

**CBA Lesson Packet**

**MEETING NEEDS AND WANTS:  
U.S. AND JAPANESE TRANSPORTATION  
INNOVATIONS IN THE 1950S AND 1960S**

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**CBA TOPIC: Meeting Needs and Wants**

**LEVEL: Middle School**

**This document is intended to assist teachers who are implementing the Meeting Needs and Wants CBA for middle school students, but may also be useful to anyone teaching about economics, world history, and geography.**

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## **WASHINGTON STATE CBA (CLASSROOM-BASED ASSESSMENT): MEETING NEEDS AND WANTS**

The Meeting Needs and Wants CBA states:

“As a citizen and member of a community, you need to have an understanding of different economic systems. You will analyze the methods that societies use to meet the economic needs and wants of citizens.”

### **What does the CBA require students to do?**

- 1) Describe examples of how two societies have met their needs and wants.
- 2) Explain how both societies’ rights, values, and/or beliefs have affected their economic choices.
- 3) Compare and contrast the two groups’ economic choices citing specific similarities and differences.
- 4) Show a thorough understanding of opportunity cost through explanation and analysis.

**Note:** The position statement may take any of a variety of forms, e.g., essay, letter to the editor or politician, journal entry, or newspaper article. In addition, students’ in-class presentations may take any of a variety of forms, e.g., PowerPoint, theater, board games, models, videos, cartoon series, speech, or multi-media presentation.

The graphic organizer and scoring rubric for this CBA which appear at the end of this document are also available at the OSPI website.

OSPI’s instructions for teachers and students: Washington State Social Studies CBA Meeting Needs and Wants: <http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>

## **HISTORICAL BACKGROUND FOR TEACHERS**

Beginning in 1868 in the Meiji period, the Japanese Empire built up a strong, industrialized economy. During World War II (also known as the Pacific War) Japan’s economy was destroyed by military attacks, use of scarce resources for military purposes, and severed trade relations. Transport was nearly impossible, and urban industrial production halted. During the U.S.-led occupation of Japan from 1945 to 1952, the Allies democratized Japan’s political system and liberalized its economic system. When they attempted to dismantle the Japanese zaibatsu (conglomerates), the Japanese resisted on grounds of international competition; looser industrial groupings, known as keiretsu, evolved. Under the leadership of Prime Minister Ikeda (1960-1964), the Japanese government undertook an ambitious "income-doubling plan." Ikeda’s government rapidly expanded government investment in Japan’s infrastructure: building highways, high-speed railways, subways, airports, port facilities, and dams.

In the U.S., the post-war economy was very strong, allowing the country to focus on meeting its wants as well as its needs. Consumer goods, such as cars and televisions, were in high demand as affluent Americans moved to the suburbs. As the U.S. looked back on WWII and entered the Cold War, President Dwight D. Eisenhower pushed for the National Interstate and Defense Highways Act of 1956, a plan inspired by the German autobahn network. In addition to facilitating transport of civilians and consumer goods, it would provide key ground transport routes for military supplies

and troop deployments in an emergency. With the expansion of highways, the role of railroads also shifted dramatically.

## KEY QUESTIONS

- How did the U.S. and Japan develop rail and road systems in the 1950s and 1960s? How did they choose which forms of transportation to use for passengers, freight, or both?
- How did the construction of new transportation systems affect communities, particularly those located on old routes or displaced by new routes?
- How did American and Japanese values influence decisions about transportation systems?
- How did the U.S. and Japan address physical obstacles to construction, such as water and mountains? How did construction affect wildlife, ecosystems, air quality, etc.?
- For each country, what were the opportunity costs of the decisions made?

## ACTIVITY 1: ECONOMICS 101

**Overview of activity:** In this initial activity, students will define key economic terms and consider how they are connected. Students will explore the concept of opportunity cost in the context of the Adopt-a-Highway program, and continue at home by calculating the opportunity cost of commuting.

### PART 1: KEY ECONOMIC TERMS

Pass out **Handout #1: Connecting Economic Terms**. Give students time to look up definitions of each term and write down definitions in a way they understand. A good resource for students is the “Gloss-arama” on the AmosWEB site, where definitions are in very plain language:

[http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gl](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gl)

Key terms:

- Scarcity
- Natural resources
- Needs and Wants
- Supply
- Demand
- Opportunity cost
- Public goods
- Planned economy
- Market economy

### PART 2: OPPORTUNITY COST

EconEdLink is “a premier source of classroom tested, Internet-based economic lesson materials for K-12 teachers and their students.” Visit the lesson entitled “Why Adopt a Highway?” which addresses the concept of opportunity cost and the role of government.

