

NATIONAL MUSEUM OF THE PACIFIC WAR

Activity Title: Japanese Empire and Culture

Activity Objectives: Analyze examples of major empires, summarize effects of imperialism on selected societies, identify examples of art and architecture that demonstrate artistic ideal or visual principle from selected cultures and/or describe an example of a government policy that has affected a particular racial, ethnic or religious group.

TEKS:

6th Grade:

113.18(b)(15)(A), 113.18(b)(16)(A), 113.18(b)(17)(A)

U.S. History Since 1877:

113.41(c)(4)(A),(B), 113.41(c)(7)(A)

World History Studies:

113.42(c)(1)(E),(F), 113.42(c)(8)(D)

World Geography Studies:

113.43(c)(6)(B), 113.43(c)(14)(C), 113.43(c)(16)(B),(C)

Areas of the museum to visit for this lesson plan: The Japanese Garden of Peace and the George H.W. Bush Gallery

Teacher Note: If you are bringing a large group you will want to split them up into groups of 10- 25 and have them start at different locations. These smaller sizes allow all to access the various areas at one time.

Activity Description:

1. Prior to the museum visit (Time Frame: min.): Read the following about the Japanese Garden of Peace:

The Japanese Garden of Peace
The National Museum of the Pacific War
Fredericksburg, Texas

This garden is like a church---enter and think good thoughts!

BE CAREFUL! Hazards exist in the garden area. The pathway is rough and uneven. Use caution while walking.

This garden is a gift from the people of Japan to the people of America, a symbol of peace and friendship. Craftsmen came from Japan and built it, using money raised in Japan by popular subscription. These are things to look for:

The Bamboo Spring: Many objects in the garden have special meanings. As you enter you will see water dripping from a bamboo pipe. The Japanese say that here you may purify yourself — wash your hands, “soiled in worldly activities,” rinse your mouth, which may have spoken ill of others, and cleanse your mind, which may have had evil thoughts. This symbolic purification will lead you to a deeper appreciation of the garden and what its meaning symbolizes.

The Japanese House: This small house is an exact replica of the study of Admiral Togo, of whom Admiral Nimitz called himself a disciple. It was built in Japan, brought here and erected by the same craftsmen. It is a fine example of their art in working with wood. Japanese historians say the three greatest admirals in the world were Britain’s Lord Nelson, Japan’s Togo and America’s Nimitz.

The Pool and the Stream: The pool was copied from one beside the Togo study in Japan. It is in the shape of the characters meaning “one heart” or “loyalty.” The stream of life symbolizes the raindrop which finds its way to the sea.

Pause and Rest: Take a moment to “visit with the stones” as the Japanese express it. Benches beside the trail are for your comfort and we invite you to rest as you read the following philosophy of the Garden of Peace written by its designer, Mr. Taketora Saita, of Tokyo.

The Purpose of the Garden: “By the beauty of this garden, the Japanese and Americans who worked together to build it hope to transform the spiritual attachment between Admiral Chester Nimitz and Heihachiro Togo, their friendship and respect for one another into a friendly relationship between the people of Japan and the United States. The wishes of the two working committees have turned into success as you see the beautiful garden, a living memorial to this friendship.”

Two Styles Blended: “The garden’s two units have distinctive characteristics. The first is traditional Japanese, with a waterfall, pond and trees arranged three-dimensionally in a small space. It displays the delicate beauty of the Japanese garden. The concept is based

on the *Ishin-no-Ike* (Pond of One-heart) in the garden of the official residence used by Admiral Togo at Maizuru City, Japan. The second unit is a stone garden, reminding one of the Pacific Ocean. It gives rhythm, tempo and harmony by aligning stones against bright greens in the background. Along the wall are benches where we invite you to sit and quietly visit the stones, (in contrast to the first unit) which emphasizes tranquility by careful placement of the large rocks on a sea of white pebbles.”

Trees and Plants: “The trees and plants of the garden, while Japanese in style, are American-grown. There are dwarf maples, a few live oaks, flowering apricots, corkscrew willows, magnolias, and some fine crape myrtles donated by citizens of Fredericksburg. The lower story is mainly azaleas, camellias and iris, some planted by local school children. The plants along the west wall are *photinia*. Because the garden is small, cherry trees are not used as they would soon grow out of scale. The focal point of the garden are the three Japanese pines, *bonsai* shaped.”

