



Zanesville City Schools Lesson Plan

TEACHER: Christopher W. Miller

CLASS: U.S. History

GRADE LEVEL: 10th Grade

TIME REQUIRED: 75 minutes (One-and-a-half class periods)

Focus for Learning

The following content statement from the state's curriculum will be addressed:

- Ohio's New Learning Standards: American History Content Statement 21 - During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.

The following "local" learning targets will be addressed:

- Students will analyze Japan through the windows of culture, religion, art, music, food, and language.
- Students will analyze Japan and how the conditions its society developed under led it to expansionist policies in Asia during the late 19th and early 20th centuries.
- Students will be able to state five to ten basic facts about Japan and Japanese society.

Prior Content Knowledge/Sequence/Connections

- Students will have just finished learning about the background of U.S. involvement in World War II. A background of Japan will further their understanding of conflict in the Pacific Theater during World War II.

Lesson Delivery

1. Using the SMART Board, chalk board, white board, etc. students will copy down and answer a focus question: "What do you think of when you hear the word 'Japan' or 'Japanese'? Why do you think this is so?" This will serve as a bell ringer.
2. We will discuss their answers as a class.
3. We will show a short video from Vimeo entitled, "In Japan – 2015" to introduce the Power Point which provides an overview of Japan.
4. Begin Power Point entitled "Overview of Japan" Instruct students to take notes on a sheet of filler paper as you go through the presentation.
5. When showing the slide entitled "Culture and Religion" show the YouTube video entitled "Baseball in Japan"
6. When finishing the slide entitled "Art and Music", show the YouTube video about the puppet-style theater Bunraku.

7. When finishing the slide entitled “Food”, show the YouTube video titled “Amazing Japan #001 Kaiten Sushi”
8. Upon finishing the presentation, inform students that they will have a short formative quiz tomorrow over the information presented today.
9. On the following day in class, administer a short multiple choice and listing quiz to evaluate student learning. Collect and grade.
10. Students will then conduct differentiation activities on their own outside of class.

Differentiation

- Depending upon the scores of the quiz, differentiation can be provided. Students who scored 80% or above should choose one subject discussed in the presentation (Bunraku, Shinto, Sushi, etc.), research the topic, and write a short, three-paragraph informative essay about it. Essays should be graded using the “Informative Essay Rubric”. Students who scored 79% or below should correct their answers, be given a chance to view the Power Point again (through e-mail, YouTube) and be retested.

Resources

Danzer, George A., et. al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois:

McDougal Littell, 2003. Print.

Ebrey, P. B., & Walthall, A. *East Asia: A cultural, social, and political history*. 3rd ed. Boston,

MA: Wadsworth Cengage Learning, 2014. Print

Evans, A. (2011, September 2). *Baseball in Japan* [Video file]. Retrieved from

https://www.youtube.com/watch?v=WyL_ldFi5WM

marow1209. (2013, March 20). *Amazing Japan #001 Kaiten Sushi - Sushi go round* [Video file].

Retrieved from <https://www.youtube.com/watch?v=qwXZ4X00i5s>

Schirokauer, Conrad, et al. *A Brief History of Chinese and Japanese Civilizations*. 4th ed.

Boston: Wadsworth Cengage Learning, 2013. Print.

The Nation iSnap. (2014, August 29). *Japan’s Bunraku Puppet* [Video file]. Retrieved from

<https://www.youtube.com/watch?v=1qcBSAwQVpw>

Urban, V. (2016, March 24). *In Japan - 2015* [Video file]. Retrieved from
<https://vimeo.com/160301271>

Assessment of Student Learning

- Educator observation and questioning
- Formative Quiz – Introduction to Japan (12 points)
- Summative Quiz – Introduction to Japan (12 points)
- Summative Enrichment Essay – Independent Research into Japan (12 points)

Personal Reflection of Lesson

(To be completed when lesson is done)