

Images Clockwise from Title:

- 1. Flying Tigers (1st American Volunteer Group of the Chinese Air Force)
- 2. Sinking of US aircraft carrier
- 3. USS Missouri
- 4. Bombing of Shanghai
- 5. The signing of the Japanese unconditional surrender
- 6. Burma Road
- 7. Pearl Harbor poster
- 8. Unit 731 dropping biochemical weapons

World War II in the Asia-Pacific Theater: A Teaching Guide

Written and compiled by

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With support from Asia Pacific World War II Atrocities Memorial, Inc.

The Contributors:

ASIA PACIFIC WORLD WAR II ATROCITY MEMORIAL, INC. (APWAM) was founded in an effort to acquire, and exhibit materials, documents, and literature of WWII atrocities. APWAM also sponsors regular academic seminars and educational lecture series on this topic. Ultimately, the objective is to expose the public to atrocities such as the Nanjing Massacre, the comfort women issue, biological warfare by Unit 731, and forced labor systems during WWII. The organization focuses on colleting documents and artifacts while supporting research on the war in an effort to preserve history.

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A Note to Teachers

The purpose of the lessons and activities included is to provide instructors with an overview of major atrocities committed on the Pacific Front during World War II as well as exemplars of presenting and applying this overview in the classroom. Ideally, the lessons are intended to be completed in order from start to finish; however, it is often difficult for teachers to find time to fit in these important lessons. As a result, the lessons are also designed to 'stand-alone' if need-be so that instructors may pick and choose when and where to insert lessons into their predetermined curriculum. The readings included in this guide are intended for students in 11th and 12th grade; the content can be quite graphic and is aimed at students with a certain level of maturity; we suggest that teachers consult with administrators and consider providing a letter to parents indicating the nature of these topics. Finally, teachers should examine the additional resources section for each theme to look for alternative readings if necessary.

Acknowledgements

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TABLE OF CONTENTS

INTRODUCTION	1
STANDARDS CORRELATIONS	2
THEME ONE: WAR CRIMES	3
THEME TWO: POW CAMPS & FORCED LABOR	23
THEME THREE: COMFORT WOMEN	42
THEME FOUR: TEXTBOOK CONTROVERSY	48
THEME FIVE: REMEMBRANCE & LESSONS LEARNED	51
ADDITIONAL RESOURCES	63

Introduction

World War II is considered by many to be one of the most dramatic events in the history of mankind. The loss of civilian lives and destruction of properties were unprecedented in world history. Genocide, forced slavery, Comfort Women, mistreatment of POWs, human experiments, and other inhumane and unspeakable actions were carried out under the guise of warfare. Looting and destruction of cultural artifacts incurred irreparable damage to civilization's most fragile splendors.

To avoid the re-occurrence of such calamity, we must try to understand what had led to such a large scale war, what happened during the war, why mankind is capable of such treachery, and what we can learn from such atrocities and cruelties. Through this multifaceted understanding, it is possible for future conflict of this caliber to be avoided.

World War II was fought primarily on two continents: Europe and Asia. The European theater has been well documented in our history lessons. Students often learn about the German blitz of Eastern Europe in 1939, the invasion of France and other Western European countries, the siege at Dunkirk, the invasion of Russia, the submarine blockage of the Atlantic Ocean, the D-Day landing at Normandy, the battle of Bulge, the siege of Berlin, and the final surrender of the Third Reich. They learn about the Holocaust and the concentration camps where millions of Jewish people were systematically eliminated.

Yet when it comes to the Asian theater, students are often taught very little about what events had already taken place prior to the bombing of Pearl Harbor by Japanese planes on December 7, 1941. This is problematic; Japan, as one of the three axis countries, began occupying China in 1931. The allies - namely, USA, Britain, Australia, New Zealand, and China - participated in the Asian Pacific war from 1941 to 1945. The imperial Japanese Armies committed similar war crimes in Asia to those committed by the Nazi government in Germany. The Bataan Death March, the Nanjing Massacre, POWs captured along Thai Border, the Unit 731 human experiments, the comfort women, and the forced labor of Korean and Chinese civilians were atrocities not unlike the Holocaust in Europe.

It is the intension of this supplement material to acquaint our students with the tragic history of the Pacific theater of World War II. Allied soldiers fought bravely alongside the other allied armed forces to win a hard victory against the Japanese. It is imperative not to overlook this part of history and to teach our students why we must avoid war at all cost.

Montgomery County Public Schools: Possible Correlations with Modern World History Curriculum Standards

Standard 3.19 Students demonstrate understanding of the causes and global consequences of World War

- Analyze the causes of World War II, including the influence of ideologies of fascism and Nazism; the legacy of World War I; the Depression; the German, Italian, and Japanese drives for empire; and Western appearement.
- Evaluate the human costs of World War II, with special emphasis on the Nazi Holocaust.

National Council for the Social Studies Standards:

Theme 2: Time, Continuity, and Change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Theme 5: Individuals, Groups, and Institutions

Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

Theme 6: Power, Authority, and Governance:

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences

Theme One: War Crimes

Day 1

<u>Objective:</u> Students will define 'war crimes' and 'international law' as explained in the documents provided. Students will apply these definitions to pertinent events of WWII.

<u>Warm Up:</u> Are there rules for war? If there are, who creates and enforces them? What happens if a nation violates these rules?

Guided Instruction:

- 1. Review the warm up with the class. Ask students to make a list of wars that took place in the 20th century. Record these conflicts on the board.
- 2. Divide students into 6 groups. Provide each group with one section of the "War Crimes and International Law" narrative provided (Handout 1). Ask each group to summarize the rules being identified and the historical context in which the rules were made. Have the groups record their answers on newsprint.
- 3. Have each group present their newsprint in front of the class while the rest records their answers in the chart provided (Handout 2).
- 4. After presenting the newsprint, note with the students the timeline of changes that have occurred in the development of international law. Ask them to answer the following questions:
 - a. How have the rules for war changed over time? How might you explain these changes?
 - b. Do any of the rules need to be hanged or modified? Why or why not?

Day 2

<u>Objective:</u> Students will identify the international laws violated by the Japanese Imperial Army during their invasion of China in the early 20^{th} century.

<u>Warm Up:</u> Ask students to review the rules of war discussed during the previous lesson. Ask them to identify at least one example of a conflict in which one or more of the rules were violated.

Guided Instruction:

- 1. Review the warm up with the class. Discuss with students the feasibility of enforcing the international rules of war during conflicts. What might make enforcement difficult?
- 2. Provide students with copies of the timeline of the Asia-Pacific War (Handout 3). Review the timeline as a class, pointing out and discussing the imperialistic goals of Japan during the early 20th century. Ask students to brainstorm the motivation the Japanese may have had for their interests in eastern Asia.
- 3. Provide students with copies of the narrative "The Rape of Nanking and other Atrocities" (Handout 4). Students should also take out Handout 1 & 2 from the previous day's lesson. Ask students to read the article individually, highlighting specific violations of international laws as defined by the time period (up through 1938). Students should use Handouts 1 & 2 as guides.
- 4. As a class, create a list on the board of the specific crimes committed by the Japanese Imperial army. Identify which international agreements were violated by these crimes.

- 5. Break students up into small groups (2-3 students per group). Ask students to discuss the following questions regarding the article:
 - a. What concerned you the most about the atrocities described in the articles? Explain your reasons.
 - b. What was done to try and help the people of Nanking? What hindered their success? What else could have been done? What would you have done in that situation?
 - c. Why were such atrocities able to occur? Think about the historical context that may have allowed the atrocities to go unchecked.
 - d. What lessons should the international community take away from the rape of Nanking?
- 6. Exit Card: As students leave the room, ask them to write down their final thoughts on an index card. Ask them to specifically address why *they* believe it might be important for students to learn about the rape of Nanking fifty years after it happened. After the lesson, review the index cards to see whether the students achieved the objective.

Day 3

Note: Teachers of students with lower reading levels might consider shortening or eliminating some of the primary source options in the lesson below.

<u>Objective:</u> Students will further research the rape of Nanking by examining and analyzing primary sources from the incident.

<u>Warm Up:</u> Ask students to review yesterday's lesson handouts and answer the following: Where do historians get many of their eyewitness accounts from the rape of Nanking? Why aren't there many accounts from Chinese citizens?

Guided Instruction:

- 1. Review the warm up with the class. Remind students that due to the nature of the crimes, few Chinese citizens were left alive to tell their stories. There were, however, foreign missionaries present in the region that kept diaries of the atrocities.
- 2. Divide students into groups of 3. Provide groups with copies of one primary source reading and (Handouts 5-9). Explain that each group will be analyzing a visual and textual primary source [Note: it may be necessary to review the definition of a primary source]. Give students approximately 20-25 minutes to complete the analysis.
- 3. Divide students once again, this time uniting the groups that read identical documents. Provide these larger groups with space on the chalk board. Ask them to record their group's analysis of questions D & E. Have one student form each group present their findings to the class.
- 4. As a class, discuss the impact and importance of these letters and journals from Nanking. Why is it so important to preserve history in this way?
- 5. Exit Card: As students leave the room, ask them to record and turn in their answer to the following question: If you were one of the missionaries recording the atrocities in Nanking, what would you hope would happen to the Japanese government? Explain.

HANDOUT 1

One of the most important steps toward justice for victims of war has been the recognition by nations around the world of war crimes and crimes against humanity. Over the past century, nations have struggled to define rules of war to ensure protections of the basic human rights of those caught in conflicts. The US has played an important role in these developments, as a member of the international groups defining these laws, as a participant in international war crime tribunals and as one of the nation's most active in supporting UN peacekeeping missions around the world.

The following are excerpts from some conventions related to war and peace. For the complete documentation of these conventions, visit the International Red Cross Website (www.icrc.org/IHL.nsf/FULL)

TOPIC 1: First International Rules of War

The first international rules of war were set down in the Geneva Conventions and The Hague Conventions. They covered the treatment of the wounded, prisoners of war, and civilians in wartime.

1899 & 1907 The Hague Conventions of 1899 and 1907 established as international law many of the customary laws of war that existed before World War I.

October 18, 1907 Hague IV (Convention Respecting the Laws and Customs of War on Land)

Until a more complete code of the laws of war has been issued, the High Contracting Parties deem it expedient to declare that, in cases not included in the Regulations adopted by them, the inhabitants and the belligerents remain under the protection and the rule of the principles of the law of nations, as they result from the usages established among civilized peoples, from the laws of humanity, and the dictates of the public conscience.

Article 3: A belligerent party which violates the provisions of the said Regulations shall, if the case demands, be liable to pay compensation. It shall be responsible for all acts committed by persons forming part of its armed forces.

October 18, 1908 Annex to the Hague IV

Article 4: Prisoners of war are in the power of the hostile Government, but not of the individuals or corps who capture them. They must be humanely treated. All their personal belongings, except arms, horses, and military papers, remain their property.

Article 6: The State may utilize the labor or prisoners of war according to their rank and aptitude...The tasks shall not be excessive and shall have no connection with the operations of war.

Work done for the State is paid for at the rates in force for work of a similar kind done by soldiers of the national army...The wages of the prisoners shall go towards improving their position.

Article 21: The obligations...with regard to the sick and wounded are governed by the Geneva Convention.

Article 23: In addition to the prohibitions provided by special Conventions, it is especially forbidden:

- a) To employ poison or poisoned weapons;
- b) To kill or wound treacherously individuals belonging to the hostile nation or army;
- c) To kill or wound an enemy who, having laid down his arms, or having no longer means of defense, has surrendered at discretion
- e) To employ arms, projectiles, or material calculated to cause unnecessary suffering

Article 25: The attack or bombardment, by whatever means, of towns, villages, dwellings, or buildings which are undefended is prohibited.

