

JAPAN'S RENDEZVOUS WITH THE FUTURE

Organizing Questions

- What are some of the historical crossroads Japan has faced?
- What are some challenges facing Japan today?
- What are some possible solutions that could help Japan overcome these challenges?

Introduction

On Day One, students answer initial questions regarding issues facing Japan and discuss the answers. Students view a lecture about Japan's future, take notes, and answer discussion questions about the lecture in class or as homework.

On Day Two, students discuss the lecture and engage in a group skit activity to explore major challenges facing Japan and best- and worst-case scenarios for each of these challenges.

On Day Three, students complete a comprehensive crossword puzzle. Then, students receive their final project assignment for the six-lecture course.

Objectives

In this lesson, students will

- explore demographic, economic, energy-related, and political challenges facing Japan;
- discuss how the March 11, 2011, disaster has affected Japan and how it could serve as a catalyst for change;
- analyze possible solutions to the challenges facing Japan today;
- learn about Japan's role in a changing international environment;
- creatively demonstrate (in skit format) their understanding of challenges facing Japan;
- theorize what Japan's future entails; and
- employ research skills in a final research project on a topic of their choice.

Connections to Curriculum Standards

This lesson has been designed to meet certain national history, social studies, and geography standards as defined by the National Center for History in the Schools, the National Council for the Social Studies, and the National Council for Geographic Education. The standards for this lesson are listed here.

National History Standards (from the National Center for History in the Schools)

Era 9, Standard 2A: The student understands how population explosion and environmental change have altered conditions of life around the world.

- Grades 5–12: Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations. [Analyze cause-and-effect relationships]
- Grades 5–12: Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment. [Obtain historical data]

Era 9, Standard 2B: The student understands how increasing economic interdependence has transformed human society.

- Grades 9–12: Assess the strengths of democratic institutions and civic culture in countries such as Britain, France, Germany, Canada, the United States, Japan, India, and Mexico and analyze potential challenges to civil society in democratic states. [Interrogate historical data]

Era 9, Standard 2E: The student understands major worldwide scientific and technological trends of the second half of the 20th century.

- Grades 5–12: Describe worldwide implications of the revolution in nuclear, electronic, and computer technology. [Formulate historical questions]

Era 9, Standard 3A: The student understands major global trends since World War II.

- Grades 7–12: Analyze causes and consequences of the world's shift from bipolar to multipolar centers of economic, political, and military power. [Analyze cause-and-effect relationships]

World History Across the Eras, Standard 1: Long-term changes and recurring patterns in world history.

- Grades 5–12: Analyze ways in which human action has contributed to long-term changes in the natural environment in particular regions or worldwide.

National Social Studies Standards (from the National Council for the Social Studies)

- Culture; Thematic Strand I: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Time, Continuity, and Change; Thematic Strand II: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

- People, Places, and Environments; Thematic Strand III: Social studies programs should include experiences that provide for the study of people, places, and environments.
- Individual Development and Identity; Thematic Strand IV: Social studies programs should include experiences that provide for the study of individual development and identity.
- Individuals, Groups, and Institutions; Thematic Strand V: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Power, Authority, and Governance; Thematic Strand VI: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- Production, Distribution, and Consumption; Thematic Strand VII: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Science, Technology, and Society; Thematic Strand VIII: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- Global Connections; Thematic Strand IX: Social studies programs should include experiences that provide for the study of global connections and interdependence.
- Civic Ideals and Practices; Thematic Strand X: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

National Geography Standards (from the National Council for Geographic Education)

The geographically informed person knows and understands:

- Standard 6: How culture and experience influence people’s perceptions of places and regions.
- Standard 11: The patterns and networks of economic interdependence on Earth’s surface.
- Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
- Standard 14: How human actions modify the physical environment.
- Standard 15: How physical systems affect human systems.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

Materials Handout 1, *Discussion Questions*, pp. 7–11, 30 copies
 Handout 2, *Skit Instructions*, p. 12, five copies
 Handout 3, *Skit Notes*, p. 13, 30 copies

