



Core Knowledge®

HISTORY AND GEOGRAPHY

Czars and Shoguns: Early Russia and Feudal Japan



Ivan the Terrible

Teacher Guide

Buddhism



Catherine the Great's crown



St. Basil's



Samurai





Early Russia

Feudal Japan

1-76

77-153



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Early Russia

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Early Russia

Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

From 800 CE to 1800 CE, Russia grew from a small principality to a large country, ruled by autocratic czars.

Russia was once a small principality and not a major world power. From 800 to 1800 CE, it expanded dramatically.

Throughout this period, Russia was ruled by strong, autocratic rulers—first by princes and later by czars. These rulers unified the country and expanded its borders, but they ruled with an iron fist and were unwilling to tolerate opposition or dissent.

Russia is unusual in that it stretches across two continents: western Russia is part of Europe, but eastern Russia is part of Asia. One of the biggest questions in Russian history has been whether Russia should “face west” or “face east.” Some Russians have argued that Russia should “face west” and be more like the countries of Western Europe. Others have argued that Russia should turn its back on Western Europe and stick to its traditional Russian ways. Peter the Great was a czar who thought Russia should become more like Western Europe; Catherine the Great was another.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Grade 3

- Important rivers of the world
 - Volga River
- Ancient Rome
 - Julius Caesar, Augustus Caesar
- Eastern Roman Empire: Byzantine Civilization
 - the rise of the Eastern Roman, or Byzantine, Empire
 - Constantine, the first Christian emperor
 - Constantinople (now called Istanbul) merges diverse influences and cultures as the seat of the empire
 - Emperor Justinian and his code of laws
- The Vikings
 - originated in an area now called Scandinavia (Sweden, Denmark, Norway)
 - also called Norsemen
 - skilled sailors and shipbuilders as well as traders; sometimes raiders of European coastal areas
 - Eric the Red; Leif Ericson, also known as Leif “the Lucky”
 - earliest Europeans in North America
 - locations of Greenland, the mainland of Canada, and Newfoundland

Grade 4

- Mountains and mountain ranges
 - Ural Mountains
- Europe in the Middle Ages
 - Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
 - Feudalism, serfs
 - Baltic Sea
- China
 - The Mongols

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 476 CE to 1796 CE.

476	The fall of Rome completed a long decline for the Western Roman Empire.
circa 565	The Eastern Roman Empire, known as the Byzantine Empire, was on the rise.
circa 800	The Slavs were among the earliest people to settle Russia.
954	Princess Olga of Kiev traveled to Constantinople where she learned about Orthodox Christianity.
988	After converting to Orthodox Christianity, Prince Vladimir forced all the people of Kiev to convert, too.
1054	Christian Church split into Western Catholic and Eastern Orthodox Churches.
1238	The Mongols invaded Kiev and other Russian cities, leading to the rule of the Tatars.
1271–1295	Venetian Marco Polo traveled throughout Asia, exploring the Mongol Empire.
1300s	The city-state of Muscovy became increasingly powerful under strong rulers such as Ivan I.
1462–1502	Ivan III, known as Ivan the Great, ruled with absolute power and declared himself czar.
1533–1584	Ivan IV, known as Ivan the Terrible, expanded Russia's borders.
1689–1725	Peter the Great modernized and Westernized Russia. He hired European architects to design and build the Winter Palace in St. Petersburg.
1762–1796	Catherine the Great, born a German princess, became one of Russia's great rulers.

What Students Need to Learn

Geography of Russia

- Moscow and St. Petersburg
- Ural Mountains, Siberia, vegetation, steppes
- Volga and Don Rivers
- Black, Caspian, and Baltic Seas

History of Russia

- Search for a warm-water port
- Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and Byzantine culture (after the fall of Constantinople in 1453)
- Ivan III (the Great), czar (from the Latin “Caesar”)
- Ivan IV (the Terrible)
- Peter the Great: modernizing and “Westernizing” Russia
- Catherine the Great
 - Reforms by Peter and Catherine made life harder for peasants

AT A GLANCE

The most important ideas in Unit 7 are:

- Students should be able to locate important places and geographical features in Russia.
- Russia has a long tradition of rule by autocrats.
- After Constantinople and the Byzantine Empire were conquered by the Ottoman Turks, Russians came to see Moscow as the new “capital city” of the Eastern Orthodox Church.
- Ivan III (the Great) and Ivan IV (the Terrible) expanded Russian territory and the authority of the czars.
- Peter the Great sought to modernize and westernize Russia to enable it to compete with European nations for trade, territory, and prestige.
- The desire to find a warm-water port was one factor that encouraged Russian expansion.
- Although she was German by birth and entertained many Western ideas, Catherine the Great was ultimately as autocratic as the czars before her.
- The lives of peasants worsened under Peter and Catherine.

WHAT TEACHERS NEED TO KNOW

Geography

Background

Russia stretches across two continents, Europe and Asia. Much of the early history of Russia occurred in the European section as people there traded with the Vikings, Byzantines, and later, Western Europeans.

Cities

Moscow

Moscow is a city located in west central Russia—European Russia—on the Moscow River and is the capital of modern Russia. Ivan IV made it the capital of Russia in the 1400s, and it also became the seat of the Russian Orthodox Church. Peter the Great transferred the capital from Moscow to the new city of St. Petersburg in 1712. The capital was returned to Moscow in 1918 during the Russian Revolution.

Today, Moscow is the largest city in Russia (with a metropolitan area population of more than thirteen million), an important inland port, and the seat of Russia's government. The Kremlin, meaning walled center of a city, is the heart of Moscow. Here the czars built many of their palaces, Communist leaders reviewed thousands of soldiers marching through Red Square, and today, the national government uses a former palace for the legislature. The Kremlin is also the site of St. Basil's Cathedral, once the center of the Russian Orthodox Church and now a national museum. St. Basil's is built in the traditional Russian style, with several onion domes reaching up to the sky. From the Kremlin, wide boulevards extend through the city in all directions. A person from Moscow is called a Muscovite.

St. Petersburg

St. Petersburg is Russia's second-largest city (population five million) and is located in northwestern European Russia on the Gulf of Finland. After defeating Sweden and gaining the land, Peter the Great built the city in the Western European style, with canals and glittering palaces. As the one-time capital of Russia, the city has a number of czarist palaces and Russian Orthodox Churches. The city was named in honor of St. Peter, not Peter the Great. In 1914, at the outbreak of World War I, it was renamed Petrograd to "russify" the Germanic original name. After the Russian Revolution, the name was changed to Leningrad in honor of V. I. Lenin, the architect of the Soviet Russian state. It was renamed St. Petersburg in 1991 after the collapse of the Soviet government.

Ural Mountains

The Urals are low mountains that form part of the border between Europe and Asia. The Urals extend for about 1,500 miles (2,414 kilometers) north to south through Russia from the Kara Sea to Kazakhstan. Mount Narodnaya is the highest peak at 6,217 feet (1,895 meters). The mountains are rich in minerals and forests; as a result, mining and lumbering are important industries.

Siberia

Siberia is a vast region in Asian Russia that makes up most of the land area of Russia and northern Kazakhstan. It is bordered on the north by the Arctic Ocean and on the south by Mongolia and Manchuria, regions of China. To the west are the Ural Mountains and to the east is the Pacific Ocean.

There were indigenous people in the area before Russians and Ukrainians began moving into the edges of Siberia in the 1200s. By the end of the 1500s, Russia had conquered much of the region, but because of its extreme cold in the winter, few people settled there. However, both the czars and Communist leaders used Siberia to rid themselves of political opponents and criminals. Under Communist leaders Lenin and Stalin, millions of people were sent to forced labor

camp in Siberia, where many of them died. The forced labor camps, known as *gulags*, were described in the works of the Nobel Prize-winning Russian author Alexandr Solzhenitsyn (*The Gulag Archipelago*; *One Day in the Life of Ivan Denisovich*) and other survivors. Forced labor camps were not closed until 1991.

Vegetation Zones

Russia is so large that it has a number of climate and vegetation zones that lie in parallel belts running from east to west across the region. The far north is tundra, a treeless plain where only the smallest of plants can survive the winds and extreme temperatures.

South of the tundra is the taiga, a belt of forestland. In all, four million square miles (10,359,952 square kilometers) of Russia are forest—about half its land area. Depending on how far north a forest stand is, it can include various kinds of trees, such as pines, firs, cedars, aspens, oaks, and birches.

South of the taiga are the steppes. The steppes are broad, open plains similar to the Great Plains in North America and the Pampas in South America, both of which students should have learned about in previous grades. The steppes provided a natural pathway into Russia for nomadic peoples from the east, south, and west, including the Mongols. The steppes have fertile soil and have been an important agricultural area for Russia.

Rivers

Volga River

The Volga River rises in the Valdai Hills near Moscow, wanders south, and empties through a delta into the Caspian Sea. The Volga is the longest river in Europe, and to Russians it has been known through history as “Mother Volga.” It is the principal water transportation route in Russia and is linked by canals to a network of other rivers. The Volga is an important source of hydroelectric power and the water used for irrigation. The river was immortalized in Igor Stravinsky’s “Song of the Volga Boatmen” and Ilya Repin’s painting of the Volga boatmen. Its shores are dotted with old monasteries and churches.

Don River

The Don River flows through southwest European Russia and empties into the Sea of Azov, which is connected to the Black Sea. A canal links the Don to the Volga, some 65 miles away. The Don has been and continues to be an important transportation route in European Russia. The area along the Don was also the homeland of the Cossacks, a people famous for their bravery and horsemanship.

Dnieper River

The Dnieper River flows through present-day Belarus and Ukraine. Like the Volga, the Dnieper begins in the Valdai Hills, but it flows southwest to Kiev and then to the Black Sea. Historically, the Dnieper served as an important trade route between the Baltic Sea and the Black Sea, connecting the Slavs of the Dnieper region with people around the Mediterranean and in Scandinavia. It continues to be an important river in present-day Ukraine, with its basin making up about forty percent of the country's territory.

Black, Caspian, and Baltic Seas

The Black, Caspian, and Baltic Seas border areas of European Russia.

The Black Sea lies between Asia and Europe, and is bordered by Turkey, Bulgaria, Romania, Ukraine, Georgia, and Russia. Like the Mediterranean, the Black Sea was an important waterway in ancient commerce.

The Caspian Sea actually lies between Europe and Asia, bordering the countries of Russia, Kazakhstan, Turkmenistan, Iran, and Azerbaijan. It is the world's largest inland sea, spanning 143,000 square miles (370,368 square kilometers). Because it has no natural outlets to an ocean, it has no tides. The sea lies ninety-two feet (twenty-eight meters) below sea level and is fed by rivers such as the Volga. In recent years, the sea has been shrinking because a great deal of water that would have flowed into it is being diverted from rivers and used in irrigation. The Caspian Sea is used for fishing, especially in the northern regions, and is an important source of oil and natural gas.

The Baltic Sea is an arm of the Atlantic Ocean and is bordered by Sweden, Finland, Russia, Estonia, Latvia, Lithuania, Poland, Germany, and Denmark. During the 1300s, the Baltic was an important center of international trade because of the Hanseatic League of northern European trading cities. In the 1500s, the European trading networks that developed south along the coast of Africa to India and west to the Americas gradually supplanted older trade routes in the Baltic. One reason Peter the Great chose the site that was to become St. Petersburg was that it afforded access to the Baltic. St. Petersburg has been an important port for Russia beginning in the 1700s and 1800s.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Early Russia":

www.coreknowledge.org/ckhg-online-resources

Student Component

Early Russia Student Reader—six chapters

Teacher Components

Early Russia Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of the *Early Russia* Student Reader, with a daily Check For Understanding and Additional Activities, such as music connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 58.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Early Russia Timeline Image Cards—thirteen individual images depicting significant events and individuals related to early Russia. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some preparation will be necessary prior to starting the *Early Russia* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins.

Create eleven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **400s–500s**
- **800s**
- **900s**
- **1000s**
- **1100s**
- **1200s**
- **1300s**
- **1400s**
- **1500s**
- **1600s**
- **1700s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	400s– 500s	800s	900s	1000s	1100s	1200s	1300s	1400s	1500s	1600s	1700s
	• •	•	• •	•		• •	•	•	•	•	•
Chapter	1 1	1	1 1	1		2 2	2	3	4	5	6

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

400s



Introduction (Chapter 1)

500s



Introduction (Chapter 1)

800s



Chapter 1

900s



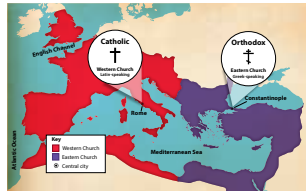
Chapter 1

900s



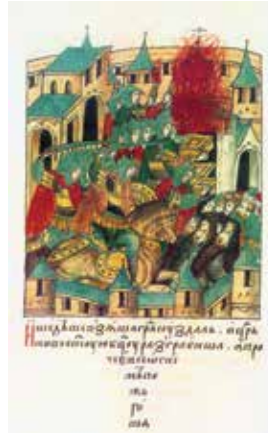
Chapter 1

1000s



Chapter 1

1200s



Chapter 2

1200s



Chapter 2

1300s



Chapter 2

1400s



Chapter 3

1500s



Chapter 4

1600s



Chapter 5

1700s



Chapter 6

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Early Russia* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of ten days have been allocated to the *Early Russia* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, you or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	How did Russia become a Christian country?
2	What are some key features of Russian geography, and how have these features influenced the nation's history?
3	How did Ivan III gain more control over those he ruled?
4	Why was Ivan IV called "Ivan the Terrible"?
5	What did Peter the Great hope to do for Russia?
6	Why did serfdom continue in Russia?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	time zone, empire, Slav, tribute, missionary, noble
2	steppe, Turkic, strategic, "Grand Prince"
3	boyar, czar, serf, serfdom, kremlin
4	priest, czarina, architect, persecute
5	subject, reign, "warm-water port," marsh
6	principality

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 3.1
AP 3.2
AP 5.1
AP 6.1
AP 6.2

The following activity pages can be found in Teacher Resources, pages 67–75. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Russia Map (AP 1.2)
- Chapter 1—Vegetation Zones in Russia (AP 1.3)
- Chapter 3—Czars of Russia (AP 3.1)

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 6—Russia: True or False (AP 6.1)
- Chapter 6—Comparing the Czars (AP 6.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Music

Musical Connections

- "Pictures at an Exhibition" (by Modest Mussorgsky, orchestrated by Maurice Ravel)

Note: This music selection was written in the 1800s but is included as part of this history unit because it was written by a Russian composer. The musical piece, while original, invokes the harmony and rhythm of Russian folk music.

BOOKS

Celenza, Anna Harwell, and JoAnn Kitchel. *Pictures at an Exhibition (Once Upon a Masterpiece)*. Watertown, MA: Charlesbridge, 2016.

Humphrey, Judy. *Genghis Khan*. New York: Chelsea House Publishers, 1997.

Mayhew, James. *The Kingfisher Book of Tales from Russia*. New York: Larousse Kingfisher Chambers, Inc., 2000.

Murrell, Kathleen. *Eyewitness: Russia*. New York: Dorling Kindersley Publishing, 2000.

Nickles, Greg. *Russia: The Culture*. 2nd Rev. Ed. New York: Crabtree Publishing Company, 2008.

EARLY RUSSIA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Russia

"Russian Geography" (TG - Chapter 1, Additional Activities, AP 1.1–1.2)	"Russia's Beginnings" Core Lesson (TG & SR – Chapter 1)	"The Mongols Invade" Core Lesson (TG & SR – Chapter 2)	"Ivan the Great" Core Lesson (TG & SR – Chapter 3)	"Domain Vocabulary Chapters 1–3" and "Virtual Tour: Ivan the Great's Kremlin" (TG - Chapter 3, Additional Activities, AP 3.2)
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CKLA

"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"
---------------	---------------	---------------	---------------	---------------

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Russia

"Ivan the Terrible" Core Lesson (TG & SR – Chapter 4)	"Peter the Great" Core Lesson (TG & SR – Chapter 5)	"Catherine the Great" Core Lesson (TG & SR – Chapter 6)	"Pictures at an Exhibition" (TG – Chapter 6, Additional Activities)	Unit Assessment
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CKLA

"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"
---------------	---------------	---------------	---------------	---------------

EARLY RUSSIA PACING GUIDE

_____’s Class

(A total of ten days have been allocated to the *Early Russia* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Russia

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Russia

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CHAPTER 1

Russia's Beginnings

The Big Question: How did Russia become a Christian country?

Primary Focus Objectives

- ✓ Describe Russia's early roots. **(RI.5.2)**
- ✓ Explain the impact of the Vikings on Russia. **(RI.5.2)**
- ✓ Summarize Christianity's spread in Russia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *time zone, empire, Slav, tribute, missionary, and noble*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Russian Beginnings":

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the *Early Russia* Student Reader, we strongly recommend that you first conduct geography activities using the World Map (AP 1.1) and the Russia Map (AP 1.2), described at the end of this chapter under Additional Activities. The activity pages are found in Teacher Resources (pages 67–68). If you first provide students with an understanding of the geographical features of Russia, such as cities, mountains, steppes, rivers, and oceans, they will be able to more fully appreciate how these features acted as both routes and/or barriers in the development of Russia.

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display map of the United States showing different time zones
- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Images of Byzantine churches

Use this link to download the CKHG Online Resources for this unit, where the specific links to a map of U.S. time zones and to images of Byzantine churches may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

time zone, n. one of twenty-four zones around Earth within which everyone observes the same time **(2)**

Example: Russia is a big country and spans eleven time zones.

Variations: time zones

empire, n. a group of countries or territories under the control of one government or one ruler **(4)**

Example: Russia was a large empire in the 1700s.

Variations: empires

Slav, n. a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs. **(4)**

Example: Czeslaw Milosz, a famous world poet, was a Slav from Poland.

Variations: Slavs, Slavic

tribute, n. payment of money or goods by a people or their ruler to another country or ruler in exchange for protection **(6)**

Example: In early Russia, once a year the Slavs had to pay a tribute to the powerful Vikings.

missionary, n. a person on a journey for the purpose of spreading a particular religious belief **(6)**

Example: Each Christian missionary sent into early Russia converted people to Christianity.

Variations: missionaries

noble, n. a person who belongs to the highest social class of a country **(9)**

Example: To be a member of the Russian court, one had to be a noble.

Variations: nobles, nobility

THE CORE LESSON 35 MIN

Introduce *Early Russia* Student Reader

5 MIN

Display and discuss Timeline Cards 1 and 2, the Fall of Rome and the Byzantine Empire. Place them as anchor points at the very beginning of the class Timeline during the 400s–500s time period. Use the images on the cards to prompt student recollections of the fall of Rome and the rise of the Byzantine Empire. Explain that the fall of Rome, the rise of the Byzantine Empire, and Orthodox Christianity affected Russia, which students will explore in this unit.

Distribute copies of *Early Russia* Student Reader and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention kings, queens, buildings, ships, and maps.

Introduce “Russia’s Beginnings”

5 MIN

Activity Page



AP 1.1



Display the World Map (AP 1.1) and have students find Russia. Explain that modern-day Russia is larger than Russia was in the time period of the unit. Have students note the location of Russia, its borders with European countries, and its span to the Pacific Ocean. Point out Russia’s closeness to the United States (Alaska) and compare and contrast its size with that of the United States. Have students locate the oceans and seas around Russia. Then, point out Russia’s borders with countries that were once part of the Byzantine Empire (Turkey, Bulgaria). Explain that Russia’s history is closely related to the history of the Byzantine Empire, which students in Core Knowledge schools have previously studied. Call attention to the Big Question and encourage students as they read this chapter to identify the events that led to Russia becoming a Christian nation.

Guided Reading Supports for “Russia’s Beginnings”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Meet the Giant,” Pages 2–4

Scaffold understanding as follows:

Invite a volunteer to read the section “Meet the Giant.”

CORE VOCABULARY—Point out the vocabulary terms *time zone* and *empire*. Use the map on page 3 to remind students of Russia’s immense size and its many time zones.

Read the definition for *empire*. Tell students that, by the 1700s, Russia controlled so much territory it controlled other countries; it was an empire.

Chapter 1
Russia’s Beginnings

Meet the Giant Imagine a giant standing with his left foot in one world and his right in another. The giant takes a little from one world and a little from the other world, and tries to get along with both.

The Big Question How did Russia become a Christian country?

That giant is the huge country of Russia, standing with one foot in Europe and the other in Asia. Russia is a big country. In fact, it is the biggest in the world. Russia is nearly twice the size of the United States.

Vocabulary Russia is so wide that it stretches from Eastern Europe across northern Asia to the Pacific Ocean. It spans not only two continents, but also eleven time zones. That means someone living in western Russia is waking up in the morning just as someone living in eastern Russia is eating dinner in the evening.

Page 2



SUPPORT—Display a map of the United States and further reinforce the size of Russia by showing the many time zones it encompasses. Identify the state and time zone in which students live. Point out that there are a total of four time zones in the continental United States; Alaska and Hawaii each have their own time zones. So, in Russia there are nearly double the number of time zones included in the United States.

After the volunteer reads the text, ask the following question:

LITERAL—What are at least two facts you know about Russia after reading this section?

» Possible responses: Russia is a huge country; today Russia spans eleven time zones; Russia became an empire in the 1700s.

“The Roots of Russia,” Page 4

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “The Roots of Russia” on page 4, stopping to discuss the meaning of the term *Slav*.

SUPPORT—Display the map of Russia (AP 1.2). Identify Eastern Europe and the countries that it includes. Point out that not all people in Eastern Europe are Slavs. Slavs are just one of a number of ethnic groups who settled in Eastern Europe. For instance, Hungarians, Estonians, and Romanians are not Slavs. Russians, Ukrainians, Poles, and Czechs are.

After you read the text, ask the following questions:

LITERAL—Where did Russia begin?

» It began along rivers in Eastern Europe.