Article 27: In sieges and bombardments all necessary steps must be taken to spare, as far as possible, buildings dedicated to religion, art, science, or charitable purposes, historic monuments, hospitals, and places where the sick and wounded are collected, provided they are not being used at the time for military purposes.

It is the duty of the besieged to indicate the presence of such buildings or places by distinctive and visible signs, which shall be notified to the enemy beforehand.

Article 47: Pillage is formally forbidden.

TOPIC 2: Refinement to the Rules of War

After World War 1, international laws were further refined as they applied to civilians, prisoners of war, and wounded and sick military personnel. An important one is the Geneva Convention Relative to the Treatment of Prisoners of War, 1929. The Geneva Convention of 1929 was signed by Japan but not ratified because of Japanese military objections.

July 27, 1929 Geneva Convention Relative to the Treatment of Prisoners of War

Article 13: Prisoners of war must at all times be humanely treated. Any unlawful act or omission by the Detaining Power causing death or seriously endangering the health of a prisoner of war in its custody is prohibited, and will be regarded as a serious breach of the present Convention. In particular, no prisoner of war may be subjected to physical mutilation or to medical or scientific experiments of any kind which are not justified by the medical, dental or hospital treatment of the prisoner concerned and carried out in his interest.

TOPIC 3: The Need for Further Refinements

By the end of eth Second World War, it was clear that the existing conventions had not been enough to control the aggression of ambitious nations, or to cover the terrible consequences to civilian populations trapped by war. Two days after the bombing of Hiroshima, new rules were set in place defining wars against peace, war crimes and crimes against humanity. The new laws became the basis for prosecuting the German and Japanese governments – the main aggressors in the war – at the International Military Tribunals in Nuremberg and Tokyo.

August 8, 1945 Charter of the International Military Tribunal

Article 6: (a) CRIMES AGAINST PEACE: namely, planning, preparation, initiation or waging of a war of aggression, or a war in violation of international treaties, agreements or assurances, or participation in a common plan or conspiracy for the accomplishment of any of the foregoing;

- **(b) WAR CRIMES**: namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity;
- **(c)CRIMES AGAINST HUMANITY**: namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of the domestic law of the country where perpetrated.

TOPIC 4: Formation of the United Nations:

To further ensure that world peace would be preserved after WWII, the United Nations was formed. The Charter of the United Nations held all member nations to a commitment not to act

aggressively against another member and to settle their disagreements by peaceful means. The US and China were two important founding members of the UN.

June 26, 1945 Charter of the United Nations

Article 2(3): All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and. justice, are not endangered.

Article 2(4): All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

December 9, 1948 Convention on the Prevention and Punishment of the Crime of Genocide

Article 2: In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article 3: The following acts should be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- e) Complicity in genocide.

August 12, 1949 Geneva Convention Relative to the Protection of Civilian Persons in Time of War

Article 27: Women shall be especially protected against any attack on their honor, in particular against rape, enforced prostitution, or any form of indecent assault.

HANDOUT 2

Topic	Time Frame	Major rules established	Context
First International Rules			
of War			
Refinement to the Rules of War			
war			
Need for Further			
Refinements			
Formation of the UN			
·			

HANDOUT 3

Timeline of Origins and Events of the Asia-Pacific War

Originally printed in <u>The Search for Global Citizenship</u>: <u>The Violation of Human Rights in Asia</u>, <u>1931-1945</u>by ALPHA

1894: First Sino-Japanese War begins

1895: Shimonoseki Treaty. After defeat in the Sino-Japanese War, China unwillingly cedes Taiwan to Japan and pays a colossal indemnity of approximately 240 million ounces of silver to Japan (approximately three times the annual tax collected by the Chinese Government.)

1902: The Anglo-Japanese Alliance is signed. Japan and Great Britain agree to assist one another in safeguarding their respective interests in Asia. The Alliance is renewed in 1905 and 1911.

1905: Upon Russia's defeat in the Russo-Japanese War of 1904-05 (in which the land war was fought in China!), the US mediates the Treaty of Portsmouth. The treaty forces Russia to give up its concession in southern Manchuria (the western name of Chinese territory in the Northeast China) to Japan and recognizes Japan as the dominant power in Korea.

China was forced to agree to another treaty with Japan, recognizing Japan's imperialistic rights in southern Manchuria.

After the Treaty of Portsmouth, the Taft-Katsura memorandum is signed between Japan and the US. This agreement recognizes Japan's rights in Korea, and in return, Japan recognizes US control of the Philippines.

1907: Some major conventions on the laws of war are made in the Hague Conference of 1907, including The Hague IV- Laws and Customs of War on Land. (*See Handout 1*)

1910: Japan's 'official' annexation of Korea.

1914: World War 1 starts. Japan as one of the Allied countries against Germany occupies Shantung Peninsula of China, and assumes the imperial rights of Germany in that region.

1926: Hirohito becomes Emperor of Japan.

1929: The Geneva Conventions Relating to Prisoners of War is made.

1931: The Japanese army launches a full-scale attack on Manchuria.

1932: In an effort to bring China into submission, the Japanese army seizes Manchuria and establishes the puppet state of Manchukuo. Japan establishes biological warfare units in Japan and China.

1933: The League of Nations declares that Manchukuo is not a legitimate state and calls for the withdrawal of Japanese troops. Japan withdraws from the League in protest. Expanding from Manchuria, the Japanese army gains control of much of North China.

1937: "Marco Polo Bridge Incident:" Japan's full-scale invasion of China begins. Peking (now Beijing) and Shanghai are captured. When Nanking (now Nanjing), the capital falls, the occupation of China by the Japanese military expands rapidly after the Nanking Massacre.

1939: World War II starts in Europe.

1940: Japan moves into northern Indo-China (now Vietnam, Laos, and Cambodia). Japan joins the Axis Alliances with Germany and Italy.

1941: Tojo Hideki becomes Prime Minister of Japan. Japan raids Pearl Harbor, an American naval base in Hawaii, on December 7. The Philippines, British Malaya and Hong Kong are simultaneously attacked. The Pacific phase of World War II begins. Hong Kong falls on December 25.

Dec. 1941 – Jan. 1942: Japanese intern every white man, woman, and child in occupied territories in Asia.

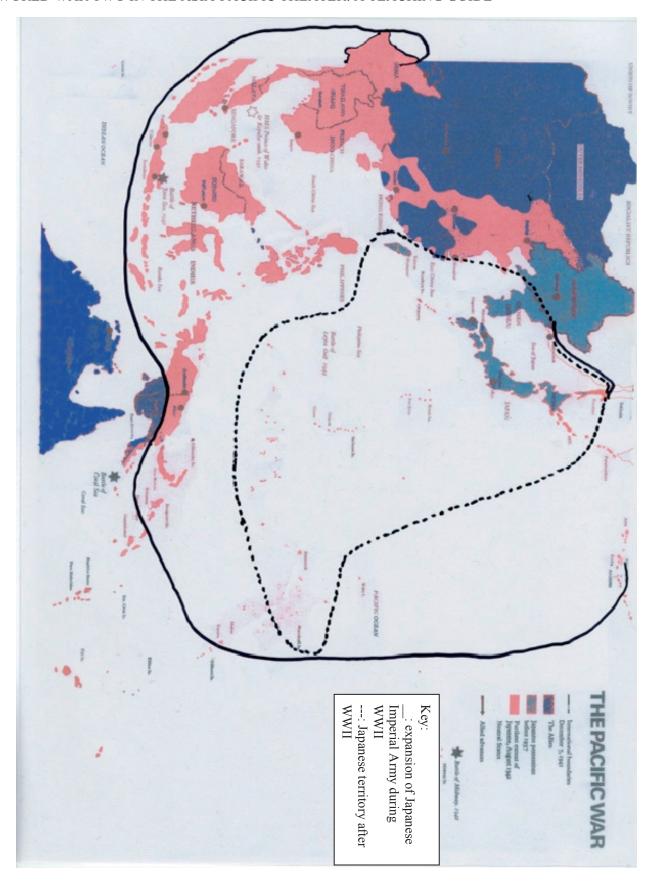
Dec. 1941 – May. 1942: Japan begins rounding up every western person in its occupied territories and places them in prisons or internment camps with little access to proper food or water until the end of the war. By May 1942, Japan has gained control over wide territories including Hong Kong, Philippines, Vietname Vietnam, Laos, Cambodia, Thailand, Burma (now Myanmar), Malaya (now Singapore and Malasia Malaysia), Dutch East Indies (now Indonesia), and many other Pacific Islands. Additionally, Japan occupies the entire coast line of China, effectively isolating China from the rest of the world.

February 1942: Forced relocation and internment of Japanese Americans in the United States begin.

1945: The first atomic bomb is dropped on Hiroshima on August 6th. The Soviet Union declares war on Japan on August 8th. The second atomic bomb is dropped on Nagasaki on August 9th. Japan surrenders on August 15th, World War II ends.

1946: The Charter of the International Military Tribunal for the Far East is formulated and the Tribunal is set up to prosecute instigators of the War.

1951: The San Francisco Peace Treaty is signed between Japan and 48 other nations. Some states are excluded from the Treaty, including Burma, China, India, Korea, and the Soviet Union, due to the political climate of the Cold War.



Handout 4: The Rape of Nanking and Other Atrocities

Originally printed in The Search for Global Citizenship: The Violation of Human Rights in Asia, 1931-1945by ALPHA

Japanese military aggression against China and other Asian countries before and during the Second World War is remembered for the cruelty and brutality of Japan's imperial forces. Besides soldiers in the armies that fought Japan, the victims included an untold number of civilians of China, Korea, the Philippines, Japan, other Southeast Asian countries, as well as civilians from North America and Europe located in Asia when war was declared. Millions died and millions more were held under brutal military rule. Civilians and prisoners of war faced some of the worst atrocities, including sexual slavery suffered by 'comfort women,' slave labor, live human medical experiments, and the use of chemical and biological weapons.

The Rape of Nanking

In 1928, the Chinese government moved the capital of China to Nanking. The city normally held about 250,000 people, but by the mid-1930s its population had swollen to more than one million. Many of them were refugees, fleeing from the Japanese armies that had invaded China in 1931.

On November 11, 1937, after securing control of Shanghai, the Japanese army advanced towards Nanking. In December 1937, Japanese troops invaded the city of Nanking. Much of the city was destroyed by bombing raids. The Japanese Imperial forces marched thousands of Chinese civilians into the countryside and murdered them; they raped women, and looted and burned peoples' homes. The large-scale massacre and gross mistreatment of Chinese people at Nanking became known as the Rape of Nanking. The following timeline highlights some events of the massacre:

November 12, 1937: Japanese troops capture Shanghai after three months of fierce fighting. The march towards Nanking (now Nanjing) begins and the "Three-all" policy ("Loot all, kill all, burn all") is used to terrorize civilians along the advancing route.

November 22, 1937: The International Committee for the Nanking Safety Zone is organized by a group of foreigners to shelter Chinese refugees.

December 12, 1937: Chinese soldiers are ordered to withdraw from Nanking.

