

# #9013

## 1951: ASIA RISING

PBS VIDEO

1999

Grade Levels: 10-13+

56 minutes



### DESCRIPTION

After devastating wars, both Japan and Korea emerged as economic superpowers. By keeping tight control of financial and business growth, both governments orchestrated phenomenal rises to economic success. Vintage film and personal recollections enhance this chronological account.

### ACADEMIC STANDARDS

#### Subject Area: World History

- Standard: Understands the search for community, stability, and peace in an interdependent world
  - Benchmark: Understands rates of economic development and the emergence of different economic systems around the globe (e.g., systems of economic management in communist and capitalist countries, as well as the global impact of multinational corporations; the impact of black markets, speculation, and trade in illegal products on national and global markets; patterns of inward, outward, and internal migration in the Middle East and North Africa, types of jobs involved, and the impact of the patterns upon national economies; the rapid economic development of East Asian countries in the late 20<sup>th</sup> century, and the relatively slow development of Sub-Saharan African countries)

### INSTRUCTIONAL GOALS

1. To explore Japan's and Korea's rises to economic success.
2. To examine factors that motivated workers to make sacrifices.
3. To research Japan's educational system.

### BEFORE SHOWING

1. What do you know about the economies of Japan and Korea? What do you know about how those economies have changed since World War II?
2. Have students list the policies and strategies that have led to Japan and Korea's economic success.
3. As students watch the program segment, have them write down major aspects of Japanese workers' and consumers' experiences.

## AFTER SHOWING

### Discussion Items and Questions

1. What challenges did Japan face after World War II? What similar and different challenges did Korea face after the Korean War? What strategies led to each country's economic success? What cultural values and trends contributed to that success?
2. What role did the Japanese and South Korean governments play in directing their country's economic development? In what ways did government policies have a positive impact on people's lives? How did government policies have a negative impact?
3. What are examples of the human costs of economic development in Japan and South Korea? Do you think young people in those countries today would be willing to make the same sacrifices their parents and grandparents did? Why or why not? What are other ways that economic growth has changed these countries?
4. What factors motivated workers to make sacrifices? Do you think it was worth it for them? Why or why not? How do you think low labor costs and the lack of unionization influenced workers' attitudes? How do you think these two factors affected Japan's economic growth?
5. What industries did Japan seek to develop? Why do you think the government focused initially on exports rather than the domestic market? What are the pros and cons of this economic strategy?
6. What arguments did Kinnojo Abe use to sell beds to Japanese villagers? How does this story illustrate some of the cultural consequences of economic growth? What are other ways that Japanese life and culture began to change? How might these changes affect Japan's economic growth in the future?

### Applications and Activities

1. Have students explore the broader context of economic change by researching one aspect of Japan's or Korea's economy during the twentieth century. Topics might include the role of government in the economy, the conflicts between traditional values and economic modernization, the evolution of business philosophies toward workers and work, companies' responsibilities toward their workers, how the country responded to pressures to open its economy to foreign markets, and who benefited from economic growth. After students present their research, discuss the similarities and differences.
2. Have students research Japan's educational system to learn how it contributes to the country's economic growth. Ask students to answer the following questions in their research: In what ways are Japanese students more educated than students in other countries? What qualities do the schools emphasize and not emphasize compared to American schools? How does the educational system contribute to the nation's economic success? Then have students write editorials supporting or opposing reforms that would make American schools more like those in Japan.

## RELATED RESOURCES



### Captioned Media Program

- Dateline: 1945, Korea #2463
- Japan: Economic World Power #3147



## World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **KIDS WEB JAPAN**

<http://www.jinjapan.org/kidsweb/>

Introduces Japan to children ages 10 to 14. Basic information on geography, history and culture is enhanced by photos and graphics. Another section is interactive with monthly newsletters, games, legends, a cookbook and a virtual culture section, which uses Shockwave to allow children to "try out" origami, ikebana or playing the koto. Also available in 7 languages. Part of the Japan Information Network, sponsored by the Ministry of Foreign Affairs of Japan.

- **HISTORY OF KOREA**

<http://socrates.berkeley.edu/~korea/history.html>

Divided into six sections: Ancient History; Koryo Dynasty; Choson Dynasty; Colonial Period; Liberation and the Korean War; and Contemporary Korea. Each section is by a different team from the department of Korean Studies at the University of California in Berkeley, and each varies in format and style.

- **KOREAN HISTORY PROJECT**

<http://www.koreanhistoryproject.org/>

The heart of this searchable site is "Korea, In the Eye of the Tiger," a multimedia version of a 1,4000-page manuscript on the history of Korea. Includes essays, interactive maps, images, sound and video clips, and bibliographies. Presents a time line from 8000 B.C. through September 1953, and brief facts about geography, climate, language, politics, and travel for Korea, China, Japan, Russia, and Mongolia.

- **JGUIDE: STANFORD GUIDE TO JAPAN INFORMATION RESOURCES**

<http://jguide.stanford.edu/>

This site is a topically arranged directory of online information resources in and about Japan, with focus on resources about Japan in the English language. The Jguide is an ongoing project of the U.S.-Asia Technology management Center (USATMC), School of Engineering at Stanford University.