: Cambridge University Press, 2012); Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, NJ: Princeton University Press, 2001).

3. The history credential and subject matter programs at California State University, Long Beach are discussed in detail in this issue of *The History Teacher* in Tim Keirn and Eileen Luhr, "Subject Matter Counts: The Pre-Service Teaching and Learning of Historical Thinking," *The History Teacher* 45, no. 4 (August 2012): 493-511.