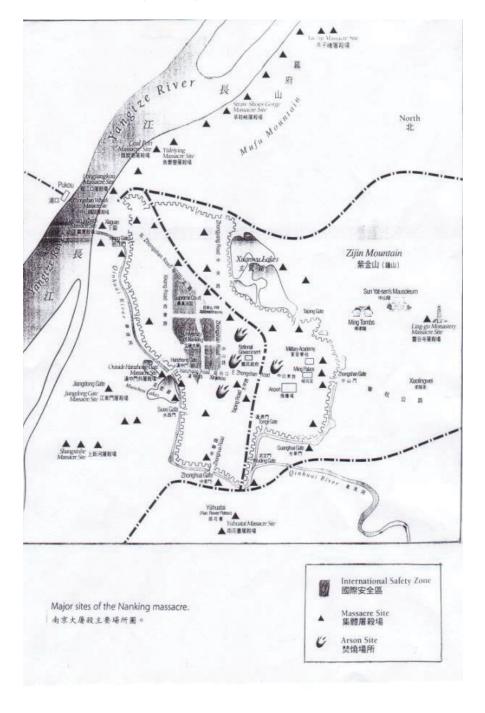
December 13, 1937: Japanese troops capture Nanking

December 14, 1937: The International Committee for the Nanking Safety Zone lodges the first protest letter against Japanese atrocities with the Japanese Embassy.

February 19, 1938: The last of the 69 protest letters against Japanese atrocities is sent by the Safety Zone Committee to the Japanese Embassy and the Committee is renamed as the Nanking International Relief Committee

Many eyewitness accounts of the Nanking Massacre were provided by Chinese civilian survivors and western nationals living in Nanking at the time. The number of Chinese killed in the massacre has been subject to debate. The Encyclopedia Britannica (1999-2000 Britannica.com) states that the estimate of the number of Chinese killed ranges from 100,000 to more than 300,000.

Several accounts of the Nanking Massacre came from the group of 25 foreigners (mostly American, but also some German, Danish, and Russian people) who had established a neutral area called the International Safety Zeon to shelter the Chinese refugees whose lives had been threatened and homes destroyed by the invading Japanese soldiers. When Nanking fell, the Zone housed over 250,000 refugees. The committee members of the Zone found ways to provide these refugees with the basic needs of food, shelter, and medical care.



HANDOUT 5

Miner Searle Bates

Dr. Miner Searle Bates was a missionary and professor of history at the University of Nanking. He was also an organizing member of the Nanking International Safety Zone Committee.

Only two days after the fall of Nanking, Bates lodged his first protest letter to the Japanese Embassy and continued to do so throughout the massacre at Nanking. Following is the letter he wrote to the Japanese Embassy.

December 27, 1937

Beginning more than a week ago, we were promised by you that within a few days order would be restored by replacement of troops, resumption of regular discipline, increase of military police, and so forth. Yet shameful disorder continues, and we see no serious effort to stop it. Let me give a few examples from University property [the University of Nanking was within the Zone]....

Last night between eleven and twelve o'clock, a motor car with three Japanese military men came to the main University gate, claiming that they were sent by headquarters to inspect. They forcibly prevented our watchman from giving an alarm, and kept him with them while they found and raped three girls, one of whom is only eleven years old. One of the girls they took away with them.

Stray soldiers continue to seize men to work for them, causing much fear and unnecessary inconvenience. For example, a soldier insisted on taking a worker from the Hospital yesterday; and several of our own servants and watchmen have been taken.

Several of our residences are entered daily by soldiers looking for women, food, and other articles. Two houses within one hour this morning.

... Yesterday seven different times there came groups of three or four soldiers, taking clothes, food and money from those who have some left after previous lootings of the same type. They raped seven women, including a girl of twelve. In the night larger groups of twelve or fourteen soldiers came four times and raped twenty women.

The life of the whole people is filled with suffering and fear — all caused by soldiers. Your officers have promised them protection, but the soldiers every day injure hundreds of persons most seriously. A few policemen help certain places, and we are grateful for them. But that does not bring peace and order. Often it merely shifts the bad acts of the soldiers to nearby buildings where there are no policemen....

While I have been writing this letter, a soldier has forcibly taken a woman from one of our teachers' houses, and with his revolver refused to let an American enter. Is this order?

Many people now want to return to their homes, but they dare not because of rape, robbery, and seizure of men continuing every day and night. Only serious efforts to

enforce orders, using many police and real punishments will be of any use. In several places the situation is a little better, but it is still disgraceful after two weeks of army terrorism. More than promises is now needed.

With respectful distress and anxiety,

(Published in American Missionary Fyewitnesses to the Nanking Massacre, 1937-38, Edited by Martha Lund Smalley, Yale Divinity School Library, Occasional Publication No. 9, 1997, pp. 31-32.)

Originally printed in The Search for Global Citizenship: The Violation of Human Rights in Asia, 1931-1945by ALPHA

Point of note: The reader should be aware that the original document incorrectly refers to Ginling Women's College as the University of Nanking.

HANDOUT 6

John Rabe

John Rabe was a German businessman and leader of the Nazi Party in Nanking. He saved so many lives during the Nanking Massacre that some refer to him as the "Oskar Schindler of China." When Rabe returned to Germany, he wrote to Adolf Hitler, telling him what he had witnessed in Nanking, and hoped that Hitler could prevent further atrocities by the Japanese military. Two days later, the Gestapo arrested him. Fortunately, he was released, but he was warned never to talk publicly or publish anything about the events taking place in Nanking. Following is an excerpt from the diary of John Rabe.

December 16, 1937

All the shelling and bombing we have thus far experienced are nothing in comparison to the terror that we are going through now. There is not a single shop outside our Zone that has not been looted, and now pillaging, rape, murder, and mayhem are occurring inside the Zone as well. There is not a vacant house, whether with or without a foreign flag, that has not been broken into and looted ...

No Chinese even dares set foot outside his house! When the gates to my garden are opened to let my car leave the grounds — where I have already taken in over a hundred of the poorest refugees — women and children on the street outside kneel and bang their heads against the ground, pleading to be allowed to camp on my garden grounds. You simply cannot conceive of the misery.

I've just heard that hundreds more disarmed Chinese soldiers have been led out of our Zone to be shot, including 50 of our police who are to be executed for letting soldiers in.

The road to Hsiakwan is nothing but a field of corpses strewn with the remains of military equipment... There are piles of corpses outside the gate... It may be that the disarmed Chinese will be forced to do the job before they're killed. We Europeans are all paralyzed with horror. There are executions everywhere, some are being carried out with machine guns outside the barracks of the War Ministry.

(Published in The Good Man of Nanking: The Diaries of John Rabe, Edited by Erwin Wickert, Alfred A. Knopf Inc., 1998, p. 98-102.)

Originally printed in The Search for Global Citizenship: The Violation of Human Rights in Asia, 1931-1945by ALPHA

After the war, Rabe was arrested by both the British and Russian governments due to his membership in the Nazi party. Both of these arrests resulted in his exoneration, and was determined to be 'de-Nazified' by the Allies in June 1946. Afterwards, Rabe and his family struggled to live above the poverty line; their survival was supported by monthly food and cash packages sent by the Chinese governments in memorial of his actions during the Nanking massacre.

HANDOUT 7

The following letter is from a missionary in Nanking. His last name is unknown, but his letter reveals that he was hoping the news of the Nanking atrocities would eventually reach influential Americans in other Chinese cities. John is writing to "Billy" aka Bishop Roberts.

c/c American Embassy, Nanking Jan 11th 1938.

Dear Billy:

We were very happy indeed to receive some foreign letters including yours, and to get some news of the various people in the Mission.

I have just consulted Paul Tong about the number of trunks I sent as he and Er. Kuo packed them. He said there was one big trunk, one "standing trunk" (he probably means Wardrobe trunk) 2 ordinary trunks and a roll of bedding. In addition there was Helen VanVcast's trunk. I'm amazed that it took so long to get the trunks to Shanghai and very much hope that one has not been lost.

Chinese workers and people have come through everywhere. J.L.Chen's son was carried off with 500 to 1000 others, including about 13 of J.L.Chen's Christians and inquirers. We heard he was not shot with the others but he has not been seen since the day the others were killed Dec. 16th so it looks very bad. His father thinks he is dead. Another of his people, old Mr. Tung's son of Can Pai Lou was shot dead in the street in the Reufgee Zone near to the houses where his people are refugeeing. The Ch'en family have taken this wonderfully and he has shown up very well through the whole crisis. One day he was taken off to do coolie work but returned after a few hours in safety. All Chinese, with exception of children, were forced to register with the military, and at this time another of our inquirers from J.L.Ch'en's group was taken and has not been heard of since.

Thousands of men, women and children have been nurdered in addition to all the disarmed soldiers who have been discovered. were dead bodies in every street and alley in the city, so far as I cculd tell, and I went around quite extensively including Hsiakwan, although it is impossible to go to the latter place now. I went with the Consul-General (Japanese) who has tried to help, but the soldiers paid little attention to him. The Consul took George Fitch to Helakwan and then he was not allowed to enter with the consul and had to wait for an hour and a half until the Consul could get a military It is impossible to say how many people have been murdered (including disarmed soldiers, but my guess is 20,000. A little boy of seven died in the hospital of live bayonet wounds in his stomach. I saw a woman yesterday who had been raped between ten and twenty times and tehn two soldiers tried to cut her head off. to be held up but fortunately nothing vital was cut and she will recover. In addition to the terrible wound in her neck she has a number of other wounds. I have talked to a Bundhist num who was living benind a temple in the south city. The soldiers rushed in killed the "mother superior", aged 65 (Chinese) count) and a little apprentice num of 10 (Chinese). She herself was shot in the hip and a little apprentice num of hers, aged twelve (Chinese) was bayonetted in the back. She took refuge in a pit with the little nun and feigner death covering herself with dead bodies. An old num of 70 was crushed beneath the weight of the bodies, according to her story. She and the little girl did not move for five days and had nothing to eat. She did not dare open her eyes. Then she head a soldier

in Chinese (Many of the Japanese soldiers know a little Chinese)
"K'o-lien" and she opened her eyes. This soldier pulled her out
of the pit and told some Chinese to carry her to a Japanese dressing
station - she and the child - and some days later a neighbor brought
her to the Univ. Hespital.

The raping of women has been beyond description or inagination. Bost of the foreigners in town have been kept busy driving off Japanese soldiers from houses all over the refugee zone. I do not know how many women I have taken to the hospital to be tended to after this experience. Among them was one little girl of twelve (Chinese). Dean Tong told me he knew of a child of thirteen. who had been raped by three men. Men in the Texas Gil Co. Installation outside the city told me that a child of ten (Chinese!) had been raped just by them there. In the one time for a long time that Ernest and left these houses at the same time two of the girls in Herr Stinnes' house where the St. Paul's Church Christians are were raped. It was or New Year's Day and as everything comed peaceful we went over in a car to Buck's house where most of the foreign men (Americans) are living. Just as we were finishing dinner Catechist Fan and Paul Tong come running to tell us that the soldiers had arrived and were after women. We were too late. Wra. Chen was trying to save on w girl and was beaten over the head with a bayonet but not hurt seriously. Another girl who was in the third story escaped by eleverly tripping up a soldier. About a week ago while I was in front of our Refugee Zone office a policeman, came running and said a man had been killed. I went with him to a nearby house and found a house with many people crying. It was then after five o'clock. A soldier had been there at about 4.30 and tried to drag a woman into a rocm. Her husband in some way assisted her so that one was able to run into this room and out through a door at the back onto the street and escape. The soldier, who was unbraced, went away and came back twenty minutes later and killed the man. The woman, whose husband kept some kind of a small shop for celling goodles, said to me "How am I going to feed my live children"?

Things are improving. The bodies have been moved from the streets but are still lying in ponds and out of the way places. Just yesterday one of the foreigners saw soldiers (two) push a Chinese with his hands tied into a pond by Shansi Road and then shoot him dead while he was standing in the water. Any little corporal seems to be able to determine the fate of the poor Chinese. Fires still continue but on greatly decreased scale.

