

Feudal Japan – It’s All Japanese To Me!

Grade Level: 5th Grade

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Length of Unit: Eight lessons (consisting of twelve days).

I. ABSTRACT

You say Japan’s boring – it’s not very fun,
You don’t care about haiku’s or the Land of the Rising Sun.
You’re not interested in painting or making ancient scrolls,
You’d rather not be eating, spring chicken rolls.
We’re here to tell you.....TAKE ANOTHER LOOK!
Japan’s as interesting as that super *Pearson* book.
We’ll take you back in time to the periods of Japan,
We’ll talk about shoguns, emperors, daimyos and clans.
We’ll talk about Shintoism and the little Buddha man,
Learning to write Japanese and creating origami fans.
We’ll learn the meaning of the Bushido Code,
Seeds of interest are sure to be sewed!
You may still believe Feudal Japan can’t be very fun,
We say you’ll change your mind before this unit’s done!!

II. OVERVIEW

A. Concept Objectives

1. To develop an understanding of how the history of a place affects the behavior and psyche of its people. For example, in Japan, many people have a very strong sense of honor and duty. These convictions come from the samurai, Shinto, and Buddhist traditions.
2. To understand the complex nature of a given culture: it’s history, geography, politics, religion, philosophy, and social structure.
3. To develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occur there.
4. To understand how the political system and religion gains power over the people and land.

B. Content from the Core Knowledge Sequence

1. Emperor as nominal leader, but real power in the hands of shoguns (p.115).
2. Samurai, code of Bushido (p.115).
3. Rigid class system in feudal Japanese society (p.115).
4. Japan closed to outsiders (p.115)
5. Religion (p.115)
Buddhism: the Four Noble Truths and the Eightfold Path
Shintoism: reverence for ancestors, reverence for nature, *kami*

C. Skill Objectives

1. Students will create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies (Social Studies Skills TEKS 5.26 D).
2. Students will analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea,

summarizing, making generalizations and predictions and drawing inferences and conclusions (Social Studies Skills TEKS 5.25B).

3. Students will organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps (Social Studies Skills TEKS 5.25C).
4. Students will describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States (Cultural TEKS 5.23B).
5. Students will present dramatic interpretations of experiences, stories, poems, or plays to communicate and students will use effective rate, volume, pitch, and tone for the audience and setting (Listening/Speaking/Audiences TEKS 5.5C and D).
6. Students will write to express, discover, record, develop, reflect on ideas and to problem solve and students will write to entertain such as to compose humorous poems or short stories (Writing/Purposes TEKS 5.15A and D).

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Pearson Core Knowledge History and Geography* by E.D. Hirsch
2. *What Your 5th Grader Needs to Know* by E.D. Hirsch
3. Timeline of history found at:
<http://web.cocc.edu/cagatucci/classes/hum210/tml/japan/ml/japanTML2.htm>

B. For Students

1. 4th grade Core Knowledge Review (Feudalism/Knight).
2. 2nd grade Core Knowledge Review (Buddhism).
3. 2nd grade Core Knowledge Review (Modern Civilization and Culture: Japan)

IV. RESOURCES

- A. *Pearson Core Knowledge History and Geography* by E.D. Hirsch
- B. *What your 5th Grader Needs to Know* by E.D. Hirsch
- C. Appendix H - Timeline of Japan's History

V. LESSONS

Lesson One: Introduction to Japan

A. Daily Objectives

1. Concept Objective(s)
 - a. To understand the complex nature of a given culture: it's history, geography, politics, religion, philosophy, and social structure.
 - b. To develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occur there.
2. Lesson Content
A country made up of islands; four major islands
3. Skill Objective(s)
 - a. Students will recall their background knowledge of Japan.
 - b. Students will actively participate in creating a KWL chart on Japan.
 - c. Students will determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (Listening/Speaking/Purposes TEKS 5.1A)
 - d. Students will recognize and analyze story plot, setting, and problem resolution (Reading/Text Structures/Literary Concepts TEKS 5.12I)

- B. Materials**
1. Butcher Paper (for KWL chart)
 2. Folklore, Myths, Legends: “The Land of the Rising Sun”
 3. Heavy, white construction paper
 4. paint brushes
 5. watercolor paints
 6. cups of water
 7. paper towels
- C. Key Vocabulary**
1. legend – a story handed down by tradition from earlier times and accepted by most as history.
- D. Procedures/Activities**
1. Teacher will introduce Japan by asking students what comes to their mind when they think of Japan.
 2. Teacher will record responses on board or overhead projector.
 3. Teacher will actively lead students in a discussion in the *Knowledge* of the KWL chart and will record students’ responses.
 4. Teacher will actively lead students in a discussion in the *Want to Learn* of the KWL chart and will record students’ responses.
 5. Teacher will lead students in a discussion on what a legend is and ask for examples of legends that they know.
 6. Teacher will read, “*The Land of the Rising Sun*,” by Donna Rosenberg, and discuss with students the origin of Japan according to the legend and compare and contrast it with the legends the students know.
 7. Teacher will ask students to close their eyes and picture in their mind the most relevant part of the legend they have just heard.
 8. Teacher will instruct students that they will receive materials to paint the picture they see in their mind.
 9. Students and teacher will pass out materials needed for watercolor painting and begin to “paint the story.”
- E. Assessment/Evaluation**
1. Teacher will determine students’ prior knowledge of Japan by assessing student responses on the KWL chart.
 2. Students will be evaluated on the completion of the picture they have painted and the relevance it has to the Japanese legend.

Lesson Two: Geography of Japan - Land of the Rising Sun

- A. Daily Objectives**
1. Concept Objective
 - a. To understand the complex nature of a given culture: it’s history, geography, politics, religion, philosophy, and social structure.
 - b. To develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occur there.
 2. Lesson Content
Pacific Ocean; Sea of Japan, four major islands: Hokkaido, Honshu (largest), Shikoku, Kyushu; typhoons, earthquakes, tsunamis; the Pacific Rim
 3. Skill Objective(s)
 - a. Students will be able to identify Japan on a world map.

- b. Students will be able to identify and label the four major islands that make up Japan and the surrounding islands.
- c. Students will be able to identify the major cities of Japan.
- d. Students will be able to identify the major bodies of water that surround Japan.
- e. Students will be able to identify the countries to the west of Japan.
- f. Students will be able to identify landforms of Japan, specifically Mt. Fuji.
- g. Students will become aware of Japan's climate including typhoons, tsunamis, and earthquakes.
- h. Students will be able to identify the Pacific Rim and the lands that make it up.
- i. Students will apply geographic tools, including legends, to construct and interpret maps (Geography TEKS 5.6A)
- j. Students will translate geographic data onto a map. (Geography TEKS 5.6B)

B. Materials

- 1. One inflatable globe
- 2. World map
- 7. Appendix A - Map of Japan (1 per student)
- 8. Appendix A - Map of Japan (Transparency copy)
- 9. Appendix B - Map of Japan -Answer Key
- 10. Map pencils

C. Key Vocabulary

- 1. climate- conditions of weather in a particular place over a period of time
- 2. landform- features of the earth's surface due to natural causes (plains, plateaus, and mountains).
- 3. typhoon- strong wind storm with winds in excess of 74 miles per hour creating strong winds and heavy rains. Known as a hurricane in western hemisphere.
- 4. tsunamis- giant waves caused when an earthquake on the ocean floor creates waves up to ten stories high.
- 5. Pacific Rim- a great circle of lands bordering the Pacific Ocean. The Philippines, Indonesia, Australia, Chile, California, Alaska, and Japan are part of the Pacific Rim.