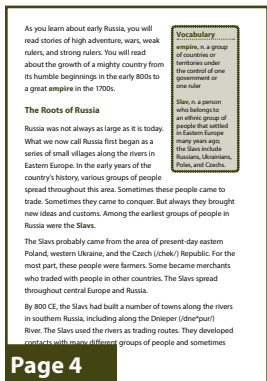
LITERAL—Who were the Slavs? Where in Russia did they settle?

» They were among the earliest people in Russia. They were people from what is present-day Poland, Ukraine, and the Czech Republic. They settled along rivers such as the Dnieper River in southern Russia.

Activity Page



AP 1.2



"The Vikings," Pages 5–6

Scaffold understanding as follows:

CORE VOCABULARY—Preview the vocabulary term *tribute*. Explain that forcing another ruler or people to pay tribute is an indication of strength.

Have students read the section "The Vikings" on pages 5–6 to themselves or with a partner.

Activity Page



AP 1.1

The Vikings

As the Slavs were settling into the lands now called Russia, they collided with the Vikings, who were moving south from Scandinavia. Scandinavia includes the lands we now call Sweden, Norway, and Denmark. The Vikings are also called the Norse or the Norsemen. They were great warriors and traders.

As they pressed south, the Vikings sought trading partners. They wanted to trade their products from Scandinavia for products they did not make at home. Beginning in the 800s, the Vikings followed several of the long river routes into central Europe. These rivers carried Viking war and trading ships through the lands of the Slavs. The Slavs called the Vikings "Rus (روس)," a term for Swedish Vikings.

The Vikings liked the lands they explored on their voyages throughout central Europe and along the Dnieper River. The Dnieper River flows mainly through what is now Ukraine. Some Vikings decided to make their homes among the Slavs already living there. Many Slavs lived in what became the city of Kiev (kiev'ev). You will read more about Kiev shortly.

The Vikings were more powerful than the Slavs. They forced the Slavs to



The Vikings traded with the Slavs and eventually settled with them along the Dnieper River.

Page 5

the Slavs wanted to or not. The Vikings often threatened the Slavs if the Slavs did not give the Vikings goods or money every year. This payment made by the Slavs to the more powerful Vikings was called **tribute**.

Over the years, however, the Slavic and Viking peoples blended together. They began to adopt each other's customs. They became the first people we call Russians today.

The Coming of Christianity

Another powerful influence on early Russia was Christianity. At the time of the Viking and Slav settlements, most Russians worshipped a variety of gods. As the Russians came into contact with other countries, they learned about religions such as Islam, Judaism, and Christianity. These religions teach that there is only one God. Christianity worked its way into Russia from the Byzantine (byzh'um'teen) Empire, which was located to Russia's south. In the 800s, the Byzantine Empire was one of the most powerful empires in the world. Its capital was Constantinople. Greek missionaries from Constantinople brought Christianity to the Russian city of Kiev in about 900. The Byzantine form of Christianity was known as Orthodox Christianity.

These missionaries taught some of the early Russians about Christianity. One of these Russians was a princess named Olga. Olga was married to Igor I, the ruler in 945. Olga took control of the

Vocabulary

tribute, n. payment of money or goods by a state or ruler to another country or ruler in exchange for protection

missionary, n. a person on a journey for the purpose of spreading a particular religious belief

Page 6

SUPPORT—Display the World Map (AP 1.1). Have students locate Scandinavia (Sweden, Norway, and Denmark). Ask students why they think the Vikings moved south from Scandinavia. (*They were seeking to conquer and trade.*)

SUPPORT—Students in Core Knowledge schools may recall the Vikings from their Grade 3 studies. Remind students that they learned the Vikings were raiders and traders. Have students find details about Viking raiding and trading in this section of their Student Readers.

After students read the text, ask the following questions:

LITERAL—Why did the Vikings explore the area settled by the Slavs?

» They were looking for trading partners.

LITERAL—What did the Slavs call the Vikings?

» They called them "Rus," which is a term for Swedish Vikings.

INFERENTIAL—Why do you think it's important to know the word *Rus*?

» Possible response: The name *Russia* probably came from the word *Rus*.

LITERAL—What eventually happened between the Slavs and the Vikings?

» They blended together and adopted each other's customs. They became the first people whom we now refer to as Russians.

"The Coming of Christianity," Pages 6–9

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section, stopping to discuss the term *missionary*. Discuss with students the meaning of the word.

Note: Students in Core Knowledge schools may recall the word *missionary* from the Grade 4 unit, *Medieval Europe*.

SUPPORT—Tell students that missionaries from the Byzantine Empire played a huge part in Slavic history. The key figures among the missionaries to the Slavs are Cyril and Methodius. They were two monks who were also brothers. They traveled through Eastern Europe in the 860s. They developed an alphabet that could be used to write down the Slavic language: the Cyrillic alphabet (named for Cyril).

SUPPORT—Call students' attention to the map on page 3 and ask them to locate the city of Kiev.

Have students read silently the remainder of the section.

SUPPORT—Point out the sentence on page 9 that says the Russian advisers were impressed by the magnificent Byzantine churches. Display the images of Byzantine churches that you downloaded from the Internet to give students an idea of what these churches might have looked like.

After students read the text, ask the following questions:

LITERAL—Who was Princess Olga?

- » She was a princess of Kiev who took control of the government after her husband was killed. She was probably Russia's first woman ruler.

LITERAL—What happened after Olga visited Constantinople?

- » She encouraged her people to convert to Orthodox Christianity.

LITERAL—What did Prince Vladimir order after he converted to Orthodox Christianity?

- » He ordered that the statues and pictures of the old gods and goddesses be destroyed.



Timeline

- Show students the four remaining Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
Note: Ask students to describe what they see happening in the image depicting Vladimir I. Explain, as necessary, that the image shows Vladimir being baptized, one of the rituals and practices in which non-Christians participated when they converted to Christianity.
- Review and discuss the Big Question: “How did Russia become a Christian country?”
- Post the images to the Timeline under the dates referencing the 800s and 900s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did Russia become a Christian country?”
 - » Key points students should cite include: Through trade, Russians learned about religions that worshipped only one god. Christianity in Russia spread from Orthodox Christian missionaries sent from the Byzantine Empire. Princess Olga and her grandson Prince Vladimir became Christians. Prince Vladimir ordered the people to become Christians. Prince Vladimir had the statues and pictures of the old gods and goddesses destroyed.
- Choose one of these words from the chapter’s Core Vocabulary word list (*time zone, empire, Slav, tribute, missionary, or noble*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Russian Geography

45 MIN

Activity Pages



AP 1.1
AP 1.2

Note: This activity is best introduced prior to teaching the Chapter 1 Core Lesson, so it can serve as an introduction to the geography of Russia.

Materials Needed: Display copies of the World Map (AP 1.1) and Russia Map (AP 1.2); student copies of AP 1.2; images of Moscow, St. Petersburg, Kiev, the Ural Mountains, Siberia, the steppes, the Volga River, the Don River, the Black Sea, the Caspian Sea, and the Baltic Sea from the Internet; colored pencils or crayons for all students



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 4–7 of the Introduction to the Chapter.

Use this link to download the CKHG Online Resources for this unit, where the specific links to images of Moscow, St. Petersburg, Kiev, the Ural Mountains, Siberia, the steppes, the Volga River, the Don River, the Black Sea, the Caspian Sea, and the Baltic Sea may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1). Point first to the compass rose and review each of the cardinal directions—north, south, east, and west—relative to the map. Then, point to the United States and the approximate location of the state in which your students live.

Point out Russia and note its large size compared to the United States. Note Russia’s location across Europe and Asia. Tell students that they will learn about Russia and its relationships with its neighbors in Europe and Asia.

Now, display the map of Russia (AP 1.2) and distribute copies to all students. Explain that students are looking at a map that shows in greater detail the borders, cities, mountains, and rivers of Russia today.

Point out the European countries that border and are close to Russia, including Poland and the Czech Republic. Ask students to point to the Scandinavian countries in the north and the countries south of Russia. Tell students that Russia’s eastern border is the Pacific Ocean and have students point to it.

Tell students that three important cities in the history of Russia are Kiev, Moscow, and St. Petersburg. Point to those cities on the Russia Map. Display the images of the cities as you discuss them. The photo of Kiev shows the district of Petersk, one of the city’s central districts. The photo of Moscow shows a view of the city’s skyline. Note the contrast between the traditional onion domes of some of the city’s many cathedrals and the more modern office buildings and skyscrapers. The photo of St. Petersburg shows the blue onion domes of Trinity Cathedral rising above the city skyline.

Explain that geography influences the history of a country. Russia has only one mountain range, the Urals. Point out the Ural Mountains on the map and display the image. Tell students this mountain range is considered part of the border between the continents of Europe and Asia. The mountain range runs north/south for about 1,500 miles.

Point out Siberia on the Russia Map, noting its location as the easternmost section of Russia, with China as a border country. Display the photo of Ulan-Ude, Siberia. Have students note the geographic features in the photo, such as the hills, the valley, or the rocky landscape. Explain that parts of Siberia are located in the Arctic Circle. As a result, they experience severe winters. Display the photo of Yakutia, Siberia, which shows the town in winter. Note the contrast in landscape between Yakutia and Ulan-Ude.

Tell students that the steppes of Russia have played a significant role in Russian history. The steppes are grassland plains along Russia's border with central Asia. Display the photo of the steppes, noting the flat land and how easy it is for the horses and their riders to travel across it.

Next, call students' attention to the rivers displayed on the Russia Map and display the images of each river. Point out the Volga River and have students trace it. Tell students that the Volga River is one of the longest rivers in Europe and the Russians call it "Mother Volga." It is a major water transportation route in Russia and empties into the Caspian Sea.

Point out the Don River and tell students that it is an important water transportation route in European Russia. It empties into the Sea of Azov, which is connected to the Black Sea.

Next, tell students there are three seas that border areas of European Russia: the Black Sea, the Caspian Sea, and the Baltic Sea. Display the image of each as you discuss it.

Point out the Black Sea, noting its location between Asia and Europe. Have students identify the countries that border it. (*Turkey, Bulgaria, Romania, and Ukraine*)

Point out the Caspian Sea and tell students that it also lies between Europe and Asia, bordering countries in both continents. It is the world's largest inland sea. It is fed by the Volga River. The Volga River Delta can be seen in the top left of the sea in the satellite photo.

Point to the Baltic Sea in the north. Tell students the sea is bordered by Sweden and Finland and Eastern European countries. Peter the Great built St. Petersburg to have access to the Baltic Sea; it was and is an important port for Russia.

Have students answer the questions on AP 1.2 for homework.



Activity Page



AP 1.3

Materials Needed: Sufficient copies of Vegetation Zones in Russia (AP 1.3)

Distribute Vegetation Zones in Russia (AP 1.3). Review the types of vegetation zones listed in the key.

semi-desert: a dry area similar to a desert but with more precipitation (rain and snow)

tundra: Arctic plain; nearly treeless; has permanently frozen subsoil

taiga: forests of cone-bearing (coniferous) trees

deciduous forest: forests of trees that shed their leaves in the fall

steppe: grassland plain

Then, have students use the map to answer the questions.

This activity can be a homework assignment or, if time allows, completed in class with students working individually or in pairs. Review the completed activity with the class and correct any misinformation students might have.

CHAPTER 2

The Mongols Invade

The Big Question: What are some key features of Russian geography, and how have these features influenced the nation's history?

Primary Focus Objectives

- ✓ Describe the impact of the Mongol invasion on Russia. **(RI.5.2)**
- ✓ Summarize the rise of Moscow. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *steppe*, *Turkic*, and *strategic*, and the phrase "Grand Prince." **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Mongol Invasion":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

steppe, n. grassland plain **(10)**

Example: Russia's steppe stretches from east to west for five thousand miles.

Variations: steppes

Turkic, adj. related to one of the languages spoken in western and central Asia **(13)**

Example: Many of the Mongols who invaded Russia spoke a Turkic language.

strategic, adj. useful or important to achieving a goal or completing a plan, especially in a war **(14)**

Example: The Mongol's strategic plan was to force Russians to pay them taxes.

"Grand Prince," (phrase) mainly Russian, the leader of all the people and head of the government of a city-state or region **(15)**

Example: Ivan I was a "Grand Prince" of the Russian state, Muscovy, in the 1300s.

THE CORE LESSON 35 MIN

Introduce "The Mongols Invade"

10 MIN

Activity Page



AP 1.2



Remind students that Russia's geography made it an easy country to invade. Display the Russia Map (AP 1.2) and review the location of population areas in western Russia, the steppes ranging all the way to Eastern Europe, and the Ural Mountains. Review the posted Timeline cards from Chapter 1—Princess Olga traveling to Constantinople and the conversion of Prince Vladimir. Ask students to share what they remember about Princess Olga and Prince Vladimir. (*Possible responses: Both converted to Christianity. Olga wanted her people to convert but did not force them. Vladimir destroyed statues of previous gods and goddesses and forced conversions.*)

Note: Explain to students that, historically, most rulers throughout world history have thought and acted as Prince Vladimir did. That is, subjects, or the people living in a particular country, were expected to practice and follow the same religion as the ruler of their country. This is not the case in the United States.

Read the title of the chapter and then display and read the caption of the Timeline Image Card of Marco Polo. Remind students they read about Marco Polo and his travels in Asia throughout the Mongol Empire during *The Age of Exploration* unit. Students might also recall the Mongols from their Grade 4 study of the *Dynasties of China*. Have students share what they remember about Marco Polo and the Mongol Empire. Place the Timeline Image Card of Marco Polo on the Timeline towards the end of the 1200s time indicator as a reference point.

Call students' attention to the Big Question and tell them that as they read the chapter to look for information about Russia's geography and the effects it had on events in Russia's history.

Guided Reading Supports for "Mongols Invade"

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Mongols," Pages 10–12

Scaffold understanding as follows:

Have students read "The Mongols" on pages 10–12 silently or with a partner.

Activity Page



AP 1.2

Chapter 2
The Mongols Invade

The Mongols "Give us trade," demanded the Vikings from the north. "Try our religion," urged missionaries from the south. Now a new voice was heard throughout Russia. "Pay us taxes," ordered the Mongols of the east.

The Big Question
What are some key features of Russian geography, and how have these features influenced the nation's history?

Because of its geography, Russia is a relatively easy country to invade from both east and west. It has suffered major invasions throughout its history. In the early 1200s, Russia endured one of the greatest and most important invasions in its history. The Mongols of central Asia invaded from the east.

Vocabulary
steppe, n. grassland
plain

The invasion route into Russia from the east is especially easy. A grassland known as the steppe (step) stretches some five thousand miles from central Asia to Eastern Europe.

Page 10

Page 11

SUPPORT—Display the Russia Map (AP 1.2). Have students locate Mongolia as it is today on the map. Tell students that the Mongolian Empire in the 1200s stretched from the Pacific Ocean to western Russia.

After students read the text, ask the following questions:

EVALUATIVE—Why did the Russian steppe make it easy for the Mongols to invade Russia?

- » The Russian steppe stretches from Central Asia to Eastern Europe and is low and level grassland that hard-riding Mongol warriors from the east found easy to cross.

INFERENTIAL—Why is it significant that the Ural Mountains are not high mountains?

- » The Urals do not act as a barrier to invaders.

"Ferocious Conquerors," Pages 12–13

Scaffold understanding as follows:

Have students read the section "Ferocious Conquerors" on pages 12–13.

CORE VOCABULARY—Review with students the meaning of the word *Turkic*. Point out that many people of western and central Asia (not Europe) spoke a Turkic language.

Most of the steppe is low and level grassland. The steppe has cold winters and hot, dry summers, much like the Great Plains of North America. Tribes of hard-riding warriors from central Asia have used the steppe as an invasion route into Russia and Eastern Europe for thousands of years.

Russia does have one important mountain range, the Urals. But the Urals are not very high mountains. Over the centuries, erosion has worn them down to mostly hills.

Mapmakers often use the Urals as a dividing line between Europe and Asia. Many geographers consider Russia west of the Urals as part of Europe and Russia east of the Urals as part of Asia. To be sure, the Urals make a better boundary than barriers. The Urals have never been high enough to block the movement of traders and warriors. In the 1200s, the Urals did little to stop the fierce Mongol invaders who galloped in from the Asian steppe.

Ferocious Conquerors

During the 1200s, the Mongols were one of the most powerful peoples in the world. They originated in central Asia and spread out in all directions. They conquered China and most of western Asia, as well as Russia. They created an enormous empire.

The Mongols were bloodthirsty warriors. They swept across Russia on horses specially trained to withstand the snow and cold. The Mongols were vicious in war. They would thunder into an area and destroy anyone or anything in their way. They left

Page 12

behind them a trail of dead bodies, burned villages, and ruined farmlands. People were terrified of the Mongols. A warning of their coming sent people running for a hiding place, but there were few places to hide.

The Mongol attack on Russia was especially destructive and deadly. In 1238, the Mongols charged into Russia and burned fourteen cities in a single month. Two years later, they attacked and burned Kiev. The Mongols killed most of the people and destroyed houses and buildings. Kiev was the most important city in Russia at that time. It would never again be as powerful as it was before the Mongol invasion.

The Mongol armies did not remain long in Russia. After they left, a group of people called the Tatars ruled Russia. The Tatars were a blend of Mongol and Turkic tribes. Turkic tribes had fought with the Mongols and remained in western Russia after the Mongols withdrew.

The Beginnings of Moscow

Kiev had been losing power even before the Mongol invasions. Civil wars and raids by various nomadic tribes weakened the once powerful city, and fewer merchants came to trade there. As a result, the Russians in and around Kiev began to move to the northeast, where they built new farms, churches, and towns.

Vocabulary
Turkic, adj. related to one of the languages spoken in western and central Asia.

Page 13

After students have read the text, ask the following questions:

LITERAL—What kind of warriors were the Mongols?

» They were bloodthirsty, very destructive, and deadly.

LITERAL—What did the Mongols do after conquering Russia?

» They left the Tatars, people who had fought with the Mongols in Russia, to rule Russia and collect the taxes.

“The Beginnings of Moscow,” Pages 13–15

Have volunteers take turns reading aloud “The Beginnings of Moscow” on pages 13–15.

CORE VOCABULARY—Review with students the meaning of the term *strategic* and the phrase “Grand Prince” as they are encountered in the text.



SUPPORT—Display the Russia Map (AP 1.2). Have students locate Kiev and Moscow. Ask students to identify which strategic water trade route Moscow is near. Remind them that the Volga River is an important river in western Russia and that it flows into the Caspian Sea.

SUPPORT—Tell students that, because of the inheritance rules governing land in the city-state of Muscovy, it remained large, while other city-states were divided many times, so they got smaller.

After volunteers read the text, ask the following questions:

INFERENTIAL—How did the Mongol attack on western Russia influence the rise of Moscow?

» The Mongols attacked and destroyed the then-powerful Russian city of Kiev, which never regained its power. This paved the way for the rise of Moscow.

EVALUATIVE—How did Moscow, known as Muscovy, become Russia’s most important and powerful city-state in the 1300s?

» It was located near good land and water trade routes, it was a large city-state, and it had strong rulers in the early 1300s.

LITERAL—How did Muscovy’s Grand Prince Ivan I remain on good terms with the Tatars who ruled Russia?

» He made sure that the people paid their taxes to the Tatars.

Activity Page



AP 1.2

Moscow, one of these new settlements, rose from a small town into a key city. Located on strategic land and water trade routes, Moscow grew to become the most important center of a Russian state called Muscovy.

One ongoing problem prevented most of the Russian princes from growing even more powerful than they were. This was the problem of land ownership. When a Russian prince died, his sons split up his lands among themselves. Therefore, land holdings became smaller and smaller, and princes became weaker and weaker.

Vocabulary
strategic, adj. useful in achieving a goal or an important aim; especially in a war.

Page 14

In the city-state of Muscovy, land was not equally divided among the sons when a prince died. The oldest son received the largest share of land. Thus, Muscovy remained large while other city-states got smaller.

Muscovy had some very strong rulers during the early part of the 1300s. Among them was Grand Prince Ivan I. He remained on good terms with the Tatars mostly because he was very good at making sure people paid taxes. He was known for his tight control over financial matters and made himself very wealthy. He was so good at his job that he was nicknamed “Ivan the Moneybag.”

Vocabulary
“Grand Prince,” (noun) mainly Russian, the leader of all the people and head of the government of a city-state or region.

Page 15

Timeline

- Show students the Chapter 2 Timeline Image Card of the Mongols invading Kiev as well as the Timeline Image Card of early Moscow. Read and discuss the captions.
- Review and discuss the Big Question: “What are some key features of Russian geography, and how have these features influenced the nation’s history?”
- Post the image of Mongols invading Kiev to the Timeline under the date referencing the 1200s. Place the images of early Moscow to the Timeline under the date referencing the early 1300s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What are some key features of Russian geography, and how have these features influenced the nation’s history?”
 - » Key points students should cite include: The Russian steppe that extends from central Asia east into Eastern Europe makes it easy to invade Russia because it is a wide flat plain. Russia has no high mountain ranges. Throughout Russia’s history, groups have used the steppes to invade Russia, and groups have also invaded from the north and south.
- Choose one of the Core Vocabulary words (*steppe*, *Turkic*, or *strategic*), or the phrase “Grand Prince,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

Ivan the Great

The Big Question: How did Ivan III gain more control over those he ruled?

Primary Focus Objectives

- ✓ Summarize Ivan the Great's early life. **(RI.5.2)**
- ✓ Describe how Ivan the Great ruled Muscovy. **(RI.5.2)**
- ✓ Explain the role of the serfs in Russia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *boyar*, *czar*, *serf*, *serfdom*, and *kremlin*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Ivan the Great":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 3.1
AP 3.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of Czars of Russia (AP 3.1)
- Individual student copies of Domain Vocabulary Chapters 1–3 (AP 3.2)
- Internet access for the Virtual Tour: Ivan the Great's Kremlin

Core Vocabulary (Student Reader page numbers listed below)

boyar, n. a rich landowner in medieval Russia **(19)**

Example: Ivan the Great tried to limit the power of every boyar in Muscovy.

Variation: boyars

czar, n. from the word "Caesar," the title of an emperor of Russia before 1917; sometimes spelled tsar **(20)**

Example: Ivan the Great was the first Grand Prince to call himself czar.