Please be very careful of this letter as we might all be kicked out if it were published, and that would be a disaster for the Chinese of Manking. Please send copies to John Wood and ask him to send copies to my wife, Louise Hammond, and my sister Mrs. J. V. Scaife, Schenley Apartments, Pittsburgh.

with much love to you all,

As ever yours,

John

HANDOUT 8

The following letter is from John Magee. Magee was a missionary doctor working in Nanking. He was a member of the Nanking Committee of the International Red Cross Organization. During the Nanking Massacre, Magee risked his own life by running out of the Nanking Safety Zone and into the streets where he used a 8mm movie camera to film several hundred minutes of footage. The films captured men being beheaded by the Japanese army, women being raped, and orphaned children wandering the streets. The films are the earliest and most complete photo evidence of the massacre.

December 19: Letter of John Magee to his wife11

The horror of the last week is beyond anything I have ever experienced. I never dreamed that the Japanese soldiers were such savages. It has been a week of murder and rape, worse, I imagine, than has happened for a very long time unless the massacre of the Armenians by the Turks was comparable. They not only killed every prisoner they could find but also a vast number of ordinary citizens of all ages. Many of them were shot down like the hunting of rabbits in the streets. There are dead bodies all over the city from the south city to Hsiakwan. Just day before yesterday we saw a poor wretch killed very near the house where we are living. So many of the Chinese are timid and when challenged foolishly start to run. This is what happened to that man. The actual killing we did not see as it took place just around the corner of a bamboo fence from where we could see. Cola went there later and said the man had been shot twice in the head. These two Jap. soldiers were no more concerned than if they had been killing a rat and never stopped smoking their cigarettes and talking and laughing. J. L. Ch'en's oldest boy, Ch'en Chang, 16 years (Chinese count) was carried off with a great body of possibly 500 from right around where we live two days ago and I think there is very little chance that he is alive. In this group were also 11 other Ssu So Ts'uen Christians. We have been able to get no trace of them since, although I gave the names of our people to the newly arrived Consul-General Tanaka vesterday.....

But the most horrible thing now is the raping of the women which has been going on in the most shameless way that I have ever known. The streets are full of men searching for women. Ernest and I, one or the other of us, have to stay and keep our eyes on these houses where our Christians from Hsiakwan and St. Paul's as well as many other refugees we have taken in, are located and Schultz-Pantin's house where we keep our clothing and take such meals as we can. Cola stays at the house as does another man, a Turco-Tartar who is a mechanic. The Ssu So Tsuen and San Pai Lon Christians are housed next door to us and Jap soldiers keep going in there and robbing these people of the little that they have. It is a regular nightmare to deal with these perverted groups of men. The house where we keep our things is loaded with women and some even sleep in our dining room. They sit in the house all day in dreadful fear. Several days ago a Buddhist priest from a little temple across the street came in and said he had heard that Japanese had carried off two Buddhist nuns and begged me to take some nuns in, which I have done. The house is really packed like sardines. They sleep in the halls upstairs and down and for a while we had a mother and daughter in our bathroom.

HANDOUT 9: Primary Source Analysis Worksheet

Written Document Analysis Worksheet (Adapted from the National Archives Resources Center)

1.	TYPE OF DOCUMENT:
2.	DATE(S) OF DOCUMENT:
3.	AUTHOR (OR CREATOR) OF THE DOCUMENT:
	POSITION (TITLE):
4.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
5.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.)
	A. List three important facts the author conveyed.
	B. Why do you think this document was written? What was the author trying to accomplish? Support your answer with evidence from the document.
	C. What questions are left unanswered by the document?

	id the authors need from their audience? Do you think their needs were mers? Explain.
E. Why do	you believe the foreigners remained in Nanking during the massacres? Ver experiences different from that of the Chinese?
inace their	experiences different from that of the entirese.

POW CAMPS AND FORCED LABOR INTRODUCTION:

Unit 731:

During World War II, the Japanese army had set up a series of laboratories in Northeastern China, called Manchuria, to conduct secret research on chemical and biological warfare. Chinese POWs as well as allied POWs were captured from all over the Asian Theater to be delivered to such laboratories. They were used as human guinea pigs to be injected contagious biological germs and/or poisonous chemical agents. The Japanese medical team would observe and document the symptoms of those prisoners. Most of those POWs died in agony and were buried in unmarked graves.

The Japanese organization in charge of such human experiments was military Unit 731 under the supervision of General Shiro Ishii. He was not only an atrocious butcher, but also a skillful negotiator and opportunist. The Unit 731 experiments were used because it was seen as the most cost-effective way to deal with Japan's germ warfare interest. Shortly after the unconditional surrender of the Japanese government, General Ishii collected all the medical records and shipped them back to Japan and buried them in a remote spot in his home town. Then he sent some of his chief administrators to negotiate with the American Occupation Force. He wanted total immunity from war crime tribunals in exchange for the human experiment documents.

The USA and Soviet Union entered into the Cold War in 1946. Each was anxious to develop massive destruction weapons such as atomic bombs and biological/chemical weapons. The Japanese Unit 731 medical records provided a quick access to experiments that USA would not be able to perform on its own. Because of these circumstances, Ishii and his cohorts were spared of punishment after the war.

Today, some 60 years after the war, the Unit 731 medical records are openly available in the National Archives as well as the Library of Congress for public scrutiny. The type of biological and chemical weapon research done by Unit 731 has been banned by the international community. It is our hope that such atrocities will never be repeated on mankind again.

Theme Two: POW Camps & Forced Labor

<u>Objectives:</u> Students will be able to identify the incidents that took place at various POW camps run by the Japanese. Students will analyze primary sources to discuss the atrocities utilized by Japanese forces during WWII. Students will develop their own policy opinion

Day 1

Note: Teachers of students with lower reading levels might consider shortening or eliminating some of the primary source options in the lesson below.

<u>Warm Up:</u> What freedoms (i.e. free speech, freedom of religion, freedom to choose your own occupation, meals, etc.) do you enjoy? What would life be like without the freedoms you enjoy?

Guided Instruction:

- 1. Read the POW & Forced Labor: Historical Context Reading as a class. Direct a class discussion with the following guiding questions:
 - a. How many students in class have heard of these incidents?
 - b. Why might this particular piece of WWII history be so rarely discussed in the classroom?

Possible answers: some may have felt the US military looked weak during this period; perhaps the US government or military was ashamed of the length of time it took to rescue its own people; statistics from the camps are not accurate due to lack of acknowledgement by the Japanese government

- 2. Using the interview accounts from POW survivors, assign students into several reading groups. Within their groups, ask students to identify the following on a sheet of poster paper:
 - a. Author's name & location under Japanese occupation
 - b. Evidence of treatment by the Japanese
 - c. Restrictions to the person's freedoms
 - d. Survival methods
- 3. Once completed, display the poster paper around the room. Ask students to identify commonalities and differences among the soldiers' experiences. List the class's findings on the board.

Assessment/Reflection:

After the poster paper responses have been shared, ask students to write a one page reflection on the following question:

Why should the experiences of these POWs be remembered? Provide evidence based on the readings discussed in class.

This question can be used as an exit card or as a homework assignment.

Day 2

Warm Up: What rights should be given to POWs during their captivity?

Guided Instruction:

1. Review the warm-up, and then distribute the handout on the third Geneva Conventions. Review the stipulations of the document with students, highlighting important rights that may have been violated during WWII.

2. Distribute the forced labor readings to the students. Ideally, pair students together and have each read a separate account. Ask students to look for the following while reading:

NOTE: These readings are taken from Chinese forced labor survivors, though any POWs capture by the Japanese were used in the forced labor camps. Korean, Filipino, American, Australian, British, and Canadian soldiers were also included in many of these forced labor projects.

- a. Is the use of POWs for labor just? Why might some support this or oppose this idea?
- b. Should the Japanese government be held responsible for the treatment of POWs in camps that were benefiting Japanese companies?
 - i. Can Japanese companies of today be held responsible for what it did during wartime 60 years ago? Explain.
- c. Ask students to refer back to the Third Geneva Convention document. What made these provisions necessary after WWII?

Assessment/Reflection

Ask students to write 2 letters: one to a POW survivor and one to the Japanese government. In their letter, ask students to identify why it is important to remember POW stories and whether or not it should be required that the Japanese government acknowledge these incidents.

Day 3

<u>Activator:</u> When, if ever, should soldiers disobey orders from their superiors? Explain your answer.

Guided Instruction:

- 1. Review the warm up. Discuss the idea of 'conformity' as it applies to warfare. It is important the students understand the following ideas:
 - a. The Imperial Japanese Army (IJA) was known throughout previous wars leading up to WWII for its brutality. There are many theories as to why the IJA was so harsh; one idea is that in training, IJA soldiers were repeatedly beaten, starved, or otherwise tortured into obedience.
- 2. Introduce the class to the concept of biological warfare by introducing them to Unit 731. The following information should serve as a guide:
 - a. Unit 731 was the code name for a covert biological and chemical warfare unit of the Imperial Japanese Army. The unit conducted lethal human experimentation during World War II and was originally set up to design weapons of mass destruction for use against the Chinese, Soviet, and American forces. The true natures of Unit 731's experimentations were not widely known until Japanese

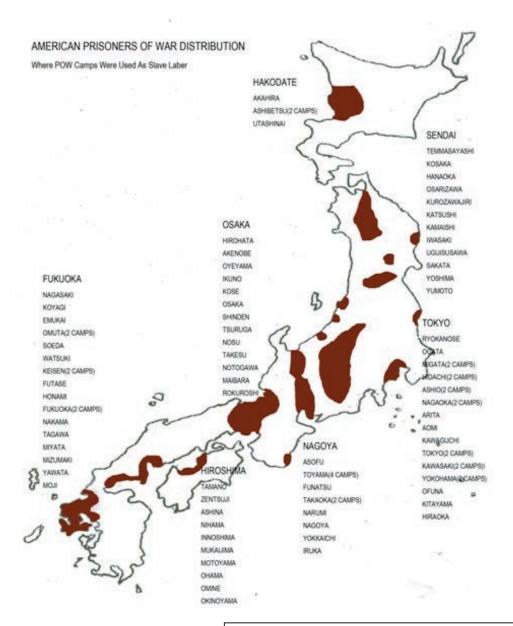
documents were released in a 1981 book, *The Devil's Gluttony* by Morimura Seiichi.

3. Provide students with the Unit 731 Investigation Handout. Due to the sensitive and graphic nature of this topic, only one website has been provided for research. If the instructor feels comfortable and the students are interested, there are many other more graphic and detailed resources available on the web.

Assessment/Reflection:

Students should be accessed through the completing of the web quest. Additionally, students should answer the following exit card question:

Why might some refer to unit 731 as the 'holocaust of the east'?



Map Source: Mansell, Roger. "LIST OF ALL JAPANESE PW CAMPS." *Allied POWS in Japan.* N.p., n.d. Web. 3 Jan. 2012.

http://mansell.com/pow_resources/camplists/rg331-box%201321-ian%20now%20camps.htm

^{*}Please note that some of these locations have changed names since WWII.

POW SURVIVOR READING 1

Cpl. Robert G. Winston: Corregidor Survivor and World War II POW



Dewey Arney and Robert "Bob" Winston (right), Sept. 2, 1945. Winston credits Arney with saving his life when they were POWs in Mukden, Manchuria.

The following article is based on an interview with Robert Winston conducted by Scott K. Williams on Jan 7, 2005. This work is part of a project by the American Local History Network.