D. Procedures/Activities

- 1. Teacher will show students where Japan is located on a classroom world map and discuss location in the world and its proximity to the United States.
- 2. Teacher will ask students to "catch" globe and locate Japan. Students will locate Japan and then pass globe to another student until all students have been given an opportunity.
- 3. Teacher will distribute a copy of the map of Japan (Appendix A) to each student.
- 4. Using an overhead transparency of Japan, the teacher will lead students to locate and label countries to the west (Russia, China, North Korea, South Korea), major bodies of water (Sea of Japan, East China Sea, Sea of Okhotsk, Pacific Ocean), four major islands that make up Japan (Hokkaido, Honshu, Shikoku, and Kyushu), the major cities (Tokyo, Kyoto), and Mt. Fuji. Teacher can use Answer Key (Appendix B) as a resource when labeling the map.
- 5. Teacher will discuss and show on map the Pacific Rim and the lands that make it up.
- 6. Teacher will define and discuss climate, typhoons, tsunamis, and earthquakes.

7. Teacher will briefly review with students what a map key is and how to use it when making or using a map.
8. Students will use map pencils to color in map of Japan making sure to include a key on their map. Key should include bodies of water, surrounding countries, major cities, Mt. Fuji, and the four major islands.
9. As a closing activity, teacher will call on students to review aspects of the lesson.

D. Assessment/Evaluation

1. Students will be assessed on the accuracy of completing (labeling and coloring) a blank map of Japan. Teacher will observe students by walking around to small groups and asking specific questions to check for understanding. For example the teacher will ask individual students to, “Point to the Sea of Japan,” or “Show me on what island Mt. Fuji is located.” *Note to teacher: This is students’ study guide and needs to be complete and correct for map quiz to be given on Day 6.*
2. Students will be assessed on their understanding of Japan’s climate and the Pacific Rim by being able to name the islands that make up the Pacific Rim and defining the terms dealing with climate (through teacher/student interaction).

Lesson Three: Age of the Samurai (2 days)

A. Daily Objectives

1. Concept Objective(s)
 - a. To develop an understanding of how the history of a place affects the behavior and psyche of its people. For example, in Japan, many people have a very strong sense of honor and duty. These convictions come from the samurai, Shinto, and Buddhist traditions.
2. Lesson Content
Samurai, code of Bushido (4th grade Core Knowledge; Review)
3. Skill Objective(s)
 - a. Students will be able to read and actively discuss a story.
 - b. Students will be able to prepare a Japanese scroll after receiving teacher instruction.
 - c. Students will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (Language Arts TEKS 5.11B)
 - d. Students will analyze information by comparing, contrasting, making generalizations, and drawing inferences and conclusions. (Social Studies TEKS 5.25B)
 - e. Students will create written and visual material such as journal entries. (Social Studies TEKS 5.26D)

B. Materials

1. *What Your 5th Grader Needs to Know*
2. *What Your 4th Grader Needs to Know*
3. *Pearson Learning Core Knowledge History and Geography*
4. note cards
5. copy paper (1 per student)
6. butcher paper
7. transparency of page 146 from *What Your 5th Grader Needs to Know* (samurai): This image should be projected on butcher paper to create a life-sized model/picture of a samurai warrior. This model/picture needs to be prepared prior to lesson.

8. Appendix C - Directions for Making a Scroll
9. dowel rods, chopsticks, or wooden skewers (2 per student)
10. glue
11. clothes for teacher to dress up like a samurai warrior (optional)

C. *Key Vocabulary*

1. samurai- a Japanese warrior whose duty was to serve and protect his lord or give up his life doing so.
2. Bushido code- a code of ethics followed by the samurai, which required bravery, self-control, and loyalty to their lord.
3. daimyo- a clan leader who held the real political power and Japan. Controlled the people and the land through the use of military force (samurais).
4. clan- a large family group.
5. scroll- a painting or text on silk or paper that is either displayed on the wall or held by the reader and is rolled up when not in use.
6. code- a set of standards that are enforced

D. *Procedures/Activities*

Day One

1. Teacher will prepare (in advance) a life-size model or picture of a samurai warrior as seen on page 146 in *What your 5th Grader Needs to Know* by E.D. Hirsch. This task can also be done by students as an extra-credit assignment or as a collective project students' work on when class assignments are completed. If students will work on this, allow sufficient time to ensure it is complete prior to this lesson.
2. Teacher will dress-up as a samurai warrior to introduce what this lesson will involve. Teacher will speak from the point of view of a samurai using facts from *The Story of a Samurai*, (Pearson Learning Core Knowledge, History and Geography by E.D. Hirsch) page 184-185. (optional)
3. Students will read and discuss (with "samurai" teacher) *The Story of the Samurai* (from procedure 2).
4. Using the model of the samurai, the teacher will discuss the different parts of the samurai armor and label them with note cards. Note cards should include helmet, neck shield, breastplate, body armor, and boots.
5. Teacher will activate students' prior knowledge of medieval knights armor and ask them to compare it to that of a samurai's armor through discussion.
6. Teacher will discuss the importance of the samurai sword as it was often referred to as their most valuable or precious possession.
7. Students will be instructed to fold the piece of copy paper in half (hamburger style) and illustrate a *material* possession that they possess and list reasons why this possession is important to them on one side. Students will then illustrate the samurai's sword and list the reasons (that have previously been discussed) why the sword was so important to the samurai on the other side.
8. Students will then compare the possessions of each, (themselves and the samurai), and find the common similarities which made each possession valuable.
9. Students will conclude this comparison by writing a paragraph explaining the value of personal possessions as seen in their own life and that of the samurai.

Day Two- Suggested break point

10. Students will receive materials in order to create a Japanese scroll in order to take notes and record daily thoughts as they travel Feudal Japan through the eyes of a samurai.

11. Teacher will demonstrate how to create the Japanese scroll.
12. Teacher will explain to students that they will use the scroll to take notes and journal (daily) from the perspective of a samurai.
13. Teacher will again activate students' prior knowledge of medieval knights to compare their codes to that of the samurai warrior.
14. Teacher will discuss with the students their school code of conduct (i.e. Character Counts) and parallel this to the Bushido code that was followed by the samurai. *Bushido code guidelines listed in key vocabulary and located in Pearson, p. 184.*
15. Students will actively participate in above discussion by taking notes on the Bushido code in their scroll. Students will be asked to compare the samurai warrior to the medieval knight, in their scroll, by journaling or by creating a Venn-Diagram.

E. Assessment/Evaluation

1. The students will be evaluated on the completion and accuracy of their comparison of the samurai warrior and medieval knight. Specifically this will be evaluated by the completion of a Venn Diagram by each student (Appendix D).
2. Students will be assessed on the knowledge they have gained about valuable material possessions through their completion of said illustrations and paragraph. Teacher will make this assessment by looking at individual student work. (including daily journal entries into scrolls).