<http://www.econedlink.org/lessons/index.cfm?lesson=EM345&page=teacher>

Time and interest permitting, have your students walk through the entire lesson, including sections on the history of the Adopt-a-Highway program and the environmental issues. Otherwise, skip down to the Conclusion and Assessment Activity (reproduced below from the website listed above).

**Conclusion Questions:**

1. If states have to spend money to pick up trash on the highway, what effect do you think this has on other programs and services provided by the states? [Other programs get less money or may get eliminated altogether.]
2. How do states decide what programs to provide if they don't have enough money for all programs? [State legislators decide on which programs will be funded usually based on priority. In other words, those programs that legislators think are the most important to the voters will usually be funded first.]
3. Do you think highway cleanup programs are considered as important in most states as programs for schools or new highway construction or medical service? Why?
4. Many local organizations such as Boy Scout troops, garden clubs, college fraternities, and civic groups adopt highways. Why do you think so many groups adopt highways? [To do something good for their local area and keep their town or area looking good; they receive some positive publicity or advertising since their name is displayed on the stretch of highway they adopt; to reduce government dollars being spent on highway cleanup.]
5. Are you or any members of your family in an organization that has adopted a highway?

**Assessment Activity:**

Calculate the cost of highway clean up:

If workers are paid \$6.50 an hour to pick up trash on the highway and one worker can clean up a 4-mile stretch of highway per 8-hour day, calculate how much it would cost to clean up:

- A. a 20 mile stretch of highway [ $20/4 = 5$  workers x \$6.50 x 8 hours = \$260]
- B. a 100 mile stretch of highway [ $100/4 = 25$  workers X \$6.50 x 8 hours = \$1,300]
- C. a 500 mile stretch of highway [ $500/4 = 125$  workers x \$6.50 x 8 hours = \$6,500]

In Texas, there are approximately 79,400 miles of roadway that are maintained by the state. How much would it cost to clean litter off all the roads four times a year? [ $79400/4 = 19,850$  workers x \$6.50 x 8 hours x 4 times a year = \$4,128,800]

After completing the Activity, you may have the basics for judging whether the cost of highway cleanup looks high. Texas actually spends less than some other states on highway cleanup. In 2001, Georgia spent \$12 million to pick up trash and debris from its roadways. This represents an opportunity cost for the state - \$12 million spent on highway cleanup that could be spent on another project or program. The state chose to spend this money on highway cleanup and their second choice or opportunity was not chosen. Think about what might be a good second choice for Georgia state legislators if they had this \$12 million available? {answers will vary – it might be useful to point out some things states typically spend money on, such as education, state parks, expanding state highways, health care, and economic development} There are often economic trade-offs that occur in funding at the local, state, and even national levels because dollars are limited but needs are not.

Write a three paragraph essay on the cost of your state's highway cleanup. Does the cost surprise you? Also address some ideas about where you would like this money to be spent if it weren't spent on highway cleanup.

Pass out **Handout #2: Opportunity Cost of Commuting**. For homework, have students ask three adults about their commute time and transportation expenses and calculate the cost in time and money for an entire year of commuting.

Back in class ask students to share what they learned. For instance, you might make a class chart to show the range of commute times. Ask students what might be done to reduce the time and/or cost of commuting. Encourage them to share their own opinions, as well as the opinions of the adults they interviewed. (Responses might include ideas such as: moving to live closer to where you work, carpooling, using public transportation, telecommuting or working from home some days, or asking your government officials to improve public transportation and roads.)

Next, ask students to share responses about the trade-offs (opportunity cost) involved with commuting. What activities or purchases do adults give up when they choose to commute? If they moved in order to live closer to where they work, what advantages might they give up? Ask your students to imagine that they are adults looking for jobs and homes. How much of a commute would they consider acceptable? Why?

## ACTIVITY 2: BRAINSTORMING NEEDS AND WANTS

**Overview of activity:** This activity will help students focus on the primary objective of the CBA, to identify needs and wants and methods for meeting them. Encourage students to use some of the economic terms they used in the previous activity in their discussion.