Very soon after the December 7, 1941 bombing on Pearl Harbor, the Japanese concentrated their attack on the Philippines. On December 9, 1941 over 200 Japanese

aircraft obliterated over 100 U.S. military aircraft parked at Clark Field in the Philippines. Gen. Douglas MacArthur, then commanding forces on the Philippines, now had an American Army with no air support and no naval fleet (destroyed at Pearl Harbor) to come to his rescue. By late December, massive landings of Japanese forces had pushed U.S. ground forces to the Bataan Peninsula, with his headquarters on Corregidor Island. Corregidor was a very small rocky island, at the mouth of Manila Bay. It was here that Winston was stationed and his battery manned antiquated WWI 3-inch anti-aircraft guns. (The shells had 30 second fuses, which prevented them from reaching planes higher than 30,000 feet.) At times there were long periods of boredom, when nothing was happening. Winston and fellow soldiers would play dice

"craps", but MacArthur, being a strict disciplinarian put a stop to that.

The anti-aircraft crews were out in the open, firing at the incoming Japanese planes, trying to hit them before they could deliver their deadly payload. MacArthur for unknown reasons ordered the crews to not fire at the planes until the bombs were being released. Winston staunchly disagreed with this order, because waiting for bombs to drop, "was too late to do much good". In spite of this, Winston's battery shot down 23 Japanese planes. While being exposed to all the shot and shell, this was a courageous achievement.

On March 8, 1942, MacArthur left Corregidor. He was considered too valuable and would be a trophy for the Japanese. For the men left behind at Corregidor and Bataan, it felt like abandonment. Winston said the only supplies that were running short toward the end were ammunition and the lack of able-bodied men. Sickness was taking its toll. General Wainwright and the men of Corregidor held on to the hope that MacArthur would be true to his words, "I shall return", and return with reinforcements. But by May 5th, Japanese barges were landing on the islands. The anti-aircraft guns were lowered so they could fire shrapnel down on the heads of the Japanese troops. They were too outnumbered to put up much resistance once the Japanese

had landed on the island. The following day, May 6, 1942, all hope was lost and the surrender came. The Japanese at this time period were not an honorable people when it came to taking prisoners of war, and the POWs received no more than subhuman treatment.

Everyone of battery D, except Winston had become sick with malaria. Winston was healthy and in good physical shape. Perhaps this is why the Japanese picked him along with James O. Williams (of St. Joseph, Missouri) to climb telegraph poles and cut the wires down. After completing this work, he and all the rest of the Corregidor survivors were ordered into boxcars. Winston says they were "stuffed in the cars like sardines". With the extreme heat, and no water, men died in the railroad cars by the hundreds. Their destination was the concentration camp at Cabanatuan. Here he was held until they were ordered to board a ship in the fall of 1942. On November 11th, they arrived in Mukden, Manchuria and the temperature fell to a freezing -40 degrees. Winston and 99 other POWs were housed in a "barracks" with a thatched roof, built half underground, with brick floor and slept on straw mats. The barracks had but one stove in the middle, and they were not allowed a bucket of coal until December.



At Mukden, Manchuria the men were used as slavelaborers at the former Ford Plant (then taken over by Mitsubishi). In the factory they made drill presses and lathes which were manufactured to be used in making military implements in Japan. U.S. intelligence identified the factory as being

operated by the Japanese, so it bombed by U.S. aircraft. In the attack 18 POWs were killed and 13 wounded. The barracks, next to the factory, was struck by a bomb that would have killed Winston. That is, if his friend Dewey Arney had not coaxed him to come to the other side of the barracks, moments earlier.

There were many men at Mukden, and included more than just Americans. Some were Australians, English, and Dutch. Without a doubt, Winston was one of the fortunate ones. He made it home alive-- many didn't. Winston remembers that the dead at Mukden were piled in sheds awaiting burial. But even with Winston, there is a lot of suffering that is not revealed in the old photographs. The food, the same thing every day, was pretty bad but it was edible. A cup of corn meal mush in the morning and twice a day a bowl of soy bean soup. But it was just was not enough. Winston himself went from 180 to 98 lbs during his captivity. He had frostbite, his feet were swollen by a vitamin malnutrition disease known as beriberi, and he suffered a tooth ache with a swollen jaw.

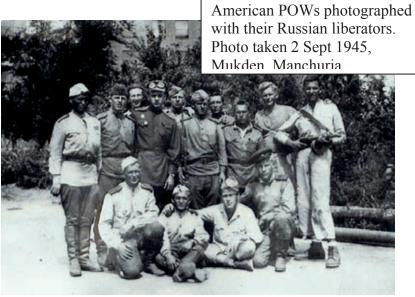
After Winston's liberation by the Russians and return to St. Louis, Winston literally had to beg the VA to give him medical care due to his mistreatment. But this ordeal did not dampen Winston's patriotism as he reenlisted in the Army reserve after the war. Among Winston's possessions is a small booklet where he recorded a few poems that he and the men of his barracks composed. One has been reproduced below:

May 7, 1942 Corregidor Isle I lived awhile on Corregidor Isle In that sun burnt God cursed land Where bomb and shell made life like hell With death on every hand Then I got the thirst of the cursed With no water to be had I heard men scream in that hellish dream And watched my friends go mad It's no man's fault that the water salt Or that the food all is gone That the guns are manned by Men who are damned To face death with every dawn Some hold their breath and watch the death That comes with bursting shells As bombs moan something of home or what they'll do in hell.

When thou bones blend with the stones You'll hear the parrots cry Those splendid bones belong to me Who were not afraid to die?

To squander their meager pay
They raise merry hell for the evening
And are broke the very next day

Back to the post for another month God how the time does drag



Hardly enough filthy pesos to supply a man with smokes. Bugs at night keep us hopping

Mosquito bars only allure Hello No! We're not convicts Just soldiers on foreign tour



After liberation, on Sept 2, 1945. Pictured standing: C. Wasilewski, Galardi. Seated: Winston, James O. Williams and William L. Russell.

POW SURVIVOR READING 2

A Prisoner of Japan:
A POW's own story
By: Powell Magee
as told to Paul H. Tarver.

I joined the Air Force in May of 1940 and I left the United States on November 1, 1941, on the ship, S.S. President Cleveland. I arrived in Manila on November 18, 1941. We disembarked from the ship and went to Fort McKinley, just outside of Manila where we were quarantined for fourteen days. We had to stay in tents for the duration of the quarantine, but afterward, we were allowed to do just about anything, at least until the war broke out. I think I got to go into Manila sometime between the end of the quarantine and the seventh of December. Once the war began, well, that just broke up everything and we began loading ammunition. I was a Corporal when the war actually began, but sometime during our fighting I was promoted to Private First Class Specialist. They [the government] knew I was married, the new position paid more money.

I was in the 27th Bombardment Group. We handled all the bombs and ammunition for most of the forces on Bataan. The different company trucks would come to our ammo dump, where we would load them up and send them back out. We fought for four months against 300,000 Japanese with about 60,000 men. Our forces consisted of between 17,000 and 20,000 Americans; the rest being Filipino army men. Really, we had just about anybody who could shoot a gun.

McArthur left in March, and put Wainwright in charge. At first, it was a real morale boost. We thought that McArthur had gone for help and would be coming back soon with planes, ships, and convoys, it took a while before we began to realize that it would be a long time before he returned. We didn't think he had just left us there. We thought that sooner or later, he'd come back for us. It was about two weeks before we surrendered when reality began to set in and we understood that it would be a long time before McArthur returned.

We didn't have anything to defend ourselves with except our rifles, and the Japanese were dropping everything they had on us. They were even dropping old stovepipes with nuts, bolts and pieces of scrap metal inside. The pipes would explode above the ground and scatter the stuff all around and on top of us.

On April 9, we marched down out of the mountains and surrendered. We now knew that McArthur wasn't coming back, because he had told Wainwright to fight to the last man. However, Wainwright said he wasn't going to do that because he thought that would be inhuman. Wainwright had visited us a few times during the four months we fought to encourage us to hold out. But, once he saw that it was hopeless to fight anymore, he decided to let us take our chances as prisoners. As soon as we came down out of the mountains with our white flags, the Japanese began hitting and beating us. I was lucky. I didn't get hit at that time, but a lot of other guys did. They called us all kinds of names. The Japanese didn't believe in surrendering. They thought we were dirt. I was really surprised that they even took us as prisoners.





We began marching the same day we surrendered. We marched during the daytime, and they would pen us up at night. They had a barbed wire fence that they would pen us up in each night. There were wells all along the road. and guys would try to break rank and go get themselves a canteen of water. Sometimes the Japanese would shoot and sometime they wouldn't. If you could catch the right time when a well was close enough to the road, you could run, get a little water, and get back into the same spot. If the guards were spaced a fairly good distance apart, they usually wouldn't say anything.

Every so often, they would stop and let us sit down and rest for about five minutes. One particular time we were stopped, a truck came up and a bunch of Japanese officers got out and began jabbering away there among themselves. Finally, they came over to another group of Americans and wanted to know where a particular person was. They finally found him in a gang of us who were marching together. Those officers pulled him out of the line, took a bayonet, cut right around his face, and peeled his face off with him still alive. Then, they stabbed him with the bayonet and killed him.

Apparently, he had commanded an infantry that drove the Japanese troops back during a battle. I don't know how they found out who he was, but they did and they got rid of him.

Some of the guys broke from the ranks and tried to get away. A few of them made it, but most of them didn't. Early in the morning or late in the afternoon, they would break ranks and head for the woods. Most would wait until we came to a really thick part of the woods and then break.

Once, they let us go out into a sugar cane field and cut ourselves some stalks. We tied the stalks onto our backs and nibbled on them as we walked. Other than the sugar cane, I only got five tablespoons full of rice on the whole march.

At the end of the march, we had reached Camp O'Donnell.

I got really sick at this camp. I was so weak I didn't know what to do. Finally, I crawled to the mess hall, and a cook saw me coming. I hadn't eaten in about ten days, so he took a board he had, it must have been about two feet



square, and piled it up with rice and handed it out the door to me. I ate every last bit of it.

I continued to be sick even after this. I couldn't work, so they sent me to Cabanatuan. It was split into a hospital area and a work area. I stayed in the hospital part for five months. There were different sections in the hospital area itself and as a person got gradually worse and worse, he moved to the next section until he finally died. I don't remember the total number of men who died at this camp, but I do know that I saw them bury 165 men in one day.



One way to boost morale was to sabotage any and everything we could. We were building a runway with rocks and dirt. Now if we left holes in the rock base and simply filled it in with dirt, the packer machine would come by and get stuck. It would take them two or three days to get him out of those holes.

As the Japanese began to lose more battles, we were moved to camps on the Japanese island or further north in China. The Japanese packed us into ships for the journey. I had been down in the hold for maybe, 12 or 15 days when I finally decided to get up onto the wall. It was just getting so bad down on the bottom. It was terrible. Guys began drinking their own urine or

seawater because there was nothing else to drink. I got lucky and got sick so the guards let me come up on the deck. While I was up on deck, I helped some of the other sick guys, and quickly gained my strength back. I guess I got well too fast, because it wasn't long before the Japs realized I was feeling better and put me back into the hold.

We landed on Kyushu Island in January of 1945. We crossed over from Kyushu to Honshu Island [Japan's main island] on ferryboat. Then we got on another train and began the trip up the coast of Japan. The further north we moved the more snow we saw, and by the time we got to Sendai, it was strictly snow. It was or must have been five or six feet deep up there. We got off the train at Sendai and walked about five or six miles into the mountains to the camp we stayed at until the war ended. During the spring of 1945, we worked at the camp in Sendai. We could do very little work because of the snow, but since trucks could not get up the mountain, it was our duty to go into town and unload the supply train whenever it came in. We ate better because we were able to steal food from the bags as we brought them up the mountain.

