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# East Asia

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World Studies from 750 B.C.  
to 1600 B.C. Ancient Greece  
to the First Global Age

Japan

Grade 7

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## Standard(s):

### Feudalism and Transitions

#4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist

#8. Empires in Asia grew as commercial and cultural centers along trade routes

### Geography

#### Spatial Thinking Skills

#12. Maps and other geographic representations can be used to trace the development of human settlement over time.

### Human Systems

#13. Geographic factors promote or impede the movement of people, products, and ideas

#14. Trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions

#15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world

### Government

#### Civic Participation

#16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues

#### Roles and Systems of Government

#18 With the decline of feudalism, consolidation of power resulted

### Economics

#### Economic Decision Making and Skills

#19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits

## Japan

### Materials

Text Book: Discovering Our Past A History of the World Early Ages

Interactive online text book "Networks"

Notebook

Interactive Notebook

Smartboard

Power point (notes)

### Other Resources

What Do You Know Worksheet (KWL chart)

Poster board for Samurai project

Graphic organizer (relationship between daimyo and samurai)

Video on the Samurai (online teaching options)

Boshido Code ("Hagakure" by Alexander Bennett)

Japanese Feudal triangle

Graphic organizer comparing and contrasting

Noh video

Scarcity

#20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence

Markets

#21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies

### Strategies:

ISD-Identify similarities and differences; S&N –Summarizing and notetaking; RE&PR- Reinforcing effort and providing recognition; HW&P – Homework and practice; CL – Cooperative learning; C, Q, AO – Cues, questioning, and advanced organizers; NLR – Nonlinguistic representations

### Objectives:

Day 1 and 2

1. Students will be able to identify the advantages and disadvantages of the regents ruling Japan
2. Students will be able to describe what happened after emperor made Yoritomo a shogun
3. Students will be able to infer why the Japanese named typhoons after divine spirits
4. Students will be able to analyze the reasons why wealth collected at the top of the Japanese society

Day 3 and 4

5. Students will be able to describe the philosophy of the Samurai warriors
6. Students will be able to connect the warrior society in Japan with the loss of freedom among upper class women

Day 5 and 6

7. Students will be able to create a graphic organizer that compares and contrasts Shinto, Mahayana Buddhism, and Zen Buddhism

Day 7 and 8

8. Students will be able to hypothesize the problems with a pictographic writing system
9. Students will be able to research plays, stories, and poems

from the Shogun period

### Activities:

I-individual; P-partners; CL-cooperative language groups; WG-whole group

Day 1 and 2

1. Students will take notes
2. Students will complete a graphic organizer showing the social structure of feudal Japan

Day 3 and 4

3. Students will watch a video on samurai warriors
4. Students will look at primary documents from "Hagakure" translated by Alexander Bennett
5. Students will complete graphic organizer showing the relationship between the daimyo and samurai
6. Students will write a short essay explaining the relationships of the samurai and the shogun

Day 5 and 6

7. Students will be able to write an essay comparing and contrasting the three philosophical ways of thinking

Day 7 and 8

8. Read about the life of Japanese writer Murasaki Shikibu
9. Read part of and discuss "The Tale of Genji"
10. Identify what "Noh" plays are and how they developed
11. Students will write a haiku

### HOT:

Day 1 and 2

1. Why did military leaders rise to power in Japan?
2. What were the advantages and disadvantages of regents ruling in Japan?
3. Why did the emperor make Yoritomo a Shogun?
4. Why did the Japanese name the typhoon winds after divine spirits?
5. Why did feudalism develop in Japan?
6. How were the Japanese affected by their country's growing wealth?

Day 3 and 4

1. Why did the samurai think merchants were lacking in honor?
2. What is Bushido, and why was it important to the samurai?
3. Why did so many samurai turn against the Kamakura shogun?
4. Why did Japan's wealth increase under the rule of the shoguns?
5. How did the samurai help the daimyo stay in power?

#### Day 5 and 6

1. How did religion and the arts relate to each other under the shoguns?
2. What are similarities and differences between the Mahayana Buddhism and Zen Buddhism?
3. What were the three major religions in Japan under the Shogun?
4. Why were gardens important in Japanese culture?

#### Day 7 and 8

1. How did Murasaki herself break from tradition?
2. What were some of the difficulties that Japan had with the pictographic writing system?
3. What do the architecture and the art of Japan reveal about Japanese culture?

### Assess/Feedback:

Group questioning; individual questions; exit tickets; HW; test; quizzes; observation