Lesson Four: Social Structure of Feudal Japan

A. Daily Objectives

1. Concept Objective(s)
 - a. To understand the complex nature of a given culture: it's history, geography, politics, religion, philosophy, and social structure.
 - b. To understand how the political system and religion gains power over the people and land.
2. Lesson Content
Emperor as nominal leader; but real power in hands of shoguns; rigid class system in Feudal Japanese society; Japan closed to outsiders
3. Skill Objective(s)
 - a. Students will identify different points of view about an issue or topic. (Social Studies Skills TEKS 5.25D)
 - b. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (Social Studies Skills TEKS 5.25B)
 - c. Students will create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (Social Studies Skills TEKS 5.26D)

B. Materials

1. Appendix E: Social Classes of Feudal Japan (1 copy per group) puzzle pieces
2. hat
3. Japanese scrolls (prepared in Lesson Three)
4. Appendix F - Social Structure Titles (1 copy cut as indicated)
5. Appendix G - Social Structure Assessment Rubric

C. *Key Vocabulary*

1. emperor- supreme ruler of an empire
2. feudal-an empire's political, military, social, and economic structure
3. shogun- military leader of the most powerful of the Emperor's clans.

D. *Procedures/Activities*

1. Teacher will lead students in a brief discussion on the importance and structure of a social class. Emphasize that within a social structure there is an upper, middle, and lower class in most societies. Relate this to our country's current social structure.
2. Teacher will divide students into groups of eight and present them with puzzle pieces containing the eight social classes relevant to Feudal Japan and their description (emperor, shogun, daimyos, samurai, peasants, artisans, and merchants). (Appendix F)
3. Students will work together to assemble the puzzle and briefly study the details of each social class.
4. Students will then draw from a hat, different titles (Appendix E) within the social structure. They will take on the role of that particular class.
5. Teacher will ask each group of emperors, shoguns, daimyos, etc., to stand up and be prepared to explain one fact about their social class as remaining students actively listen.
6. Students will construct, through graphing the puzzle pieces in a pyramid-shape, the social classes of Feudal Japan into their Japanese scrolls.
7. Students will write a journal entry (in their Japanese scrolls) on how *they* feel as a samurai about their position in the social structure or class and how they view the other social classes.
8. **Assessment/Evaluation**
 1. Using Appendix G, the students will be assessed on their ability to reconstruct the social class pyramid in the correct order.

Lesson Five: Timeline of Feudal Japan (3 Days)

A. *Daily Objectives*

1. **Concept Objective(s)**
 - a. To understand the complex nature of a given culture: it's history, geography, politics, religion, philosophy, and social structure.
 - b. To develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occur there.
2. **Lesson Content**

The history of Feudal Japan from 1150-1600.
3. **Skill Objective(s)**
 - c. Students will take a quiz over the map of Japan.
 - d. Students will use standard grammar, spelling, sentence structure and punctuation (Social Studies Skills TEKS 5.26E).
 - e. Students will view a film over Feudal Japan as an introduction to Japan's history (optional – suggestion: Lost Treasure of the Ancient World 3: Samurai Japan-A Journey Back in Time. Studio: Kultur Video)
 - f. Students will actively participate in discussion and create a timeline of Japan's four major periods (Kamakura, Muramachi, Azuchi, and Edo) in their scrolls.

- g. Students will organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (Social Studies Skills TEKS 5.25C).
- h. Students will create a picture of a discussed important event, date, or person to be assessed and added to classroom timeline.
- i. Students will create visual materials such as journal entries, reports, graphic organizers, outlines, and bibliographies. (Social Studies Skills TEKS 5.26D).

B. *Materials*

- 1. Appendix A - Quiz on map of Japan
- 2. Film of Feudal Japan (optional)
- 3. Student scrolls
- 4. Appendix H -Teacher's Timeline
- 5. Pictures of important events and people of Japan's Periods (optional).
- 6. Dates and short description of important events on cardstock (prepared in advance).
- 7. Paper for student artwork.
- 8. Crayons

C. *Key Vocabulary*

- 1. profit- a benefit or advantage that comes from doing something.
- 2. Mongol- a person who was born in or is a citizen of Mongolia.
- 3. imperial- having to do with an empire or emperor.
- 4. provinces- one of the division of some countries, each with its own government.
- 5. confiscated- to take by the power of authority.
- 6. bureaucrats- appointed government official.

D. *Procedures/Activities*

- 1. Teacher will provide each student with a blank map of Japan for quiz.
- 2. Teacher will have students view film of Feudal Japan (optional).
- 3. Teacher will introduce the Kamakura Period through discussion with use of teacher timeline (Appendix H).
- 4. Teacher will build timeline in the classroom using dates and short description of important events and people.(Show optional correlating pictures at this point).
- 5. Students will create a similar timeline in their scrolls following teacher's example.

Day Two- Suggested Break Point

- 6. Teacher will review Kamakura Period with students by going through classroom timeline.
- 4. Teacher will continue discussion with introduction of Muromachi Period and Azuchi Period with use of teacher timeline (Appendix H).
- 5. Teacher will add to timeline in the classroom using dates and short description of important events and people. (Show optional correlating pictures at this point).
- 6. Students will add to created timeline in their scrolls following teacher's example.

Day Three- Suggested Break Point

- 7. Teacher will review Kamakura, Muromachi, and Azuchi Periods by going through classroom timeline.
- 8. Teacher will continue discussion with introduction of Edo Period with use of teacher timeline (Appendix H).
- 9. Teacher will add to timeline in the classroom using dates and short description of important events and people. (Show optional correlating pictures at this point).
- 10. Students will add to created timeline in their scrolls following teacher example.

11. Teacher will assign a specific event, date, or person from timeline to each student.
12. Student will create a picture that represents specific event, date, or person assigned to them.
13. Teacher will add completed pictures to classroom timeline.

E. *Assessment/Evaluation*

1. Students will be assessed on the accuracy and neatness of completed representation of specific event, date, or person.

Lesson Six: Shintoism and Buddhism

A. *Daily Objectives*

1. Concept Objective(s)
 - a. To develop an understanding of how the history of a place affects the behavior and psyche of its people. For example, in Japan, many people have a very strong sense of honor and duty. These convictions come from the samurai, Shinto, and Buddhist traditions.
 - b. To understand the complex nature of a given culture: it's history, geography, politics, religion, philosophy, and social structure.
2. Lesson Content
Japan has two major religions; Buddhism and Shinto
3. Skill Objective(s)
 - a. Students will discuss the beliefs of the religious founder.
 - b. Students will describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States. (Culture TEKS 5.23B).
 - c. Students will create their own beliefs following Buddhism.
 - d. Students will recall characteristics from Shinto beliefs.

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography*
2. White paper for the eightfold path
3. Markers, crayons, pencils
4. Appendix J - Shinto star

C. *Key Vocabulary*

1. meditate- to think in a quiet, serious way.
2. enlighten- to give spiritual insight to.
3. kami- spirits of nature.
4. noble- famous, well-known, of high rank.

D. *Procedures/Activities*

1. Teacher will write the following quote on the board: "You have climbed to the top of a ten-foot pole. How can you climb the rest of the way?" Have the students write their answer down on paper.
2. Students may believe that the top of the pole is the farthest they could go. Teacher will explain the Buddhist master would have them go back and open their minds to all the possibilities or meditate.
3. Teacher will introduce Buddhism as one religion of Japan and introduce the founder, *Siddhartha Gautama* who became known as the Buddha or the "Enlightened One." (optional: Teacher can show picture of Buddha (*Pearson, p.181*) or other replicas or pictures they have researched as there are several different "forms" of Buddha.)