We wore old World War One uniform pants, the kind with the leg wrappings. We would make a hole in a bag of rice and let the rice fall into our pants. The rice would work its way down to the legs of our pants, and since we were never searched, we could get past the guards. Our guard knew we were taking the food, but he told us if we got caught he'd say he didn't know us.

After the atomic bombs were dropped in Hiroshima and Nagasaki, we were told to stay at the camp until officers came and got us. Once they came, we went to Tokyo Harbor, where we spent the night on the Battleship Missouri. Within a few days, we were on our way back home.



We left San Francisco on November 1, 1941, and returned on October 26, 1945. We lacked just a few days being overseas four years. I was discharged on May 31, 1946. I had enlisted on May 23, 1940. Out of the six years, I had spent three and one half years as a prisoner of Japan.

I called my wife, Inez, from San Francisco and talked to her for the first time in five years. In fact, she had not heard from me that whole

time. She didn't even know if I was alive, until I got back. I cried over the phone with her. It felt good to be back home.

I suppose that during my stay the worst part had to be the not knowing whether I'd be alive tomorrow. We didn't know whether the Japanese would go berserk tomorrow and kill the whole lot of us like cattle. We just couldn't envision a small country like Japan taking over America, but since we didn't know if they had or not all we could do was hope that they hadn't. You didn't know what was going to become of you next. You just didn't know.

FORCED LABOR ACCOUNT - READING 1

[adapted from The Nanjing Massacre and Other Japanese Atrocities Commuted during the Asia Pacific War written, compiled, and edited by Robert F. Holden & Douglas Cervi]

Mr. XIE – Forced Labor Survivor

I'm 79 years old. I was born in 1928 and live in Hunan province. In 1943, when I was about fifteen years old, I was taken from here by Japanese soldiers. I was captured for three days. At the time, we were scared. One person tried to escape, but he was caught and beaten to death. I became very afraid.

We were taken to Beijing. It was wintertime in Beijing and it was very cold. We had only light clothing. After Beijing, we were taken north to a camp that had an electrical fence. Someone tried to escape and he was electrocuted. Others also tried to leave, but they all died. There were six or seven of them.

After a few days, a ship arrived in the port. The Japanese tied two people together with ropes. We were then deported to another city in China. From there, we traveled across the Yellow Sea between China and Japan. Because allied planes were bombing, our ship tried to hide from the bombs. Therefore, a trip that normally lasts a few days took us one month. On the boat, there was not enough freshwater or food. Some people were sick. Even before they died, they were thrown overboard. Sometimes, the Chinese prisoners would take the Japanese leftover food, but they would be severely beaten for doing so.

After our journey we went to Nagasaki into a disinfection tent. From here, we were sent to the coalmines.

In the beginning, we had to study the Japanese names for mining. I was assigned to operate a crane. At first, I was working side by side with a Japanese operator, but soon I was on my own. Once, when the Japanese operator and I were working our crane, we got unhooked. Even though both of us had been operating the crane, I was the only one who was beaten.

Another time, we were going down into the pit. We had batteries for our lights, but my battery leaked. A Korean worker threw the liquid waste away, but at the end of my shift, I had to return everything to our shift leader. I was beaten and received a severe injury for not returning the dead battery. One of our Japanese overseers was a good guy. He said I should get some rest after my injury, but the other said no. I had to work with my head in bandages. Another man stole a potato and was beaten to death on the spot for doing so.

During a Japanese festival, they held a martial arts challenge. They invited the forced laborers to fight, but we were so starved that none of us were interested. A few laborers were forced to fight,

but they did very poorly. Then, one tall, thin man who we called 'skin and bones' stepped in. He beat a few of the Japanese, but after that day, we never heard from him again.

When the allies began bombing, our treatment got worse. We would only get watery congee, and even then we were lucky to get it. If you were sick, you were sent to the 'sick ward.' But, there was no one ever give food and few survived. We called it the 'death ward.'

When the allies began bombing, our treatment got worse. Our Chinese deputy leader said that he would rather die fighting than starve to death. On August 12th our camp rioted. We had a 15% fatality rate. The first thing we did was take some food. After, we wanted to hold a memorial service for the dead. We were not allowed.

Now, I would like recognition of this atrocious time in history. We want justice. They destroyed our family.

FORCED LABOR ACCOUNT - READING 2

[adapted from The Nanjing Massacre and Other Japanese Atrocities Commuted during the Asia Pacific War written, compiled, and edited by Robert F. Holden & Douglas Cervi]

Mr. Zhang – Forced Labor Survivor

I was thirteen years old when I was taken as a forced laborer. I was born and raised in Hunan province. I was born November 28, 1931.

In 1942, because of famine in Hunan, I went to Shanxi province, but I was capture there. Thinking about this time still makes me cry. The Japanese army said I was a guerilla. They tied us by the arms. One person tried to escape, but he was killed on the spot. We were moved to another area. I became sick with fever, but I was not treated.

During captivity, we were not allowed to go out. We even needed to ask to go to the toilet. If we didn't we would be beaten or killed. Our living conditions were very poor. We were all covered with fleas.

Because I was only thirteen, I receive even poorer quality food. Some people in the camp had the job of disposing dead bodies. I witnessed this. Every day, ten to twenty people died. The burial workers told me they filled dry wells with the corpses.

After three to four months, we were told we were going home. Instead, the train brought us to Beijing. The next night, we were sent on a boxcar. It was July and there were around 7 of us in the car. Fortunately, I was the last to get in so I could get a big of air. Before getting into the boxcar, I had grabbed a broken teapot. This was fortunate because on the way, I collected and drank my own urine.

It was a very short trip, but around forty people died along the way. Once we arrived at this new place, we lived in a common shelter. We were stripped naked every night to prevent escape.

We were then sent on a boat to Japan. We embarked at a port close to Tokyo. There were armed guards there to prevent us from escaping. In the evenings, the allies would bomb the port. During the firebombing of Tokyo, I was sent to a port close to Hanaoka. Here, rations were very poor and of horrendous quality. Our job was to unload ships. We carried very heavy weights using bamboo. We unloaded copper from China. These were looted metals and made us very homesick. When we were tired and slipped, we were beaten. I was beaten with an iron rod and still have the scar.

We were forced to work even after the surrender of Japan. We rioted and broke through the gates, and the Japanese could do nothing to stop us.

It has been over 60 years and Japan has still not acknowledged what it did, despite numerous law suits filed in Japanese courts by Chinese forced laborers.

UNIT 731 WEBQUEST

Go to the following site: http://www.sunshine-project.org/pingfan/index.html

Step 1: Read the Summary. Record important dates in the history of the Japanese biological warfare policy below:

Step 2: Read slides 2-12. Complete the chart below as you read:

Page Title	Location	Atrocities	Statistics/Post War Evidence		

Step 3: Read slide 13. What might account for the Japanese government's silence on this issue?

Step 4: Examine slides 14 & 15. Why are personal accounts and sketches so important to understanding this historical event?

Final Step: Should the Japanese government be pressured to acknowledge these atrocities? Explain your answer using evidence from your webquest.

COMFORT WOMEN INTRODUCTION:

Comfort women were forcibly drafted by the Imperial Japanese Army from the occupied territories to serve as military prostitutes. Many comfort women are young and unmarried. They were taken from their homes against their wishes and transported to foreign lands to serve the Japanese officers and soldiers alike. It was estimated that a total of more than 250,000 women were taken and many died in territory far from their homes. After the war, the survivors returned to their native countries, mostly Korea and China, with some from the Netherlands, in shame. The Japanese government has since continued to deny their responsibility for such diabolic actions. It has refused to offer any formal apology, nor agreed to pay any retribution to the surviving comfort women.

In 2008, after years of lobbying effort from Chinese and Korean NGOs in the United States, the US Congress had finally passed a Resolution, HR 121. This piece of legislation demands that the Japanese government to accept the responsibility of enslaving the comfort women and offer an official apology to them. Although such action has no legal binding power, it has at least restored the dignity of those comfort women who suffered a tragic fate in the hands of the Imperial Japanese armies.

Theme Three: Comfort Women

<u>Objectives:</u> Students will be able to analyze and discuss the treatment of women under the control of the Imperial Japanese Army. Students will discuss how the women affected by these incidents should be treated and compensated today.

Teacher Sources:

For more information on this topic, examine this article: http://history.sandiego.edu/gen/st/~kelliej/prostitution.html

**Note: This topic is very intense. Instructors may want to collect permission slips from students' parents/guardians before proceeding. This lesson should not be done in classes younger than 10th grade.

Warm Up: How are civilians often used as tools of war?

Guided Instruction:

- 1. Ask students to share their answers in pairs first, then discuss as a class. Be sure to discuss the sensitive nature of the day's topics.
- 2. Explain to students that the Imperial Japanese Army was neither the first nor the last to use rape as a weapon. Discuss with the class the reasons why this particular weapon has been used against civilian women.
 - a. Possible answers: women are often the only family members left behind during war, so by targeting them they are targeting what is left of each soldiers' families; rape emasculates the husbands/brothers/sons of the women by reminding them that they could not protect their wives/sisters/mothers/daughters; rape 'ruins' women so that when the men come back from war there is nothing left of society as they knew it
- 3. Distribute the attached article, "Oral Histories of Comfort Women" to the class. Students should read the article and answer the corresponding questions independently.
- 4. As a class, review the article questions. Then distribute the brochure from the Lila-Pilipina survivor brochure. Ask students to examine the brochure with a partner and identify the demands and purpose of the group.
- 5. As a class, brainstorm why it would be important for women's survivor groups like the Lila-Pilipina to gain acknowledgement from the Japanese government.

Assessment/Reflection:

Students will be assessed through their final remembrance project at the end of this unit.

ORAL HISTORIES OF THE "COMFORT WOMEN" Introduction

The so-called "comfort women" (the term is a translation of a Japanese/Korean euphemism) were sexual slaves who were often recruited by trickery and forced to serve the Japanese military in the field in Asia and the Pacific during the Pacific War. These women were drawn from throughout the Japanese empire, though many were Korean.

The story of Kim Tökchin has many elements common to the experiences of "comfort women," including the initial promise of factory employment, the role of recruiting agents (Korean in this case), the initial rape by a Japanese officer, and the arrangement of the brothel in which she was forced to serve.

Excerpt below from *True Stories of the Korean Comfort Women*, edited by Keith Howard and translated by Young Joo Lee (London: Cassell, 1995), 42.

Oral Histories of the "Comfort Women" Kim Tŏkchin

"I Have Much to Say to the Korean Government"

I suddenly heard a Korean man was in the area again recruiting more girls to work in the Japanese factories. ... On the first night there I was dragged before a high ranking solder and raped... Each of us had to serve an average of 30 to 40 men each day, and we often had no time to sleep.

It was the middle of January or perhaps a little later, say the beginning of February, 1937. I was 17 years old. I heard girls were being recruited with promises of work in Japan. It was said that a few had been recruited not long before from P'yŏngch'on where we had lived with my uncle. I wished that at that time I had been able to with them, but I suddenly heard a Korean man was in the area again recruiting more girls to work in the Japanese factories. I went to P'yŏngch'on to meet him and promised him I would go to Japan to work. He gave me the time and place of my departure and I returned home to ready myself to leave. In those days people were rather simple, and I, having had no education, didn't know anything of the world.

