

Feudalism in Japan and Europe

Connection:

History

Benchmark C

Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Indicator 3

Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Social Studies Skills and Methods

Benchmark D: Work effectively in a group.

Indicator 4

Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

Lesson Summary:

Students will research aspects of either European or Japanese feudalism. For the post-assessment, students will create a picture book describing reasons for feudalism as well as political, economic and social characteristics of these two societies.

Estimated Duration: *Eight to ten class periods*

Commentary:

During this lesson students will have the opportunity to assimilate information about the feudal societies of Europe and Japan. The class will use presentations to share their learning about how and why feudalism arose and what it was like in these two areas of the world during feudal times. This lesson incorporates the use of graphic organizers and art to help teachers best meet the needs of students with differing learning styles.

Since this is the main indicator for studying the Middle Ages in grade seven, this lesson could be used as an overview of the period or to culminate a longer and more detailed study of the period.

Pre-Assessment:

Post the indicator for the class to read together.

“Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.”

- Conduct a class discussion of the main concepts in the indicator and underline the key words and phrases.
- Have the class brainstorm the term *feudalism* and determine a short definition. Post this definition along with the indicator for the duration of the lesson.
- In small groups, or using an Exit Slip strategy, have students answer the following questions:
 1. What was daily life like in the Middle Ages in Europe?
 2. What was daily life like in the Middle Ages in Japan?
 3. What was the government/social structure of the Middle Ages in Europe?
 4. What was the government/social structure of the Middle Ages in Japan?
- When the class has finished, have students orally share their ideas, or collect the Exit Slips as students depart the classroom. Make a class brainstorm chart to be posted for the duration of the lesson.

Scoring Guidelines:

Collect and assess student answers to determine the extent of prior knowledge. Use this assessment to create heterogeneous groups and to determine who may need more assistance with this topic.

Post-Assessment:

- Have students create a picture book to describe the development and characteristics of feudalism in Europe and Japan. Have the students show similarities between the two societies.
- Student instructions are available on Attachment A.

Scoring Guidelines:

Score the assignment for content, writing and illustrations using the rubric on Attachment B.

Instructional Procedures:

Day One

1. Conduct the pre-assessment (above).

Day Two

2. Divide the class in half. Assign one half of the class European feudalism to research and the other half Japanese feudalism. Divide each half into four heterogeneous groups, with each group having a different topic. Assign and conduct a brief class discussion of the topics:
 - Reasons for the Development of Feudalism;
 - Political Characteristics;
 - Economic Characteristics;
 - Social Characteristics.
3. Distribute the *Question Sheet for Group Research*, Attachment D. Have students circle their region of study and identify the questions that go with their topic. Remind them that it will be their responsibility to teach the class about their topic.

Allow students to use a variety of resources including textbooks, encyclopedias, trade books and the Internet to answer the questions on their topic. Each student should complete his/her own paper. Circulate to check progress, give helpful hints and keep groups on task.

Days Two through Four

4. Have groups meet to complete their research. Circulate, check student progress and work for accuracy. Allow time for groups to finish all questions and decide on correct answers. Allow groups to access computers and LRC to conduct research.
5. Remind students to use the text Chapters 9, 10, and 11 to incorporate information relative to political, economic, and social characteristics of Japanese and European feudalism.

Day Five

6. Distribute the *Matrix for Class Notes*, Attachment C.
7. Begin presentations with the European "Reasons for the Development of Feudalism" group.
8. Use Promethean Board to display a copy of the *Matrix for Class Notes*, Attachment C, to record notes as the class discusses the important parts of the skit. Add any additional information that you feel might have been missed.
9. Repeat the same process with the Japanese "Reasons for the Development of Feudalism" group, adding notes in the appropriate section of the matrix.
10. Ask students to identify similarities they saw between the two societies. Write the three or four most prominent similarities in the appropriate section of the matrix.
11. Repeat the presentation and note taking process with the groups for European and Japanese "Political Characteristics."
12. Have groups that presented complete the presentation day section of the group work checklist.