4. Using p. 181 – 182 from *Pearson Learning Core Knowledge and Geography*, the teacher will discuss The Four Noble Truths of Buddhism (Appendix I) and the Steps in the Eightfold Path (Appendix I).
 5. In groups, students will discuss the *four truths* and the *eightfold path*. After discussion, students will develop an eightfold path that students should achieve to pass fifth grade and write it on paper to display in the classroom. Students should be ready to present their thoughts and share them with classmates.
 6. Students will brainstorm what Shinto, Japan’s oldest religion, is based on. Teacher will write the ideas on the board or overhead. Tell students the religion is based on nature and have students create a list of things they think Shinto followers worshipped.
 7. Teacher will tell students that each part of nature (in the Shinto belief) contains a spirit known as a *kami*. Using p. 180 of the *Pearson Learning Core Knowledge History and Geography*, read to students about the Shinto beliefs.
- E. *Assessment/Evaluation*
1. Completion and presentation of fifth grade eightfold path that they created in groups to display in classroom.
 2. Assess the Shinto star (Appendix J) for completion and accuracy.

Lesson Seven: Arrival of Europeans and the Closing of the Door

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. To develop an understanding of how the history of a place affects the behavior and psyche of its people. For example, in Japan, many people have a very strong sense of honor and duty. These convictions come from the samurai, Shinto, and Buddhist traditions.
 - b. To develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occur there.
 2. Lesson Content
The arrival of European traders and missionaries; Japanese banning of western civilization including religions, cultures, trade, and the people themselves.
 3. Skill Objective(s)
 - a. Students will actively participate in reading and discussion of the arrival of the Europeans and the closing of the Japanese world.
 - b. Students will actively participate in Readers’ Theatre.
 - c. Students will present dramatic interpretations of experiences, stories, poems, or plays to communicate. Students will use effective rate, volume, pitch, and tone for the audience and setting. (Listening/Speaking/Audience TEKS 5.5C and D).
 - d. Students will actively participate in a correlation discussion of 250 years of peace to the closing of Japan’s world for 200 years.
 - e. Students will write a paragraph in their scroll about the correlation between the two.
 - f. Students will create written and visual materials such as journal entries, reports, graphic organizers, outlines, and bibliographies. Students will use standard grammar, spelling, sentence structure, and punctuation. (Social Studies Skills TEKS 5.26 D and E).
 - g. Students will interact cooperatively with others in brief dramatization (Theatre TEKS 5.3D).
- B. *Materials*

1. *Pearson Core Knowledge History and Geography* (pp.188-189)
 2. Appendix K - Copies of Readers' Theatre
- C. *Key Vocabulary*
1. musket - a heavy, large caliber, muzzle-loading shoulder firearm.
 2. missionary - a person commissioned by a church to spread its faith or carry on humanitarian work.
 3. mission - a place where missionaries work.
 4. exclusion - the act of refusing to let in.
 5. hermit- one who lives alone, apart from others.
- D. *Procedures/Activities*
1. Teacher will read and discuss pp. 188-189 from *Pearson*; the arrival of the Europeans and the closing of Japan's doors to the outside world.
 2. Students will be broken into small groups (depending on class size) to perform Readers' Theatre. The groups should consist of: a Narrator, Japanese people, Portuguese Traders, Daimyos, missionaries, Tokugawa Shoguns, A Ruling Shogun, Dutch Traders.
 3. Using copies of Appendix K, students will read and act out this period of history by performing Readers' Theatre.
 4. Teacher will discuss the correlation of the 250 years of peace and 200 years of Japan's doors being closed to the outside world.
- E. *Assessment/Evaluation*
1. Students will address the question "What do you think the connection between the 250 years of peace to the 200 years of a "closed world" meant for Japan and why?"
 2. Students will write at least one paragraph in their scrolls answering this question.
 3. Teacher will assess students' scrolls for understanding of the concept.

Lesson Eight: Japanese Way of Life

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. To develop an understanding of how the history of a place affects the behavior and psyche of its people. For example, in Japan, many people have a very strong sense of honor and duty. These convictions come from the samurai, Shinto, and Buddhist traditions.
 - b. To understand the complex nature of a given culture: it's history, geography, politics, religion, philosophy, and social structure.
 2. Lesson Content
Haiku; Tea Ceremony; Origami; Japanese writing; Japanese food tasting
 3. Skill Objective(s)
 - a. Students will write a Haiku poem.
 - b. Students will write to entertain such as to compose humorous poems or short stories. (Writing/Purposes TEKS 5.15D).
 - c. Students will have an opportunity to participate in a Japanese tea ceremony.
 - d. Students will create a specific object using the Japanese art of folding paper, or origami.
 - e. Students will write their name correctly using the Japanese alphabet.
 - f. Students will have an opportunity to taste authentic Japanese food.
 - g. Students will use a rubric to rate the five Japanese learning centers.
 - h. Students will write a paragraph on their favorite center and tell why it was their favorite.

- i. Students will write to express, discover, record, develop, reflect on ideas, and to problem solve. (Writing/Purposes TEKS 5.15A).
- B. *Materials*
 - 1. *Pearson Core Knowledge History and Geography* p. 187.
 - 2. Colored paper (6 x 6) and five copies of instructions or directions for origami center
 - 3. lined paper for haikus' and copies of haiku examples
 - 4. chopsticks for each child
 - 5. Popsicle sticks
 - 6. Coconut macaroons (or similar cookies)
 - 7. Japanese tea set or similar child's tea set
 - 8. Hot tea (choices optional)
 - 9. Enough steamed rice, steamed vegetables, and fish and poultry for each child to sample
 - 10. Appendix L- Japanese alphabet
 - 11. Appendix M- Japanese tea ceremony procedures
 - 12. Appendix N- Students rubric
- C. *Key Vocabulary*
 - 1. haiku- an unrhymed Japanese verse form of three lines containing five, seven, and five syllables respectively.
 - 2. origami- the art or process of Japanese paper folding.
 - 3. ceremony- a conventional act of politeness.
- D. *Procedures/Activities*
 - 1. Teacher will prepare in advance five rotating learning centers covering aspects of Japan's culture (haiku, tea ceremony, origami, Japanese writing, Japanese food tasting).
 - 2. Students will be split into five groups to rotate through the Japanese learning centers.
 - 3. Parent volunteers to help manage and instruct at individual centers (optional).
 - 4. At haiku center: students will read different examples of haikus (*Pearson* p.187 or other examples found by teacher in advance) and then write one of their own. Haiku's consist of seventeen syllables in three lines.
 - 5. At origami center: students will follow written directions on how to make origami creations and create a work on their own.
 - 6. At Japanese writing center: students will view examples of Japanese writing (found by teacher in advance) and using the Japanese alphabet (Appendix L), students will write their name in Japanese.
 - 7. At Japanese food tasting center: students will have an opportunity to use chopsticks to taste various Japanese foods (prepared or bought ahead of time by teacher or parent volunteers) which could include steamed rice, steamed vegetables, and fish or poultry.
 - 8. At tea ceremony center: students will remove their shoes, sit in a circle on their knees, and enjoy hot tea served from actual Japanese tea set or similar child's tea set. Teacher will direct students through the actual tea ceremony (modified from original) (Appendix M).
- E. *Assessment/Evaluation*
 - 1. Students will rate each center using a student rubric (Appendix N).
 - 2. Students will then write a paragraph discussing their favorite center and why.
 - 3. Teacher will assess for completion.