- Handout 4, *Crossword Puzzle*, p. 14, 15 copies
- Handout 5, *Final Project Guidelines*, pp. 15–16, 30 copies
- Projection, *Initial Questions*, p. 17
- Answer Key 1, *Initial Questions*, p. 18
- Answer Key 2, *Discussion Questions*, pp. 19–22
- Answer Key 3, *Crossword Puzzle*, p. 23
- Teacher Guide, *Final Project Grading Rubric*, p. 24, 15 copies
- Lecture 6, *Japan’s Rendezvous with the Future*, on manaba course site
- PowerPoint Presentation, *Japan’s Rendezvous with the Future*, on manaba course site, 30 copies

Teacher Preparation Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. View Lecture 6, *Japan’s Rendezvous with the Future*, and review all handouts, the projection, the teacher guide, and answer keys.
2. Make appropriate number of copies of handouts, PowerPoint slides, and teacher guide.
3. Determine the schedule for students to complete their final research projects.

Time At least three 50-minute periods

Equipment Computers with Internet access
Computer projector

Procedures Day One Students answer initial questions regarding issues facing Japan and discuss the answers. Students view a lecture about Japan’s future, take notes, and answer discussion questions about the lecture in class or as homework.

1. Display the Projection, *Initial Questions*, and direct students to write their answers on a piece of scratch paper. Discuss students’ answers to the questions using Answer Key 1, *Initial Questions*.
2. Inform students that they will view the final of six lectures about Japan by Professor Daniel Okimoto of Stanford University. This lecture is entitled “Japan’s Rendezvous with the Future.”
3. View Lecture 6, *Japan’s Rendezvous with the Future*, located on the manaba course site. Distribute one copy of the PowerPoint Presentation, *Japan’s Rendezvous with the Future*, to each student. Instruct students to take notes on the copy of the slides while viewing the lecture.
4. Distribute one copy of Handout 1, *Discussion Questions*, to each student. Instruct students to answer the questions on the handout in class or as homework. Collect handouts for assessment.

Day Two Students discuss the lecture and engage in a group skit activity to explore major challenges facing Japan and best- and worst-case scenarios for each of these challenges.

1. Facilitate a class discussion about the lecture using Answer Key 2, *Discussion Questions*.
2. Divide the class into five small groups. Assign each group one of the following topics:
 - March 11, 2011, disaster
 - Demographics
 - Political leadership
 - Energy
 - Economy
3. Distribute one copy of Handout 2, *Skit Instructions*, to each group. Review the directions for the skits as a class.
4. Allow groups time to prepare their skits.
5. Distribute one copy of Handout 3, *Skit Notes*, to each student. Instruct students to record their notes on this handout while each group presents.
6. Facilitate skit presentations. Skits do not need to be in any particular order. Assess each group's skit using the criteria outlined on Handout 2, *Skit Instructions*.
7. Collect Handout 3, *Skit Notes*, for assessment. Conclude activity with a brief discussion about how likely the best- and worst-case scenarios presented by each group are to happen.

Day Three Students complete a comprehensive crossword puzzle. Then, students receive their final project assignment for the six-lecture course.

1. Divide the class into partner pairs. Inform students they will complete a comprehensive crossword puzzle that encompasses terms and phrases from each of the six lectures.
2. Distribute one copy of Handout 4, *Crossword Puzzle*, to each pair. Allow students time to complete the crossword puzzle. You may wish to offer a prize to the first pair who completes the crossword puzzle correctly. Assess using Answer Key 3, *Crossword Puzzle*, as a guide.
3. Inform students that their final project for the unit will be a research project. Distribute one copy of Handout 5, *Final Project Guidelines*, to each student. As a class, review the instructions for the project carefully.
4. Brainstorm potential topics for the final projects. Allow students time to complete their projects in class and as homework. Assess final projects using the Teacher Guide, *Final Project Grading Rubric*, as a guide.
5. Visit the manaba course site and post comments about the lesson, any modifications you made, or any other additional resources you would

like to share with the community of teachers who are also teaching this course to their students.

