

Lesson Plan submitted by Anita M. Russ,  
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Subject Matter:  
Japanese Culture  
Medieval - Modern  
Tradition and Change:

Grade Level: Seventh Grade  
Middle School, Grades 6 - 8  
(See ODE Academic Content - Bench Marks)  
ODE:

Academic Content Standards: Social Studies

1. Describe conditions that gave rise to feudalism as well as political, economic and social characteristics of feudalism in Asia, page 145.
2. Explain lasting effects of military conquests during the Middle Ages, page 145.
3. Establish guidelines, rules and timelines for work, page 147.

Objective:  
Students will:

1. Link prior learning to present regarding elements of Japanese culture.
2. Connect ancient Japanese history with modern day culture of pop art.
3. Find examples pf "cultural borrowing" between Japan and the United States in the area of pop art.

Procedure:

Day One

Motivation:

Show students' family photograph or keepsake.

Ask "Do you or someone you know have something handed down from another generation?"  
(Brainstorm) Possible answers may be photographs, letters, objects of art such as jewelry.

How does this possession connect you to the person(s) in your past?

Reflection:

1. Journal Prompt assigned: Why do most people want a link to their past?
2. Give three examples in your response that explain how people benefit from connections to their past.

Day Two

1. Students view the "Way of the Warrior" Website.
2. Assign vocabulary list with meanings to use for summarization of viewing "Way of the Warrior" Website.

Example:

Days Three and Four Activity

Distribute Yu-gi-oh cards ([www.yugioh.com](http://www.yugioh.com)) and handouts 1 and 2 that are a popular collectible with students today. Give one card per student.

Examine card to:

- a. find characteristics of medieval warriors that correctly portray past customs.
- b. Give examples of modern ideas or technologies.
- c. Analyze symbolism within the contest of the art form.

Apply:

Cooperative Groups work:

Group direction and job sheet

Students will design cards or board game that reflects the historical aspect of an American cultural tradition or time period:

Example: (need to find these)

Days Five and Six

Evaluation:

Presentation of group work

Rubric:

Standards 1 - 5 quality points

1. Evidence of research on historical authenticity to the art work.
2. Clarity: Organization of purpose for collectible art forms or board game presented.
3. Originality: Unique and intelligible representative art form.
4. Correlation: Linking of past to present in art / game pieces.
5. Cooperation: All group numbers contributed.

Materials:

Yu-Gi-Oh Cards

Tag board, cardboard, colored pencils, scissors

Group worksheet (daily members' output)

Computers and printers (students may wish to design graphically on computer where available)

Sources:

"Way of Warrior" - Makita

Sources:

Handouts:

1. Thematic Unit: Ancient Japan. Michelle Breyer, M. A., Westminster, CA, 1999.
  - Japanese Strategy Games, page 58.
  - Compare Medieval Knights and Samurai, page 48.
2. Way of the Warrior (Makela Website)  
Yu-Gi-Oh Cards, ([www.yugioh.com](http://www.yugioh.com))