VI. CULMINATING ACTIVITY

- A. Using the website <http://web-jpn.org/kidsweb/japan.html> students will find the answers to a Scavenger Hunt of Japan. (Appendix O)
- B. The answers will help develop further insight to the students' knowledge of Japan by asking questions that were not covered specifically in the unit. (Appendix P). Also by discussing current Japan. The two (Feudal Japan and Japan Today) can be compared and contrasted once the scavenger hunt is completed.

VII. HANDOUTS/WORKSHEETS

- a. Appendix A: Blank Map of Japan
- b. Appendix B: Map of Japan – Answer Key
- c. Appendix C: Directions for making a scroll
- d. Appendix D. Venn Diagram
- e. Appendix E. Titles
- f. Appendix F. Social Structure Titles
- g. Appendix G. Social Structure Assessment Rubric
- h. Appendix H. Timeline of Events (Feudal Japan)
- i. Appendix I. The Four Noble Truths of Buddhism and the Steps in the Eightfold Path
- j. Appendix J. Shinto Beliefs (star)
- k. Appendix K. Readers' Theatre
- l. Appendix L. Japanese alphabet
- m. Appendix M. Japanese tea ceremony procedures
- n. Appendix N. Student Rubric for assessing centers
- o. Appendix O. Japan Scavenger Hunt (student copy)
- p. Appendix P. Japan Scavenger Hunt (answer key)

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Feudal Japan
Appendix A: Map of Japan

**This map has been significantly adapted to fit the lesson. If you go to the website above, you will only find the shell of this map.

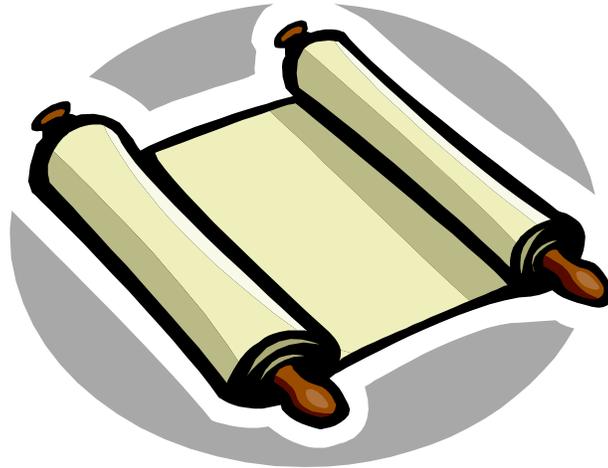
Feudal Japan
Appendix B: Map of Japan – Answer Key

**This map has been significantly adapted to fit the lesson. If you go to the website above, you will only find the shell of this map.

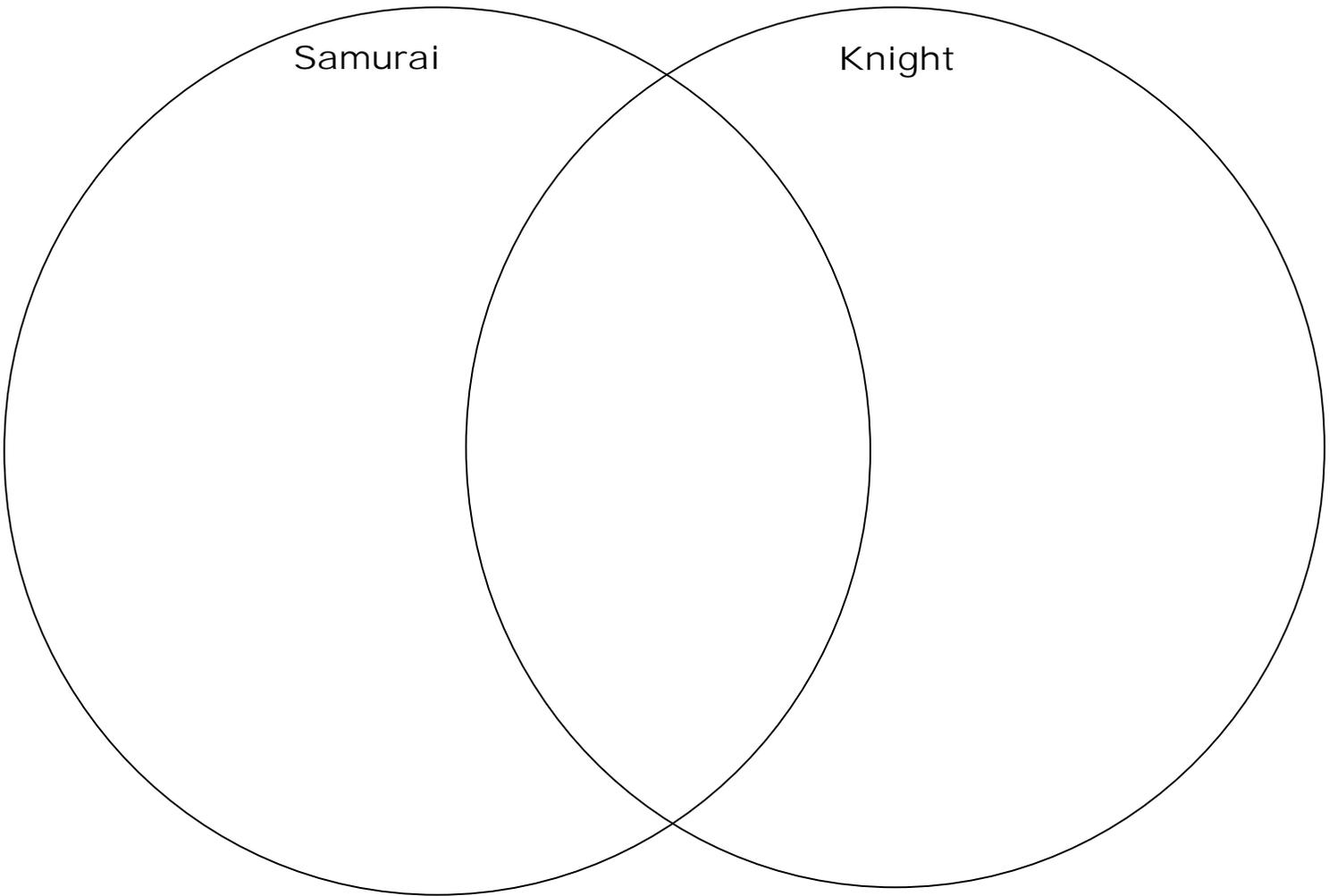
Making a Scroll

Japanese hand scrolls are long and narrow with a stick at each end.

Suggestions for materials include computer paper glued together horizontally, or butcher paper cut into narrow strips about 1 foot wide. Chopsticks or wooden dowels work well for the sticks on the ends of the paper. Attach each edge of paper to a wooden stick and roll the paper around the sticks to make the scroll effect. Be creative!