- Assessment** The following are suggestions for assessing student work in this lesson:
1. Handout 1, *Discussion Questions*, using Answer Key 2, *Discussion Questions*, as a guide.
 2. Groups' skit performances based on the criteria outlined on Handout 2, *Skit Instructions*.
 3. Handout 3, *Skit Notes*, based on the quality of notes taken.
 4. Handout 4, *Crossword Puzzle*, using Answer Key 3, *Crossword Puzzle*, as a guide.
 5. Final research projects described on Handout 5, *Final Project Guidelines*, using the Teacher Guide, *Final Project Grading Rubric*, as a guide.
 6. Student participation in group and class discussions, evaluating students' ability to
 - clearly state their observations, opinions, and answers;
 - exhibit sensitivity toward different cultures and ideas;
 - respect and acknowledge other students' observations, opinions, and answers; and
 - ask relevant and insightful questions.

DISCUSSION QUESTIONS

1. Professor Okimoto divides Japan's postwar history into five phases. Provide a brief description of each.
 - 1945–52:

 - 1952–65:

 - 1965–90:

 - 1990–2012:

 - 2012–?:

2. Professor Okimoto lists five historical crossroads in Japan's history. Describe what each was. (You may need to refer to previous lessons or conduct additional research through the library or on the Internet.)
 - 1853:

 - 1858:

 - 1867:

 - 1945:

 - 1952:

3. According to Professor Okimoto, how much money will it take to bring northern Japan back to its pre-March 11, 2011, condition?

10. Put the following countries in order of their percentage of cumulative national debt to GDP ratio (least to greatest).

Japan

United States

Greece

Italy

Spain

China

11. Fill in the blanks:

Only _____ of Japan's national debt is held by foreigners/foreign institutions.

12. Over _____ of Japan's national budget is used to service its debt, and over _____ of Japan's tax revenue is used to service and repay the national debt.

13. Prior to March 11, 2011, approximately _____ of Japan's energy was from nuclear sources. Today, only _____ of Japan's population (according to public opinion polls) favors the expansion of nuclear energy.

14. Describe how the fortunes of Japan's leading electronics corporations have changed over the past 10 years in relation to some corporations outside of Japan.

15. How does a strong yen put Japan at a disadvantage in terms of manufacturing?

16. Describe how a lack of political leadership has contributed to Japan's economic stagnation beginning in the early 1990s.

handout 1

17. As of 2012, public support for Japanese political parties was at a historic low: 17.6 percent for the DPJ, 16.9 percent for the LDP, and approximately 50 percent supporting no party at all. How do these figures compare to the public support for leading political parties in your own country? Conduct research on the Internet and cite your sources in your answer.
18. List three measures that Professor Okimoto believes the Japanese government should enact to help increase fertility rates.
- -
 -
19. What is Professor Okimoto's suggestion to the Japanese government in terms of using immigrants to help Japan reverse demographic trends (shrinking population)?
20. Professor Okimoto states that the key to solving Japan's energy problems is conservation of energy and diversification.
Describe what he believes should be done in the short term.
- Describe what he believes should be done in the long term.

21. As of 2012, Japan's energy system was controlled by monopolies. It was highly expensive yet also highly reliable. What does Professor Okimoto believe should be done to the Japanese energy system, and why?
22. Describe two ways Professor Okimoto believes Japan could increase growth of its economy again.
- -
23. Describe, according to Professor Okimoto, the best- and worst-case scenarios for the future of Japan.
- Best case:
- Worst case:
24. In your opinion, how do you believe Japan will fare over the next several decades?

SKIT INSTRUCTIONS

1. Your teacher will assign your group one of the following topics:
 - March 11, 2011, disaster
 - Demographics
 - Political leadership
 - Energy
 - Economy

2. Once you have a topic, brainstorm with members of your group how you will present the following in skit format:
 - The present situation (with all members of your group)
 - Best-case scenario (with half the members of your group)
 - Worst-case scenario (with the other half of the members of your group)

3. Your presentation will be assessed according to the following criteria:
 - Accurately presents the material covered in the lecture and discussed in class
 - Creative and presented with enthusiasm
 - Equal participation among group members
 - Well-rehearsed
 - Three to five minutes long
 - Does not use inappropriate or offensive stereotypes, language, accents, or material. If you are unsure whether something is inappropriate or offensive, check with your teacher.

SKIT NOTES

Record notes on your classmates' skits. You do not need to record notes for your own group's skit.