Stones: “We were fortunate to find in the fields and farms around Fredericksburg stones and rocks for the stone garden, the quality and beauty of which would have been difficult to find in Japan. A countless number of these are scattered throughout the land and as they have been exposed to the weather since the primitive ages they are covered with sun moss (lichen). It is difficult to describe the satisfaction I felt as I carefully selected and placed each stone in the garden—I felt as if I were picking up diamonds!”

The Water: “By letting water flow from the upper courses of the small stream which separates the walk from the stone garden, we create a mountain torrent flowing to the *Ishin-no-Ike* pond. If as a designer I successfully convey the philosophy of life to be found in a drop of rain water which grows into a stream, then a river, then a larger river and finally an ocean, nothing could please me more.”

The Togo Study: “The Togo study was copied from one used by the late Admiral Togo when he lived in Maizuru, Japan. You will see that it has *shoji* screens for walls and woven *tatami* mats on the floor. The square design and gable roof emphasize the simplicity, beauty and dignity of a typical Japanese house of the Taisho Era (1912-1925).

Neither the garden nor the study play up the Japanism which is often overdone in America. Careful attention has been given to making you feel an Oriental mood by presenting genuine objects refined by the unique Japanese traditions. It is my hope that as the Admiral Nimitz Park is visited by people from all parts of the world, it will be praised as a small oasis of cool, green beauty in Texas. The prayers of many people, those who gave money as well as those who had a part in building the garden, are directed to this objective.

The Japan Coordinating Committee has worked hard despite pressures of their respective businesses to collect the necessary funds from thousands of Japanese, and it is due to their efforts that the garden has become reality. The members of the committee included Mr. Naka Funada, a senior member of the House of Representatives, Admiral

Zenshiro Hoshina, former member of the House of Representatives, Ambassador Nobuhiko Ushiba, former ambassador to the U.S., Admiral Nobuo Fukuchi, Director of the Memorial Ship *Mikasa*, Mr. Teruo Hachiya, Admiral Saburo Orita, Admiral Mitsugu Ihara, Admiral Kazutoshi Kuhara, Admiral Norito Ikeda, Admiral Goro Matsueda, and Mr. Ichiro Masuoka. The contracting firm in Japan was Meiji Seisakusho, Ltd. of which Mr. Masakichi Mita is President and Mr. Taketora Saita is Vice-President.

Thanks to Fredericksburg: The people of Fredericksburg extended a warm, helping hand so our work was made easier. When we walked the streets the people raised their hands and spoke to us, so we knew that they appreciated what we were doing. Now as we return to our homes in Japan, we leave four thoughts: peace, repayment of Admiral Nimitz's kindnesses, gratitude, and cooperation, in memory of the work we have done together to make Fredericksburg a more beautiful place."

In his last message to the Japanese people, Admiral Nimitz said: "The damage received by both sides was great, but with the passage of years, the wounds of war have healed, and today our two countries join their hands in cooperation. This is of great pleasure to me, and it is my fervent hope that we may continue thus forever."

2. During the museum visit (Time Frame: 3 hrs.):

The Japanese Garden of Peace

Use the sheet about the Japanese Garden of Peace to guide you through the different elements of the garden.

The George H.W. Bush Gallery

Seeds of Conflict (# 120 on the map)

a. Japan got its first look at Western military power when Commodore Perry landed on Japan. The capabilities of Perry's ships made the Japanese realize they must modernize or they might be conquered by the Europeans or Americans. When did Commodore Perry land on Japan?

b. On the panel Japan and China Clash: Japan defeated the Chinese and seized territory they felt Japan needed for military and economic reasons. Name two of the territories Japan took from China.

c. The panel The Last Empire discusses the Russo-Japanese War of 1904-1905. What was the name of the naval battle that destroyed the Russian Fleet?

d. On the panel Changing Attitudes Towards China, list two things that caused the Japanese to lose respect for China.

e. On the panel A New Threat – Japan, who was the real power behind the throne?