Variation: czars

serf, n. a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor (21)

Example: A serf in Russia lived in miserable conditions, doing whatever hard work had to be done.

Variation: serfs

serfdom, n. an agricultural system in which people (serfs) were not free, but required to stay and work for a landowner as the owner demanded (21)

Example: Despite Peter the Great's modernization of Russia, serfdom continued in Russia and many more people were forced to spend their lives providing labor for Russian landowners.

kremlin, n. a central fortress built to protect a Russian city; today the term generally refers to the fortress in central Moscow (22)

Example: Ivan the Great lived in the kremlin in Moscow.

Variations: kremlins, Moscow Kremlin

THE CORE LESSON 35 MIN

Introduce "Ivan the Great"

5 MIN

Review with students the Timeline Image Cards from the previous chapter. Remind students that Ivan I was a powerful Russian leader who ruled after the Mongol invasion. Ask students how they would describe Russia in the late 1300s and early 1400s. Was it a unified nation or a group of city-states? (*a group of city-states*)

Have each student imagine that he or she is the ruler of Moscow and wants to unify Russia and become its single ruler. How would they achieve this ambition? Tell students that in this lesson they are going to read about the first real ruler of Russia. They will learn how he unified Russia into the beginnings of a nation. Have students consider the Big Question and as they read the chapter, note changes that Ivan III made in Russia.

Guided Reading Supports for "Ivan the Great"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Strong Ruler," Pages 16–18

Chapter 3
Ivan the Great

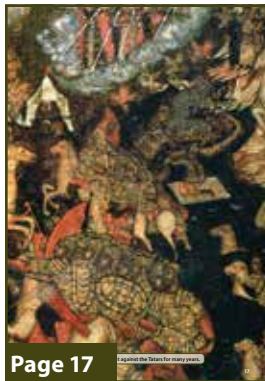
A Strong Ruler The next strong ruler of Muscovy was Ivan III, who became known as Ivan the Great. Ivan became Grand Prince of Muscovy in 1462 and ruled until 1502. He came into power at a time when Russian princes were still competing among themselves and struggling against the Tatars.

The Big Question
How did Ivan III gain more control over Russia he ruled?

No prince wanted power more dearly than Ivan III. He dedicated his entire life to making Muscovy the strongest state in Russia and to ridding his country of Tatar rule. No wonder he became known as Ivan the Great.

Ivan grew up in a period of almost continuous warfare. Often, this warfare took place among members of the same family. When Ivan was only a boy, some of his relatives rebelled against his father. They kidnapped his father and blinded him. Then they held him prisoner and tried to govern Muscovy themselves.

Page 16



With the help of some friends, young Ivan escaped capture, but not for long. One of the men who helped him escape later told the rebels where the young prince was hiding. The rebels found Ivan and carried him off. Ivan became a prisoner, like his father.

The struggle for control of Muscovy continued. Soon the supporters of Ivan and his father triumphed over the rebels. Ivan and his father were released, and they took power again.

At a young age, Ivan married the daughter of the then "Grand Prince." It was an arranged marriage, made for political reasons, not for love.

Before he was twenty-two, Ivan led an army against his father's enemies and finally defeated them. He also fought against the Tatars. By the time his father died, Ivan had accomplished much. He was ready to take on the duties of Grand Prince of Muscovy. Ivan's father died in 1462, when Ivan was twenty-two years old. After that, Ivan ruled alone until 1502.

Winning Back Russia

As Ivan III gained power in Muscovy, there was conflict among the Tatar leaders in Russia. In 1480, a group of Russian princes led by Ivan III and his son forced the Tatars to retreat. Russia was at last free from foreign rule. Ivan took power into his own hands. Under his reign, and that of his son, the territories of Muscovy tripled in size. The Muscovy territories began to form a larger and more unified nation.

Page 18

Scaffold understanding as follows:

Read aloud "A Strong Ruler" on pages 16–18.

After you read the text, ask the following questions:

LITERAL—What happened to Ivan III as a young boy?

» He was captured and held prisoner.

EVALUATIVE—What words describe the situation in Russia in the years before Ivan III became Grand Prince?

» Possible response: violent, dangerous, chaotic, filled with war

"Winning Back Russia," Pages 18–19

Scaffold understanding as follows:

Invite a volunteer to read aloud "Winning Back Russia" on pages 18–19.

CORE VOCABULARY—Review with students the meaning of the word *boyar*. Explain that a boyar in Russia was like an aristocrat or noble in England and other parts of Western Europe.

Ivan III copied the Tatar and Byzantine traditions of ruling with absolute power; a power no one could challenge.

As Ivan gained lands, he clamped down more tightly on all those he ruled. It became his mission to limit the power of the boyars, or landowning nobles. Ivan issued new, stricter laws. He punished anyone suspected of plotting against him with prison or death.

Vocabulary
boyar, a rich landowner in medieval Russia

"Like God, the Highest"

Ivan III copied the Tatar and Byzantine traditions of ruling with absolute power—a power no one could challenge. Like the past, Ivan used the double-headed eagle to his title of grand prince, he called

Page 19



SUPPORT—Display the Russia Map (AP 1.2). Have students locate Moscow. Review with students why Moscow (Muscovy) was a thriving city and Ivan the Great wanted to strengthen it.

After the volunteer reads the text, ask the following questions:

LITERAL—What were Ivan and a group of Russian princes able to do in 1480?

» They forced the Tatars to retreat from Russia.

EVALUATIVE—How did Ivan III rule Muscovy once the Tatars retreated?

» He ruled more strictly; he worked to limit the power of the boyars; he issued new, strict laws; he severely punished anyone he suspected of plotting against him.

“Like God, the Highest,” Pages 19–21

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the vocabulary words *czar*, *serf*, and *serfdom*. Note the connection between the words *serf* and *serfdom*. Point out that serfdom was basically a system of slavery because the serfs were not free.

Note: Students in Core Knowledge schools may recall the word *serf* from their Grade 4 study of Medieval Europe.

Have students read “Like God, the Highest” on pages 19–21 silently.

SUPPORT—Draw students’ attention to the fact that this section describes two very different parts of Russian society—the czar with his power and rich way of life and the serfs, the millions of poor people who lived in miserable conditions, were not free, and did all the hard work that had to be done.

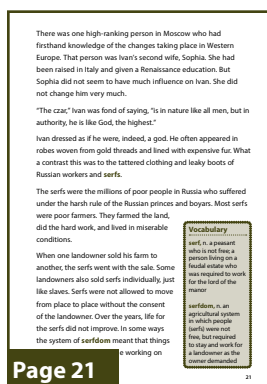
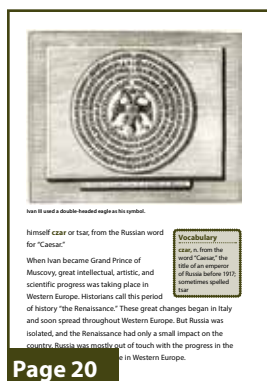
After students read the text, ask the following questions:

EVALUATIVE—What does it tell us about Ivan the Great that he often said that the czar was “in nature like all men but in authority like God the highest”?

» Possible answers: He considered that he, the czar, was a supreme authority like God; he considered himself godlike.

LITERAL—Who had direct rule of the serfs?

» The Russian princes and boyars who owned the serfs and for whom the serfs worked.



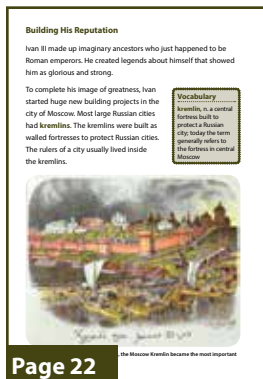
LITERAL—When one landowner sold his farm to another, what happened to the serfs?

- » The serfs were part of the property and sale of the farm. Serfs could not move from place to place without the consent of the landowner.

INFERENTIAL—What was the effect of Ivan the Great rejecting any influences of the European Renaissance in Russia?

- » Russia remained out of touch with Western European progress in the arts and sciences.

“Building His Reputation,” Pages 22–23



Scaffold understanding as follows:

Ask students to read “Building His Reputation” on pages 22–23 to themselves or with a partner.

CORE VOCABULARY—Review with students the meaning of the word *kremlin*, referring to the image on page 22 to reinforce understanding.

After the students read the text, ask the following questions:

LITERAL—Why was the Moscow Kremlin so important in medieval Russia?

- » It was where the czar lived.

INFERENTIAL—What did Ivan’s rebuilt Moscow symbolize?

- » It was a symbol of Ivan the Great’s power and might.

Activity Page

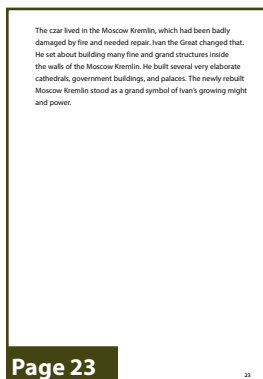


AP 3.1



Distribute The Czars of Russia (AP 3.1). Have volunteers refer to their Readers and locate the years Ivan the Great ruled as Grand Prince of Muscovy (1462–1502). Have students write “Ivan the Great” in the box above those dates.

Tell students they will be filling in the names of more Czars of Russia as they read about them in the rest of the unit.



Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did Ivan III gain more control over those he ruled”?
- Post the image to the Timeline under the date referencing the late 1400s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Discuss with a partner an answer to the Big Question: “How did Ivan III gain more control over those he ruled?”
 - » Key points students should cite include: He limited the power of the boyars; he severely punished anyone suspected of plotting against him; he called himself czar and said the czar’s authority was like God’s.
- Choose one of the Core Vocabulary words (*boyar*, *czar*, *serf*, *serfdom*, or *kremlin*) and use the word orally in a sentence with a partner.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

20 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 1–3 activity page (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Early Russia*.

This activity may be assigned for homework.



Materials Needed: Internet access



Background for Teachers: Prepare for the virtual field trip by previewing the video and photos at the Moscow Kremlin State Historical and Cultural Museum and Heritage Site. Use this link to download the CKHG Online Resources for this unit, where specific links with background information about Ivan the Great and the Moscow Kremlin may be found:

www.coreknowledge.org/ckhg-online-resources

Visit Ivan the Great's Kremlin

Begin by showing students the virtual tour video clip. The video is four to five minutes long.

Then, take students on a feature-by-feature tour of Ivan the Great's kremlin. Project the photos of the Great Bell Tower complex in the kremlin in Moscow. Note how old the Great Bell Tower is—first built in the 1500s. Use the photos to take students on a tour of the following locations:

- Bells of Ivan the Great
- Architecture of the Great Bell Tower
- History of the Great Bell Tower complex

As you share the photos, ask students what they notice. Guide the discussion to include the following points:

- The Bells of Ivan the Great have engravings and are ornate. Encourage students to speculate why the bells are ornate.
- The Great Bell Tower has a gold “onion” on top. Tell students the “onion” is called a cupola and reflects the influence of the Byzantine Empire on Russia.

Conclude the field trip by discussing with students how and why such trouble was taken to construct an elegant bell tower with engraved bells.

CHAPTER 4

Ivan the Terrible

The Big Question: Why was Ivan IV called “Ivan the Terrible”?

Primary Focus Objectives

- ✓ Describe what Ivan IV was like and why. (RI.5.2, RI.5.3)
- ✓ Explain how Ivan IV built an empire. (RI.5.2)
- ✓ Summarize how Ivan IV ruled. (RI. 5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *priest*, *czarina*, *architect*, and *persecute*. (RI 5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ivan the Terrible”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 3.1

- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of Czars of Russia (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

priest, n. a person who has the training or authority to carry out certain religious ceremonies or rituals (24)

Example: The priest predicted Ivan would grow up to be a cruel person.

Variation: priests

czarina, n. the wife of a czar (27)

Example: Anastasia, Russia’s czarina, was kind and gentle.

Variation: czarinas

architect, n. a person who designs buildings (29)

Example: Ivan IV was a cruel ruler who even had a Russian architect blinded.

Variations: architects, architecture

persecute, v. to treat people cruelly and unfairly (29)

Example: Ivan IV did not hesitate to persecute the people he ruled.

Variations: persecutes, persecuted, persecuting, persecution (noun)

THE CORE LESSON 35 MIN

Introduce “Ivan the Terrible”

5 MIN

Review the Timeline Image Card posted for Chapter 4 and have students summarize Ivan the Great’s rule. (*He drove the Tatars out of Russia, expanded the power and size of Muscovy, built kremlins, and ruled with absolute power.*) Remind students that in Russia after Ivan the Great, the czar was an absolute ruler—there were no checks on his power. Therefore, the living conditions of the Russian people depended heavily on the czar’s good judgment, justice, and mercy.

Direct students to the Big Question: Why was Ivan IV called “Ivan the Terrible”? Tell students while reading the chapter to look for examples of how Ivan IV ruled Russia.

Guided Reading Supports for “Ivan the Terrible”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Fearful Times,” Pages 24–26

Chapter 4
Ivan the Terrible

Fearful Times A storm shook Moscow on August 25, 1530, and as the thunder rolled, Ivan IV was born. According to legend, a priest had warned Ivan’s father that he would have a wicked son. “Your states will be prey to terror and tears; rivers of blood will flow,” the priest is supposed to have said. If he did say that, he was right.

Vocabulary **priest**, n. a person who has the training or authority to carry out certain religious ceremonies or rituals. The boy who was to become Ivan IV was a troubled, angry child. Unfortunately, for the Russian people, he became their czar. This grandson of Ivan the Great launched a reign of terror that earned him the reputation of being terrifying and eventually the title Ivan the Terrible.

When Ivan was three, his father died. Ivan became the Grand Prince of Muscovy, but he was only a child. The real ruling power rested in the hands of his mother, Yelena Glinskaya (yeh-layn’ah), and the boyars who supported her.

Page 24

Scaffold understanding as follows:

Invite volunteers to read aloud “Fearful Times” on pages 24–26.

CORE VOCABULARY—Review with students the meaning of the word *priest*. Challenge students to identify the religion the priest in the legend represented. (*Orthodox Christianity*)

After volunteers read the text, ask the following questions:

LITERAL—What happened to Ivan IV when he was eight years old?

- » His mother died suddenly and because his father had died when he was three, at age eight he had no parents.



EVALUATIVE—Why do you think Ivan IV was “a troubled, angry child”?

- » Possible responses: he had no parents; he lived in the kremlin and saw violence as the nobles fought for power; even though he was officially the Grand Prince, he was usually ignored.

“A Czar Is Crowned,” 26–27

Yelena ruled for the next five years, receiving advice from relatives and boyars. Suddenly, one day she doubled over with pain and, within hours, she was dead. Some people believed that Ivan's mother had been poisoned.

Only eight years old, Ivan was alone in the world and still far too young to rule Muscovy. A power struggle broke out among the boyars for control over young Ivan.

As a young boy, Ivan probably felt afraid and uncertain. He spent his childhood being told he was a ruler, but for the most part, he was ignored. As the Grand Prince of Muscovy, Ivan lived in Moscow's Kremlin, where life was filled with violence as the nobles fought for power. He saw people unfairly arrested, exiled, and even killed, and he grew to distrust everyone around him.

A Czar Is Crowned

Ivan wanted to be crowned Czar of Russia. His grandfather, Ivan III, had claimed the title, but no Russian monarch had ever been crowned czar.

“Grand Prince” or “Czar”? It made little difference to the boyars. They agreed to his wishes. In Moscow on January 16, 1547, when he was not yet seventeen years old, Ivan was crowned Holy Czar, Monarch of All the Russians.

Czar Ivan IV was now ready to marry. According to tradition, boyars introduced their daughters to him. When Ivan saw Anastasia (a/nah/STAS/see/ya/) Romanovna (roh/ma/naw/ma/h/), a girl from a boyar family, he was struck by her beauty. He had found the woman of his dreams.

Page 26

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the vocabulary word *czarina*, noting the connection to the word *czar*. **Then, have students read the section “A Czar Is Crowned” to themselves.**

SUPPORT—Make sure students understand the difference between claiming the title czar, as Ivan the Great did, and being crowned czar, as Ivan IV wanted. Claiming the title is something one does for oneself. Being crowned means the title is given and acknowledged by others.

After students read the text, ask the following questions:

LITERAL—What did Ivan IV want the boyars to do?

- » He wanted them to let him be crowned czar.

LITERAL—What social class did Anastasia Romanovna come from?

- » She was from a boyar family.

EVALUATIVE—Why was it important that the czarina cared deeply about the Russian people?

- » Possible response: She had a calming influence on Ivan, and the text says her influence saved many lives.

Anastasia became Russia's czarina. She had a kind and gentle heart, and she cared deeply about the Russian people. Over the years, her influence on Ivan grew.

Page 27

“The Empire Builder” and “Spreading Terror,” Pages 28–29

Scaffold understanding as follows:

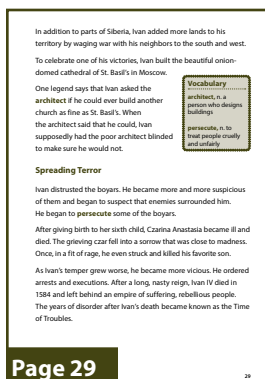
Have students read the section “The Empire Builder” to themselves or with a partner, noting the definition of the word *architect*.

SUPPORT—Display the map of Russia (AP 1.2) and have students locate Siberia.

Activity Page



AP 1.2



SUPPORT—Point out to students that the literal translation of the Russian word used to describe Ivan means “Ivan the Terrifying.” He originally became described in this way almost as a compliment because he was such a fierce warrior and struck fear in the hearts of enemies. Only later, as students will read in the next section, did this description apply to how he ruled his own people.

SUPPORT—Direct students to the image of St. Basil's Cathedral on page 28. Explain that St. Basil's is the one of the most recognizable buildings in the world. Point out the cathedral's onion domes. Ask what else students notice about the building. (*Students may note the use of color, the designs on the domes, or the variety of arches on the building.*)

Have students read “Spreading Terror” on page 29, noting the definition of the word *persecute*. Remind students that they encountered the word *persecute* in their previous study of England in the Golden Age.

Note: Students in Core Knowledge schools may also recall the word *persecute* from their Grade 3 *Ancient Rome* unit.

After students read the text, ask the following questions:

LITERAL—Besides waging war to control Siberia, where else did Ivan the Terrible wage war?

» He waged war against his neighbors to the south and west.

INFERENTIAL—According to legend, Ivan the Terrible blinded the architect of St. Basil's. What do you think that says about Ivan?

» Possible response: Ivan the Terrible was mean spirited; he was unpredictable as he showed generosity in giving money to build the cathedral, but he displayed a very cruel nature in blinding the architect.

LITERAL—What happened immediately after Czarina Anastasia died?

» Ivan the Terrible experienced great sorrow and near madness, and in a fit of rage killed his favorite son.

EVALUATIVE—Do you think Ivan IV deserved the title “Ivan the Terrible”? Why or why not?

» Students will most likely say he deserved the title because of the wars he waged, his suspicions and persecution of the boyars, his orders for arrests and executions, and his vicious, nasty temper.

INFERENTIAL—What can you conclude about Russia during the Time of Troubles after Ivan IV's death?

» Possible responses: It was a time of uncertainty and disorder. There was no strong leader.



Tell students to take out the Czars of Russia (AP 3.1). Have volunteers locate the years Ivan the Terrible ruled as czar of Russia (1533–1584). Have students write “Ivan the Terrible” in the box above those dates.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was Ivan IV called ‘Ivan the Terrible’?”
- Post the image card to the Timeline under the date referencing the 1500s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why was Ivan IV called ‘Ivan the Terrible’?”
 - » Key points students should cite include: He persecuted people; he was cruel; he waged many wars; he was suspicious of most people and distrusted them; he killed his son; he ordered arrests and executions.
- Choose one of the Core Vocabulary words (*priest*, *czarina*, *architect*, or *persecute*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Virtual Field Trip: St. Basil’s Cathedral

ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access



Background for the Teacher Prepare for the Virtual Field Trip by previewing the photos of and interesting facts about St. Basil’s Cathedral. You may also choose to show a video tour of St. Basil’s. Use this link to download the CKHG Online Resources for this unit, where specific links to the photos, interesting facts, and video may be found:

www.coreknowledge.org/ckhg-online-resources

It may be best to download exterior and interior photos of the cathedral and place them into a slide-show presentation instead of conducting the virtual tour online. Or you may choose to show one of the videos.

Introduce St. Basil's Cathedral

Remind students of what they learned about St. Basil's Cathedral in their reading. It was commissioned in Moscow by Ivan the Terrible to celebrate a victory. Note that St. Basil's Cathedral is an Orthodox Christian cathedral. When students "visit" the cathedral, they will see images associated with the Christian faith.

Visit St. Basil's Cathedral

Display the photos or the video of St. Basil's and point out the following to students:

- the exterior architecture
- the interior ornate wall carvings
- the artwork and wall paintings

As you share the photos or video, ask students what they notice the most. Guide the discussion to include the following points:

- The wall decorations—either artwork, wall paintings, or wall carvings.
- The cathedral was built to celebrate one of Ivan IV's victories that took place on a religious holy day. To honor that and also to display his power and wealth, Ivan IV had the cathedral built from 1555–1561 and lavishly decorated.
- The legend is that the architect(s) were blinded after the cathedral was built so that they could not replicate it or surpass it. That is unlikely because one of the architects who designed the cathedral later designed other buildings in Russia.
- As Russian politics throughout the centuries were unsettled, and various groups ruled Russia, the very existence of the building was threatened. In the War of 1812, French troops in Moscow wanted to blow it up, but had to retreat before doing that. The Communist governments of Russia wanted to demolish it. But it has survived and celebrated its 455th anniversary in 2016. In 1990, it became a UNESCO World Heritage Site.

Conclude the field trip by discussing with students that, during Ivan the Terrible's reign, there was a great divide between the lavish splendor of the czar and his nobles, and the serfs who did all the hard work. Have students think about whether serfs could attend religious services at St. Basil's Cathedral during the reign of Ivan the Terrible.