All I knew — all I thought I knew — was that I was going to work in a factory to earn money. I never dreamed that this could involve danger. ... We arrived at Kunbuk station and transferred to a train. It was a public slow train, and traveled slowly down to Pusan, where we boarded a boat. The man who had brought us this far left us, and a Korean couple who said their home was in Shanghai took charge of us. The boat was huge. It had many decks, and we had to climb down many flights of stairs, right to the bottom of the boat to find our bunks. It was a ferry and took many other passengers. The crew brought us bread and water, and we sailed to Nagasaki. At Nagasaki, a vehicle resembling a bus came and took us to a guest-house. From that moment on we were watched by soldiers.

I asked one of them: "Why are you keeping us here? What kind of work are we going to do?" He simply replied that he only followed orders.

On the first night there I was dragged before a high-ranking solder and raped. He had a pistol. I was frightened at seeing myself bleed and I tried to run away. He patted my back and said that I would have to go through this experience whether I liked it or not. Every night we were raped. On the fifth day, I asked one of the soldiers; "Why are you taking us from room to room to different men? What is our work? Is it just going to be with different men?" He replied:

"You will go wherever orders take you. And you will know what your job is when you get there"

We left Nagasaki after a week of this grueling ordeal. Led by our Korean guides, we boarded another boat for Shanghai. ... There was a truck waiting for us at the pier, which whisked us away. There were not rail tracks, and no buses or taxis to be seen. We passed through disordered streets and arrived in a suburban area. There was a large house right beside an army unit, and we were to be accommodated there. The house was pretty much derelict and inside was divided into many small rooms. There were two Japanese women and about 20 Koreans there, so with the 30 of us who had arrived from Uiryŏng there were about 50 women in total. The two Japanese were said to have come from brothels. They were 27 or 28, about ten years older than all the Koreans. Those who had arrived before us came from the south-western provinces of Chŏlla and the central provinces of Chǒungchʻŏng and were of similar age to us. Those of us who had traveled together kept ourselves very much to ourselves. I was called "Langchang" there. From the 50 of us, excluding those who were ill or had other reasons, 35 girls on average worked each day. ...

We rose at seven in the morning, washed and took breakfast in turns. Then from about 9 o'clock the soldiers began to arrive and form orderly lines. From 6 o'clock in the evening high-ranking officers came, some of whom stayed overnight. Each of us had to serve an average of 30 to 40 men each day, and we often had no time to sleep. When there was a battle, the number of soldiers who came declined.

Questions:

1.	How did the recruitment and deception of the "comfort women" relate to other aspects of
	wartime mobilization in Japan? Where does Kim think she is going?

2.	What re	espective ro	oles were	played by	y the l	Korean	agents,	the J	Japanese	military,	etc.?	How
m	ight one	describe t	he whole	system th	at sur	rounde	d the "c	omfo	ort wome	en"?		

- 3. For a long time, the history of the "comfort women" was not widely known or discussed in Korea or Japan. What reasons may there have been for this silence?
- 4. The issue of the "comfort women" remains highly politically charged, not only between Korea and Japan, but within Korea itself. Why? What sort of debate is there, and what positions do various sides take?

Justice for all Comfort Women!

The case of the 'jugun ianfu' or military 'comfort women' of the Japanese Imperial Army during World War II involved the systematic planning and forcible drafting or abduction of about 100,000 to 250,000 Asian women. It involved the establishment, control, and management of army brothels in all garrisons in Manchuria and other parts of China, Korea, the Philippines, South Sea Islands, Dutch East Indies, Malaysia, and Indonesia. Most of the women were young girls between 11 and 20 years old who were forcibly detained and raped. Historians estimate that fewer than 30% survived the ordeal by the end of the war.

On December 6, 1991, the Korean comfort women filed a lawsuit against the Japanese Government at the Tokyo District Court, demanding postwar responsibility, compensation and reparations for the crimes against humanity committed during WWII. On April 2, 1993, 18 Filipino comfort women filed a lawsuit at the same Japanese court in effort towards justice for the comfort women victims. 28 more plaintiffs joined the lawsuit in September 1993. Another class action suit was filed in Washington, DC in September 2000.

Background

The Task Force on Filipino Comfort Women (TFFCW) was formed on July 13, 1992 by seven women's organizations to provide a national support mechanism for justice for Filipino Comfort Women survivors.

On May 16, 1994, a national assembly of TFFCW members and comfort women survivors resulted in the formation of Lila-Pilipina.

Our Position

Through its admission of involvement, the Japanese government is liable for subjecting hundreds of thousands of Asian women to military sexual slavery. Without redress from the Japanese government, there can never be peace in the hearts and minds of the victims and advocates of women and human rights.

This international issue involves gender, racial colonial and imperialist oppression by Japan. Justice can only be completed if measures are taken to ensure such a crime against humanity will never be committed again. In a patriarchal international order, militarism in the form of war aggression provides the conditions for degradation, abuse, and exploitation of women of colonized and exploited countries. We must stop militarism, primarily by Japan, that encourages the use of rape and sexual slavery as a tool of war.

Lila-Pilipina

is an organization of **Filipino** comfort women, victims and survivors of rape and military sexual slavery by Japanese troops during WWII, advocating justice and freedom for victims of violence in war and armed conflict situation.

Our Programs

<u>Lola's Self-esteem Building</u> Program

Through its education and development program, the survivors are equipped with social awareness and skills to encourage camaraderie and unity.

Research and Documentation

The program enables the organization to continue the arduous tasks of investigation and documentation of victims.

<u>Information, Education, and Media</u> Relations

The program strives to articulate the comfort women issue through mass media and educational institutions to reach the general public.

Welfare Assistance Program

The victims are given health and medical support. Recreational activities are also initiated for the general well-being of the survivors.

Campaigns and Advocacy Work

The program designs activities locally and in abroad in pursuit of the demands of the survivors such as regular protests at the Japanese Embassy.

Our Demands for the Japanese Government

- A. That Japan fulfills its responsibility in the full disclosure of all information in its war archives concerning the operations of the 'comfort stations' and the comfort women system.
- B. Adequate compensation for the victims and their families.
- C. For Japanese textbooks to include the reality of military sexual slavery through comfort women during WWII as a war crime.
- D. That an official admission is made as to the use of force and violence in the conscription and treatment of the comfort women as military sex slaves.
- E. A formal apology to the Filipino people and specifically to the female victims and their families for having a direct hand in the

Our Demands for the Philippine Government

- A. To issue an official position declaring the comfort women system as a war crime, condemning the Japanese government, and demanding formal apologies and compensation for the victims and their families.
- B. To conduct official investigation and documentation of the comfort women issue.
- C. To include in Philippine history the reality of the comfort women during WWII in textbooks and curriculum used in both in public and private educational institutions.



Theme Four: Textbook Controversy

<u>Objectives:</u> Students will be able to identify the ways in which textbooks describe controversial topics in history. Students will examine the controversy created by Japanese textbooks and will analyze possibilities for resolution.

Teacher Sources:

For more information on this topic, examine this article:

http://iis-db.stanford.edu/docs/134/textbook.pdf

<u>Warm Up:</u> Imagine if you had a relative that had committed a terrible crime long before you were born. If a friend found out about your family's past, how would you explain the crime? Would you be honest in explaining all the details? Would you be apologetic? How would you explain the incident to your own children many years from now?

Guided Instruction:

- 1. Ask students to share their answers in pairs first, then discuss as a class. Ask the students if there are any events in history they think the US may have tried to recount in a specific way. Why would schools and/or the government choose to recount these events without telling the complete truth?
 - Possible Answers: treatment of Native Americans (makes the US government appear cruel); use of internment camps during WWI (makes the US government appear racist); treatment of African Americans throughout American history, etc.
- 2. Distribute and read the article from PBS newshour (found here: http://www.pbs.org/newshour/extra/features/jan-june05/textbooks_4-13.html). Read the article as a class, have students answer the comprehension questions that follow. Answers to the comprehension questions can be found here:
 - $http://www.pbs.org/newshour/extra/teachers/lessonplans/world/textbooks_4-13.html$
- 3. Lead a class discussion reflecting on the topics of the article. Use the following questions as a guide:
 - a. Based on what we have learned in class so far, how do *you* feel Japanese children should be taught about the incidents committed during WWII? Defend your opinion.
 - b. What are the benefits of having an open discussion in schools on what may be controversial issues? Is it important to make sure these topics are discussed? Why or why not?
 - c. What can be done to convince the Japanese government to rewrite the textbook accounts of these incidents?
 - d. What could be done to mediate the tension between the Chinese and Japanese governments? Think of ways education could be used to reconcile the situation.

Assessment/Reflection:

At the end of class, ask students to answer the following exit card question: How can textbooks create controversy between countries? Can the way history is taught outside of one's own country be monitored? Explain.

China Says Japanese Textbooks Distort History Posted: 04.13.05

-- Compiled by Kristina Nwazota for NewsHour Extra

How history is written in textbooks and taught in schools is causing a major rift between two of Asia's most powerful countries.



Over the weekend, an estimated 20,000 demonstrators hit the streets of China's capital city Beijing and other smaller cities around the country to protest the approval of new Japanese junior high school textbooks that critics in both countries say gloss over Japan's atrocities against the Chinese during World War II, which ended 60 years ago in 1945.

Specifically, the new textbooks play down Japan's brutal occupation of China from 1931 to 1945, including the 1937-38 Nanking

massacre -- sometimes referred to as the Rape of Nanking -- that resulted in the deaths of between 250,000 and 300,000 Chinese. Many civilians were hacked to death, and thousands of women were raped.

One textbook refers to the murders as an "incident" rather than a massacre. The books also underplay the use of sex slaves, women brought from all over Asia to service the Japanese military.

Eggs and water bottles litter Beijing's Japanese Embassy

following violent protests.

Retelling history

On Monday, a survey of over 1,000 Chinese citizens by the Social Survey Institute of China reported that most people found Japan's approval of the textbooks insulting.

About 93 percent of the respondents said the Japanese government had "distorted history gravely", and 96 percent of them said "such action had severely hurt the Chinese people's feelings and

constituted an insult to the Chinese people," Xinhua news agency quoted the survey results as saying.

Such painful wartime memories led to the violent protests in China with demonstrators throwing stones at the Japanese embassy and breaking the windows of some Japanese restaurants -- a rare occurrence in the tightly controlled Communist regime. There were also demonstrations in South Korea, a country also invaded by Japan during the war.

"Last century the aggression war waged by Japan inflicted huge and tremendous suffering and hardships on people in China, Asia and the world at large," Chinese Premier Wen Jiabao said Tuesday.

He urged Japan to	take responsibility	for its actions	and said th	ne protests	should end	courage "d	leep and
profound reflection	ns" by the Japanese	2.					

A bid for superpower status

Reading Comprehension Questions:

- 1. What were demonstrators in China protesting over the weekend? Why?
- 2. What did a survey of Chinese report about Chinese sentiment toward the textbook approval?
- 3. What is Japan trying to accomplish that China may oppose?

Theme Five: Remembrance and Lessons Learned

Lesson One: How to Deal with the Past

<u>Objectives:</u> Students will be able to identify the ways in which Japan and Germany have chosen to deal with the atrocities committed during WWII.

Day One

<u>Warm Up:</u> Ask students to imagine what it might feel like to have the government kill members of their family because of their heritage. What should the government be doing to make up for allowing something so terrible to happen?

