

Lesson Title: MacArthur and the Revision of Japanese Society

Class and Grade level(s): East Asian Studies Grades 9-12

Goals and Objectives

The student will be able to:

1. Explain the desperate state of Japanese society at the conclusion of World War II
2. Understand Gen. MacArthur's options and state the reasons for his decisions, and explain why the decisions were successful
3. Explain the economic miracle of Japan

Time required/class periods needed:

2 class periods for part 1, 1 class period part 2

Primary source bibliography

1. www.saskschools.ca/curr_content/history20/unit3/japsurv.html NOT LIVE
2. **Dear General MacArthur : Letters from the Japanese during the American Occupation** by [Sodei Rinjiro](#)

Other resources used

1. nhs.needham.k12.ma.us/cur/Baker_00/2002-p4/baker_p4_12-01_jf_zw/ NOT LIVE
2. www.newamerica.net/index.cfm?pg=article&DocID=1004 NOT LIVE
3. [American Caesar: Douglas MacArthur 1880-1964](#) by William Manchester
4. **Occupation : No Model for This One** By *Wesley K. Clark* (Book)

Required materials/supplies

Directive, PowerPoint on MacArthur

Vocabulary

suffrage- the right to vote in elections

SCAP- Supreme Commander Allied Pacific- MacArthur's title from 1945- 1951

Procedure:

Class Period 1: Show part one of the PowerPoint on MacArthur. Stop with slide on MacArthur's goals as he began his command as SCAP

Areas to divide up for research:

- A. War Crimes
- B. Constitution
- C. Universal Suffrage
- D. Agriculture
- E. Stability of Currency
- F. Release political prisoners
- G. Set up a free labor movement
- H. Eliminate police oppression
- I. Develop a free and responsible press
- J. Liberalize education
- K. Disperse political power

Allow students time to do research on-line. Their job is to advise you, as SCAP, what to do to reach these goals. To do so, they need to know what the problems were in each of these areas, and give some thought as to what should be done to ameliorate the situation.

Class Period 2: If working as teams, give time to confer. Fashion yourself (the teacher) a corn cob pipe and wear sunglasses. Have each concern tell you about the problems and give advice. Listen and give your opinion as MacArthur. That's easy to do- you have no money, but you have 100,000 American boys who are bored to death and looking for something to do. You also have the full backing of the Emperor.

After all have presented, inform them exactly what MacArthur did, and why it worked.

Class Period 3: Read letter from the Japanese to SCAP. Have the students answer as SCAP. Very few of the letters were actually answered by SCAP- most people got the usual "Thank you for your concern" form letter. But the speculation as to why the letters were written will give insights into Japanese culture at a time of enormous flux. Extending the lesson: What opinion do the students have on whether or not MacArthur was right to so interfere in Japanese life?

Assessment/evaluation:

1. Teamwork, if applicable
2. Research time spent in application
3. Accuracy of results- did the report reflect reality?
4. Did the advice reflect what SCAP really did? Give extra points.
5. Defending from questions asked by SCAP

This is a good lesson plan now that I added the extending the lesson question above. HOWEVER, the main link Davis refers to in his PPT no longer exists. Must be replaced. Would you look for a replacement, Nancy?