CHAPTER 5

Peter the Great

The Big Question: What did Peter the Great hope to do for Russia?

Primary Focus Objectives

- ✓ Summarize what Peter the Great was like and describe his goals for Russia. **(RI.5.2)**
- ✓ Explain the importance of a warm-water port for Russia. **(RI.5.1)**
- ✓ Describe the building of St. Petersburg.
- ✓ Understand the meaning of the following domain-specific vocabulary: *subject*, *reign*, and *marsh*, and the phrase “warm-water port.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Peter the Great”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 3.1

- Display and individual student copies of the World Map (AP 1.1)
- Display copy of the Russia Map (AP 1.2)
- Display and individual student copies of the Czars of Russia (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

subject, n. a person governed by the laws of a czar, king, or queen **(32)**

Example: As a subject of Peter the Great, a serf living anywhere in Russia had to obey his laws.

Variation: subjects

reign, v. to rule over a country as its czar, king, or queen **(32)**

Example: After his siblings died, Peter the Great was left to reign alone.

Variations: reigns, reigned

“warm-water port,” (phrase) a port with waters that do not freeze during the winter; ships can use a warm-water port all year long (34)

Example: Peter the Great realized how strategic it was for Russia to have a warm-water port.

Variation: warm-water ports

marsh, n. an area of waterlogged land, usually overgrown with tall grasses; a swamp (34)

Example: St. Petersburg was built on a swampy marsh near the Baltic Sea.

Variations: marshes; marshland

THE CORE LESSON 35 MIN

Introduce “Peter the Great”

5 MIN

Review the reign of Ivan the Terrible. How did he change Russia? (*He expanded Russia’s borders to the east, south, and west.*) Why was he called “Ivan the Terrible”? (*He was a distrustful, sometimes violent, ruler. He persecuted the boyars.*) What happened after Ivan the Terrible’s death? (*Russia experienced what is known as the Time of Troubles.*)

Tell students that the Time of Troubles ended with the emergence of a new family of rulers, or dynasty, in Russia. They will read about that dynasty in the next two chapters.

Direct students to the Big Question: What did Peter the Great hope to do for Russia? Tell students to note what Peter the Great did and did not do for Russia.

Guided Reading Supports for “Peter the Great”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

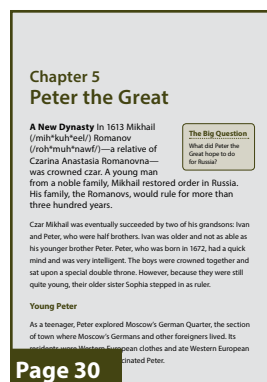
“A New Dynasty” and “Young Peter,” Pages 30–32

Scaffold understanding as follows:

Read aloud “A New Dynasty” and “Young Peter” on pages 30–32.

SUPPORT—Point out the word *dynasty* in the first section title. Students in Core Knowledge schools might recall the word *dynasty* from the Grade 4 units, *Medieval Europe*, *Early and Medieval African Kingdoms*, and *Dynasties of China*.

CORE VOCABULARY—Explain the meaning of the words *subject* and *reign* as they are encountered in the text.





Note: Students may recall the word *reign* from Unit 2, *Maya, Aztec, and Inca Civilizations*. In that unit, *reign* was used as a noun. Here, it is used as a verb.

After you read the text, ask the following questions:

LITERAL—What was the name of Russia’s new dynasty?

» the Romanovs

LITERAL—What was Peter like as a youngster?

» He had a quick mind and was intelligent.

LITERAL—What physical feature made Peter stand out among his subjects?

» He was very tall and towered over his subjects.

INFERENTIAL —What can you conclude from Peter liking to spend time with Westerners who lived in Moscow?

» Possible response: He liked Western ways that were more modern than the ways of traditional Russia; he was trying to learn Western ways.

“The Traveling Czar,” Pages 32–33

Scaffold understanding as follows:

Ask students to read “The Traveling Czar” on pages 32–33 to themselves or with a partner.

Activity Page



AP 1.1



SUPPORT—Display the World Map (AP 1.1). Have students locate Western Europe and name the countries of the region. Remind students that by 1697, when Peter the Great began his Western European tour, Europe had already experienced the Renaissance and the Scientific Revolution was underway. Many of these advances and inventions were unknown in Russia. As a result, the Western Europe that Peter experienced was far more advanced in many ways than his native Russia.

SUPPORT—Point out to students the illustration on page 33 of a Russian man having his beard cut off. Ask students why they think Peter imposed a beard tax. (*to strongly encourage the nobles to have their beards cut off*)

After students read the text, ask the following questions:

LITERAL—What were some of the things Peter brought home to Russia from his European travels?

» Peter brought home weapons, scientific tools, and groups of engineers, soldiers, and scientists to teach their skills to the Russian people.

By age twenty-three, Peter was a man who towered over his subjects in every way. In his boots, he stood nearly seven feet tall, which would be considered very tall even by today's standards. Back in 1695, he was such an unusually tall man that people sometimes called him "Peter the Giant."

Eventually, his sister was overthrown, his half brother died, and Peter reigned alone. Czar Peter set out to make Russia a modern European nation.

The Traveling Czar

In 1697, Peter began a lengthy tour of Western Europe. He planned to travel in disguise, but it was difficult to disguise a nearly seven-foot czar. Peter brought home chests filled with weapons and scientific tools. He even brought home a stuffed crocodile. He also returned to Russia with a group of European engineers, soldiers, and scientists who would teach their skills to his people. Two barbers were among Peter's group of Europeans. The czar had decided that his noblemen should get rid of their old-fashioned, long Russian-style beards.

"Shave off your beards... or else," Peter ordered, and his order became the law of the land. Any upper-class Russian who wanted to wear a beard had to pay a beard tax. Then, and only then, would he be allowed to keep his whiskers.

to put his new ideas into action, *celebrate with the newer European*

Vocabulary

subject, n. a person governed by the laws of a state, king, or emperor.

reign, v. to rule over a country as its czar, king, or emperor.


Page 32

calendar—the Gregorian Calendar—which numbered the years from the birth of Jesus. He had engineers design canals to link Russian rivers, and he had instructors teach Russians mathematics and navigation.

Peter did modernize Russia, but not all aspects of Russian life moved forward. Even under Peter's rule, the serfs continued to live in terrible poverty. As a result, the gap between Russia and Western Europe widened. Serfdom had died out in Western Europe. In Russia, it spread. As Russia expanded, more and more serfs spent their entire lives working the land and paying taxes to landowners. Others labored long hours building roads and canals. Unlike some of the poor farmers in Western Europe who were enjoying new freedoms, Russia's serfs remained controlled by landowners and had no freedoms.

Seeking a Warm-Water Port

While Peter made many changes in Russia, he could do nothing to change its geography. Russia's first seaports were on the Baltic Sea. You look at a map of Russia, you will find



Under Peter the Great's rule, Russian nobles had to have their beards cut off or pay a beard tax.

Page 33

INFERENTIAL—What was the significance of Peter making his nobles shave off their beards?

- » Possible responses: The nobles shaving off their beards was a highly visual act of obeying Peter's commands; it was a visual act of modernizing and becoming more European.

LITERAL—What are some of the ways Peter modernized Russia?

- » He adopted the European Gregorian calendar, he had engineers design and build canals to link Russian rivers, and he had Russians learn mathematics and navigation.

EVALUATIVE—Why did the gap between Russia and Western Europe widen, even with Peter's efforts at modernization?

- » Peter modernized many aspects of Russian life, but he did not change the structure of society or serfdom. Serfdom had died out in Western Europe but it continued in Russia, creating a widening gap between the two regions.

“Seeking a Warm-Water Port,” Pages 33–34

Scaffold understanding as follows:

Invite a volunteer to read aloud “Seeking a Warm-Water Port” on pages 33–34.

CORE VOCABULARY—Review with students the meaning of the phrase “warm-water port.”



SUPPORT—Display the Russia Map (AP 1.2). Point out the waters that border Russia: the Baltic Sea, the Arctic Ocean, and the northern Pacific Ocean. Note that most of Russia's coastline is along areas that freeze in winter, making it difficult to ship goods and to travel during that time of year. Challenge students to identify areas where Russia could secure a “warm-water port.”

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did Russia want a warm-water port?

- » It wanted a warm-water port so it could trade year-round.

LITERAL—Where especially had Russian rulers wanted to secure a warm-water port?

- » the Black Sea

Activity Page



AP 1.2

that these large bodies of water are located along the northern coast of the country. In winter, they are choked with ice. As a result, early Russia was a country bordered by oceans that froze in the winter. For centuries, Russian rulers had fought bloody wars to gain a warm-water port where they could trade year-round. They especially wanted a port on the Black Sea, but their efforts had been unsuccessful. Peter the Great also tried to gain a warm-water port for Russian trade, but at this he failed.

Vocabulary

“warm-water port”
gulf, a part with waters that do not freeze during the winter; ships can use a warm-water port all year long

marsh, n. an area of waterlogged land, usually overgrown with tall grasses; a swamp

Window on the West

Czar Peter did succeed in building a city. Peter found Moscow a gloomy place. He decided to build the city of St. Petersburg and make it his capital. He hired French and Italian architects to help him plan and build a city that had grand structures like the ones found in the major cities of Western Europe—Paris, Amsterdam, and London.

Peter chose a swampy site near the Baltic Sea for his new city. When serfs were forced to drain the marshes, thousands fell ill and died. People began to call St. Petersburg the “city built on bones.”

Many of the nobles did not want to leave Moscow, but Peter ordered them to build costly homes in St. Petersburg. He was sure his “window on the West” would be in power. More than anything, Peter


Page 34

"Window on the West" and "A Great Title," Pages 34–35

Scaffold understanding as follows:

Ask students to read "Window on the West" and "A Great Title" on pages 34–35 to themselves or with a partner.

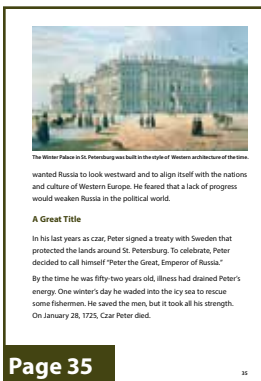
CORE VOCABULARY—Review with students the word *marsh*. Ask students why it would be difficult to build a city on a marsh.

 **SUPPORT**—Refer to the Russia Map (AP 1.2). Have students locate St. Petersburg. Ask students why they think Peter chose a place so far north for his city? (*Possible responses: It is near the Baltic Sea; it would not be landlocked the way Moscow was.*)

Activity Page



AP 1.2



After students read the text, ask the following questions:

LITERAL—Why did thousands of serfs die helping build St. Petersburg?

» Peter chose a swampy site, and they died draining the marshes.

LITERAL—Because of the high death rate of the serfs, what was St. Petersburg called?

» It was called the "city built on bones."

LITERAL—How did Peter get the title "Peter the Great"?

» He chose the title himself.

INFERENTIAL—What does it tell you about Peter the Great that he went into icy sea water to rescue some fishermen?

» Possible responses: He cared about his people; he was brave.

Activity Page



AP 3.1

Have students take out the Czars of Russia activity page (AP 3.1) and locate the years Peter the Great ruled Russia: 1682–1725. Have them write the name "Peter the Great" in the box above those dates.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What did Peter the Great hope to do for Russia?"
- Post the image card under the date referencing the late 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What did Peter the Great hope to do for Russia?”
 - » Key points students should cite include: Peter the Great tried to modernize Russia by introducing many Western ideas and ways, but he did not free the serfs; he tried to get a warm-water port for Russia.
- Choose one of the Core Vocabulary words (*subject*, *reign*, or *marsh*) or the phrase “warm-water port” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 4–5 activity page (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 4–5, and direct students to use what they have learned about *Early Russia* to complete the crossword puzzle.

This activity may be assigned for homework.

CHAPTER 6

Catherine the Great

The Big Question: Why did serfdom continue in Russia?

Primary Focus Objectives

- ✓ Summarize how Catherine the Great became ruler of Russia. **(RI.5.2)**
- ✓ Describe Catherine the Great's policy on serfdom. **(RI.5.2)**
- ✓ Identify what Catherine the Great did for Russia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *principality* **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Catherine the Great":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 3.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of the Czars of Russia (AP 3.1)
- Internet access for Mussorgsky's "Pictures at an Exhibition"

Core Vocabulary (Student Reader page numbers listed below)

principality, n. a small territory or land usually ruled by a prince **(36)**

Example: Catherine grew up in a German principality.

Variation(s): principalities

Introduce “Catherine the Great”

5 MIN

Review with students the reign of Peter the Great, which they read about in Chapter 5. Note the ways that Peter the Great modernized Russia, including the adoption of the Gregorian calendar, the building of canals, and the introduction of Western European science and technology. He built St. Petersburg, which was designed like a Western European city. Then, discuss with students the issue of serfdom in Russia. Who were the serfs? (*peasants who were not free; peasants who owed work to the landowner or lord of the manor*) What were their lives like? (*Difficult. They provided back-breaking labor and paid taxes but had no freedom.*) What happened to serfdom during the reign of Peter the Great? (*It spread.*)

Direct students’ attention to the Big Question: “Why did serfdom continue in Russia?” Remind students that by the early 1700s, serfdom had been eliminated in Western Europe, but not in Russia. Tell students to look for reasons serfdom continued in Russia as they read the chapter.

Guided Reading Supports for “Catherine the Great”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A German Princess” and “Catherine Takes the Crown,” Pages 36–39

Scaffold understanding as follows:

Have students read “A German Princess” and “Catherine Takes the Crown” on pages 36–39 silently or with a partner.

Activity Page



AP 1.2



Display the map of Russia (AP 1.2) and point out Germany and its closeness to Russia.

CORE VOCABULARY—Discuss with students the term *principality*. Tell students that there were many principalities managed by nobles in Western Europe and Russia.

Chapter 6
Catherine the Great

A German Princess Following the death of Peter the Great in 1725, a series of weak rulers governed Russia for thirty-seven years. Toward the end of this period, a dynamic young woman from Germany became a part of Russian history.

The Big Question
Why did serfdom continue in Russia?

Vocabulary
principality, n. a small territory or land usually ruled by a prince

Picture this situation: In a small principality in Germany, the ruler asked his fifteen-year-old daughter, "What do you think, Sophia? How would you like to marry a Russian grand duke?"

Young Sophia considered the offer. After all, this particular grand duke, Peter III, was in line to become Russia's czar. It would be a good match for an ambitious German princess, even if Peter was rumored to be a bit of a fool and far from handsome. "Well," thought Sophia, "as grand duchess, I might sooner or later rise to power myself."

Page 36



The princess traveled to Russia to meet the sixteen-year-old grand duke, Peter, who had spent much of his life in Germany, was willing to marry the girl chosen for him. Before the wedding in 1764, Sophia converted to the Russian Orthodox religion. She also took a new name, Catherine.

As grand duchess, Catherine learned Russian and made many new friends. She was, however, less pleased with her husband. Peter seemed young for his age and uninterested in his bride. It is said that he liked to play with toy soldiers.

Catherine Takes the Crown

As expected, Peter inherited the throne of Russia. Czar Peter III made few friends and many enemies. Some of his royal orders were just plain silly. One of his laws allowed nobles to hunt in the streets of St. Petersburg. Finally, he went too far. He threatened to involve Russia in a war against Denmark. His enemies sprang into action. They planned to replace Peter with his capable wife.

Catherine agreed to the overthrow of her husband, and Peter was soon arrested. A few days after Peter's arrest, Catherine received a note saying that her husband was dead. He had been murdered. It is unclear whether Catherine had a role in his death, but his death was her path to the throne.

At age thirty-three, Catherine became an empress—a crowned ruler with absolute power. Like Peter the Great, Catherine admired Western Europe. She read many books by French writers that filled her mind with ideas. She asked her nobles to speak French.

Page 38

"No Change for the Serfs," Pages 39–40

Catherine, following in Peter the Great's footsteps, put people to work. She made officials find ways to improve roads and rebuild towns and cities. She offered free education for some Russian boys and girls. However, free education was not offered to the children of Russia's serfs. Since the serfs made up the vast majority of the population, most boys and girls in Russia did not receive an education.

No Change for the Serfs

Although she was intelligent and forward thinking, Catherine, like Peter the Great, continued to support serfdom. Actually, Catherine did study the idea of freeing Russia's serfs, but she decided against it. She feared that the end of serfdom would weaken her country and displease the nobles. In fact, the number of serfs actually increased as Catherine's empire grew. She even donated hundreds of thousands of serfs to various noblemen as rewards for their loyalty and service. Life became harder for the serfs.

Page 39

After students read the text, ask the following questions:

LITERAL—How did Catherine adapt to her new role as czarina of Russia?

- » She converted to the Russian Orthodox religion. She learned Russian.

LITERAL—Why did some nobles disapprove of Czar Peter III?

- » He made few friends, many enemies, made silly laws and threatened to wage war against Denmark.

EVALUATIVE—How was Catherine the Great's rule similar to Peter the Great's reign?

- » Possible responses: She admired Western Europe, particularly France; she made some good changes—improved roads, rebuilt towns and cities, and provided education for some Russian boys and girls; she put people to work.

Scaffold understanding as follows:

Invite volunteers to take turns reading "No Change for the Serfs" on pages 39–40.

After volunteers read the text, ask the following questions:

EVALUATIVE—Why did Catherine decide not to free Russia's serfs?

- » She was afraid it would weaken her country.



EVALUATIVE—What happened to serfdom under Catherine? How does this compare with what happened during the reign of Peter the Great?

- » The number of serfs grew during Catherine's reign. Serfdom also expanded during the reign of Peter the Great.

LITERAL—How did serfdom affect the lives of serfs? How did it affect nobles?

- » Serfdom meant difficult lives for the serfs, who provided labor but had no freedom. For nobles, though, serfdom meant wealth and cheap labor.

"A Stronger Russia," Pages 40–41

Activity Page



AP 1.1

AP 1.2

Scaffold understanding as follows:

Read aloud the section "A Stronger Russia" on pages 40–41.

SUPPORT—Display the map of Russia (AP 1.2). Point out the location of Turkey and the port of Odessa. Point out the Black Sea and the narrow strip of passage to the Mediterranean. Then, display the World Map (AP 1.1). Ask students to find Alaska in the United States.

After students read the text, ask the following questions:

LITERAL—What was Catherine the Great able to do that Peter the Great was unable to do?

- » Her soldiers conquered the northern shore of the Black Sea and built a warm-water port, Odessa.

LITERAL—What did the treaty with the Turks give the Russians?

- » It gave the Russians free passage from the Black Sea to the Mediterranean Sea.

LITERAL—What did Catherine the Great do in Alaska?

- » She set up a fur-trading colony.



Activity Page



AP 3.1

Have students take out Czars of Russia (AP 3.1) and find the dates Catherine the Great ruled (1762–1796). Have students write the name Catherine the Great in the correct box.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did serfdom continue in Russia?”
- Post the image card under the date referencing the 1700s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did serfdom continue in Russia?”
 - » Key points students should cite include: Catherine feared ending serfdom would weaken her country; it would displease the nobles as they needed serfs to do the hard work of farming.
- Write a sentence using the Core Vocabulary word *principality*.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Russia: True or False (RI.5.2)

30 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Russia: True or False (AP 6.1)

Distribute Russia: True or False (AP 6.1) and have students note whether each statement is true or false.

This activity can be done in class followed by a class discussion or assigned as homework, or an extra class activity. Students can complete the activity individually or work in pairs. If the activity is done in class, review with the class and correct any misinformation the students might have regarding the monarch named in the activity.

Activity Page



AP 6.2

Materials Needed: Sufficient copies of Comparing the Czars (AP 6.2)

Distribute Comparing the Czars (AP 6.2). This activity can be done in class, followed by a class discussion or assigned as homework, or an extra class activity. Students can complete the activity individually or work in pairs. If the activity is done in class, review with the class and correct any misinformation the students might have regarding the monarch named in the activity.

**Mussorgsky's "Pictures at an Exhibition"**

45 MIN

Note: This musical piece was written in the 1800s but is included as part of this history unit because it was written by a Russian composer. The musical piece, while original, invokes the harmony and rhythm of Russian folk music.

Materials Needed: Internet access



Background for the Teacher Before sharing "Pictures at an Exhibition," preview the video, which provides an audio recording of the music and images, and make notes to guide students through the piece. The video is approximately thirty-three minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific links to "Pictures at an Exhibition" video and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that until the late 1800s, Russia had no real classical music tradition of its own. Russian composers generally wrote in styles modeled after the great German composers. In the 1860s, however, five major Russian composers formed a group that was dedicated to creating a truly Russian style of classical music that would not be formed from music of Western Europe. The most original and noteworthy of these five was Modest Mussorgsky (1839–1881).

Mussorgsky composed "Pictures at an Exhibition" in 1874. Inspired by a visit to an art exhibition, the piece has ten movements, or parts. Each movement represents a different painting.

Play the piece for students, noting the themes and movements as follows. You may wish to list these themes and movements on the board or chart paper for students to follow as they listen.

THEME: Promenade

This theme represents the composer moving from one picture to the next. It returns occasionally throughout the piece and ties the whole set together.

MOVEMENT 1: "Gnomus" (The Gnome)

The image is of a threatening and grotesque dwarf.

Promenade

MOVEMENT 2. "Il Vecchio Castello" (The Old Castle)

This picture depicts a night scene of an Italian castle, with a singer standing in the foreground.

Promenade

MOVEMENT 3. "Tuileries" (Famous Garden in Paris)

The scene portrays children at play in the park having an argument. The sounds of the children are depicted quite literally: the opening figure mimics the universal taunting melody of "nyah-nyah!" which is interspersed with sounds very much like children's giggling.

MOVEMENT 4. "Bydlo"

This image is of a huge, heavy Polish ox-wagon, making its lumbering way down the road.

Promenade

MOVEMENT 5. "Ballet of the Chicks in Their Shells"

The original drawing that inspired this movement was of whimsical "unhatched egg" costumes for a ballet.