Ask students to break into small groups to brainstorm needs and wants of societies throughout time, and to brainstorm methods that societies use and have used throughout time to meet the economic needs and wants of their citizens. Bring the entire class back together to share their ideas. Let students list anything they think of at first. If some do not seem to fit, let the class discuss and classify them.

Examples might include:

### Needs:

Food – fishing, hunting, gathering, farming, working a job to earn money and buy food

Water – building wells and irrigation systems, building plumbing/sewer systems

Clothing – hunting and using fur, using lamb’s wool, inventing/using sewing machines

Shelter – using trees, plants, or mud to build houses/huts, using rocks to make cement

### Wants:

Security – building weapons, fences/walls, forming armies, inventing communication systems

Mobility – riding animals, inventing and building boats, trains, cars, buses, roads, and airplanes

Consumer Goods – trading, inventing/adopting a factory model to mass produce goods using assembly lines and interchangeable parts

Recreations & Entertainment – building theaters and stadiums, preserving national and state parks

## ACTIVITY 3: CULTURE AND VALUES EXPLORATION

**Overview of activity:** This activity will help students identify “rights, values, and beliefs” that may affect U.S. and Japanese economic choices. Please emphasize to students that this activity requires them to generalize as they describe two complex societies using broad brush strokes. There are many differences in culture and values between individuals, families, communities, and regions within both countries. Students should discuss and revisit the concept of stereotyping at the beginning and end of the lesson as a reminder that these descriptions are not intended to describe individuals within each culture.

### Part 2: Japanese and American Values

Visit Columbia University’s Asia for Educators: Japanese Culture and Society site:

[http://afe.easia.columbia.edu/at\\_japan\\_soc/](http://afe.easia.columbia.edu/at_japan_soc/)

Harvard professors Theodore Bestor (anthropology) and Helen Hardacre (Japanese society and religion) explain aspects of Japanese culture and society in short videos.

Pass out **Handout #3: Japanese and American Culture and Values** to students. Ask them to watch the videos and/or read the transcripts, conduct independent research, and fill in the table. Students may begin their independent research by using the resources listed in this packet and also in the Global Classroom resource packet on “The Japanese Approach to Environmental Issues,” which may be found at: <http://www.world-affairs.org/globalclassroom/resourcepackets.htm>

## ACTIVITY 4: USING TRANSPORTATION TO MEET NEEDS & WANTS

**Overview of activity:** This activity asks students to begin exploring transportation innovations in the specific context of the U.S. and Japan in the 1950s and 1960s. Students will start by gaining a basic understanding of geography and population density in the two countries. Next, they will research the development of the interstate and shinkansen systems and consider who “won” and “lost” as a result of these developments.

### Part 1: Comparing Population Density

Visit the Ask Asia website lesson plan entitled “How Big is Big? A Population Density Exercise”:

<http://www.askasia.org/teachers/lessons/plan.php?no=81&era=&grade=&geo>

This whole-class exercise helps students understand population density and spatial relations in understandable, comparable terms. Students, with some classroom tools, will learn about Japanese population density by visualizing approximate and relative sizes of the world's regions and populations and using comparison and analogies to gain a clearer understanding of the world in which they live.

*Note:* Ask students to use population figures in the 1950s or 1960s for this activity. Time permitting, repeat the activity with current population figures.

### Part 2: Transportation Innovations in the U.S. and Japan

#### Transportation: They Say We Had a Revolution (Part 2)

<http://www.econedlink.org/lessons/index.cfm?lesson=nn725&page=teacher>

Skim the lesson plan and decide which parts you would like to do with your class.

Scroll to the bottom of the page. **Extension Activity 2** asks students to:

“Debate whether the benefits of the interstate highway system outweighed the costs. To get started, students are directed to divide a sheet of paper in half lengthwise. On one side, they list ‘winners’ who benefited and the reasons why. On the other side, they list the ‘losers’ who were negatively impacted. These web links will help students identify the costs and benefits.”