Feudal Japan
Appendix D: Venn Diagram



emperor

shogun

daimyos

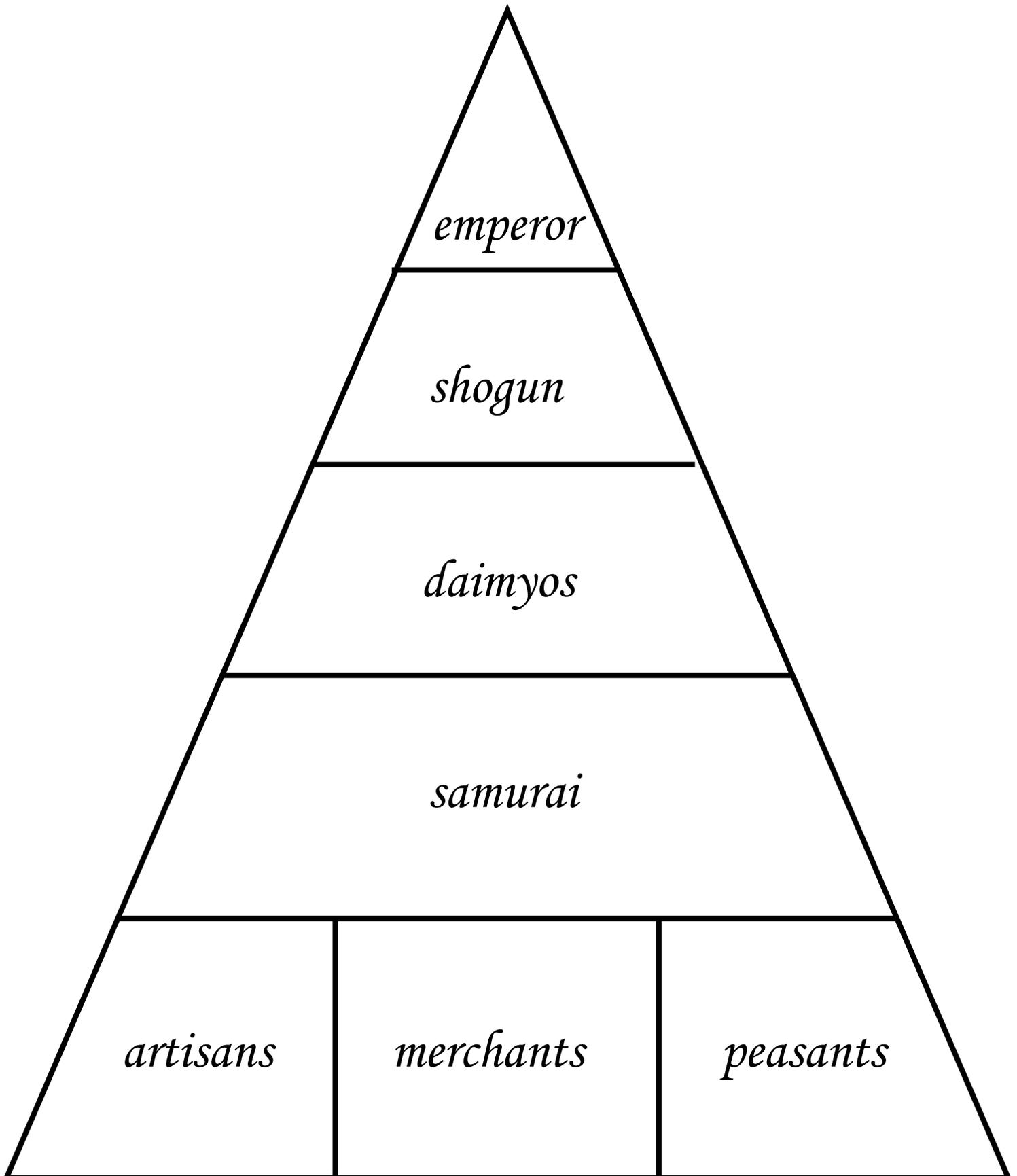
peasants

artisans

merchants

samurai

Feudal Japan
Appendix F: Social Structure Titles



Feudal Japan
Appendix G: Social Structure Assessment Rubric

Social Structure Assessment Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	Expert = 25 pts	Practitioner = 19 pts	Apprentice = 13 pts	Novice = 6 pt
Number of Pieces	All pieces are present for Japan's social structure.	Most pieces are present for Japan's social structure.	Some pieces are present for Japan's social structure.	Few or no pieces are present for Japan's social structure.
Order of pieces	All pieces are in the correct order for Japan's social structure.	Most pieces are in the correct order for Japan's social structure.	Some pieces are in the correct order for Japan's social structure.	Few or no pieces are in the correct order for Japan's social structure.
Description of each piece	The descriptions demonstrate a thorough knowledge of Japan's social structure.	The descriptions demonstrate good knowledge of Japan's social structure.	The descriptions demonstrate some knowledge of Japan's social structure.	The descriptions demonstrate very little knowledge of Japan's social structure.
Neatness	The structure is neatly organized and complete to present the ideas well.	The structure is neat, complete and a plan is evident.	The structure is not neat, or complete, but a plan is evident.	The structure is not neat, or complete, and no plan is evident.
Score Total the points in each row to get your score.	Student's Score _____ Teacher Comments:			

TIMELINE OF EVENTS

Feudal Japan (1150 – 1600) Age of the Warrior

- 1150 Clans fighting for control of Japan
 - Clans are social groups of families and friends. Each clan had its own chief. They worshipped gods and goddesses. At this time in history there was no formal government in Japan. The clans were fighting each other for control of Japan.

Kamakura Period (1192 – 1333) Beginning of the Shogun

- 1192 Minamoto Yoritomo (clan leader) defeats many clan leaders and becomes Shogun of Japan. He establishes the feudal government Kamakura Bakufu
 - Minamoto Yoritomo was only Shogun for 7 years. He died in 1199. Battles still continued for control of Japan. Clans from Kyoto fought against the Kamakura Bakufu government. Kamakura Bakufu government prevails.
- 1274 Mongols 1st attempt to invade Japan
 - Mongols invaded and conquered China and then headed for Japan. However, bad weather forced the Mongols to turn back to China.
- 1281 Mongols 2nd attempt to invade Japan
 - Mongols tried again to invade Japan. Again, bad weather stopped them. A third attempt was not tried because they had too many problems in China.
 - Kamakura Period ends because of years of war preparation resulted in expenses and NO profit. Soldiers no longer felt loyal to the government and financial problems lead to the fall of the Kamakura Bakufu government.

Muromachi Period (1333 – 1573) Era of the Warring States

- 1333 Emperor Go-Daigo overthrew Kamakura Bakufu government
 - Go-Daigo restores power in Kyoto. However, it doesn't last long because the old government system was out-of-date.
- 1338 Ashikaga Takauji captures Kyoto. Go-Daigo flees south of Kyoto. Takauji appoints himself Shogun
 - Ashikaga Takauji was a soldier who challenged the government. After capturing Kyoto, he forces Go-Daigo to flee south of Kyoto where Go-Daigo founded the Southern Court (new ruling system). After Takauji appoints himself Shogun he establishes the Northern Court. For the next 50 years, the two imperial courts fight for control of Japan. The South occasionally won and took control of Kyoto. However, the North's military was much stronger and finally reunited the country under one rule in 1392.
- 1368-1408 Ashikaga Yoshimitsu Shogun Era begins. Trade with China is established. Markets and town are developed. New social class system is established.
- 1392 Japan is reunited as a country
 - 15th and 16th century Ashikaga Shoguns and government (Muromachi Bakufu) declines again. This begins the decline of the Shogun and the Time of the Daimyo. Daimyos were land owning, military families who took over provinces and became feudal lords. The ruling lord was called Daimyo. The Daimyos continued to fight each other for several decades. This was known as the "Age of Civil Wars". The most powerful Daimyos were Takeda, Uyesugi, Hojo, Ouchi, Mori, and Hosokawa.
- 1573 Oda Nobunaga overthrows the Muromachi Bakufu government
 - Oda Nobunaga, who is a Daimyo, continues to try to unite Japan by fighting against other Daimyos for control.