MOVEMENT 6. "Samuel Goldenberg and Schmuyle"

Sometimes called "The Rich Jew and the Poor Jew," this movement is a response to two contrasting portraits—one of a rich businessman and the other of a shivering beggar in the street.

MOVEMENT 7. "Limoges: The Marketplace"

In this scene, women argue in a bustling French marketplace.

MOVEMENT 8. "Catacombae: Sepulchrum Romanum"

In this drawing, the artist himself is seen in the Roman catacombs in Paris, an underground system of tunnels and burial chambers with skulls stacked on the ground nearby.

THEME: "Cum Mortuis in Lingua Mortua" (Speaking to the Dead in a Dead Language)

This movement represents Mussorgsky's reaction to the drawing of the catacombs. In the drawing, the artist can be seen examining ancient skulls. Mussorgsky envisioned this as a sort of conversation between the living and the dead, and he is prompted to consider his own thoughts on death. The Promenade theme returns, but altered, as though seen through the murk of the catacombs.

MOVEMENT 9. "The Hut on Fowls' Legs"

This movement is also known as "Baba Yaga." Baba Yaga was a witch from Russian folklore who lived in a hut that could walk on the legs of a bird. Her hut not only had a bird's legs but also could fly, aided by the blood of victims who were crushed when the house landed.

MOVEMENT 10. "The Great Gate of Kiev"

This movement, the final piece in the set, is a response to an architectural drawing of an enormous gate, imagined in a traditional Russian style. Toward the end of the piece, the set is wrapped up by the introduction of the Promenade. A grand final statement of the "Gate" theme, suggesting a grand and royal procession through the gate, follows.

After the class has listened to the music, discuss with students how the music helped them visualize the images of the art exhibition. Which images could they imagine most vividly? Why?

Teacher Resources

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Name _____

Date _____

Unit Assessment: *Early Russia*

A. *Circle the letter of the best answer.*

1. The Vikings came to Russia from
 - a) Poland.
 - b) Scandinavia.
 - c) China.
 - d) the Byzantine Empire.
2. Who had to pay tribute to the Vikings?
 - a) Slavs
 - b) Scandinavia
 - c) China
 - d) Mongols
3. Christianity in early Russia came from
 - a) the Byzantine Empire.
 - b) China.
 - c) Western Europe.
 - d) Lithuania.
4. Who was Russia's first woman ruler?
 - a) Sophia
 - b) Anastasia Romanovna
 - c) Catherine the Great
 - d) Princess Olga
5. Who insisted that Orthodox Christianity become the official religion of Russia?
 - a) Princess Olga
 - b) Peter I/Peter the Great
 - c) Prince Vladimir
 - d) Mikhail Romanov
6. What was the class of landowning nobles in Russia called?
 - a) principalities
 - b) boyars
 - c) serfs
 - d) czars

7. Who was the first czar of a unified Russia?
 - a) Prince Vladimir
 - b) Peter I/Peter the Great
 - c) Mikhail
 - d) Ivan III/Ivan the Great
8. Russian peasants who were forced to work the land are called
 - a) boyars.
 - b) Slavs.
 - c) serfs.
 - d) slaves.
9. Who ordered the construction of the Moscow Kremlin?
 - a) Mikhail
 - b) Prince Vladimir
 - c) Ivan III/Ivan the Great
 - d) Boris Godunov
10. Who ordered the building of St. Basil's Cathedral?
 - a) Mikhail
 - b) Ivan III/Ivan the Great
 - c) Anastasia
 - d) Ivan IV/Ivan the Terrible
11. Which czar traveled through Europe to study European customs?
 - a) Ivan III/Ivan the Great
 - b) Ivan IV/Ivan the Terrible
 - c) Catherine the Great
 - d) Peter the Great
12. Which city was called "Window on the West"?
 - a) Odessa
 - b) Kiev
 - c) St. Petersburg
 - d) Moscow
13. Which ruler forced many Russian men to shave their beards?
 - a) Prince Vladimir
 - b) Ivan III/Ivan the Great
 - c) Peter the Great
 - d) Ryurik

- 14.** Which of the following is *not* associated with Peter the Great's reign?
- a)** Westernization
 - b)** travel in Europe
 - c)** conversion to the Gregorian/European calendar
 - d)** limitations on the czar's power
- 15.** Which ruler of Russia was born in Germany?
- a)** Peter the Great
 - b)** Anastasia Romanova
 - c)** Ivan III/Ivan the Great
 - d)** Catherine the Great
- 16.** Who considered freeing the serfs but did not?
- a)** Prince Vladimir
 - b)** Peter the Great
 - c)** Catherine the Great
 - d)** Ivan IV/Ivan the Terrible
- 17.** Which city was Russia's first warm-water port on the Black Sea?
- a)** St. Petersburg
 - b)** Moscow
 - c)** Odessa
 - d)** Kiev
- 18.** Which was *not* an accomplishment of Catherine the Great?
- a)** establishing the Orthodox Church as Russia's official religion
 - b)** free education for some Russian boys and girls
 - c)** building a warm-water port
 - d)** building roads and schools

B. Match each vocabulary term on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **19.** Slav

_____ **20.** serf

_____ **21.** kremlin

_____ **22.** czar

_____ **23.** empire

_____ **24.** tribute

_____ **25.** reign

_____ **26.** steppe

Definitions

a) a group of countries or territories under the control of one government or ruler

b) the title of an emperor of Russia

c) a central fortress built to protect a Russian city

d) to rule over a country as czar, king, or queen

e) a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs.

f) a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor

g) payment of money or goods by a people or their ruler to another country or ruler in exchange for protection

h) grassland plain

Performance Task: *Early Russia*

Teacher Directions: Early Russian history is colored heavily by Grand Princes and czars who ruled Kiev, Muscovy, and Russia. Ask students to select one of these early Russian rulers and create a slideshow presentation about that ruler and his or her achievements. If slideshow software is not available, have students create a collage or poster.

Encourage students to use their Student Readers, as well as the Internet, if available, to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples about a single Russian ruler that they could use in their presentations.

Ruler	Achievements
Princess Olga of Kiev	<ul style="list-style-type: none">• first woman to rule Russia• converted to Christianity in the early 900s.
Prince Vladimir of Kiev	<ul style="list-style-type: none">• converted to Christianity in 988 and made Russia an Orthodox Christian country• ordered the people of Kiev to convert to Christianity• destroyed images of the old gods and goddesses
Ivan III (the Great)	<ul style="list-style-type: none">• rid Muscovy of Tatar rule• built kremlins, including the one in Moscow• ruled with absolute power and greatly limited the power of the boyars• named himself czar, the first Russian ruler to do so
Ivan IV (the Terrible)	<ul style="list-style-type: none">• persecuted the boyars and ruled harshly• had St. Basil's Cathedral built• expanded Muscovy to the south, west, and east
Peter the Great	<ul style="list-style-type: none">• traveled in Europe to learn Western ways• worked to modernize Russia• built St. Petersburg
Catherine the Great	<ul style="list-style-type: none">• decided to support serfdom to please the nobles• waged war with Turkey and secured a warm-water port• set up fur trading in Alaska

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their presentations.

Above Average	Response is accurate and detailed. The presentation clearly describes and illustrates the life and achievements of one of Russia's rulers citing four or more details about the selected ruler. The presentation is focused and well organized, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The presentation describes the life and achievements of one of Russia's rulers, citing at least four details about the selected Russian ruler. The presentation is focused and demonstrates effective organization; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail, citing only three details about the selected ruler. The presentation describes some achievements of one of Russia's rulers but leaves out a few key details. The presentation may exhibit issues with organization and focus.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of Russia's historical events. The presentation may exhibit major issues with organization and focus.

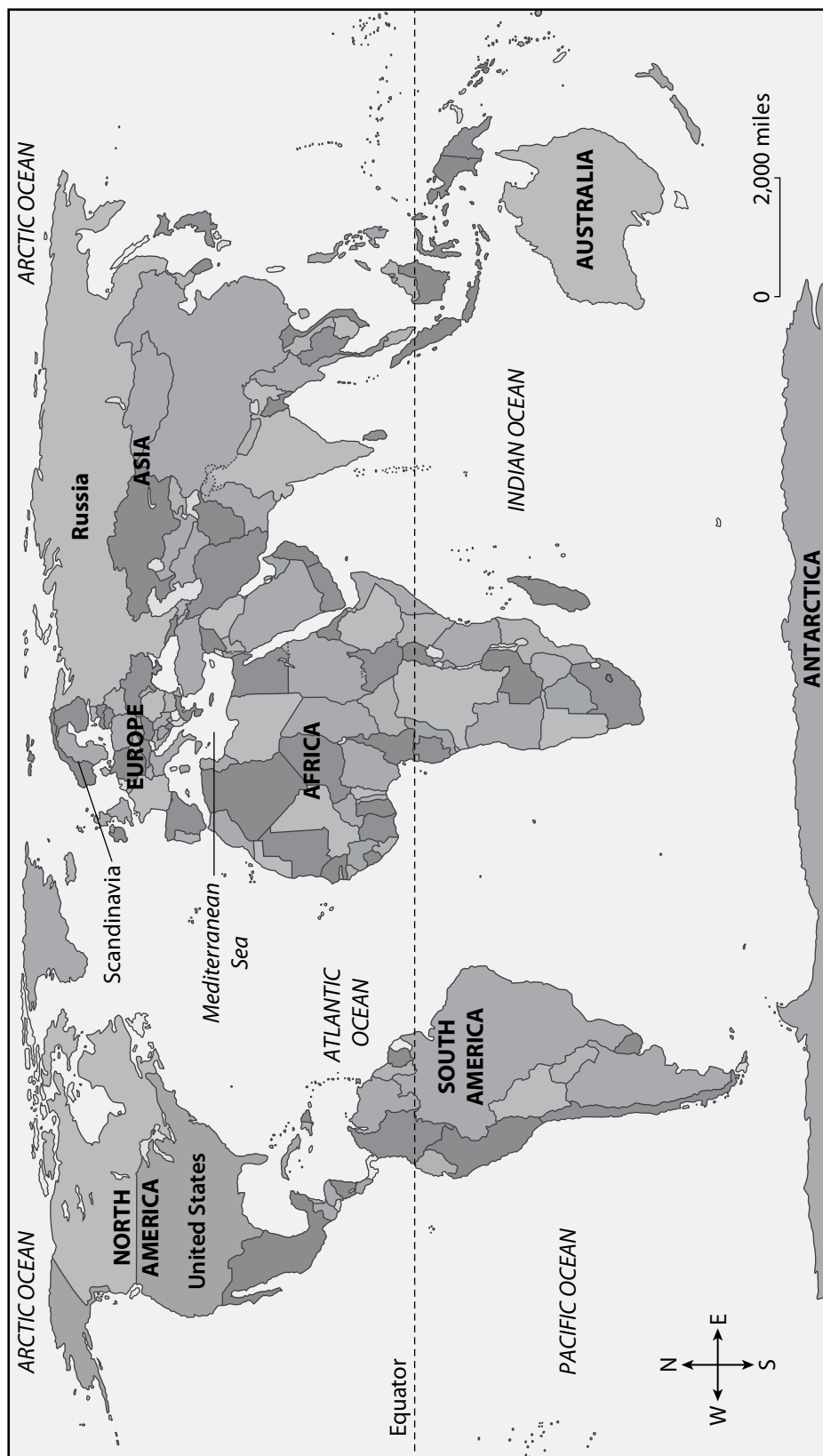
Early Russia Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Early Russia*. You do not need to complete the entire table to create your presentation, but you should try to have three to five specific examples of the achievements of one ruler of Early Russia.

Ruler	Achievements
Princess Olga of Kiev	
Prince Vladimir of Kiev	
Ivan III (the Great)	
Ivan IV (the Terrible)	
Peter the Great	
Catherine the Great	

Name _____ Date _____

World Map



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–6

Russia Map



1. Which Russian city is farthest north? _____
2. In which country are Odessa and Kiev located today? _____
3. Which river flows into the Black Sea? _____
4. If you were to travel from the Volga River to the Ural Mountains, in which direction would you be traveling? _____
5. Which bodies of water border Siberia? _____
6. Which city is farther from Moscow: Kiev or St. Petersburg? _____

Name _____

Date _____

Activity Page 1.3

Use with Chapters 1–6

Vegetation Zones in Russia



1. Which vegetation zone in Russia is the largest?

2. Which vegetation zone is the farthest north?

Date _____

Use with Chapters 3–6

70



Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- | | |
|---------------------|---|
| _____ 1. serf | a) one of twenty-four zones around Earth within which everyone observes the same time |
| _____ 2. empire | b) from the word "Caesar," the title of an emperor of Russia before 1917 sometimes spelled tsar |
| _____ 3. boyar | c) a peasant who is not free and required to work for the lord of the manor |
| _____ 4. kremlin | d) a person on a journey for the purpose of spreading a particular religious belief |
| _____ 5. missionary | e) a group of countries or territories under the control of one government or one ruler |
| _____ 6. time zone | f) a rich landowner in medieval Russia |
| _____ 7. czar | g) a central fortress built to protect a Russian city |
| _____ 8. Slav | h) payment of money or goods by a people or their ruler to another country or ruler in exchange for protection |
| _____ 9. steppe | i) useful or important to achieving a goal or completing a plan, especially in a war |
| _____ 10. tribute | j) grassland plain |
| _____ 11. strategic | k) a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs. |

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 4–5

Use the items in the word bank to complete the crossword puzzle. Omit hyphens and spaces between words within an item.

architect	priest	serfdom	czarina	principality	subject
marsh	reign	warm-water port	persecute		

Across

2. a person governed by the laws of a czar, king, or queen
3. an area of waterlogged land, usually overgrown with tall grasses; a swamp
6. a port with waters that do not freeze during the winter; ships can use it all year long
8. a person who has the training or authority to carry out certain religious ceremonies or rituals
10. a small territory or land usually ruled by a prince

Down

1. to treat people cruelly and unfairly
4. an agricultural system in which people (serfs) were not free, but required to stay and work for a landowner as the owner demanded
5. a person who designs buildings
7. to rule over a country as its czar, king, or queen
9. the wife of a czar

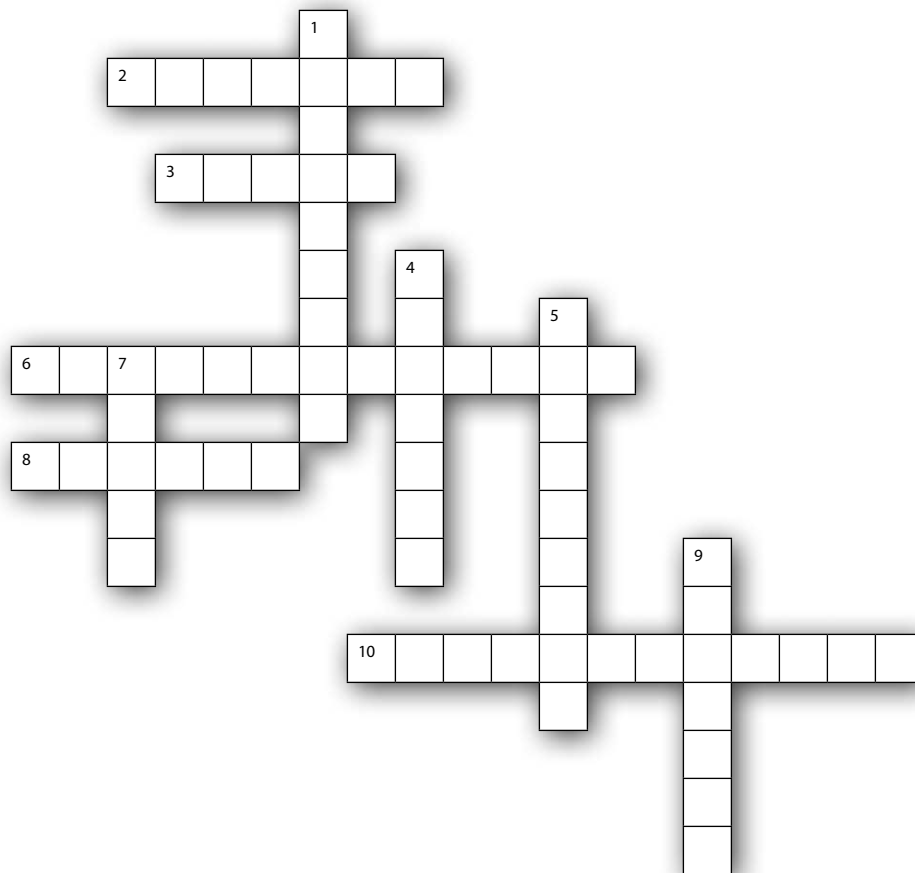
Name _____

Date _____

Activity Page 5.1: Continued

Use with Chapter 5

Domain Vocabulary: Chapters 4–5



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Russia: True or False

Use what you learned in Chapters 4, 5, and 6 to analyze the following statements. Write *True* or *False* next to each statement.

- _____ 1. Ivan IV/Ivan the Terrible built the onion-domed cathedral of St. Basil's to celebrate the opening of the warm-water port of Odessa.
- _____ 2. The Romanov family ruled in Russia for more than 300 years.
- _____ 3. German-born Catherine the Great asked her nobles to speak German and to adopt German styles.
- _____ 4. When Ivan IV's/Ivan the Terrible's mother died, a power struggle broke out among the boyars for control of him.
- _____ 5. Catherine the Great did not support serfdom and immediately freed all the serfs.
- _____ 6. Peter the Great and Catherine the Great had a similar goal of gaining a warm-water port.
- _____ 7. Peter the Great was not the first czar to travel outside of Russia.
- _____ 8. Serfs in Russia spent their lives working the land and paying taxes to the landowners, and building roads and canals.

Name _____

Date _____

Activity Page 6.2

Use with Chapter 6

Comparing the Czars

Read the statements below. On the line to the left, write Ivan III/Ivan the Great, Ivan IV/Ivan the Terrible, Peter the Great, or Catherine the Great to show which ruler or rulers that statement applies to. Write two names if it applies to two rulers. If the statement applies to all the rulers, write "All."

Then, answer the question below.

- _____ 1. determined to unify Russia under his or her rule
 - _____ 2. an absolute ruler who enforced his or her will at all times
 - _____ 3. wanted to abandon Russian traditions for European ones
 - _____ 4. used violence to maintain power
 - _____ 5. made war on neighboring countries to expand Russia's territory
 - _____ 6. tried to rule by the enlightened ideas of Western Europe
 - _____ 7. executed anyone who seemed disloyal or threatening to the throne
8. What conclusion might you draw about Russia, based on the qualities its early rulers shared?

Answer Key: *Early Russia*

Unit Assessment (pages 59–62)

- A.** 1. b 2. a 3. a 4. d 5. c 6. b 7. d 8. c 9. c
10. d 11. d 12. c 13. c 14. d 15. d 16. c
17. c 18. a
- B.** 19. e 20. f 21. c 22. b 23. a 24. g 25. d
26. h

Activity Pages

Russia Map (AP 1.2) (page 68)

1. St. Petersburg
2. Ukraine
3. Don River
4. east
5. Arctic Ocean, Sea of Okhotsk
6. St. Petersburg

Vegetation in Russia (AP 1.3) (page 69)

1. taiga
2. tundra

Domain Vocabulary: Chapter 1–3 (AP 3.2) (page 71)

1. c 2. e 3. f 4. g 5. d 6. a 7. b 8. k 9. j 10. h
11. i

Domain Vocabulary: Chapter 4–5 (AP 5.1) (pages 72–73)

Across

2. subject
3. marsh
6. warm-water port
8. priest
10. principality

Down

1. persecute
4. serfdom
5. architect
7. reign
9. czarina

Russia: True or False (AP 6.1) (page 74)

1. F 2. T 3. F 4. T 5. F 6. T 7. F 8. T

Comparing the Czars (AP 6.2) (page 75)

1. Ivan the Great
2. All
3. Peter the Great and /or Catherine the Great
4. All
5. All
6. Catherine the Great
7. All
8. Students should notice that all the rulers of Russia were absolute rulers whose first priorities were preserving their absolute power and expanding their territory. They should say that these shared qualities explain why Russia never had a democratic system of government, why the serfs were not freed, and why the country grew so enormous in size.

Feudal Japan

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Chapter 2 Religion in Japan	100
Chapter 3 Japanese Feudalism	109
Chapter 4 Everyday Life and Arts	116
Chapter 5 Changes Come to Japan	125
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Feudal Japan

Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

Japan's island location and geography influenced its unique culture and history.

Japan is a nation of islands. The earliest people living on the Japanese islands were organized by family clans. The Yamato clan rose to power and became ruling emperors who were honored on Earth as living gods. Over time, through exposure to the neighboring people in China and Korea, a distinctive Japanese culture developed.

Japanese feudalism was a system of social stratification in which the emperor was obeyed by landowners, who in turn were served by a warrior class known as samurai. In 1192, Yoritomo was named shogun of Japan; the era of shogun rule continued into the late 1800s. In the 1200s, Kublai Khan attempted unsuccessfully to conquer Japan. Only after Portuguese explorers landed in Japan in the 1500s did Europeans make inroads into this isolated society. Most Westerners were unwelcome in Japan until the mid-1800s, when Commodore Perry forced Japan to sign a trade treaty with the United States.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 2

- Buddhism
 - Prince Siddhartha becomes Buddha, “the Enlightened One”
 - Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia
 - King Asoka (also spelled Ashoka)
- Geography of Japan
 - location in relation to continental Asia, “land of the rising sun”
 - a country made up of islands, four major islands
 - Pacific Ocean, the Sea of Japan
 - Mt. Fuji
 - Tokyo
- Japanese culture
 - Japanese flag
 - big modern cities, centers of industry and business
 - origami as representative of traditional Japanese crafts
 - the kimono as representative of traditional Japanese clothing

What Students Need to Learn

- Pacific Ocean, Sea of Japan
- Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Tokyo
- Typhoons, earthquakes
- Pacific Rim
- Emperor as nominal leader, but real power in the hands of shogun
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
 - Buddhism: the four Noble Truths and the Eightfold Path, nirvana
 - Shinto: reverence for ancestors, reverence for nature, *kami*

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 400 BCE to 1867 CE.

c. 400 CE	The Yamato became the strongest clan in Japan.
500s CE	Buddhism spread to Japan from other Asian countries.
c. 800	Japanese rulers, such as Emperor Kanmu, had become richer and more powerful.
1192	The Emperor declared Yoritomo supreme warrior or shogun.
1100s	The Japanese feudal system began.
1268–1281	Kublai Khan attempted to make Japan part of the Mongol Empire.
1522	Magellan’s crew circumnavigated the globe.
Late 1500s	European traders and missionaries brought new weapons and ideas to Japan.
1600s	Basho became a master of haiku poetry.
1853	Commodore Perry opened trade between the United States and Japan.
1867	Japan’s last shogun was removed from power.