Topic	Present-day situation	Best-case/worst-case scenarios
March 11, 2011, disaster		
Demographics		
Political leadership		
Energy		
Economy		

CROSSWORD PUZZLE

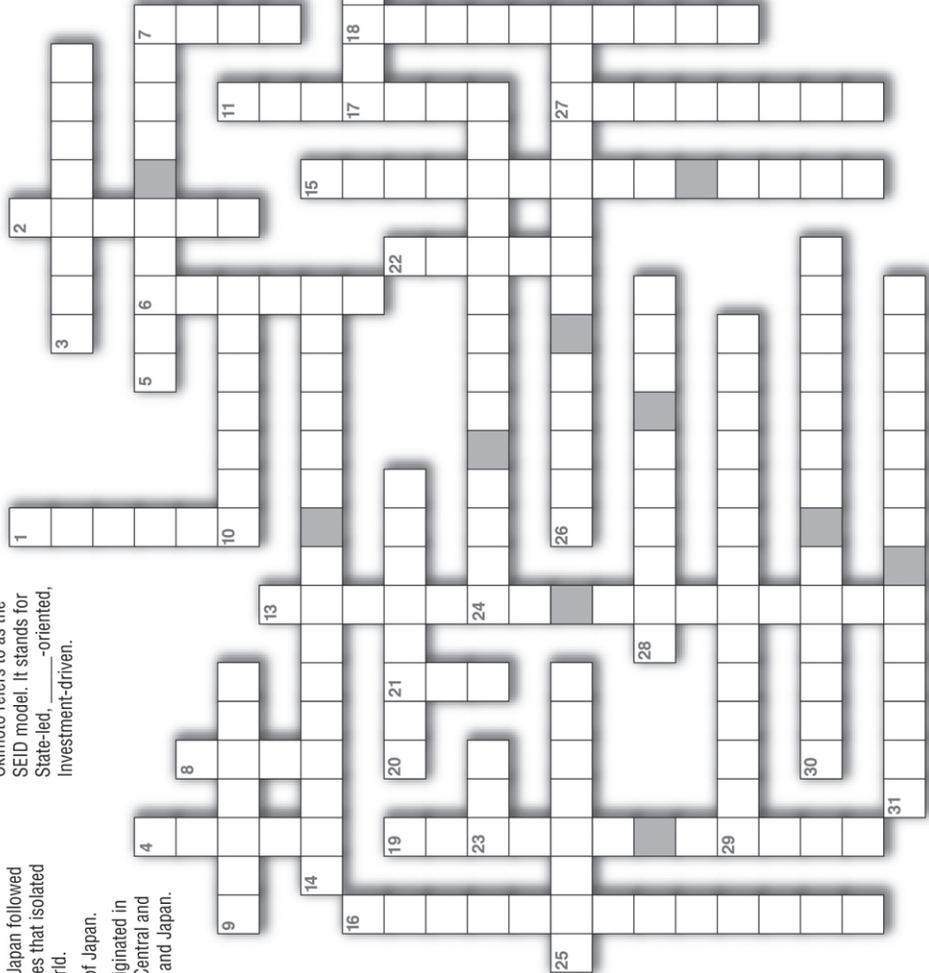
Crossword Puzzle

Across

- 3. One of the three non-nuclear principles of Japan: No _____ of nuclear weapons.
- 5. Term used to describe the second generation of LDP Diet members who are sons/daughters of elderly LDP Diet members.
- 9. U.S. military bases in Japan are located predominantly in this prefecture.
- 10. On March 11, 2011, a major earthquake, subsequent _____, and nuclear meltdown wreaked havoc on northern Japan.
- 14. A term used to describe how Japan followed economic policies and practices that isolated Japan from the rest of the world.
- 17. One of the four main islands of Japan.
- 20. A major world religion that originated in India and spread throughout Central and Southeast Asia, China, Korea, and Japan.
- 23. The party that dominated Japanese postwar politics until 1993 when it failed to win a majority in the Diet lower house elections.
- 24. As of 2011, 55 percent of Japan's total tax revenues was spent on _____.
- 25. _____ Ryoma was the name of the rebellious samurai who helped overthrow the Tokugawa shogunate and usher in the Meiji period.
- 26. Head of the Japanese government.
- 28. Term used to describe the most prosperous, peaceful, stable, and developmental period in Asia's 4,000-year history.