Day Six

13. Repeat the presentation and note taking process with the groups for European and Japanese "Economic Characteristics."
14. Repeat the presentation and note taking process with the groups for European and Japanese "Social Characteristics."
15. Ask students to identify similarities they saw between the two societies. Write the three or four most prominent similarities in the appropriate section of the matrix.
16. Have groups that presented complete the presentation day section of the group work checklist.
17. Instruct students to read through the matrix of notes and circle the three most Distribute and explain the picture book task sheet and rubric, Attachments A and B.
18. Distribute three pieces of drawing paper to each student to assemble books. Have students stack paper horizontally and fold in half so that the nine-inch width of paper will be the spine of the book. Distribute staplers and have students staple books close to the folded edge.
19. Through whole-class instruction, lead students through the process of labeling their pages in pencil. Lead the students through the following directions:
20.
 - a. The first page will be the title, *Feudalism*
Turn to first set of pages;
 - b. Title the left side "Europe: Reasons for the Development of Feudalism;"
 - c. Title right side "Japan: Reasons for the Development of Feudalism;"
 - d. Continue with the next set of pages using "Political Characteristics;"
 - e. The next set will have "Economic Characteristics;"
 - f. The next set of pages will have "Social Characteristics;"
 - g. Label both of last pages "Similarities."
21. Have students begin with writing one sentence for each page. Each page will contain one visual, either drawn or copied from the Internet, which highlights the topic for the page. If the student uses the Internet, the web site where the image was found must be cited.
22. As students work, circulate and conference with individuals about their choices of visuals. Give extra assistance to those who need it. Allow students with writing difficulties to make lists (optional).

Day Eight

23. Check all students' work to see that they have finished four sentences with four diagrams/visuals/illustrations. Review expectations.

Day Nine

24. Explain that this is the final work day. Circulate through the class to see that the books are complete with sentences and illustrations. Review expectations. At the end of class time, have all students use the checklist on their task sheets to assess their progress. Assign the completion of all tasks for homework

Day Ten

25. Have all students turn in finished picture books along with their assignment sheet and rubric.
26. Conduct a class discussion to link the class back to the posted indicator and pre-assessment questions.
27. After assessment, create a wall or bulletin board display with the picture books.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Use heterogeneous grouping to link experts with novices.
- For students who need assistance on the assessment, copy the matrix of class notes and highlight important information.
- For students who require assistance with writing assignments, reduce the amount required, allow lists instead of paragraphs and substitute illustrations for writing.
- In heterogeneous grouping, have experts function as peer teachers.
- Challenge students to add a page to their book answering the question "Why did feudalism last longer in Japan?"

For the teacher: Chart paper, art supplies, textbooks and reference books.

One of the most famous mini-series in television history, "James Clavell's Shogun" tells the epic tale of an English pilot who is washed up on the shores of Japan in the 17th century and becomes involved in the local political struggles.

For the students: Art supplies (paper, pens, colored pencils, markers, scissors, and glue),

9 x 12 drawing paper (three pieces per student), craft supplies (fabric, glitter, trims, ribbons, cardboard), reference books, textbooks, encyclopedias.

Vocabulary:

- feudalism
- medieval

- castles
- Middle Ages
- characteristic
- aspect
- region
- king
- lord
- knight
- peasant
- Catholicism
- clergy
- manor
- tax
- chivalry
- emperor
- nobles
- shogun
- armor
- Shinto
- Zen Buddhism
- bushido
- daimyo
- pagoda
- merchants
- craftsmen
- samurai

Technology Connections:

- Utilize computers with Internet access to supplement classroom resources.
- Have students produce picture books using word processing or publishing software.