AT A GLANCE

The most important ideas in Unit 8 are:

- Japan is a nation of approximately 3,500 islands, but the majority of the population lives on the four islands of Hokkaido, Honshu, Shikoku, and Kyushu.
- Because of its location in the Ring of Fire and in the western Pacific, Japan is subject to typhoons and earthquakes.
- The *Pacific Rim* is a term used to describe countries in Asia, and North and South America, that border the Pacific Ocean.
- From the time of the Kamakura Shogunate, the emperors ruled in name only; the real power was held by the shoguns or members of powerful families ruling in the shogun's name.
- Japan from the 1100s on was a feudal society headed by the shogun or by those ruling in the shogun's name.
- Samurai, soldier-nobles, owed allegiance to daimyos, higher lords who were large landholders and direct vassals of the shogun.
- A samurai's conduct was dictated by the code of Bushido.
- The Tokugawa Shogunate closed Japan to most outsiders to hold onto their power.
- Buddhism and Shinto are two important religions in Japanese history.

WHAT TEACHERS NEED TO KNOW

Geography

Pacific Ocean and Sea of Japan

The Pacific Ocean is the largest and deepest of the four oceans, extending over approximately one-third of the surface of Earth. The Pacific reaches from the Arctic to Antarctica and separates North and South America from Asia and Australia. Thousands of islands dot the ocean's surface from the Bering Strait to the South China Sea and beyond to the southeast. These include the islands of Oceania, such as Guam and the Marshalls, as well as Japan, the Philippines, and New Zealand. The Ring of Fire is a series of volcanoes that line the edges of the Pacific Ocean.

The Sea of Japan lies between the west coast of Japan and the east coast of China and North and South Korea. The warm Japanese current, which originates in tropical waters, flows around the islands with part of it flowing north through the Sea of Japan.

Four Main Islands

Japan is an archipelago, that is, a chain of islands. Approximately 3,500 islands make up the nation of Japan. The islands are the crests of mountaintops that rise above sea level. Most of the islands are barren and rocky with no inhabitants.

The four largest islands are Hokkaido, Honshu, Shikoku, and Kyushu. Honshu is the largest, holding approximately 60 percent of the land area of Japan. None of the islands is more than two hundred miles wide.

Even though Hokkaido is the second-largest island, it is sparsely inhabited because of its mountainous terrain, great stands of forests, and harsh winter climate. The majority of Japanese people live on the island of Honshu. This is an area of heavy industrial development. Tokyo, the nation's capital, is located on Honshu, as are other major cities, including Osaka, Yokohama, Kobe, Hiroshima, and Kyoto.

Kyushu is also heavily populated. The island has coal deposits, which helped it become an early center for industry. Nagasaki is a major port city on Kyushu. Late in World War II, it was greatly damaged by an atomic bomb that the United States dropped on it, but it has been completely rebuilt. People on Shikoku, the smallest of the large islands, live mostly along the northern coast in industrial areas.

Less than 20 percent of Japan's land is suited to agriculture because Japan is mountainous and heavily forested. As a result, the ancient Japanese learned to farm rice, their staple crop, in small paddies on the sides of terraced mountains. Beginning in the late 1800s, wealthy Japanese, with the help of the government, began to industrialize the country. Much of the country's industry and infrastructure was destroyed during World War II, but Japan rebuilt and is today a leading exporter of electronics, automobiles, and other manufactured goods.

Tokyo

Tokyo, on the island of Honshu, is the capital of Japan and its largest city with approximately thirty million people in the metropolitan area. That is nearly 25 percent of Japan's total population! Tokyo is also a center of commerce, industry, finance, and education. The city sits at the head of Tokyo Bay, Japan's busiest port. There are more than one hundred colleges and universities in the city. High-speed bullet trains, which can travel more than 150 miles per hour, link Tokyo with other cities on the island.

Originally known as Edo, Tokyo was established in the 1100s. In 1868, it was renamed Tokyo and became the capital of the Japanese Empire. Devastated by earthquakes, and by bombings during World War II, the city has been rebuilt several times, making it very modern in appearance.

Typhoons and Earthquakes

A typhoon is a tropical hurricane that forms over the western Pacific Ocean, particularly in the South China Sea to the south of Japan. Typhoons can be so severe that they result in landslides and floods.

Japan, as noted previously, is part of the Ring of Fire, an area of active tectonic movement. *Tectonic* refers to changes in the structure of Earth's surface resulting from the movement of plates. Because of its location, Japan regularly experiences earthquakes and occasional volcanic eruptions. Experts who measure Earth's seismic activity have found that there are 7,500 earthquakes a year in Japan, of which 1,500 are strong enough for people to be aware of them. About every two years, an earthquake occurs that causes major damage and loss of life. One of the worst was in 1923 when 140,000 people in Tokyo were killed.

The Pacific Rim

The Pacific Rim refers to those countries in Asia, and North and South America, that ring the Pacific Ocean. They include

- in Asia: China, Russia, Japan, Korea, Taiwan, Singapore
- in North and Central America: Canada, the United States, Mexico, El Salvador, Honduras, Nicaragua, Costa Rica, Panama
- in South America: Colombia, Ecuador, Peru, Chile
- Australia

These countries have strong trading ties with one another, and by the 1970s, trade goods flowing among them had outpaced transatlantic trade.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Feudal Japan":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Feudal Japan Student Reader—five chapters

Teacher Components

Feudal Japan Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Feudal Japan* Student Reader, with a daily Check For Understanding and Additional Activities, such as literature connections and

vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 133.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Feudal Japan Timeline Image Cards —eleven individual images depicting significant events and individuals related to feudal Japan. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapter 4, if classroom Internet access is not available. These art resources include images of Ryoan-ji Temple Garden and the *Great Buddha* of Kamakura. You can purchase the Grade 5 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting the *Feudal Japan* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **400s CE**
- **500s CE**
- **800s CE**

- 1100s CE
- 1200s CE
- 1500s CE
- 1600s CE
- 1800s CE

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	400s CE	500s CE	800s CE	1100s CE	1200s CE	1500s CE	1600s CE	1800s CE
	•	•	•	• •	•	• •	•	• •
Chapter	1	2	3	3 3	5	5 5	4	5 5

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

Note: The following dates include multiple cards: 1100s CE, 1500s CE, and 1800s CE. Chapters 3 and 5 have multiple cards. In addition, the Chapter 3 card showing the feudal system represents a long time range but is positioned under a date representing the beginning of the period.

400s CE



Chapter 1

500s CE



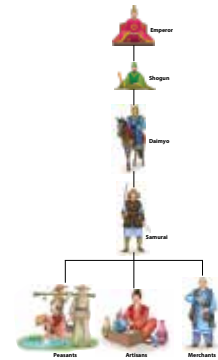
Chapter 2

800s CE



Chapter 3

1100s CE



Chapter 3

1100s CE



Chapter 3

1200s CE



Chapter 5

1500s CE



Chapter 5

1500s CE



Chapter 5

1600s CE



Chapter 4

1800s CE



Chapter 5

1800s CE



Chapter 5

The Timeline in Relation to Content in the Student Reader Chapters

The first thing you will notice is that the events highlighted in the Unit 8 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that certain chapters cover hundreds of years of history within the context of a specific theme. Consequently, there are chapters that cover a time period that extends beyond the one covered in the next chapter. The unit as a whole deals with large, thematic concepts and more than one thousand years of history.

Understanding References to Time in the *Feudal Japan* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 3 states that the period of shogun rule, or the feudal period, lasted from the late 1100s to the late 1800s. In contrast, there are many references to specific dates, for example, Chapter 5's statement that Japan's last shogun was removed from power in 1867.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

Pacing Guide

The *Feudal Japan* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of eight days have been allocated to the *Feudal Japan* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
---------	---------------

1	How did China and Korea influence the development of Japanese culture?
2	What are the basic teachings of the Shinto and Buddhist religions?

3	In what ways was a shogun more powerful than an emperor?
4	How did daily life differ based on people's place in society?
5	How did foreign trade bring about the end of the shogun era?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	Pacific Rim, archipelago, isolation, clan, Shinto, Buddhism, gangplank, tea ceremony, silkworm, aristocrat
2	spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, martial arts
3	lotus, samurai, shogun, figurehead, vassal, artisan, Bushido
4	rice paddy, Kabuki, haiku
5	musket, missionary, Jesuit, exclusion, secluded, "trade treaty," state religion

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 3.1
AP 3.2
AP 4.1
AP 4.2
AP 4.3
AP 5.1

The following activity pages can be found in Teacher Resources, pages 143–152. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–5—World Map (AP 1.1)
- Chapters 1–5—Japan Map (AP 1.2)
- Chapter 3—Charting Japan's Feudal System (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 4—Traditional Japanese Art (AP 4.1)
- Chapter 4—A Japanese Garden (AP 4.2)
- Chapter 4—Kabuki Theater (AP 4.3)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)

Fiction Excerpt

Use this link to download the CKHG Online Resources for this unit, where the following fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 2—The Samurai’s Daughter (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction and Drama

Myths and Legends

- “The Samurai’s Daughter” (also known as “A Tale of the Oki Islands”)

Visual Arts

Art of Japan

- *Great Buddha* (Kamakura Buddha)
- Japanese landscape gardens

Books

Donegan, Patricia. *Haiku: Learn to Express Yourself by Writing Poetry in the Japanese Tradition*. North Clarendon, Vermont: Tuttle Publishing, 2003.

Gollub, Matthew. *Cool Melons—Turn to Frogs!: The Life and Poems of Issa*. Illus. Kazuko G. Stone. New York: Lee & Low Books, Inc., 2004.

Henshall, Kenneth G. *A History of Japan: From Stone Age to Superpower*, 3rd ed. New York: Palgrave Macmillan, 2012.

MacDonald, Fiona. *You Wouldn’t Want to Be a Samurai: A Deadly Career You’d Rather Not Pursue*. Illus. David Antram. New York: Franklin Watts, 2009.

Morton, W. Scott, and J. Kenneth Olenik. *Japan: Its History and Culture*, 4th ed. New York: McGraw-Hill Education, 2004.

FEUDAL JAPAN SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Feudal Japan

<p>"The Rise of an Empire" Core Lesson (TG & SR, Chapter 1; AP 1.1)</p>	<p>"Religion in Japan" Core Lesson (TG & SR, Chapter 2; AP 1.2)</p>	<p>"Typhoons and Earthquakes" and "The Samurai's Daughter" (TG, Chapter 2, Additional Activities; FE1)</p>	<p>"Japanese Feudalism" Core Lesson (TG & SR, Chapter 3; AP 1.2)</p>	<p>"Everyday Life and Arts" Core Lesson (TG & SR, Chapter 4)</p>
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CKLA

"Don Quixote"	"Don Quixote"	"The Renaissance"	"The Renaissance"	"The Renaissance"
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Week 2

Day 6

Day 7

Day 8

Feudal Japan

<p>"Traditional Japanese Art: Landscape Gardens and the <i>Great Buddha</i>" (TG, Chapter 4; Additional Activities; AP 4.1)</p>	<p>"Changes Comes to Japan" Core Lesson (TG & SR, Chapter 5; AP 1.1–1.2)</p>	<p>Unit Assessment</p>
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CKLA

"The Renaissance"	"The Renaissance"	"The Renaissance"
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FEUDAL JAPAN PACING GUIDE

_____’s Class

(A total of eight days have been allocated to the *Feudal Japan* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Feudal Japan

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Week 2

Day 6

Day 7

Day 8

Feudal Japan

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CHAPTER 1

The Rise of an Empire

The Big Question: How did China and Korea influence the development of Japanese culture?

Primary Focus Objectives

- ✓ Describe Japan's geography. (RI.5.2)
- ✓ Summarize Japan's early history and legends. (RI.5.2)
- ✓ Identify influences on Japanese culture. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Pacific Rim*, *archipelago*, *isolation*, *clan*, *Shinto*, *Buddhism*, *gangplank*, *tea ceremony*, *silkworm*, and *aristocrat*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Rise of an Empire":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display copy of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

Pacific Rim, n. a term used to describe nations that border the Pacific Ocean (44)

Example: Japan is part of what we call the Pacific Rim.

archipelago, n. a chain of islands (46)

Example: The country of Japan is an archipelago in the Pacific Ocean.

Variations: archipelagoes or archipelagos

isolation, n. separation from others (46)

Example: For periods in its history, the country of Japan existed in isolation from other countries.

Variations: isolated (adjective)

clan, n. a group of families claiming a common ancestor (46)

Example: Early in Japanese history, people lived in a clan with other members of their families.

Variations: clans

Shinto, n. a Japanese religion in which people worship gods and spirits associated with nature (48)

Example: People who practice Shinto believe in nature spirits.

Buddhism, n. a religion that began in India and is based on the teachings of Siddhartha Gautama (48)

Example: Even though it began in India, Buddhism is practiced throughout the world.

Variations: Buddhist (adjective)

gangplank, n. a small movable bridge used to get on and off a ship (48)

Example: The sailor put the gangplank in place so the passengers could leave the ship.

Variations: gangplanks

tea ceremony, n. a way of preparing and presenting tea (49)

Example: People in both China and Japan practice an elaborate tea ceremony.

Variations: tea ceremonies

silkworm, n. a caterpillar that produces silk, which is used to make thread or cloth (49)

Example: The silkworm is valuable to the silk industry.

Variations: silkworms

aristocrat, n. a person of the upper or noble class whose status is usually inherited (50)

Example: The aristocrat lived on a large estate in the countryside.

Variations: aristocrats, aristocratic (adjective)

THE CORE LESSON 35 MIN

Introduce *Feudal Japan* Student Reader

5 MIN

Activity Page



AP 1.1




Display the World Map (AP 1.1) and have students find the islands that make up the country of Japan. Ask students to describe Japan's relative location. (*Students may say Japan is east of China or across the Pacific Ocean from the United States.*) Explain that in this unit, they will learn more about the history and geography of Japan.

Distribute copies of *Feudal Japan* Student Reader, and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention emperors, warriors, castles, buildings, ships, and maps.

Introduce “The Rise of an Empire ”

5 MIN

-  Have students turn to page 45 of their Student Readers. Draw their attention to the inset map. Explain that this map shows the islands of Japan. Ask students which countries are close to Japan (*Russia, China, North Korea, South Korea*). Explain that because these countries are close to Japan, they have played an important role in Japan’s history.

Call students’ attention to the Big Question. Tell students to look for information about how China and Korea helped to shape Japanese culture.

Guided Reading Supports for “The Rise of an Empire”

25 MIN

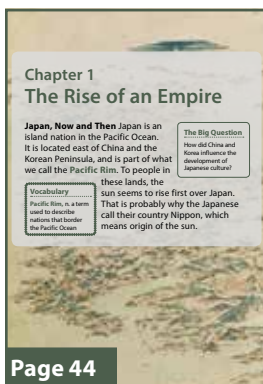
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Japan, Now and Then,” Pages 44–46

Activity Page




AP 1.1



Scaffold understanding as follows:

Invite a volunteer to read aloud “Japan, Now and Then.”

CORE VOCABULARY—Point out the vocabulary terms *Pacific Rim*, *archipelago*, and *isolation*, and explain their meanings.

-  **SUPPORT**—Display the World Map (AP 1.1). Point out the locations of Japan, China, and the Korean Peninsula. Use the map to illustrate the definition of *Pacific Rim*. Have students use the inset map on page 45 of the Student Reader to locate each of the largest Japanese islands: Honshu, Shikoku, Kyushu, and Hokkaido. Ask them to describe the locations of Kyoto and Tokyo. (*Kyoto is located on the southern part of Honshu. Tokyo is located near the middle of Honshu’s eastern coast.*)



After the volunteer reads the text, ask the following questions:

LITERAL—How many islands make up the Japanese archipelago?

- » There are four major islands and thousands of small islands in the Japanese archipelago.

EVALUATIVE—How is Japan different today than it was in the past?

- » Today it is economically advanced and very open to foreigners. It used to be isolated and distrustful of foreigners.

There are four major islands and thousands of small ones in the Japanese archipelago (ar'kuh'peh'luh'goh). The largest island is Honshu (hah'n'shou), the home of the capital city of Tokyo (toh'kyoo'hoh), Kyoto (kee'yoh'toh), and other great cities. To the south lie the major islands of Shikoku (shih'koh'koo) and Kyushu (kee'yoo'choo), and to the north is Hokkaido (hoh'kyoo'toh).

Today these islands make up one of the most economically advanced nations in the world. Japanese companies ship automobiles and electronic goods all over the world, and hundreds of thousands of travelers fly in and out of Tokyo's busy airports every day. But Japan was not always so open to foreigners. For several centuries, Japan distrusted outsiders and lived in self-imposed isolation. At various times in their history, the Japanese were deeply influenced by their near neighbors—the Romans and the Chinese. But they shut their doors almost completely to Europeans and Americans between the 1600s and the mid-1800s.

History and Legends

Throughout much of their early history, the Japanese lived in social groups of families and friends called clans. Each clan had its own chief. It also worshipped one god or goddess as its ancestor—its link to heaven.

Vocabulary

archipelago, n. a chain of islands

isolation, n. separation from others

clan, n. a group of families claiming a common ancestor

“History and Legends” and “The Legend of Amaterasu,” Pages 46–48

Scaffold understanding as follows:

Have students silently read the sections “History and Legends” and “The Legend of Amaterasu” on pages 46–48.

CORE VOCABULARY—Point out the vocabulary term **clan**. Tell students that the word means a group of families all claiming a common ancestor, or person who lived long ago to whom they are all related.

After students read the text, ask the following questions:

LITERAL—What did the Legend of Amaterasu describe?

- » the creation of the Japanese islands

LITERAL—Which clan became the strongest clan on the islands of Japan?

- » the Yamato clan

INFERENTIAL—After identifying themselves as descendants of the goddess Amaterasu, what did the Yamato clan then claim?

- » They had the right to rule Japan.

In about 400 CE, the Yamato (yah'mah'toh) clan, which lived on the central island of Honshu, became the strongest of the clans. The Yamatos identified themselves as descendants of the goddess Amaterasu (ah'mah'ter'ah'soo) and declared their right to rule Japan.

The Legend of Amaterasu

The Yamatos supported their claim to the throne with a mystical legend. According to this legend, a god and goddess were strolling on the rainbow bridge that led from the sky to the dark sea below. They dipped a jeweled spear into the ocean and shook it into the sky. Drops of sea spray became the first island of Japan. The goddess then gave birth to the rest of the islands.

The godly pair created children to help rule the islands. One was Amaterasu, goddess of the sun, who lived in the sky. As time passed, Amaterasu bore many gods and goddesses. Among her first children was one man, emperor.

Vocabulary

archipelago, n. a chain of islands

isolation, n. separation from others

clan, n. a group of families claiming a common ancestor

EVALUATIVE—Do you think that other Japanese clans accepted the Yamato clan’s claim that the head of their clan had the right to rule Japan as emperor?


- » Possible response: Yes; the text says that for centuries the Japanese honored their emperors as gods. Even today, the Japanese emperor traces his roots to the Yamato clan.

“Borrowing from Neighbors,” Pages 48–49

Scaffold understanding as follows:

CORE VOCABULARY—Point out to students the vocabulary terms *Shinto*, *Buddhism*, *gangplank*, *tea ceremony*, and *silkworm*. Tell students that Shinto is a nature religion that has been practiced in Japan for thousands of years. But all the other words are about things the Japanese borrowed from their neighbors, the Chinese and the Koreans.

Have students read silently the section “Borrowing from Neighbors” on pages 48–49, encouraging them to use the vocabulary boxes, as needed.

 **SUPPORT**—Refer to the map of Japan on page 45. Have students locate China and Korea. Discuss with students the influence these nations had on Japanese culture.

After students read the text, ask the following questions:

INFERENTIAL—At the end of the first paragraph on page 49, it says that the Japanese were fascinated with “mainland culture.” In what countries’ cultures was Japan interested? Why are these countries’ cultures described as “mainland”?

- » Japan was interested in the cultures of Korea and China. These countries are part of the mainland mass of the Asian continent, while Japan is a country of separate islands.

LITERAL—What did the Japanese borrow from China?

- » The Japanese borrowed the Chinese writing system, and they studied Chinese philosophies, literature, geography, medicine, and astronomy.

LITERAL—How did Korea influence Japanese culture?

- » Korean craftspeople taught the Japanese how to make tools and ornaments from bronze and iron. The Koreans also introduced the Japanese to the Chinese religion of Buddhism.

In 645 CE, because of his family's power and the legend of Amaterasu, the head of the Yamato clan became emperor of Japan. He called himself the son of heaven and chose the rising sun as the symbol of his empire. For centuries, the Japanese honored their emperors as living gods. Today's emperor still traces his roots to the Yamato clan.

Borrowing from Neighbors

During this early period of Japanese history, the Japanese borrowed or were inspired by certain things that came from Korea or from China. It appears that the early Japanese had no written language. Inspired by China's writing system, the Japanese used simplified forms of Chinese characters to create a writing system of their own. Korean craftsmen taught the Japanese to make tools and ornaments of bronze and iron.

However, the Korean import that had the greatest effect on Japan was a new religion. The Japanese had long practiced a nature religion known as Shinto. In about 550 CE, the Koreans introduced a Chinese form of Buddhism.