- 29. Prof. Okimoto believes Japan should establish an _____ Investment Bank that would provide concessionary financing to help develop projects throughout the world.
 - 30. A failing company that continues to operate with government support, but cannot stand on its own.
 - 31. A situation in which the prices of assets exceed their fundamental market values.
- Down**
- 1. After World War II, Japan developed a new paradigm of industrial development which Prof. Okimoto refers to as the SEID model. It stands for State-led, _____-oriented, Investment-driven.

- 2. Small port in Nagasaki where Dutch ships were allowed during Japan's period of isolation.
- 4. The largest foreign holder of U.S. treasuries as of 2012.
- 6. An ancient religious tradition in Japan that continues to play ceremonial and symbolic roles in many aspects of Japanese life.
- 7. The acronym of the military alliance created in 1949 that binds together the commitments of Europe to the United States and vice versa.
- 8. Asia's longest and most successful alliance.
- 11. As of 2012, the market value of this non-Japanese electronics company was worth more than the top 10 Japanese electronics companies combined.
- 12. _____ kyohei: the term that means "Rich nation, powerful military"; a kind of slogan for the Meiji period.
- 13. Set of policy guidelines that became institutionalized in postwar Japan. These guidelines included a reliance on the U.S.–Japan Security Treaty, limiting defense spending to one percent of GDP, high-speed economic growth, and a focus on heavy manufacturing growth.
- 15. Japan's _____ as of 2012 was 1.2 children per woman.
- 16. Type of government in Japan.
- 18. Professor Okimoto believes Japan should increase the number of highly skilled _____ to help alleviate its shrinking population.
- 19. Confucian value that emphasizes the duty and obligation children have toward their parents.
- 21. Japan's political party in power as of 2012.
- 22. Japanese leaders, who had removed the shogunate from power during the latter Tokugawa period, established a modern, centralized meritocratic bureaucracy and developed a powerful army, navy, and air force during this period, which began in 1868.
- 27. Period in Japanese history (1603–1868), in which the Japanese government actively isolated Japan from the rest of the world.



FINAL PROJECT GUIDELINES

The final assignment for the course, *An Interpretive History of Japan: Paradoxes in a Nation's History*, is a research paper on a topic of your choice about Japan. Once you have thought of a topic, please submit it to your teacher for approval.

Topics

Your paper topic must be approved by the instructor. If you are having difficulties choosing a topic, you may wish to consider questions raised during discussions that were of particular interest to you. All papers should present an issue, your opinion on the issue, and evidence to support your views.

Timeline for completing paper

- Final paper is due on _____.
- Late papers will be penalized _____ points/day.

Formatting and length requirements

- At least eight pages of text content (the title page and bibliography/works cited page should not be included in your page count), no more than 10 pages, double-spaced, 12-point Times New Roman font, 1" margins
- Title page should include
 - Name
 - Title
 - Date
- Include a Bibliography or Works Cited page
- If you choose to use images, please format them so that they are grayscale.
- Submit in Microsoft Word with a ".docx" suffix.
- Follow MLA style.

Research requirements

- Bibliography or Works Cited included
- Variety of sources used (i.e., not just Internet sites)

Grading

You will be graded on

- your ability to clearly define a topic;
- your ability to accurately identify and understand concepts;
- your ability to clearly state your opinions and observations;

handout 5

- the quality of research and analysis;
- your ability to organize information with well-constructed paragraphs;
- your use of correct grammar, spelling, and punctuation; and
- your ability to follow the requirements and guidelines listed above.

Plagiarism

What is plagiarism? Plagiarism is the act of using and passing off the ideas or writings of another as one's own. If you use material from another source (which you will often do as this is a research paper), you will need to cite the source from where you found the information. If you paraphrase information, you will still need to cite your source.

INITIAL QUESTIONS

1. In this lesson, Professor Okimoto divides Japan's postwar history into five phases. What do you think these phases are? Provide a brief description of each.
2. Fill in the blanks:
In 1950, Japan's population was one of the _____ in the world. As of 2012, its population was one of the _____.
3. There are _____ nuclear power plants in Japan. As of 2012, only _____ remain(s) in operation.
4. Complete the following sentence:
The economic stagnation beginning in the early 1990s, the enormity of the March 11, 2011, earthquake, tsunami and subsequent nuclear disaster, and the demographic trends point to the fact that Japan will _____.