There is a great deal of information for students to work through on these topics. As students work on their research, look for understanding of the following concepts:

Europe experienced a period of feudalism during the Middle Ages, from the 9th Century through the 15th Century. Feudalism in Japan lasted much longer, from the 12th Century through the 19th Century. Feudalism is most easily defined as a form of decentralized government. Land owners were given responsibility for

regional government. Armed forces were organized and secured through private contracts between the warriors (knights or samurai) and the landowners (lords or daimyo).

Reasons for the Development of Feudalism:

- Central government was in a period of weakness (fall of the Roman Empire).
- Agricultural economy required a system of organization (cultivation of rice paddies).
- Building projects required organization and capital, especially the construction of castles in both Europe and Japan.
- Threats from invaders led local leaders to organize warriors for local defense.

Similarities between Feudal Europe and Feudal Japan:

- The lord in Europe and the daimyo in Japan were both landowners who served the king or emperor.
- Landowners (lords and daimyo) controlled the local economies by dictating the use of resources, collecting taxes or tithes, and establishing monopolies on products or services.
- The lords and daimyo both depended on the knights and samurais to protect them and provide military service.
- Payment for military service came most often in the form of land grants.
- Samurais and knights wore armor, dedicated their lives to preparing for war and followed a code of honor: bushido in Japan, chivalry in Europe.
- Religion was an important part of life in both systems. The Europeans practiced Christianity and the Japanese Zen Buddhism. Religion had a strong influence on daily life, art and architecture.
- Peasants served as the lowest class in both systems. They were bound to the land and performed mostly agricultural duties. They were treated as the property of the lord.

Attachments:

Attachment A, *Post-Assessment*

Attachment B, *Scoring Rubric for Post-Assessment*

Attachment C, *Matrix for Class Notes*

Attachment D, *Question Sheet for Group Research*

Attachment A
Post-Assessment
Picture Book of Feudalism in Europe and Asia

Name: _____

Directions: Create a picture book to show the development and characteristics of feudalism in Europe and Japan and show the similarities that you have discovered between the two.

Requirements:

1. Use your *Matrix for Class Notes* to gather your information.
2. Create a cover page with a title and creative illustration.
3. For each set of pages that face each other, place Europe on the left side and Japan on the right. Title each page. For example: Europe: Political Characteristics (on the left), Japan: Political Characteristics (on the right).
4. Place topics in your book in the same order they are on the matrix.
5. Each page must contain a paragraph with full sentences with examples and details describing the topic listed at the top of the page.
6. Each page must contain a colored picture that illustrates at least one of the details from your paragraph. Your pictures may be drawn, cut from magazines or printed from online resources.
7. Create a final page in which you list at least two similarities for each of the four topics that we studied (eight similarities in all).

Checklist to help you track your progress:

- _____ I have a cover page with a title and illustration.
- _____ I have eight topic pages (four for Europe and four for Japan).
- _____ The eight topic pages are titled properly.
- _____ The eight pages each have a paragraph.
- _____ The eight pages each have a color illustration.
- _____ I have a similarities page that is titled and describes eight similarities.
- _____ My sentences are well written without spelling or grammar errors.

_____ My writing is neat and readable.

_____ My picture book has an interesting design and lots of visual appeal.

Attachment B
Scoring Rubric for Post-Assessment
Picture Book Rubric

| | 4 | 3 | 2 | 1 |
|---|--|---|--|--|
| Reasons for the Development of Feudalism | Includes accurate information and examples on the topic for each of the two societies. | Includes accurate information on the topic for each of the two societies. | Includes some accurate information on the topic for each of the two societies. | Includes little or no accurate information on the topic for either of the two societies. |
| Political Characteristics | Includes accurate information and examples on the topic for each of the two societies. | Includes accurate information on the topic for each of the two societies. | Includes some accurate information on the topic for each of the two societies. | Includes little or no accurate information on the topic for either of the two societies. |
| Economic Characteristics | Includes accurate information and examples on the topic for each of the two societies. | Includes accurate information on the topic for each of the two societies. | Includes some accurate information on the topic for each of the two societies. | Includes little or no accurate information on the topic for either of the two societies. |
| Social Characteristics | Includes accurate information and examples on the topic for each of the two societies. | Includes accurate information on the topic for each of the two societies. | Includes some accurate information on the topic for each of the two societies. | Includes little or no accurate information on the topic for either of the two societies. |
| Similarities Section | Identifies and describes at least eight accurate similarities. | Identifies and describes at least six accurate similarities. | Identifies at least four accurate similarities. | Identifies less than three accurate similarities. |