What is a shogun?

Road to Empire (# 130 on the map)

f. On the panel The Legacy of World War I where did Japan look for raw materials?

g. On The Rise of Japanese Militarism name two things that gave the Imperial Japanese Army a strong power base.

h. On The Samurai~Those Who Serve what is Bushido?

Complete the following:

“Duty is weightier than a mountain, while death is _____
_____.”

i. On Japan in World War I it mentions that Japan seized four island possessions in the Pacific from Germany. What were they?

j. In Japanese Expansionism 1931-1937 Japan withdrew from the League of Nations, why?

On 7 July 1937, the Japanese used an incident to justify attacking the Chinese Nationalists. Where did this incident occur?

k. On the Rape of Nanking , Chiang Kai Shek’s capital fell to the Japanese on 14 December 1937. How many Chinese are estimated to have been killed by the Japanese at Nanking?

l. Go to the panel Japan’s Quagmire in China. In 1939 Japan wanted to expand into Outer Mongolia. They were defeated at Nomonhan by whom?

m. Go to the panel A Nation Prepared for Total War. Military training became part of the high school curriculum in what year?

Countdown to War (# 140 on the map)

n. On A Spreading Conflict who were the European democracies focused on instead of Japan?

o. Japan Moves into Indochina. What resources in Southeast Asia did Japan want?

Why did Japan occupy northern French Indochina?

p. On The Looming Crisis what did the United States embargo on 16 October 1940?

q. Watch the presentation on the globe and answer the following:

Who was the Japanese War Minister?

Name two items on the embargo list that the United States would no longer ship to Japan.

Bataan and Corregidor (# 180 on the map)

r. On the touchscreen interactive, go to the Battle Timeline and move the cursor at the bottom until you see The Bataan Death March. Read the quote at the top. What does this tell you about Japanese racial ideas?

Read the entire passage, since the Japanese were taught that surrender was unforgivable, how did they treat their prisoners?

Marshall Islands (# 320 on the map)

s. On the touchscreen interactive, go to the Battle Timeline and move the cursor at the bottom to Japanese Casualties-Marshalls. How many men defended Eniwetok? _____, how many of them were taken alive as prisoners? _____. Calculate the percentage of survivors of the garrison. _____. Based on these figures, do you think the Japanese soldiers really believed they were supposed to die for their emperor? _____

Leyte (# 350 on the map)

t. Look at the bottom of the panel titled Taffy 3. Although the greatest kamikaze attacks occurred at Okinawa they began in the Philippines. What ship off Leyte sunk in 30 minutes after being hit by a kamikaze?

Propaganda and Censorship (# 360 on the map)

u. Go to the panel titled Spiritual Mobilization-Japan's Propaganda Campaign. Why did the Japanese want to instill hatred of America and Britain and promote Japanese moral, military and racial superiority?

Japan Determined (# 400 on the map)

v. What were passengers on street cars required to do when passing the imperial palace?

w. On the panel Defending the Home Islands, what is a tonarigumi?

x. On the panel Seisen Sacred War, at what age did boys begin their military education?

Victory (# 460 on the map)

y. On the panel Trials of Japanese War Crimes, how many were sentenced to death by the IMTFE?

z. Go to the panel Prisoner of War Camps Liberated. The Japanese Imperial General Headquarters issued orders to kill all Allied prisoners of war if Japan was invaded. What do you think the purpose of General MacArthur's General Order Number 1 was?

3. After the museum visit: (Time Frame: 40 min.):

a. Based on your findings at the museum, discuss how you might feel as:

- (1) A prisoner of war of the Japanese.
- (2) A Japanese civilian during the war.

b. Based on your visit and additional research, draw up a plan for your own Japanese Garden.

Vocabulary:

Samurai annex imperialism militarism propaganda

descent portray empire society summarize

architecture visual principle culture policy ethnic

stimulate resources conquer dishonorable suspicion

Resources: To locate the areas in the museum relevant to this lesson plan you will need to download the two maps from the TEKS Based Lesson Plans page of this website.

Materials:

Technology Utilization:

Accommodations: Students will require a printed copy of questions to answer during the museum visit.