INITIAL QUESTIONS

1. In this lesson, Professor Okimoto divides Japan's postwar history into five phases. What do you think these phases are? Provide a brief description of each.
Students' answers will vary. Take a survey of the class and compare the students' answers with the five postwar phases listed below:
 - 1945–52: *Wartime defeat followed by Allied Occupation; recovery.*
 - 1952–65: *System formation, consolidation. Structural changes took root and were institutionalized.*
 - 1965–90: *Rapid economic growth, renewal, industrial success*
 - 1990–2012: *Economic stagnation and political drift*
 - 2012–?: *Crossroads*

2. Fill in the blanks:
In 1950, Japan's population was one of the youngest in the world. As of 2012, its population was one of the oldest.

3. There are 54 nuclear power plants in Japan. As of 2012, only one remain(s) in operation.

4. Complete the following sentence:
The economic stagnation beginning in the early 1990s, the enormity of the March 11, 2011, earthquake, tsunami and subsequent nuclear disaster, and the demographic trends point to the fact that Japan will _____.
Students' answers will vary.

DISCUSSION QUESTIONS

1. Professor Okimoto divides Japan’s postwar history into five phases. Provide a brief description of each.
 - 1945–52: *Wartime defeat followed by Allied Occupation; recovery*
 - 1952–65: *System formation, consolidation. Structural changes took root and were institutionalized.*
 - 1965–90: *Rapid economic growth, renewal, industrial success*
 - 1990–2012: *Economic stagnation and political drift*
 - 2012–?: *Crossroads*

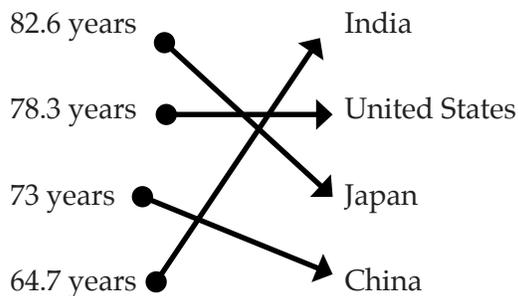
2. Professor Okimoto lists five historical crossroads in Japan’s history. Describe what each was. (You may need to refer to previous lessons or conduct additional research through the library or on the Internet.)
 - 1853: *Commodore Perry arrives in Japan, forcing Japan to end centuries of self-imposed isolation.*
 - 1858: *Treaty signed between the United States and Japan that opened Japan to trade*
 - 1867: *The Meiji Restoration, in which imperial rule was restored to Japan in order to strengthen the country against the threat of outside imperial powers and colonization*
 - 1945: *Japan’s defeat in World War II*
 - 1952: *After the end of the Allied Occupation of Japan, as of 1952, Japan was once again an independent country.*

3. According to Professor Okimoto, how much money will it take to bring northern Japan back to its pre–March 11, 2011, condition?
\$300 billion

4. Briefly describe what is happening demographically to Japan’s population.
Growing older and shrinking

5. In what way is Japan’s having the oldest population in the world a positive development?
It is an indication that Japan’s lifestyle and health standards are the best in the world.

6. Match each country with the average life expectancy of its citizens.



7. Fill in the blank:
By 2050, nearly 40 percent of Japan's population will be 65 years or older.
8. In what way is having an aging population a negative development for Japan?
It puts a burden on health care, pensions, Social Security, etc.
9. As of 2012, what was Japan's cumulative national debt?
\$13.6 trillion
10. Put the following countries in order of their percentage of cumulative national debt to GDP ratio (least to greatest).
China (at 34 percent)
Spain (at 60 percent)
United States (at 95 percent)
Italy (at 119 percent)
Greece (at 142 percent)
Japan (at 233 percent)
11. Fill in the blanks:
Only 8.5 percent of Japan's national debt is held by foreigners/foreign institutions.
12. Over 10 percent of Japan's national budget is used to service its debt, and over 50 percent of Japan's tax revenue is used to service and repay the national debt.
13. Prior to March 11, 2011, approximately 20 percent of Japan's energy was from nuclear sources. Today, only 16 percent of Japan's population (according to public opinion polls) favors the expansion of nuclear energy.
14. Describe how the fortunes of Japan's leading electronics corporations have changed over the past 10 years in relation to some corporations outside of Japan.
The market/stock value of Japan's leading electronics corporations have dropped significantly. Companies such Samsung and Apple used to be far behind Japanese companies such as Sony. However, the market value of Samsung is now worth more than the top five Japanese electronics companies combined. Apple is also ahead, serving as a leader in the mobile Internet industry.
15. How does a strong yen put Japan at a disadvantage in terms of manufacturing?
A strong yen makes Japanese products more expensive, thereby making them more difficult to export.