Expand the activity to include Japan’s development of the shinkansen (high-speed rail) system. Give students **Handout #4: Transportation “Winners” and “Losers”** and ask them to fill it in as fully as they can. Students may begin their research on the shinkansen by using the resources listed at the end of this packet. After students have completed the activity, display or hand out the following document:

[http://www.econedlink.org/lessons/nn725/docs/nn725\\_list\\_of\\_winners\\_losers.pdf](http://www.econedlink.org/lessons/nn725/docs/nn725_list_of_winners_losers.pdf)

*For additional curriculum ideas:*

**America on the Move, Unit Four: 1950s and 1960s – Suburban Communities on the Move**

<http://americanhistory.si.edu/onthemove/learning/classroom.html>

Review the curriculum unit and decide which parts you would like to use with your class. The unit is part of the America on the Move series by the Smithsonian Institute’s National Museum of American History. The activities incorporate primary sources, city planning concepts, and equity issues around development of interstates and suburbs.

## ACTIVITY 5: SOURCES & BIBLIOGRAPHIES

*Overview of activity:* This activity will help students distinguish between primary and secondary sources, and closely examine examples of primary sources. Students will also work alone or in groups to practice writing annotated bibliographies.

### PART 1: REVIEW PRIMARY AND SECONDARY RESOURCES

Visit the following “Research 101” website for help presenting the concepts of primary and secondary sources to your students. You may also ask students to navigate the site and take the quiz at the end:

<http://www.lib.washington.edu/uwill/research101/basic00.htm>

For more on primary sources, visit the following websites:

- Using Primary Sources on the Web  
<http://www.lib.washington.edu/subject/History/RUSA/>
- Using Primary Sources in the Classroom  
<http://lcweb2.loc.gov/learn/lessons/primary.html>

### Option 1: The Federal Highway Act of 1956

Download the Federal Highway Act of 1956 from the following site:

<http://www.ourdocuments.gov/doc.php?doc=88>

Or pass out **Handout #5: The Federal Highway Act of 1956**. Ask students to read a section of the document and answer the questions.

### Option 2: Maps as primary resources

Ask students to search for at least two pairs of maps from different time periods, and discuss what changes and developments the maps reveal:

- A U.S. highway/interstate map from the 1950s  
A recent U.S. highway/interstate map
- A U.S. railway map from the 1950s  
A recent U.S. railway map
- A Japanese highway/interstate map from the 1950s  
A recent Japanese highway/interstate map
- A Japanese railway map from the 1950s  
A recent Japanese railway map

### PART 2: WRITING ANNOTATED BIBLIOGRAPHIES

Visit and direct students to the following websites for guidance on writing annotated bibliographies:

- The OWL at Purdue: Annotated Bibliographies  
<http://owl.english.purdue.edu/owl/resource/614/01/>
- Claremont Graduate University Writing Center: Writing Annotated Bibliographies  
<http://www.cgu.edu/pages/836.asp>
- OSPI also provides guidance on writing annotated bibliographies in some of the CBA materials. See, for instance, the middle school Causes of Conflict CBA. Click on “support materials” and look for the checklist called “Analyzing Sources” on page five.  
<http://www.k12.wa.us/assessment/WASL/SocialStudies/MiddleSchool.aspx>

Listed below are six resources on transportation in Japan and the U.S. Ask students to explore each site and write an annotated bibliography. Or, divide your class into six groups and ask each group member to tackle one website and write an annotated bibliography. Have students report back to the class summarizing what they learned and whether they feel their source is useful and reliable.

#### Geography of Japan

[http://spice.stanford.edu/docs/geography\\_of\\_japan/](http://spice.stanford.edu/docs/geography_of_japan/)

#### Ministry of Lands, Infrastructure and Transport: History of Japanese Roads

[http://www.mlit.go.jp/road/road\\_e/hist/index.html](http://www.mlit.go.jp/road/road_e/hist/index.html)

#### High-speed Railways in Japan: A Short History and Current Topics

[http://library.krri.re.kr/own/rail\\_treatise/2003fail/20031211/8598\\_file\\_001.pdf](http://library.krri.re.kr/own/rail_treatise/2003fail/20031211/8598_file_001.pdf)

**The Interstate is 50** (either use the website or choose another document on the site)

<http://www.interstate50th.org/docs/techmemo1.pdf>

#### Overview of U.S. Freight Railroads

[http://nationalatlas.gov/articles/transportation/a\\_freightrr.html#four](http://nationalatlas.gov/articles/transportation/a_freightrr.html#four)