Azuchi – Momoyam (1573 – 1603)

- 1582 General Akechi murders Oda Nobunaga
 - General Akechi is a soldier from the Muromachi Bakufu government. After he murders Oda Nobunaga, Toyotomi Hideyoshi, who was a general for Oda Nobunaga, defeats General Akechi and takes control. He continues to battle other Daimyos until 1590 when Japan is finally reunited again.

- 1590 Japan reunited again
 - Toyotomi Hideyoshi, in order to establish absolute control, destroyed the castles of other Daimyos, confiscated weapons “sword hunt” and forced samurais to move to castle towns.
- 1587 Toyotomi Hideyoshi begins expelling, persecuting and executing Christians
 - Toyotomi Hideyoshi did this because he thought the Christians were an obstacle in establishing absolute control.
- 1592 Toyotomi Hideyoshi tries to invade Korea
 - Toyotomi Hideyoshi wanted to extend his rule and had set his sights on China. However, he had to take Korea before he could attempt China. Heavy military force in Korea pushed him back to Japan and no more attempts were made.
- 1598 Toyotomi Hideyoshi dies

Edo Period (1603 – 1868)

- 1603 Tokugawa Ieyasu becomes leader of Japan
 - Tokugawa Ieyasu establishes the Tokugawa Shogunate government and continues to unite Japan.
- 1615 Osaka Castle falls, eliminating Tokugawa Ieyasu last rival

There is peace in Japan for the next 250 years under the Tokugawa Shogunate government. Because of the peace in Japan, the importance of martial arts skills decline and most samurai warriors became bureaucrats, teachers or artists.

Feudal Japan
Appendix I:
The Four Noble Truths of Buddhism and The Steps of the Eightfold Path

The Four Noble Truths of Buddhism

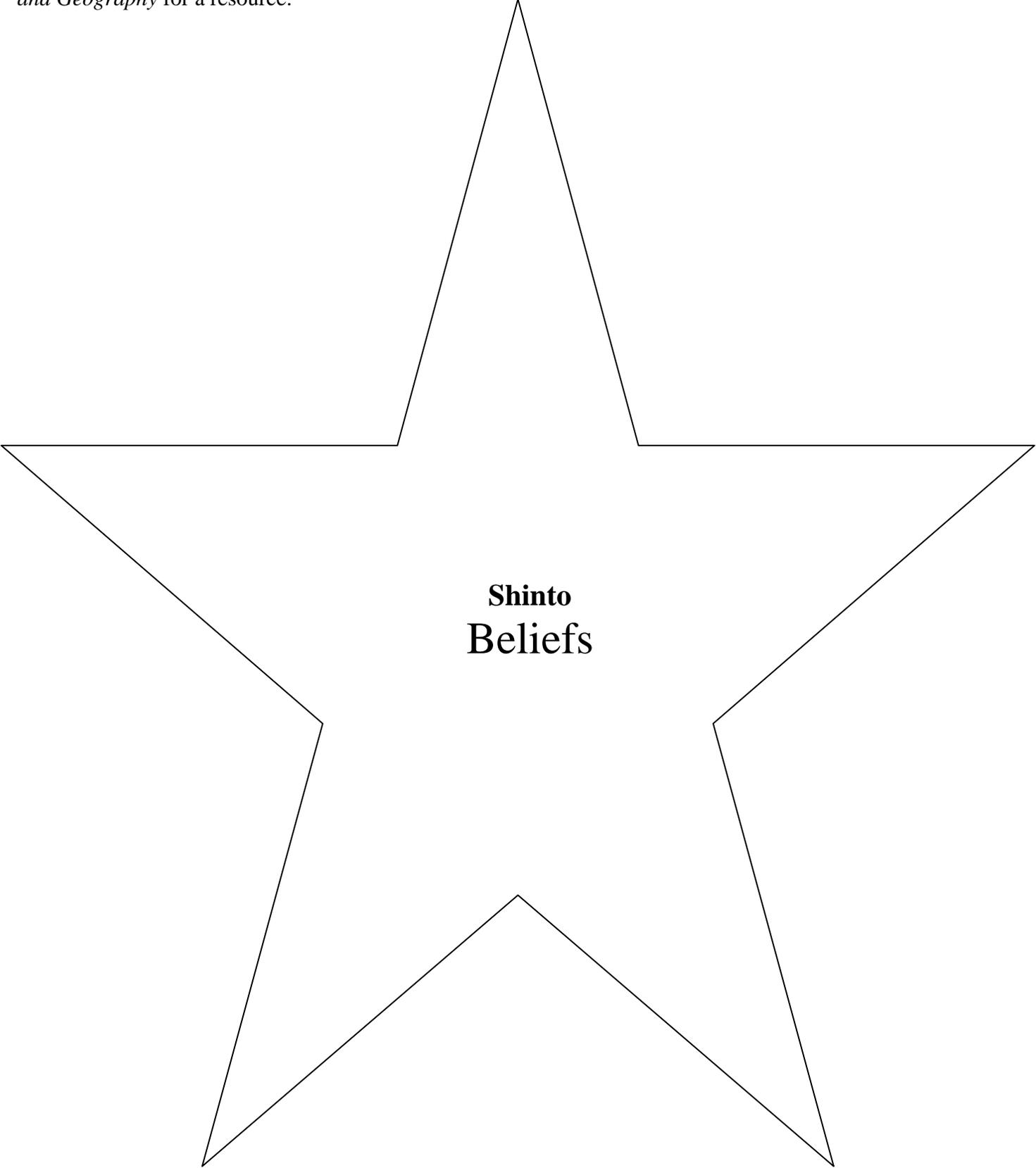
1. All life, from birth to death, is filled with suffering.
2. This suffering is caused by a craving for worldly things.
3. Suffering will stop when one learns to overcome desire.
4. We can learn to overcome desire by following the eightfold path.

Steps in the Eightfold Path

1. *Right Understanding* (grasping Buddha's teachings)
2. *Right Thought* (thinking kind thoughts)
3. *Right Speech* (not telling lies or using angry words)
4. *Right Action* (not harming any person or animal)
5. *Right Work* (doing jobs that help others and make no one suffer)
6. *Right Effort* (thinking before you act)
7. *Right Mindfulness* (being alert and aware)
8. *Right Meditation* (gaining a calm and focused mind)

Feudal Japan
Appendix J: Shinto Beliefs (star)

Write five characteristics of Japan's oldest religion, Shinto. Use complete sentences to explain each belief or characteristic. Write one characteristic in each point of the star. Use *Pearson Learning Core Knowledge History and Geography* for a resource.



**Shinto
Beliefs**

Reader's Theater

Arrival of Europeans and the Closing of the Door

Characters: Narrator 1, Narrator 2, Japanese People, Portuguese Traders, Daimyos, Missionaries, Shoguns, and Ruling Shogun.

Narrator 1: The year is 1543, the location is a small island off of Japan. The Japanese have just spotted a large ship headed for their shoreline.

Japanese People: Look! A ship approaches! Who could it be? Why have they come? What do they want?

Narrator 2: As the ship docks on the Japanese shoreline, Portuguese traders descend from the ship.

Portuguese Traders: We've come in peace. We have many goods to trade with you.

Japanese People: Goods? What goods do you bring to us?

Portuguese Traders: Look here. We bring you a musket.

Narrator 1: Portuguese traders show and demonstrate how a musket is used.