One day a Korean boat dropped anchor on the Japanese shore. Korean sailors moved a large box down the gangplank. A gong revealed Buddha seated in a gold and copper statue of Buddha displayed to the people.

Vocabulary

Shinto, is a Japanese religion in which people worship gods and spirits associated with nature.

Buddhism, is a religion that began in India and is based on the teachings of Siddhartha Gautama.

gangplank, is a small movable bridge used to get on and off a ship.

Page 48

The new religion spread slowly, but eventually it took root in Japan. The ceremonies of Buddhism with the gongs, priestly robes, and candlelit altars attracted many Japanese. The religion itself attracted many people, as Buddhism promotes the personal search for a state of peacefulness, without suffering. The new religion also increased Japan's fascination with mainland culture and especially with all things Chinese.

In the 600s, Prince Shōtoku (shō'tō'kōō'), a powerful Yamato prince, became fascinated with China. He realized that much of what the Japanese had learned from the Koreans was actually coming from China. Instead of learning about Chinese ideas indirectly, through the Koreans, the emperor decided to go directly to the source. He sent young Japanese nobles to China to study its culture.

After this expedition, Chinese ways became examples to follow. The Japanese built their first capital city at Nara, laid out like the capital of China. Japanese nobles began dressing in Chinese fashions. The Japanese studied Chinese philosophies, literature, geography, medicine, and astronomy. They imitated Chinese patterns of government and adopted the Chinese calendar. They imported the custom of tea drinking and created elaborate tea ceremonies. They even learned to raise silkworms and weave silk.

Vocabulary

tea ceremony, is a way of preparing and presenting tea.

silkworm, is a caterpillar that produces silk, which is used to make thread or cloth.

Page 49

EVALUATIVE—What effect did the introduction of Buddhism have on Japan?

- » Possible responses: It had a large effect on Japan as the Japanese became even more interested in learning about China. The text says that a Japanese emperor decided to learn new ways directly from China, rather than learn secondhand through the Koreans. Japan then started imitating Chinese government and adopted the Chinese calendar and other Chinese practices and traditions.

“Japanese Culture,” Pages 50–51



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Japanese Culture,” stopping to discuss the term *aristocrats*. Point out that the Japanese government differed from the Chinese government, because the Japanese government was controlled by aristocrats.

After you read the text, ask the following questions:

EVALUATIVE—How did the way Japan chose government officials differ from the way government officials were chosen in China?

- » The Chinese chose government officials based on tests of ability and the Japanese chose to fill government positions with the sons of nobles.

EVALUATIVE—What other changes did the Japanese make to create their own culture?

- » Japanese artists added color to traditional black ink Chinese paintings; the Japanese wrote their own poems; and they sculpted in bronze.



Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did China and Korea influence the development of Japanese culture?”
- Post the image card to the Timeline under the date referencing the 400s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did China and Korea influence the development of Japanese culture?”
 - » Key points students should cite include: Koreans taught the Japanese how to make tools and ornaments in bronze and iron; Koreans brought Buddhism to Japan; Japanese looked directly to China to learn new ways, including developing a writing system, literature, philosophy, and sciences.
- Choose one of these words from the chapter’s Core Vocabulary word list (*Pacific Rim, archipelago, isolation, clan, Shinto, Buddhism, gangplank, tea ceremony, silkworm, or aristocrat*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Japan’s Geography

30 MIN

Activity Pages



AP 1.1
AP 1.2

Materials Needed: Display copies of the World Map (AP 1.1) and Japan Map (AP 1.2); sufficient copies of AP 1.2; images from each of Japan’s four major islands: Hokkaido, Honshu, Shikoku, and Kyushu from the Internet



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 81–83 of the Introduction to the unit.

Use this link to download the CKHG Online Resources for this unit, where the specific links for images of Hokkaido, Honshu, Shikoku, Kyushu, Tokyo, Nagasaki Peace Park, and Mt. Fuji may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1). Point out the Japanese archipelago, noting Japan’s size and location.

Display the Japan Map (AP 1.2), and distribute copies to all students. Explain that students are now looking at a map that shows the islands of Japan (Hokkaido, Honshu, Shikoku, and Kyushu) in greater detail.

Point out the most northern island, which is Hokkaido. Display Hokkaido images as you discuss the island. Tell students to note that Russia is a neighbor of this island. Hokkaido is the second largest of the four islands of Japan. It is sparsely populated because of its harsh winter climate and mountainous terrain. But it is known for its winter sports, and the Winter Olympics have been held on Hokkaido.

Tell students that the largest of the four islands is Honshu. Display images of Honshu as you discuss it. The majority of Japanese people live on Honshu. Besides a large population, Honshu has heavy industrial development.

The city of Tokyo, the capital of Japan, is located on Honshu. Display the image of Tokyo as you discuss it. Tokyo is Japan's largest city, with 25 percent of Japan's population living there. It is an international city of commerce, industry, finance, and education. High-speed bullet trains link Tokyo to other cities on the island of Honshu.

West of Tokyo is Mt. Fuji, the highest mountain in Japan. Display the image of Mt. Fuji as you discuss it. Tell students that Mt. Fuji is a volcano that has not erupted since 1707, but it is still considered active by geologists.

Tell students that the island of Kyushu, the third largest of the four islands, is also heavily populated. Display the photos of Kyushu. The island became an early center for industry because of its coal deposits. Nagasaki is a major port city on the island. Late in World War II, it was greatly damaged by an atomic bomb that the United States dropped on it, but it has been completely rebuilt. Today the Nagasaki Peace Park commemorates the World War II atomic bomb attack. Display the photo of the Peace Park.

The smallest of the islands is Shikoku. Display the photo of Shikoku. Much of the landscape of the island is mountainous, and the population lives mostly along the northern coast. Agricultural products are grown in the north. Shikoku is connected by three bridges to the island of Honshu.

Have students answer the questions on AP 1.2 for homework.

CHAPTER 2

Religion in Japan

The Big Question: What are the basic teachings of the Shinto and Buddhist religions?

Primary Focus Objectives

- ✓ Summarize Shinto and Buddhist beliefs. (RI.5.2)
- ✓ Describe the impact of the Shinto and Buddhist religions on Japan. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *spirit*, *typhoon*, *shrine*, *ritual*, *sermon*, *dharma wheel*, *serenity*, *Zen Buddhism*, and *martial arts*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Religion in Japan”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Japan Map (AP 1.2)
- Internet access for Typhoons and Earthquakes activity
- Individual student copies of “The Samurai’s Daughter” (FE 1)

Core Vocabulary (Student Reader page numbers listed below)

spirit, n. an unseen life-giving force (52)

Example: The Shinto religion teaches that each part of nature, such as a tree, has a spirit.

Variation: spirits

typhoon, n. a windy storm with heavy rain; a hurricane (54)

Example: In the Pacific Ocean region, a hurricane is called a typhoon.

Variation: typhoons

shrine, n. a place considered holy because it is associated with a holy person or event (54)

Example: A Shinto shrine is usually surrounded by sacred trees and flowing water.

Variation: shrines

ritual, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony (54)

Example: Some religious ceremonies start with the ritual of washing.

Variation: rituals

sermon, n. a speech on a religious topic given by a religious leader (58)

Example: In his first sermon, the Buddha spoke about the foundations of Buddhism.

Variation: sermons

dharma wheel, n. the symbol of Buddhism. The eight spokes of the wheel symbolize the eightfold path. (59)

Example: My uncle Haro has studied the dharma wheel for many years.

serenity, n. a feeling of calm and peacefulness (59)

Example: Sitting by the lake, Johanna felt great serenity.

Zen Buddhism, n. a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace (60)

Example: Zen Buddhism has many followers in Japan.

martial arts, n. any of several arts of self-defense, such as karate and judo, that are widely practiced as a sport (61)

Example: Tom was interested in the martial arts taught at his school.

THE CORE LESSON 35 MIN

Introduce “Religion in Japan”

5 MIN

Activity Page



AP 1.2



Remind students that Japan is a chain of islands. Display the Japan Map (AP 1.2). Review the four major islands of Japan and the countries near the Japanese islands. Remind students that Japan borrowed elements from China and Korea and adapted those elements to create a unique Japanese culture. Ask students to share examples of this borrowing. (*Students should recall that Japan adapted its writing system, art, and system of government from China. Korea introduced toolmaking using bronze and iron, as well as the Buddhist religion, to Japan.*)

Explain that in this chapter, they will learn more about Buddhism and Japan's indigenous, or native, religion: Shinto. Call students' attention to the Big Question, and tell them, as they read the chapter, to look for descriptions of the basic teachings or beliefs of Shinto and Buddhism.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Native and Imported Religions” and “Shinto: Spirits in Nature,” Pages 52–56

Scaffold understanding as follows:

Invite student volunteers to read aloud “Native and Imported Religions” and “Shinto: Spirits in Nature” on pages 52–56.

CORE VOCABULARY—Ask students to pause as the following words are encountered, so you can explain the meanings: *spirit, typhoon, shrine, and ritual*.

SUPPORT—After students read the first paragraph, stop and review the section titled “Native and Imported Religions.” Explain that *imported* means brought in to one country from another country.

SUPPORT—Call attention to the image on page 55 of a Shinto shrine. Point out the shrine’s unique architectural features, including the curved roof lines, the x-shaped roof finials, the rope hanging above the top of the stairs, and the lanterns.

After students read the text, ask the following questions:

LITERAL—What is the native religion of Japan?

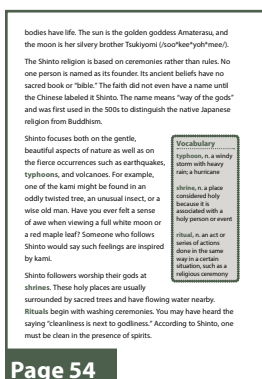
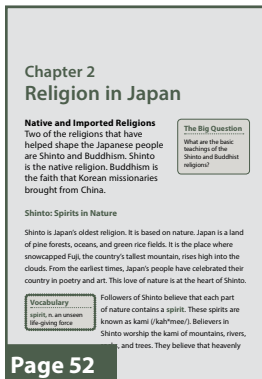
» Shinto

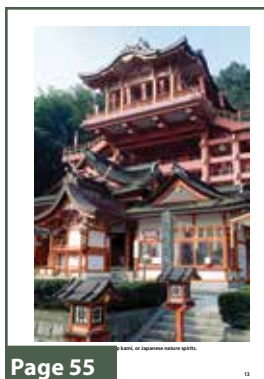
LITERAL—How did Buddhism come to Japan?

» Buddhism was brought to Japan by Korean missionaries.

LITERAL—Why are mountains, rivers, rocks, and trees, and even earthquakes, typhoons, and volcanoes, important in Shinto?

» Shinto is based on the love of nature and teaches that each part of nature—the beautiful and the dangerous—contains a spirit called a kami.





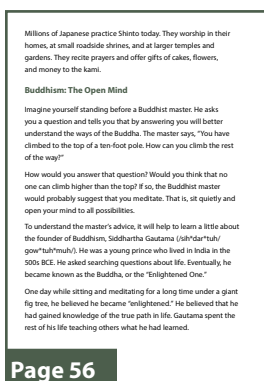
LITERAL—Rather than rules, what is Shinto based on? Give an example.

- » Shinto is based on ceremonies, such as the washing ceremony performed before any ritual.

LITERAL—Where and how do Japanese who practice Shinto today worship?

- » Today, Japanese who practice Shinto worship at home, at roadside shrines, and at temples and gardens. They say prayers and offer gifts of cakes, flowers, and money to the kami.

“Buddhism: The Open Mind,” Pages 56–58



Scaffold understanding as follows:

Have students read the section “Buddhism: The Open Mind” on pages 56–58 silently to themselves or with a partner.

SUPPORT—Before students start reading, point out the word *enlightened* in the illustration caption on page 57. Explain that it means “having reached a spiritual or religious understanding.” To help students understand and remember that definition, point out the word *light* within *enlightened*. Remind students of the idiom about a light bulb going on when someone finally understands something.

After students read the text, ask the following questions:

LITERAL—Who was Siddhartha Gautama? What other name was he called?

- » He was a young prince who grew up in India. He became known as the Buddha and eventually founded Buddhism.

EVALUATIVE—What does it mean that Siddhartha Gautama meditated and became “enlightened”?

- » It means that through meditation, he had gained knowledge of the true path of life.



“The Four Truths and the Eightfold Path,” Pages 58–61

Scaffold understanding as follows:

Read aloud the section “The Four Truths and the Eightfold Path” on pages 58–61, inviting volunteers to read aloud the text in the scrolls on pages 58 and 59.

CORE VOCABULARY—Review with students the meaning of the terms *sermon*, *dharma wheel*, *serenity*, *Zen Buddhism*, and *martial arts* as they are encountered in the text.

The Buddha's followers carried his teachings from India to other parts of the world, including China, Korea, and Japan.

The Four Truths and the Eightfold Path

What were those thoughts about life that the Buddha had under the fig tree? In his first sermon, the Buddha spoke of Four Noble Truths. These Truths are the foundation of Buddhism.

The Four Noble Truths of Buddhism

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

You probably noticed that the fourth Truth refers to an "eightfold path" that a person should follow. According to Buddha, there are eight things that one must do to achieve

Page 58

enlightenment. A person has achieved enlightenment when he or she has no desire or suffering.

The dharma wheel is the symbol for this eightfold path. By getting rid of greed, anger, and fear, people can gain happiness and serenity and eventually achieve enlightenment.

Steps in the Eightfold Path

Right Understanding (understanding Buddha's teachings)

Right Thought (thinking kind thoughts)

Right Speech (not telling lies or using angry words)

Right Action (not harming any person or animal)

Right Work (doing jobs that help others and makes no one suffer)

Right Effort (thinking before you act)

Right Mindfulness (being alert and aware)

Right Meditation (gaining a calm and focused mind)

Page 59

Each spoke on this Buddhist dharma wheel stands for one of the eight "right" things.

Buddhism took root in Japan after 500 CE. Different groups tried to understand exactly what the Buddha had meant when he talked about achieving enlightenment. Some believed that the ideal of Buddhism was to follow the Buddha's focus on meditation. Other groups believed that the Buddha also wanted people to stay in touch with the world and help others follow the right path.

Zen Buddhism followed the second school of thought. Zen masters focus on teaching their students the way to peace. Zen does teach that people can find happiness through meditation, but it also teaches that through doing orderly tasks people can find happiness. These tasks include tea ceremony.

Page 60

Note: Students in Core Knowledge schools may recall the word *sermon* from *The Reformation* unit.

SUPPORT—Point out the word *right* in the Steps in the Eightfold Path scroll on page 59. Explain that *right* is a multiple-meaning word. Ask students to share the meanings of *right* that they already know. Point out that in this case, the word *right* means "correct."

SUPPORT—Direct students to the image of the dharma wheel on page 60. Tell students that the wheel represents the Eightfold Path and is a symbol of Buddhism. This symbol is used much like the cross in Christianity or the Star of David in Judaism. The eight spokes of the wheel symbolize the eight things Buddha says to do to achieve enlightenment.

After you read the section, ask the following questions:

LITERAL—What are the four ideas or beliefs called that are the foundation of Buddhism?

» the Four Noble Truths

LITERAL—According to the first Noble Truth, what is life filled with?

» Life is filled with suffering.

LITERAL—According to Buddhism, how can people avoid suffering?

» People can avoid suffering if they stop wanting things.

LITERAL—What is the purpose of the Steps in the Eightfold Path?

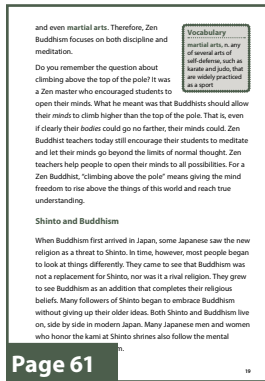
» Buddha taught that by following the Steps in the Eightfold Path, a person could achieve enlightenment and no longer experience suffering or desire.

LITERAL—What is the symbol of Buddhism and what does it represent?

» The dharma wheel is the symbol of Buddhism. It represents the Eightfold Path.

EVALUATIVE—How does Zen Buddhism differ from other types of Buddhism?

» Zen masters focus on teaching that the way to peace is through doing orderly tasks, such as the tea ceremony or martial arts, and through meditating.



Scaffold understanding as follows:

Have students read silently the section "Shinto and Buddhism."

After students read the section, ask the following question:

EVALUATIVE—In Japan, why do you think people follow both Shinto and Buddhism?

» Possible response: They want to hold onto their old Shinto beliefs and follow the mental discipline of Zen Buddhism.

Timeline

- Show students the Chapter 2 Timeline Card of the Buddha. Read and discuss the caption.
- Review and discuss the Big Question: "What are the basic teachings of the Shinto and Buddhist religions?"
- Post the image of the Buddha on the Timeline under the date referencing the 500s CE; refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What are the basic teachings of the Shinto and Buddhist religions?"
 - » Key points students should cite include: The love of nature is at the heart of Shinto. Each part of nature (mountains, trees, rivers, etc.) contains a spirit called a kami. Buddhism teaches the Four Noble Truths, including the belief that there is suffering from birth to death that is caused by wanting worldly things. By following the Steps in the Eightfold Path, such as thinking kind thoughts, not harming others, etc., a person can achieve enlightenment.
- Choose one of the Core Vocabulary words (*spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, or martial arts*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Typhoons and Earthquakes

20 MIN

Activity Page



AP 1.1

Materials Needed: Display copy of the World Map (AP 1.1); Internet access



Background for Teachers: Before beginning this activity, use this link to download the CKHG Online Resources for this unit, where the specific links for videos and information about typhoons and earthquakes may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1) and point out Japan's location in the Pacific Ocean. Tell students that because of its location, Japan experiences many typhoons and earthquakes.

Typhoons

Tell students that typhoons are the most violent storms on Earth. Explain that Japan has a long history of experiencing violent typhoons. In the United States, these storms are called hurricanes, but when the storms originate in the Pacific Ocean, they are called typhoons. Ask students if they are aware of the hurricane warnings that occur each year, especially for the eastern coast of the United States.

Show the first twenty seconds of the National Geographic video, *Hurricanes 101*. Use the video to point out the effects of a typhoon: high winds, heavy rain, storm surge, and flooding waters.

If time allows, you may wish to show the entire video, which explains how hurricanes (typhoons) form and how scientists predict them.

Earthquakes

Display the World Map (AP 1.1) and trace the Ring of Fire, the area in the Pacific Ocean where there are many volcanoes. Explain that countries in this ring, including Japan, often experience volcanic eruptions and earthquakes.

To describe how earthquakes occur, explain that the surface of Earth is called the "crust." Tell students to think of the crust as being made up of puzzle pieces. Each puzzle piece is called a "tectonic plate." The plates constantly move. Fortunately for us, they don't move fast. Geologists estimate that the fastest plate might shift six inches (fifteen centimeters) a year. That's about as fast as your hair grows.

Earthquakes happen when a plate scrapes, bumps, or drags along another plate. This happens constantly. About one-half-million quakes rock Earth every day. That's millions a year. People don't feel most of them because these quakes are too small, too far below the surface, or deep in the sea. Some, however, are so powerful they can be felt for thousands of miles.

Three of the tectonic plates that form Earth's crust meet near Japan and often move against each other, causing earthquakes. As a result, more than one thousand earthquakes hit Japan every year.

A powerful earthquake can cause landslides, tsunamis (huge sea waves that can wash over the land), flooding, and other catastrophic events. A huge tsunami hit Japan after an earthquake in 2011, causing great loss of life and damage to towns and cities along the coast.

Most damage and deaths from earthquakes happen in populated areas. That's because the shaking can cause windows to break, structures to collapse, fire, and other dangers.

Scientists cannot predict when earthquakes will occur, but they are working to develop technology to help them do so.

"The Samurai's Daughter: A Tale of the Oki Islands" (RL.5.10)

25 MIN

Activity Page



AP 1.1

Materials Needed: sufficient copies of "The Samurai's Daughter: A Tale of the Oki Islands" (FE 1)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that because the Japanese people have experienced many typhoons and earthquakes throughout history, they have ancient legends about the causes of these weather-related events. Such a legend, or story, about the origin of typhoons is the "The Samurai's Daughter: A tale of the Oki Islands."

Distribute copies of "The Samurai's Daughter: A Tale of the Oki Islands" (FE 1). Explain that a samurai is a Japanese warrior. Students will read more about the samurai in later chapters. Call on student volunteers to read aloud the text. After students have finished reading, ask the following questions and have students record their responses.

1. What is the setting of the story?
 - » The story takes place on one of the Oki Islands, which are part of the Japanese islands.
2. Who is Yofuné-Nushi? Why are the villagers afraid of him?
 - » He is a god who causes great storms that drown village fishermen.
3. How do the villagers try to prevent the great storms?
 - » They sacrifice a fifteen-year-old girl to Yofuné-Nushi every year.

4. What does Tokoyo do to Yofuné-Nushi?
 - » She fights and kills him.
5. What effect do you think Yofuné-Nushi's death will have?
 - » The villagers won't be afraid of the storms and will no longer sacrifice young girls.
6. Why might ancient Japanese people have made up legends like this one to explain typhoons?
 - » Student answers will vary, but might include the idea that Japanese people were looking for explanations for things they didn't understand.

CHAPTER 3

Japanese Feudalism

The Big Question: In what ways was a shogun more powerful than an emperor?

Primary Focus Objectives

- ✓ Summarize feudalism in Japan. (RI.5.2)
- ✓ Describe the rise of the shoguns. (RI.5.2)
- ✓ Describe the life of the samurai in Japan. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lotus*, *samurai*, *shogun*, *figurehead*, *vassal*, *artisan*, and *Bushido*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Japanese Feudalism”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Japan Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

lotus, n. a water lily, considered sacred in parts of Asia (62)

Example: The lotus floated on the pond at the shrine.

Variation(s): lotuses

samurai, n. in feudal Japan, a Japanese warrior; the plural form is also samurai (65)

Example: In feudal Japan, the samurai made up the private armies of the landowners.

shogun, n. a title meaning great general, given to the strongest military leader in feudal Japan (66)

Example: In feudal Japan, the shogun had all the military power.