**The Great Paving: How the Interstate Highway System helped create the modern economy-and reshaped the FORTUNE 500.**

[http://money.cnn.com/magazines/fortune/fortune\\_archive/2004/01/26/358835/index.htm](http://money.cnn.com/magazines/fortune/fortune_archive/2004/01/26/358835/index.htm)

## WRITING YOUR CLASSROOM-BASED ASSESSMENT

### STEP 1: CHOOSING YOUR TOPIC

Now it is time for students to sift through what they have learned and what has piqued their interest for further research and analysis. In order to meet the requirements of the CBA rubric, students might compare and contrast both the highway systems and the rail systems in Japan and the United States. Alternatively, students might choose other related topics to research on their own.

After they have chosen a topic, students will need to research and analyze. Reviewing some of these key questions again may bring up some new ideas.

### Key Questions

- How did the U.S. and Japan develop rail and road systems in the 1950s and 1960s? How did they choose which forms of transportation to use for passengers, freight, or both?
- How did the construction of new transportation systems affect communities, particularly those located on old routes or displaced by new routes?
- How did American and Japanese values influence decisions about transportation systems?
- How did the U.S. and Japan address physical obstacles to construction, such as water and mountains? How did construction affect wildlife, ecosystems, air quality, etc.?
- For each country, what were the opportunity costs of the decisions made?

### STEP 2: COLLECTING INFORMATION

Here you may incorporate whichever research methods your school/district teaches (Big Six, QUEST, etc.). Your school librarian may be able to support you and your students in this section.

- Distribute a copy of the Meeting Needs and Wants Graphic Organizer. The graphic organizer, as well as a checklist and a helpful suggested outline may be found under “support materials” for the Meeting Needs and Wants CBA at:  
<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/MiddleSch08/MiddleSchEcon-MeetingNeedsandWants-SupportMaterials.pdf>
- Ask each student to choose a topic that most interests them.
- Students who choose similar topics could work in small groups to develop an annotated bibliography of articles, websites, graphs, photos, and statistics related to the topic. For other excellent up-to-date resources, encourage your students to visit the World Affairs Council website and look at the resource packets from past professional development programs (found under “Teacher Resources” in the Global Classroom program):  
<http://www.world-affairs.org/globalclassroom/resourcepackets.htm>
- If students are independently finding their own resources, remind them to consider the reliability of the sources they are consulting. Review criteria for evaluating websites. The following site from Valparaiso University provides a helpful list of criteria as well as links to more information on analyzing websites.  
<http://www.valpo.edu/library/user/evaluation.html#criteria>
- You may want to query and discuss with your students: How should you begin? What would be the most effective way to compile your research? What is the best way to gather primary and secondary sources to study these issues? Discuss with students the need for multiple perspectives and points of view. What resources would provide alternative points of view? What sources do you think would be the most reliable?

- If a student’s topic seems too broad, ask the student to consider how to go about narrowing it down.
- In the middle of the research process, allow some time for groups to share some of their relevant and best resources with other groups, to ensure that every group will be successful in finding relevant documents. What sources were the easiest to understand? What sources contained the most relevant information? Compare and contrast the resources that you have used.
- Remind students to make notes in the graphic organizer.

**STEP 3: ANALYSIS**

- Students work independently or in their groups to analyze the information they have found. Students should be encouraged to fill out the graphic organizer completely. This will ensure successful completion of tasks and sub-tasks required in the CBA.
- Some students may discover that they lack information for one piece or another. You might allow more time in class for research or ask students to do this for homework.
- Students may need particular support with thinking about “how rights, values, and/or beliefs affected economic choices” as well as with the opportunity cost piece. You might set aside time for students to share their thinking about these two elements in small groups before writing their final drafts. They might review their work on the handouts for Activity 3: Culture and Values Exploration.

**STEP 4: CULMINATION**

Students should begin their individual writing work.

- Describe examples of how two societies have met their needs and wants.
- Explain how both societies’ rights, values, and/or beliefs have affected their economic choices.
- Compare and contrast the two groups’ economic choices with specific similarities and differences
- Show a thorough understanding of opportunity cost through explanation and analysis.