16. Describe how a lack of political leadership has contributed to Japan's economic stagnation beginning in the early 1990s.
Political leaders have failed to revive Japan's economy through a series of policy errors such as delays in responding to the banking crisis and a tepid monetary policy.
17. As of 2012, public support for Japanese political parties was at a historic low: 17.6 percent for the DPJ, 16.9 percent for the LDP, and approximately 50 percent supporting no party at all. How do these figures compare with the public support for leading political parties in your own country? Conduct research on the Internet and cite your sources in your answer.
Students' answers will vary.
18. List three measures Professor Okimoto believes the Japanese government should enact to help increase fertility rates.
- *Ensure equal income for working wives.*
 - *Establish adequate maternity-leave policies.*
 - *Improve day-care services.*
19. What is Professor Okimoto's suggestion to the Japanese government in terms of using immigrants to help Japan reverse demographic trends (shrinking population)?
Professor Okimoto believes that every year, the Japanese government should allow 10,000 highly skilled workers from Asia and around the world to study and/or work in Japan. By doing so, 50,000 immigrants will have come to Japan over five years. Over time, he feels like this number should be increased. Although there might be some concerns about social integration, Professor Okimoto cites the United States as an example of how immigrants have helped positively affect the economy.
20. Professor Okimoto states that the key to solving Japan's energy problems is conservation of energy and diversification.
Describe what he believes should be done in the short term.
Energy conservation and diversification in renewable energy sources. Although some problems with pollution would occur, he suggests that Japan increase its use of coal to 35 percent, gas to 15 percent, and oil to 50 percent to help meet Japan's short-term energy needs.
- Describe what he believes should be done in the long term.
Japan must develop renewable energy sources such as solar, wind, geothermal, and ocean energy sources.
21. As of 2012, Japan's energy system was controlled by monopolies. It was highly expensive yet also highly reliable. What does Professor Okimoto believe should be done to the Japanese energy system, and why?
He believes the monopolies should be broken up to allow for competition because competition would help provide incentives for more renewable energy development.

22. Describe two ways Professor Okimoto believes Japan could increase growth of its economy again.
- *Japan should mobilize and ride the infrastructure boom the world will see over the next 30–40 years. Energy, transportation, and water are all rapidly growing markets.*
 - *Japan should create an Infrastructure Investment Bank that would provide concessionary financing to help develop projects throughout the world.*
23. Describe, according to Professor Okimoto, the best- and worst-case scenarios for the future of Japan.
- Best case:
Renewal, positive response to structural challenges
- Worst case:
Status quo, steady economic decline, continued decrease in population
24. In your opinion, how do you believe Japan will fare over the next several decades?
Students' answers will vary.

FINAL PROJECT GRADING RUBRIC

Name of Student _____

Include a Bibliography or Works Cited page	3	
Title page (name, title, date)	2	
Eight to 10 pages, double-spaced, 12-point Times New Roman font, 1" margins, formatting	15	
Clearly define a topic	10	
Accurately identify and understand concepts	20	
Clearly state opinions and observations	20	
Organize information with well-constructed paragraphs; use correct grammar, spelling, and punctuation	20	
Quality of research (number of sources used, analysis)	10	

Total score: _____/100

Name of Student _____

Include a Bibliography or Works Cited page	3	
Title page (name, title, date)	2	
Eight to 10 pages, double-spaced, 12-point Times New Roman font, 1" margins, formatting	15	
Clearly define a topic	10	
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Clearly state opinions and observations	20	
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Quality of research (number of sources used, analysis)	10	

Total score: _____/100