| | | | | |
|---------------------------------|--|---|--|---|
| Illustrations and Design | Includes an illustrated cover and appropriate illustrations on each page. Illustrations show creative use of color and design. | Includes an illustrated cover and appropriate illustrations on each page. | Includes a cover page and appropriate illustrations on some pages. | Includes an incomplete cover and appropriate illustrations on only a few pages. |
| Writing Quality | Minor spelling and grammar errors. | Few spelling and grammar errors. | Some spelling and grammar errors. | Many spelling and grammar errors. |
| Comments: | | | | |

**Attachment C
Matrix for Class Notes**

Name: _____

| Europe | Similarities | Japan |
|---|--------------|-------|
| Reasons for the Development of Feudalism | | |
| | | |

| | | |
|----------------------------------|--|--|
| | | |
| Political Characteristics | | |
| | | |

Attachment C (continued)

| Europe | Similarities | Japan |
|---------------------------------|---------------------|--------------|
| Economic Characteristics | | |
| | | |
| Social Characteristics | | |
| | | |

Attachment D
Question Sheet for Group Research

Name: _____

Directions: Circle the system of feudalism you have been assigned to research, either Europe or Japan. Work with your cooperative learning group to find the answers to the questions for your group's topic. Take notes on each of your questions and any other important information related to your topic. You will use the information you find to teach the class about your topic.

Circle your area of study: Europe or Japan

Reasons for the Development of Feudalism

1. Describe what life was like in this region before the Middle Ages.
2. What other regions had influence on the development of your region?
3. What problems existed in this region just before the Middle Ages?
4. Describe what is meant by a feudal system. What were the dates for the feudal period in your region?
5. Summarize the reasons that this type of a feudal system arose in this region.

Political Characteristics

*Political characteristics are any that have to do with **government and power**.*

1. List the social classes of this region in order from the highest (most powerful) to the lowest (least powerful).
2. During this period, who was the main ruler of this region? What kind of power did that leader have?
3. What other group controlled much of the power over smaller areas of this region? What were the smaller areas called?
4. What group defended the leaders of these small areas?
5. What other groups lived in these smaller areas? What rights did these groups have under their leaders?
6. Was it possible or likely that an individual could move from a lower class to an upper class?

Attachment D (continued)
Question Sheet for Group Research

Economic Characteristics

*Economic characteristics are any that have to do with **money**, how people make a living and how the government obtains money.*

1. List the social classes of this region in order from the highest (most powerful) to the lowest (least powerful).
2. What was the main way that individuals obtained wealth?
3. How did government leaders obtain money or income?
4. What was the main way that ordinary people made a living in this region? What goods or services did they produce?
5. Describe the local buying and selling of goods. Was this a barter or monetary system? Where did trade take place? How were prices determined?
6. Describe any regional or long distance trade in which the people of this region participated. With whom did they trade? What goods and services were available? How were prices determined?

Social Characteristics

*Social characteristics are any that have to do with **how people lived** in this region.*

1. List the social classes of this region in order from the highest (most powerful) to the lowest (least powerful).
2. What was daily life like for the highest classes?
3. What was daily life like for the lowest classes?
4. What was daily life like for the classes in between the highest and lowest classes?
5. Could people move easily from one social class to another?
6. What role did religion play in this society?
7. Describe where and how people lived. In what types of houses? In villages, towns or cities?
8. What were the roles of men, women and children in family life? What were they each responsible for?