## Handout #1: Connecting Economic Terms

Use a dictionary or the glossary found on the AmosWEB site to fill in definitions of the terms below in words that you understand: [http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gls](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gls). When you are done, draw arrows between boxes to illustrate how the terms are related. Write a phrase on each arrow to explain the connection. Or cut out each box and work with a partner to arrange the terms in a way that makes sense to you.

**Scarcity:**

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is due to  
limited



**Natural Resources:**

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**Needs & Wants:**

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**Supply & Demand:**

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**Opportunity Cost:**

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**Public Goods:**

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**Market Economy:**

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**Planned Economy:**

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## Handout #2: Opportunity Cost of Commuting

Ask three adults how many minutes and how much money they spend commuting each week. Then ask what ideas they have for how the time and/or cost of their commute could be reduced. Finally, ask what activities or purchases they are giving up in order to spend that time and money on commuting. What else might they be doing with those minutes, hours, and dollars? (These trade-offs represent the opportunity cost of commuting.)

### Adult 1

Name \_\_\_\_\_

About how many minutes do you spend commuting each day?	_____ Minutes
How many days per week do you travel this route?	_____ Days
About how much does it cost (gas or bus fare) each day?	\$ _____
Total minutes spent commuting each week	_____ Minutes
Total spent on gas or bus fare each week	\$ _____
Ideas to reduce time/cost of commute?	_____
How else might you spend this time and money?	_____

### Adult 2

Name \_\_\_\_\_

About how many minutes do you spend commuting each day?	_____ Minutes
How many days per week do you travel this route?	_____ Days
About how much does it cost (gas or bus fare) each day?	\$ _____
Total minutes spent commuting each week	_____ Minutes
Total spent on gas or bus fare each week	\$ _____
Ideas to reduce time/cost of commute?	_____
How else might you spend this time and money?	_____

### Adult 3

Name \_\_\_\_\_

About how many minutes do you spend commuting each day?	_____ Minutes
How many days per week do you travel this route?	_____ Days
About how much does it cost (gas or bus fare) each day?	\$ _____
Total minutes spent commuting each week	_____ Minutes
Total spent on gas or bus fare each week	\$ _____
Ideas to reduce time/cost of commute?	_____
How else might you spend this time and money?	_____

## Handout #2: Opportunity Cost of Commuting

Next, add your three respondents' answers together:

Total minutes spent commuting each week	<u>Minutes</u>
Total hours spent commuting each week	<u>Hours</u>
Total spent on gas or bus fare each week	<u>\$</u>

Finally, calculate time and money lost each year:

According to the Washington State Population Survey, average hourly wages in Washington were \$24/hour in 2006 (<http://www.ofm.wa.gov/sps/2006/tabulations/wghr1st.txt>)

**Total time lost:** Multiply total hours spent commuting each week x 50 weeks/year (assuming 2 weeks vacation):

**Money lost in time (wages):** Multiply \$24/hour x total time lost (in hours):

**Money lost in expenses:** Multiply total spent on gas or bus fare each week x 50 weeks/year:

**Total money lost:** Add money lost in terms of time + money lost in expenses:

List here the ideas you heard about how commute times might be reduced:

List here the activities and purchases that these adults are giving up in order to spend this time and money commuting (opportunity cost of commuting):

## Handout #3: Japanese and American Culture and Values

Explore Japanese culture and society, as well as values and beliefs, by watching videos on the topics below at [http://afe.easia.columbia.edu/at\\_japan\\_soc/](http://afe.easia.columbia.edu/at_japan_soc/). If you do not have access to the internet or cannot view the videos, read the transcripts and underline words and phrases that help you understand Japanese society better. If you see another topic that interests you, watch that video.

### **Tokyo Video**

“Tokyo, like many Japanese cities, still retains a strong sense of neighborhood, of very small spatially discrete, socially discrete, areas that have a real flavor and character of their own.”

### **Volunteer Fire Department Video**

“If you look at a map of Tokyo, for example, you'll see that throughout the city, the street plan is this mass of twisting, turning, little alleyways. There's no straight line between here and there. And so in many neighborhoods volunteer departments are needed if only to be able to guide the professional firefighters to the scene of a fire, tell them which alley to go down, which street they need to turn at, because unless you're a native of the neighborhood you may not be able to find your way.”