Japanese People: (looking interested) OOH! We like very much. Yes, we would like to trade, but first we must speak to our daimyo.

Narrator 2: Japanese People take the Portuguese traders to meet and demonstrate the musket to their daimyo.

Daimyo: (with an eager voice) I am very interested in trading with you. I would like to have many more of these muskets. With these muskets I can defeat the other daimyos and become shogun for sure.

Narrator 1: With that simple gesture, trade with Japan and the outside world began. Along with Western traders came missionaries.

Missionaries: We came to Japan to teach you about Christianity and to spread the word of God.

Daimyo: We will allow you to come into our country to share your beliefs so that the door to the West will remain open. We like the traders and enjoy hearing your new views.

Narrator 2: For 25 years the door to Japan remained open. The Japanese enjoyed the new ideas and the technology. However, in 1603, everything changed. A new family of shoguns took control of Japan and didn't like the Westerners.

Shoguns: (with an angry and annoyed voice) We believe that these Westerners are ruining our own beliefs. We are tired of these missionaries trying to destroy our Buddhist beliefs. They must go!

Ruling Shogun: (with a demanding voice) Under my supreme rule, I order that NO Japanese citizen may practice Christianity. If caught, the citizen will be tortured and then executed. Only Buddhism will be practiced in Japan.

Narrator 1: Even after the law was passed, still missionaries and traders continued to pour into Japan. The shoguns feared that they would bring armies into the country to overthrow them.

Shoguns: We fear that the Westerners will try to rule Japan and turn our country into a colony for another country. We cannot let this happen. From this day forward, no ships from the west will be allowed into Japan. We trust the Dutch and will allow them to only enter the port of Nagasaki.

Narrator 2: The shoguns feared the Westerners so much that they also prevented their own people from traveling away from Japan. It was against the law to even build a large ship.

Japanese People: We do not like this new law, but we will follow it because the shoguns are our mighty leaders.

Shoguns: To prevent any more damage from the Westerners we are issuing an exclusion order. All people of Japan must follow these two rules. Punishment for breaking these laws will be SEVERE!

One: no Japanese may go abroad secretly. If he tries, he will be killed.

Two: no children of Europeans will be allowed to remain in Japan. Anyone who breaks this law will be killed and all his relatives will be punished.

Narrator 1: The Japanese followed these rules and therefore this led to the closing of Japan. Japan would remain closed to the world for more than 200 years. In those 200 years, Japan kept to itself and had peace within the country for more than 250 years.



5. WRITE YOUR NAME

Using the closest sounds available, write your name in hiragana. Write the following phrases in hiragana. (Japanese is written from top to bottom, starting at the top right of the page and moving left.)

- Konnichi wa (Hello)
- Hajime mashite? (How do you do?)
- Watashi wa John...desu. (I am John...[use your name])
- Arigato gozaimasu. (Thank you)
- Sayonara (Good-bye)



a	あ	一七あ	no	の	の
i	い	一七い	na	な	な
u	う	一七う	hi	ひ	ひ
e	え	一七え	fu	ふ	ふ
o	お	一七お	he	へ	へ
ka	か	一七か	ho	ほ	ほ
ki	き	一七き	ma	ま	ま
ku	く	一七く	mi	み	み
ke	け	一七け	mu	む	む
ko	こ	一七こ	me	め	め
sa	さ	一七さ	mo	も	も
shi	し	一七し	ya	や	や
su	す	一七す	yu	ゆ	ゆ
se	せ	一七せ	yo	よ	よ
so	そ	一七そ	ta	た	た
ta	た	一七た	ri	り	り
chi	ち	一七ち	ru	る	る
tsu	つ	一七つ	re	れ	れ
te	て	一七て	ro	ろ	ろ
to	と	一七と	wa	わ	わ
nd	ん	一七ん	o	お	お
ni	に	一七に	ga	が	が
nu	ぬ	一七ぬ	na	な	な
ne	ね	一七ね	pa	ぱ	ぱ

Feudal Japan

Appendix M

Japanese Tea Ceremony Steps and Procedures

1. Students will remove shoes.
2. Students will sit on knees in a circle on the floor.
3. Tea served first to each student. Teacher will bow, serve tea to individual student, bow again and proceed to next student until all have been served in this fashion. Students should be directed ahead of time that when bowed to they must bow back.
4. Coconut macaroons (or similar cookie) will be served on wax paper to each student following the same procedure as it is listed above.
5. Students will use Popsicle stick to eat cookie and then wrap stick in paper and put inside student belt.
6. Teacher will then gather the cups (bowing before taking the cup and then after) from each student.
7. Teacher will explain that the overall purpose of the tea ceremony is to promote “togetherness”.

Feudal Japan
Appendix O: Student Copy
Japan Scavenger Hunt

Use this website <http://web-jpn.org/kidsweb/japan.html> to find the answers to the following questions.

1. What are the subjects taught in a typical Japanese elementary school?
2. During two different seasons, beautiful sights are displayed. What are the seasons and what is displayed?
3. What is the symbol for “person” in Japanese?
4. Draw Japan’s national flag and what is the title of Japan’s national anthem?
5. What are the two favorite sports for boys? For girls?
6. Small children in Japan love to watch “anime”. What is “anime”?
7. What are Japan’s three branches of government?
8. In Japanese, what does the word “gohan” mean?
9. What are Japan’s nine regions?
10. What is the role of the Imperial Family?

Feudal Japan

Appendix P: Answer Key

Japan Scavenger Hunt

Use this website <http://web-jpn.org/kidsweb/japan.html> to find the answers to the following questions.

1. What are the subjects taught in a typical Japanese elementary school? The subjects they study include Japanese, mathematics, science, social studies, music, crafts, physical education, and home economics
2. During two different seasons, beautiful sights are displayed. What are the seasons and what is displayed? Two of the most beautiful sights in Japan are the cherry blossoms in spring and the vibrant reds, oranges, and yellows of the autumn leaves.
3. What is the symbol for “person” in Japanese?
4. Draw Japan’s national flag and what is the title of Japan’s national anthem? White background on the flag and a red center circle.
The lyrics of Japan's national anthem, Kimigayo
5. What are the two favorite sports for boys? For girls? Soccer (football) and baseball are two of the most popular sports among boys, while many girls love playing sports like bowling and badminton.
6. Small children in Japan love to watch “anime”. What is “anime”? animated shows
7. What are Japan’s three branches of government? three branches of government - legislative (the Diet), executive (the cabinet), and judicial (the courts)
8. In Japanese, what does the word “gohan” mean? The word for "meal" in Japanese is *gohan*. This word actually refers to steamed rice, but rice is such an important food to the Japanese that *gohan* has come to mean all sorts of meals. A traditional Japanese meal consists of a serving of plain, white rice, along with a main dish (fish or meat), some kind of side dish (often cooked vegetables), soup (often miso soup), and pickled vegetables. Japanese rice is sticky when cooked, making it ideal for eating with chopsticks.
9. What are Japan’s nine regions? Hokkaido, Tohoku, Kanto, Chubu, Kinki, Chugoku, Shikoku, Kyushu, and Okinawa
10. What is the role of the Imperial Family? Members of the Imperial Family receive state guests from other countries and make overseas visits. Through these and other activities, they fulfill an important role in promoting international friendship. Members of the Imperial Family also maintain wide contact with Japanese citizens through their attendance at various events across the nation and visits to facilities for the handicapped and the aged. They are widely respected by Japanese people.