Guided Instruction:

- 1. Review the warm up with students. Discuss that though the issue might sound unbelievable, it is a reality many Asian people deal with on a daily basis who have personally been affected by the atrocities Japan committed during WWII.
- 2. Distribute the Handout 1. Discuss with students the long term impact of Germany's efforts to acknowledge their responsibilities for the Holocaust.
 - a. Possible answers: Monetary punishment; children learn from their past and the mistakes of their government; war criminals publicly tried (demonstrates justice for terrible crimes)
- 3. Discuss the long term impact of Japan's efforts to acknowledge their responsibilities in WWII atrocities.
 - a. Possible answers: Denial of the truth; generations are being raised without knowledge of the tragedies created by the IJA; relationships with other nations (Southeast Asia & China) are strained
- 4. Ask students to make a list of steps Japan must take in order to deal with their responsibilities for WWII atrocities. Discuss and display no less than 10 of students' steps for Japan on the board.
- 5. Ask students why these steps need to be taken. What is the point of acknowledging and dealing with a country's past?

Assessment:

Write the word PEACE on the board. Ask students to keep this word in mind while writing a letter to the Japanese government. Their letter should address the following question:

What steps should Japan be taking to ensure the carnage of WWII never occurs again?

Day Two

Guided Instruction:

- 1. Review with the class that the end of WWII, true compensation and peace-making never occurred due to the onset of the Cold War.
- 2. Distribute handout 2. On the board, make a list of 'unfinished business' students feel still needs to be addressed from WWII

- a. Possible Answers: peace treaty signed with ALL WWII participants present; diplomatic tensions between China and Japan resolved, Japanese recognition of atrocities committed and compensation for those affected
- 3. Explain that students will be creating their own peace conference. As students to work in pairs to create a document that will create a truer, longer-lasting peace for the tragedies of WWII. It is up to the students to decide which countries must be present and what stipulations will be signed into agreement.

Assessment:

Students will be assessed when they turn in their peace conference agreements. Particularly outstanding agreements should be displayed throughout the classroom so that students might consider them when creating their memorial projects in the next lesson.

Lesson Two: Remembrance & Memorial Project

<u>Objectives:</u> Students will be able to identify the ways in China, Japan, and the US remember important events in their history. Students will create their own remembrance memorial for one of the events presented in this unit.

Teacher Sources:

For more information on this topic, please refer to *History and Memory: The Role of War Memorials and Museums in China and Japan* by David Kenley in the spring 2009 issue of Education About Asia.

<u>Warm Up:</u> Think of the last memorial you have seen. What did it symbolize? How did it impact your knowledge of the event or person it represented?

Guided Instruction:

- 1. Display an image of a Mount Rushmore. Discuss with students the purpose of this memorial and whether or not the monument achieves its goals. Ask students how different groups of people might interpret the memorial differently.
 - a. Background: The carvings of Thomas Jefferson, Abraham Lincoln, George Washington, and Theodore Roosevelt were completed in 1941 to commemorate four presidents who played essential roles in founding, preserving, and expanding the United States of America. The memorial is controversial because it was built on Lakota land that was seized from the Native American tribe by the federal government.
- 2. Display the image and information on the Nanking, Hiroshima, and Yasukuni Shrine memorials provided. After discussing each image and memorial with the class, ask students to identify what each memorial reveals about the historiography behind the event.

- 3. Explain that students will be creating their own memorials for one of the events discussed during this unit (see below). Distribute the project instruction sheet and rubric for their reference.
- 4. Allow 3-4 class periods for student research.
- 5. On the project due date. Conduct a gallery walk with the class of each student's project. Ask students to rate and explain their favorite memorials.

Assessment:

Students will be assessed through their completion of the project and their reflective ratings during the gallery walk.

HANDOUT 1

	Germany	Japan		
Official Apology	Yes, government has issued formal apology.	No. Apologies only somewhat addressed by Prime Minister, none have been issued by emperor or parliament.		
Restitution to the Victims	Yes, pays and continues to pay victims of the Holocaust through 2015.	No, and government continues to refuse payment to any of its wartime victims.		
Open war time record	Yes, all wartime activities records are open to the public.	No, refuses to open its archive and denies existence of some documents altogether.		
Admission of atrocities	Yes, and the denial of the Holocaust is prohibited by German law.	No, tolerates public denials and encourages public officials to worship war criminals at Yasukuni shrine.		
Wartime history in school textbook	Yes, Holocaust is taught in schools.	No, wartime atrocities are sugarcoated or omitted altogether from school textbooks.		
Punish war criminals	Yes, helped create list of 60,000 war criminals requested by US Department of Justice. All are banned from entry into the US; similar rules apply in other nations.	No, refused to cooperate in war crime investigations.		
Identify war criminals	Yes, cooperative in assisting investigations to locate Nazis under hidden identities or in exile.	No, refuses to verify names as requested by US Department of Justice despite multiple attempts.		
Investigation and restitution of slave laborers	Yes, German companies involved in slave labor are ordered to pay \$1.6 billion in reparations.	No, conceals records of wartime slave labor and compensated some companies for taking care of 'contract laborers' during the war.		
Return of looted property	Yes, assisted in locating assets stolen by Nazi government.	N/a		
Tribute to Victims	Yes, national law passed to create a Holocaust Museum and Memorial in Berlin.	No. War Memorial Museum built does not include any information on wartime slavery or victims in colonized areas.		
Treatment of war criminals	Most are punished and rejected by society.	Openly worship war criminals at Yasukuni Shrine; many criminals became government and business leaders.		

HANDOUT 2

The destructive power of the atomic bombs deterred major hostilities after WWII. However, the ensuing Cold War dragged the United States in to conflicts in Korea and Vietnam in the Pacific region. Many issues such as war responsibilities and compensations have never been fully addressed.

Actions taken after WWII to deal with the war responsibilities:

United States:

- orchestrated the 1951 San Francisco Peace Treaty officially ending WWII
 - China and Russia are not invited due to communist governments
- Compensations were paid to Japanese Americans interned during the war
- Helped fund the rebuilding of Japan after the war
- Passed HR 121 in 2007 asking the Japanese government to apologize to former comfort women and to include the topic in Japanese school curriculums

China:

- Diplomatic relationship between China and Japan is not formalized until 1976
- Built numerous museums (Nanking Massacre Museum, Japanese Germ Warfare Based Museum, etc.)

Japan:

- Never officially admits war responsibilities and atrocities committed
- Textbook controversy
- Enshrined all 13 class A war criminals
- Build the Hiroshima Peace Memorial Museum

Korea:

- Comfort women continue to advocate for acknowledgement, apology, and compensation from the Japanese government

Memorial Images:



Mount Rushmore; Keystone, South Dakota

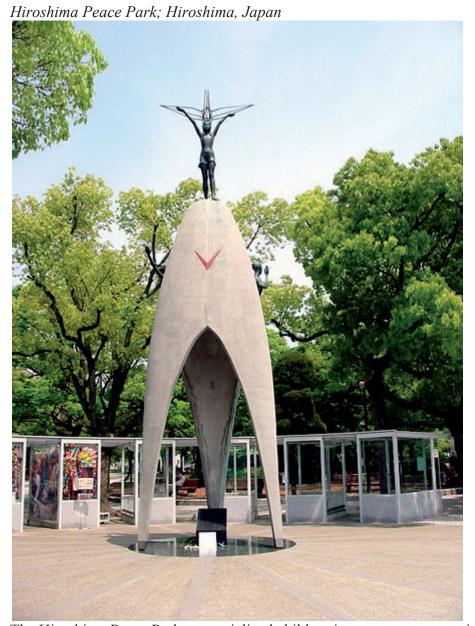


Why would the creators of this memorial carve the number of victims into the entranceway? Why would the creators include the word 'victims' in English? What does this reveal about the audience the memorial hopes to include?

Hiroshima Peace Park; Hiroshima, Japan



At the Hiroshima Peace Park, nearly one million visitors arrive each year to see the memorial to the victims of the dropping of the atomic bomb in 1945. Visitors begin by seeing the A-Bomb Dome. Why would the Japanese government choose to keep this bombed out building in tact? What does it symbolize about this historical event?



The Hiroshima Peace Park memorialized children in many ways; most infamously through the A-bomb Children's Memorial statue. Why do you think the Japanese government chose to include children in so many of their memorial statues and museum exhibits? How does this contribute to the emphasis of the aggressiveness of the dropping of the atomic bomb?

Yasukuni Shrine; Tokyo, Japan



Yasukuni Shrine is a Shinto shrine built to honor the spirits of all Japanese who died fighting for the Emperor of Japan. It is believed that all evil acts are absolved once one's spirit is enshrined at Yasukuni. Over 2.4 million Japanese soldiers are memorialized here, including convicted war criminals of World War II. What does this shrine reveal about the Japanese belief about their policies during WWII? How might you feel if you were a Korean or Chinese citizen visiting this memorial?

DESIGNING A WWII MEMORIAL

Directions: You have been selected to design a memorial for the victims of one of the WWII events studied in this unit (listed below).

Events:

- 1. Nanking Massacre
- 2. Comfort Women
- 3. POW Camps
 - a. Mukden Incident oral histories
 - b. Use of biological/chemical experiences

You will submit a design and physical description (size, colors, building materials) of your memorial. You will include a proposed location for the memorial and an explanation for why this location is best.

On a separate sheet of paper, you will include a one page reflection that includes answers to the following:

- 1. Why did you choose the event you memorialized? What makes this event important? Why should it be remembered?
- 2. How might your memorial change over time? Explain.
- 3. How does your memorial reflect public views of the historical event it represents? Explain.

Rubric:

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The design and reflection sheet includes all required elements as well as additional information.	All required elements are included on the design and reflection sheet.	All but 1 of the required elements are included on the design and reflection sheet.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the design and reflection sheet.	5-6 accurate facts are displayed on the design and reflection sheet.	3-4 accurate facts are displayed on the design and reflection sheet.	Less than 3 accurate facts are displayed on the design and reflection sheet.
Attractiveness	The design and reflection sheet are exceptionally attractive in terms of design, layout, and neatness.	The design and reflection sheet are attractive in terms of design, layout and neatness.	The design and reflection sheet are acceptably attractive though it may be a bit messy.	The design and reflection sheet are distractingly messy or very poorly designed. It is not attractive.

Additional Resources

Buruma, Ian. *The Wages of Guilt: Memories of War in Germany and Japan*. London: Phoenix, 2002. Print.

Chang, Iris. *The Rape of Nanking: the Forgotten Holocaust of World War II*. New York, NY: Basic, 1997. Print.

Holmes, L. G. (2008). *Unjust Enrichment: American POWs Under the Rising Sun*. Old Saybrook, CT: Konecky and Konecky.

Holmes, L. G. (2007). 4000 Bowls of Rice: A Prisoner of War Comes Home. New York, NY: Bricktower Press.

Holmes, L. G. (2010). *Guests of the Emperor: The Secret History of Japan's Mukden POW Camp*. Annapolis, MD: Naval Institute Press.

Preserving the History of WWII in Asia, Canada Association for Learning &. *The Search for Global Citizenship: The Violation of Human Rights in Asia, 1931-1945.* Toronto, Canada: Canada ALPHA, 2005. Print.

Smalley, Martha Lund. *American Missionary Eyewitnesses to the Nanking Massacre: 1937 - 1938*. New Haven, Conn.: Yale Divinity School Library, 1997. Print.

Timperley, Harold J. *What War Means: the Japanese Terror in China; a Documentary Record,*. London: V. Gollancz, 1938. Print.

Vautrin, Wilhelmina, and Suping Lu. *Terror in Minnie Vautrin's Nanjing: Diaries and Correspondence, 1937-38.* Urbana: Univ. of Illinois, 2008. Print.