### **Homogeneity Video** (starting at 1:30)

“One of the ways in which Japanese think of their own society as "unique" is to emphasize the homogeneity of Japanese society, and indeed by lots of comparisons, Japan is certainly a much more homogeneous society than say the United States. There are relatively few linguistic differences between different parts of the country. In terms of social class, peoples' lifestyles are quite similar. The degree to which rich people and poor people are differentiated from one another economically is much less than in the United States. And, it's often said by Japanese that they are ethnically homogeneous, that there are no real foreign populations in Japan.”

### **Consensus Video**

“Consensus is a well known part of Japanese social relationships. It seems, to an outsider at least, as if everything in Japan is decided by this sense of harmony and this sense that everybody has to agree.... And indeed, Japanese talk a lot about how to preserve this sense of equality. One of the ways in which they do this is by making sure that any decision that affects a group as a whole is at least going to be circulated around and discussed amongst all its members. So indeed, Japanese organizations do often appear to have a much higher degree of consensus about policies, about aims, about aspirations, than would be true in an equivalent American group. On the other hand, it doesn't mean that Japanese inherently agree with one another, or that there isn't conflict in society, but rather that conflict is managed within the group, and conflict is negotiated against other demands of personal interaction, personal social relationships. And eventually the goal is to, through conflict and through very carefully managed conflict, to come up with some kind of unified position that everybody can agree with.”

### **Pop Culture & Portability Video**

“One of the interesting things about Japanese popular culture, and the fact that it really is youth culture, is that on the one hand you have the sense of Japanese children not having a lot of time, not a lot of "youth" to spend, they're so wrapped up in the education system. On the other hand you have this incredibly complex, incredibly vibrant popular culture. I think one of the keys to understanding this apparent contradiction is that Japanese popular culture has excelled in portability. There are all of these things that kids can take with them and do as they're traveling, perhaps on the trains or the subways from school to cram school, or from cram school back home.”

## Handout #3: Japanese and American Culture and Values

Now that you have learned a bit about Japanese culture and values, think about culture and values in the United States. Compare and contrast the two countries.

Description of value	Japan	United States
- From video - Nature of individuals in society	Emphasize homogeneity in language and social class	Emphasize diversity, the idea of a "melting pot," and individuality
- From video - Community and neighborhoods		
- From video - Managing conflict and making decisions		
- From video - Pop culture		
- Research - Environment		
- Your choice -		
- Your choice -		
- Your choice -		
- Your choice -		

How might these values influence the way that leaders and citizens in Japan and the U.S. make decisions about designing cities and transportation systems?

## Handout #4: Transportation “Winners” and “Losers”

Research the U.S. interstate system and the Japanese shinkansen (high-speed rail) system. Brainstorm how individuals, workers/commuters, businesses/industries, cities, and regions were affected. Did the transportation systems help most people meet their needs and wants?

### U.S. Interstate System:

Winners	Losers
Businesses along or close to new routes grew	Businesses bypassed by new routes suffered

### Japanese Shinkansen System:

Winners	Losers
Cities chosen for stations grew rapidly	Cities without stations were neglected

## Handout #5: The Federal Highway Act of 1956

Read this section of the Federal Highway Act of 1956. Underline and look up words you don't know, and then answer the questions at the bottom of the page.

(a) INTERSTATE SYSTEM.—It is hereby declared to be essential to the national interest to provide for the early completion of the “National System of Interstate Highways,” as authorized and designated in accordance with section 7 of the Federal-Aid Highway Act of 1944 (58 Stat. 838). It is the intent of the Congress that the Interstate System be completed as nearly as practicable over a thirteen-year period and that the entire System in all the States be brought to simultaneous completion. Because of its primary importance to the national defense, the name of such system is hereby changed to the “National System of Interstate and Defense Highways.” Such National System of Interstate and Defense Highways is hereinafter in this Act referred to as the “Interstate System.”

(b) AUTHORIZATION OF APPROPRIATIONS – For the purpose of expediting the construction, reconstruction, or improvement, inclusive of necessary bridges and tunnels, of the interstate System, including extensions thereof through urban areas, designated in accordance with the provisions of section 7 of the Federal-Aid Highway Act of 1944 (58 Stat. 838)

### Questions

According to the document,

1. Who decided that the U.S. would build an interstate system?
2. What year do they plan to complete it?
3. What is the primary reason for building it?
4. What areas will the interstate system extend through?

## RESOURCES

### ECONOMICS

#### **EconEdLink Online Lessons**

<http://www.econedlink.org/lessons/>

#### ***EcEdWeb* - Economic Education Web**

<http://ecedweb.unomaha.edu/home.cfm>

#### **AmosWEB**

[http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=gl](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=gl)

### TRANSPORTATION IN THE U.S.

#### **U.S. Department of Transportation**

<http://www.dot.gov/>

#### **Amtrak**

<http://www.amtrak.com/servlet/ContentServer?pagename=Amtrak/HomePage>

#### **Institute for Transportation Research and Education**

<http://itre.ncsu.edu/>

#### **NationalAtlas.gov: Transportation of the United States**

<http://www.nationalatlas.gov/transportation.html>

##### **Federal-Aid Highway Act of 1956: Creating the Interstate System**

[http://nationalatlas.gov/articles/transportation/a\\_highway.html](http://nationalatlas.gov/articles/transportation/a_highway.html)

##### **Overview of U.S. Freight Railroads**

[http://nationalatlas.gov/articles/transportation/a\\_freightrr.html#four](http://nationalatlas.gov/articles/transportation/a_freightrr.html#four)

##### **Amtrak Facts**

[http://nationalatlas.gov/articles/transportation/a\\_amtrak.html](http://nationalatlas.gov/articles/transportation/a_amtrak.html)

#### **Encyclopedia Smithsonian: Transportation History**

[http://www.si.edu/Encyclopedia\\_SI/Science\\_and\\_Technology/Transportation\\_Technology.htm](http://www.si.edu/Encyclopedia_SI/Science_and_Technology/Transportation_Technology.htm)

#### **The Interstate is 50**

<http://www.interstate50th.org/docs/techmemo1.pdf>

#### **The Great Paving: How the Interstate Highway System helped create the modern economy- -and reshaped the FORTUNE 500.**

[http://money.cnn.com/magazines/fortune/fortune\\_archive/2004/01/26/358835/index.htm](http://money.cnn.com/magazines/fortune/fortune_archive/2004/01/26/358835/index.htm)

## **TRANSPORTATION IN JAPAN**

### **Ministry of Lands, Infrastructure and Transport**

<http://www.mlit.go.jp/english/>

#### **History of Japanese Roads**

[http://www.mlit.go.jp/road/road\\_e/hist/index.html](http://www.mlit.go.jp/road/road_e/hist/index.html)

### **Japan Railways Group**

[www.japanrail.com](http://www.japanrail.com)

### **A History of Japanese Railways, 1872-1999**

[http://findarticles.com/p/articles/mi\\_qa3884/is\\_200109/ai\\_n8970167/pg\\_1](http://findarticles.com/p/articles/mi_qa3884/is_200109/ai_n8970167/pg_1)

### **Features and Economic and Social Effects of the Shinkansen**

Hiroshi Okada

[http://www.jrtr.net/jrtr03/f09\\_oka.html](http://www.jrtr.net/jrtr03/f09_oka.html)

### **High-speed Railways in Japan: A Short History and Current Topics**

[http://library.krri.re.kr/own/rail\\_treatise/2003fail/20031211/8598\\_file\\_001.pdf](http://library.krri.re.kr/own/rail_treatise/2003fail/20031211/8598_file_001.pdf)

### **Shinkansen: From Bullet Train to Symbol of Modern Japan**

Christopher P. Hood. New York: Routledge, 2006

## **JAPAN**

### **Columbia University's Asia for Educators: Japanese Culture and Society**

[http://afe.easia.columbia.edu/at\\_japan\\_soc/](http://afe.easia.columbia.edu/at_japan_soc/)

### **Ask Asia: Find Lesson Plans**

<http://www.askasia.org/teachers/lessons/>

### **Geography of Japan**

[http://spice.stanford.edu/docs/geography\\_of\\_japan/](http://spice.stanford.edu/docs/geography_of_japan/)

### **Postwar Japan, 1952-1989**

[http://aboutjapan.japansociety.org/content.cfm/postwar\\_japan\\_1952-1989](http://aboutjapan.japansociety.org/content.cfm/postwar_japan_1952-1989)

**Note:** For more resources on Japan, see

<http://www.world-affairs.org/globalclassroom/resourcepackets.htm>