Variations: shoguns

figurehead, n. a person who leads or rules in name only but actually has no power (66)

Example: By the late 1100s, the Japanese emperor was only a figurehead.

Variations: figureheads

vassal, n. a person who receives land from a ruler and in return promises to fight for that ruler (66)

Example: The vassal left his lands to fight for his ruler in the war.

Variations: vassals

artisan, n. a person with a certain skill in making things (66)

Example: The artisan was known for his fine pottery.

Variations: artisans

Bushido, n. literally, “the way of the warrior”; in feudal Japan, a code of values by which the samurai lived (68)

Example: As the son of a samurai, Katsu was taught to live by the Bushido.

THE CORE LESSON 35 MIN

Introduce “Japanese Feudalism”

5 MIN

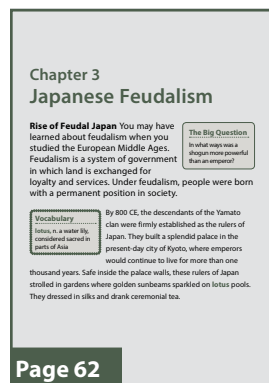
Ask volunteers to reflect on what they’ve learned about Japanese history and culture so far and to share examples of elements of Japanese culture that are similar to those of other Asian cultures. (*Students might note that Japanese writing is similar to Chinese writing; that Zen Buddhism evolved from the Buddhism introduced from India via Korea; that Japan’s government was similar to China’s.*) Explain that in this chapter, they are going to read about another element of Japanese culture: feudalism.

Students might recall another part of the world having a feudal system. Review the feudal society of medieval Europe, which students in Core Knowledge schools studied in Grade 4. Brainstorm terms related to feudalism. Students will likely suggest *lords*, *vassals*, *knights*, *serfs*, and *chivalry*. Write the words on the board and talk about their meanings. Suggest that students look for comparable terms as they study Japanese feudalism.

Have students consider the Big Question as they read the chapter and note who the shogun was and what power he had.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rise of Feudal Japan,” Pages 62–65



Activity Page



AP 1.2



Scaffold understanding as follows:

Read aloud the section “Rise of Feudal Japan” on pages 62–65.

CORE VOCABULARY—When you encounter the word *lotus*, stop and discuss the meaning of the word.



SUPPORT—Ask students to refer to AP 1.2 to locate the present-day city of Kyoto, the location of the emperors’ palaces. Ask students to identify the name of the island on which Kyoto is located. (*Honshu*)

CORE VOCABULARY—When you encounter the word *samurai* in your reading, stop and discuss the meaning of the word. Call attention to the illustration on page 64. Point out that a samurai in feudal Japan was similar to a knight in feudal Europe.

After you read the text, ask the following questions:

LITERAL—By the 800s CE, how was the emperor’s life different from that of most people living in Japan?

- » The emperor tended to remain isolated within the palace walls, enjoying the imperial gardens and rich lifestyle, while ordinary people did not.

INFERENTIAL—What changes led to a decrease in the emperor’s influence, while increasing the landowners’ power?

- » Some people refused to pay taxes; others left the emperor’s court and put themselves under the protection of wealthy landowners.

EVALUATIVE—As more people sought protection from landowners, what changed?

- » Possible response: The landowners gained power, built private armies of samurai, and became warlords who fought each other.

"Yoritomo and the Rise of Shoguns," Pages 65–66

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the words *shogun* and *figurehead*. Have students read the section "Yoritomo and the Rise of Shoguns" on pages 65–66 silently to themselves or with a partner.

After students read the text, ask the following questions:

LITERAL—Who was Yoritomo?

- » Yoritomo was a powerful warlord who, after raising a large army of samurai, gained military control of Japan.

LITERAL—What happened in 1192?

- » The emperor declared Yoritomo the supreme military commander, or shogun.

EVALUATIVE—What did having a shogun mean for Japan?

- » It meant the shogun held the real power. He was the one who actually governed the country, not the emperor.

Over time, more and more peasants sought protection from landowners. The landowners began to exert more and more influence over political affairs. Landowners also began to build up private armies of warriors known as samurai (sah'mrah'yee/). Soon the landowners became warlords, and eventually, the warlords began to struggle with one another.

Yoritomo and the Rise of Shoguns

After many years of conflict, a warlord named Yoritomo (yor'ee'toh'mo/) rose to the top. Yoritomo's march to power began when a rival warlord executed many of his family members, including his parents. Yoritomo swore he would get revenge.

Yoritomo and his brother established an army, with Yoritomo's brother as general. At first, only three hundred samurai marched behind them, but eventually, there were more than twenty thousand. The army won battle after battle, and Yoritomo gained military control of the country.

Yoritomo now held power, but he was worried. His followers had sworn loyalty to him, but they had also followed his brother into battle. Yoritomo saw his brother as a threat and sent soldiers after him. Eventually, Yoritomo's brother was

Page 65

Vocabulary
samurai, n. in feudal Japan, a Japanese warrior; the plural is also samurai.
figurehead, n. a person who leads or holds in name only but actually has no power.



Yoritomo became Japan's first shogun.

"Japanese Feudalism," Pages 66–68

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the vocabulary words *vassal* and *artisan*.

Note: Students in Core Knowledge schools may recall the words *vassal* and *artisan* from their study of feudalism in *Medieval Europe*.

Have students read silently "Japanese Feudalism" on pages 66–68.

SUPPORT—Direct students to the word *daimyo* in the text and the diagram on page 67. Explain that *daimyo*, like *samurai*, is the same in both singular and plural forms.

SUPPORT—Draw students' attention to the diagram on page 67. Explain that the smallest, most powerful groups of society are at the top and the largest, least powerful are at the bottom. Guide students to use the information in the text to explain each level of the diagram.

SUPPORT—Guide students to compare and contrast European and Japanese feudalism. Draw a Venn diagram on the board or chart paper. Label one circle of the diagram, European feudalism, and the other, Japanese feudalism. Have students share ideas from their reading to complete the chart.

In 1192, the emperor declared that Yoritomo was the supreme military commander, or shogun (shoh'gun/). Yoritomo continued to honor the emperor, but a lot of power had shifted from the emperor to the shogun. The emperor was now nothing more than a figurehead, an honored symbol of the empire. The shogun had all the military power, and he soon began making all the political decisions as well. This was the beginning of the feudal period in Japanese history.

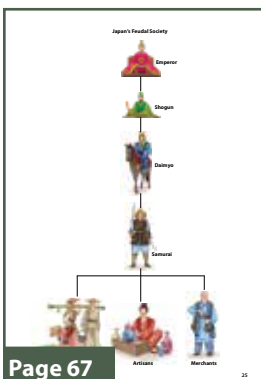
Japanese Feudalism

During the European Middle Ages, a king granted land to a lord. The lord, in return, swore loyalty to the king and agreed to fight in the king's army. Then the lord made similar land grants to his own vassals, or knights, who agreed to serve the lord. Below the knights were the peasants, or serfs, who worked the land. Thus, society was like a pyramid, with the king at the top. Peasants, artisans, and merchants were at the bottom of the social order.

In Japan, the concept was the same, but the system had some differences. The top man under the emperor was the shogun. Below him were regional warlords known as daimyo (daim'yoh/). After that came the samurai warriors. Ordinary people—peasants, artisans, and merchants—were on the bottom rung of the ladder.

Page 66

Vocabulary
shogun, n. a title meaning great general, given to the strongest military leader in feudal Japan.
figurehead, n. a person who leads or holds in name only but actually has no power.
vassal, n. a person who receives land from a lord and in return promises to fight for that lord.
artisan, n. a person with a certain skill in making things.



The Japanese empire was big, and the shoguns put the daimyo in charge of large pieces of land. In return, the daimyo pledged their loyalty to the shogun and promised him the support of their armies. The daimyo then built strong forces of samurai warriors. The samurai pledged loyalty and service but not to the central government. Instead, they were loyal to their local lords, the daimyo. Indeed, the word samurai means "those who serve." The samurai swore to serve and protect their lords—or die trying.

The long period of shogun rule, which lasted from the late 1100s to the late 1600s, was also the great age of the samurai. In many ways, these samurai warriors were like the medieval knights of Europe. They were professional fighters who served their lords, and they lived in accordance with a demanding code of behavior.

The Story of a Samurai

In order to get an idea of how the samurai lived, let's look at the life of an imaginary young samurai named Katsu. Katsu was born to be a samurai. He was the son of a samurai, and his sons would be samurai, too. As soon as Katsu could talk, his father began teaching him what it meant to be a samurai. He told him about Bushido (bushido), or the way of the warrior. This code of values guided every samurai's life and would guide Katsu.

Vocabulary
Bushido, is literally "the way of the warrior" in feudal Japan, a code of values by which the samurai lived.

Page 68

After students read the text, ask the following questions:

LITERAL—Who were the daimyo?

- » They were regional warlords who pledged their loyalty to the shogun in exchange for land. They controlled large armies of samurai.

INFERENTIAL—Why is the emperor at the top of the diagram on page 67? Who else might belong at the top of the diagram?

- » The emperor is at the top of the diagram because he is the figurehead at the top of the government. The shogun might belong on top instead because he was the one who had all the ruling power.

EVALUATIVE—What is one way Japanese feudalism and European feudalism were similar?

- » Possible responses: In both systems, society was organized according to individuals' power, wealth, and the class to which they were born, with the richest and most powerful at the top, and poor, ordinary people at the bottom. In both systems, land was exchanged for service and military support.

"The Story of a Samurai," Pages 68–71

"Honor, bravery, and loyalty, my son," instructed Katsu's father. "These come before all else. This is the code by which you shall live your life." On his fifth birthday, the boy received his first sword. Now he was a samurai.

Indeed, being a samurai was something to be proud of. Only about five percent of the people in all the empire were samurai. Other than the shogun or daimyo, only a samurai could wear a sword.

Katsu's family lived in a large house near the families of other samurai. His father served the daimyo, who lived in a strong central castle. Around the daimyo and samurai lived artisans, merchants, and peasants. The daimyo, the samurai, and the ordinary people inhabited three separate worlds, and a person living in one of them would never even dream of living in any other.

Katsu's father had faced death on the battlefield many times. But it was peacetime now. The ruling shogun was firmly in power, and there was no threat of civil war. Katsu's father served the daimyo by overseeing the daimyo's many peasant villages.

A samurai took all of his tasks very seriously. For Katsu's father to fall short in his duties would bring disgrace on him and his whole family. Disgrace was a serious matter. A samurai who failed to serve honorably and loyally was expected to commit seppuku (seppu'poo'koo')—to take his own life.

Because he was born to be a samurai, Katsu had much to learn. He learned to read and write, and he became an expert in fencing, wrestling, horseback riding, and archery.

Page 69

Scaffold understanding as follows:

Invite volunteers to read aloud "The Story of a Samurai" on pages 68–71.

CORE VOCABULARY—Review with students the meaning of the word *Bushido*. Discuss with students familiar with the medieval European period whether knights in medieval Europe had a code of values. (*They did; it was called chivalry.*)

SUPPORT—Call attention to the image of samurai armor on page 70. Discuss with students what enemies might have thought or felt when they saw a samurai in this armor across the battlefield.

After volunteers read the text, ask the following questions:

LITERAL—How did a person become a samurai?

- » A person had to be born into a samurai family to become a samurai.

INFERENTIAL—What evidence is there in the text that being a samurai was an honor and privilege?

- » Possible response: The text says that only 5 percent of the people in Japan were samurai, i.e., only a small number of people became samurai. Only the shogun, daimyo, and samurai were permitted to wear swords.

Studying the ways of Zen Buddhism, he learned to calm his mind and raise his heart, and to consider all possibilities before taking action. Katsu and other warriors learned to balance the Zen traditions of serenity and kindness toward all creatures with samurai fierceness.



Page 70

In this samurai's armor, this design gave protection.

Most importantly, Katsu learned to face hardship and death without fear. To harden himself to suffering, he walked barefoot in the winter's snow. He went without food for days and worked in the blistering summer sun until he felt faint.

Between the ages of thirteen and fifteen, a samurai officially became an adult. He took part in a special coming-of-age ceremony and received a suit of armor. He began tying his hair in a topknot. From this ceremony on, a samurai carried two swords. The first, a long sword, was his battle weapon, to be used to kill others. If Katsu ever failed to serve his daimyo loyally, if he ever faced disgrace or dishonor, he would use his second sword, a short sword, to end his own life.

As Katsu grew to manhood, he came to recognize the serious role he'd been born into. As a samurai, he was more than a well-trained soldier. He was a protector of all that was right and honorable. He was always ready to defend his lord and protect the feudal way of life.

Page 71

LITERAL—What values were part of the Bushido?

» honor, bravery, and loyalty

LITERAL—What did Katsu learn in his samurai training?

» He learned reading, writing, fencing, wrestling, horseback riding, archery, and the ways of Zen Buddhism; and he learned to face hardship and death without fear and to follow the Bushido.

CHALLENGE—The fact that samurai were fierce warriors, but also studied Zen Buddhism may seem to be a contradiction and not make sense. Why do you think the samurai studied Zen Buddhism?

» Answers will vary, but students should recognize that Zen Buddhism helped samurai maintain self-discipline.

Timeline

- Show students the three Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "In what ways was a shogun more powerful than an emperor?"
- Post the images to the Timeline under the dates referencing the 800s CE and the 1100s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "In what ways was a shogun more powerful than an emperor?"
 - » Key points students should cite include: The shogun was supreme military commander. As shogun, he had the support of the daimyo's armies. The person with the most military support was, in reality, the most powerful because, in case of disagreements, he could fight and overpower those who disagreed with him. Shoguns also began making political decisions. The emperor was a symbol or figurehead, who no longer made decisions.
- Choose one of the Core Vocabulary words (*lotus, samurai, shogun, figurehead, vassal, artisan, or Bushido*), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Charting Japan's Feudal System

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Charting Japan's Feudal System (AP 3.1)

Distribute AP 3.1, and direct students to match the terms or phrases in the word box with the correct illustrations of people in Japan's feudal society. If completed in class, review in class discussion. Have students correct any mistakes they might have made.

This activity may be assigned for homework.

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Feudal Japan*.

This activity may be assigned for homework.

CHAPTER 4

Everyday Life and Arts

The Big Question: How did daily life differ based on people's place in society?

Primary Focus Objectives

- ✓ Describe the lives of artisans, merchants, and peasants in feudal Japan. (RI.5.2, RI.5.3)
- ✓ Explain the differences between Kabuki theater and a Noh play. (RI.5.2)
- ✓ Describe haiku poetry. (RI. 5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rice paddy*, *Kabuki*, and *haiku*. (RI 5.4)

Materials Needed

Activity Page



AP 4.1

- Internet access for the Traditional Japanese Art activity
- Display and individual student copies of Traditional Japanese Art (AP 4.1)

Core Vocabulary (Student Reader page numbers listed below)

rice paddy, n. a field that is flooded to grow rice (74)

Example: During harvest, many peasants labored in the rice paddy to bring in the crop.

Variation: rice paddies

Kabuki, n. popular, traditional Japanese dramas with singing and dancing (74)

Example: Kabuki players traveled the Japanese countryside during the Japanese feudal era.

haiku, n. a form of poetry having seventeen syllables in three lines (77)

Example: The poet Basho became famous for his haiku.

Introduce “Everyday Life and Arts”

5 MIN

Remind students that Japan’s feudal period with shogun rule lasted for about seven hundred years. Encourage students to describe the structure of Japanese society during the feudal period. If necessary, prompt students to refer to the illustration from the previous chapter on page 67 of the Student Reader. Students should be able to explain that there was a certain order, or hierarchy, to society in feudal Japan. They may also note that those at the top of the order, with the exception of the emperor who was now a figurehead, were in the military.

Read aloud the title of this chapter, “Everyday Life and the Arts.” Direct students to the Big Question: “How did daily life differ based on people’s place in society?” Tell students as they read the chapter to pay particular attention to the dress, housing, education, and work done by the different social classes.

Guided Reading Supports for “Everyday Life and Arts”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Townspeople” and “The Peasants,” Pages 72–74

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the word *rice paddy*. Use the image on page 75 to support your explanation. Have students read silently the sections “The Townspeople” and “The Peasants” on pages 72–74.

After students read the text, ask the following questions:

LITERAL—Where did the daimyo live? Who lived the closest to him?

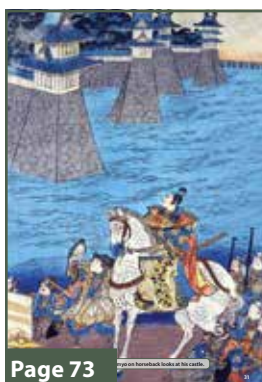
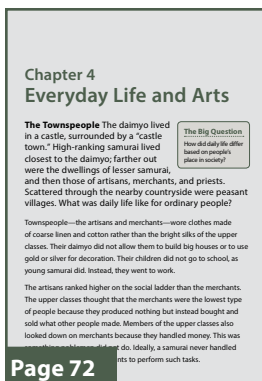
- » The daimyo lived in a castle that was surrounded by a castle town; most important samurai lived closest to him.

LITERAL—Where did the peasants, or poorest people, live?

- » They lived in tiny villages near the farmland or rice paddies.

LITERAL—What rules did artisans and merchants have to live by?

- » They did not wear the silk clothing of the upper classes and could not build big houses or use gold or silver for decoration; their children went to work instead of school.



EVALUATIVE—Why was the work of the peasants very important?

- » They grew the rice that was the source of the daimyo's wealth.

The artisans had to follow strict rules. A baker might take great pride in his profession; probably he was descended from a long line of bakers. Nevertheless, the baker would never go to where the samurai lived without an invitation. If he had to deliver a cake to a samurai house, he would do so modestly and quietly, and he would be sure to remove his wooden clogs before stepping into the samurai's house.

The Peasants

On the edge of town were temples, shrines, and burial grounds. Beyond those areas were the farmlands, a checkerboard of rice paddies interrupted here and there by tiny villages where peasants usually lived.

The seasons directed a peasant's life. There was the planting time when men, women, and children pushed rice seedlings into the knee-deep mud. There were long days of harvest when they hurried to bring in crops before the heavy rains.

The peasants did backbreaking labor, but their work was important. After all, the rice they grew was the source of the daimyo's wealth.

Arts and Entertainment

There was one activity that brought pleasure to the townspeople but was considered too common for the samurai. Several times each week "haori" was performed.

Vocabulary

rice paddy, a field that is flooded to grow rice

haori, a popular, traditional Japanese dance with singing and dancing

Page 74

"Arts and Entertainment," Pages 74–77

Scaffold understanding as follows:

Read aloud the section title, "Arts and Entertainment." Explain to students that the term *arts* refers not just to art, such as paintings and drawing, but also to theater, musical performances, dancing, etc.

Have students read with a partner the section "Arts and Entertainment." Encourage them to use the vocabulary box on page 74 and the photograph on page 76 to help them understand the Core Vocabulary word *Kabuki*.

After students read the text, ask the following questions:

LITERAL—Who attended Kabuki performances?

- » The townspeople did, but not the samurai or upper classes.

LITERAL—What was a Kabuki performance like?

- » It was a play in which the performers acted out stories with lots of action, singing, and dancing. The actors wore elaborate makeup and costumes. The performance was often noisy and lively, with those watching sometimes joining the actors on stage.

LITERAL—What was a Noh play that the upper classes attended like?

- » A Noh play had little action and only two actors, wearing carved masks on a nearly bare wooden stage.

EVALUATIVE—What is one way Kabuki and Noh are alike? What is one difference?

- » Possible response: Both are dramas; both are stage performances; Kabuki players wear bright clothes and sing and dance, while there are only two Noh players who wear masks on a bare wooden stage. Kabuki performances were attended by ordinary people; Noh performances were attended by the upper class.



The wealth of a daimyo was measured by how much rice his peasants could grow.

Page 75



Even today, a Kabuki player appears in colorful costume and distinct makeup.

Performance day had to be sunny because the theater had no roof. Performers in colorful costumes exaggerated their movements and wore heavy makeup. Filling the stage, they sang, danced, and acted out stories of love, war, and heroism.

Sometimes the spectators joined the actors on the stage. It was a noisy, lively affair. Tea and food vendors squeezed through the audience. The snacks they sold were in great demand because a performance could last up to eighteen hours.

An earlier form of drama, the Noh theater was seen as more fitting for the upper classes. In contrast to Kabuki, a Noh play had little action. Two actors wearing carved masks performed on a bare wooden stage. Meanwhile, a chorus of men chanted about ideals or, the only scenery was a single

Page 76

screen painted with a pine tree. This served as a reminder that Noh plays were originally performed at Shinto shrines, often in front of sacred trees.

Some high-ranking daimyo, or lords, had Noh stages built at their own castles. In several ways, the actors were a lot like the samurai themselves. The all-male Noh casts were very physically fit. The actors were well-trained and highly disciplined. Before each show they spent time in a special "mirror room," where they meditated and focused their minds on their performance.

The Flow of Life in Three Lines

By now, you probably picture feudal Japan as a warrior's world, and in many ways it was. But there was one samurai who became famous by using his pen rather than his sword. Taking the name of Basho, this young samurai became a master of a poetry form called *haiku* (*hye'-kooh*). In just three written lines, Basho could create a picture, reflect a feeling, or capture the meaning of life. For centuries, other *haiku* artists took inspiration from him.

Vocabulary

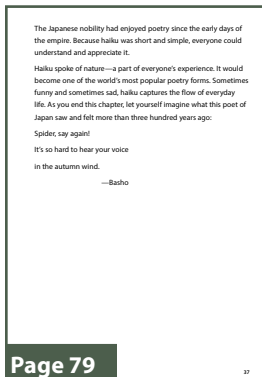
haiku, a form of poetry having seventeen syllables in three lines

Page 77

"The Flow of Life in Three Lines," Pages 77–79



Page 78



Page 79

Scaffold understanding as follows:

Read aloud the section "The Flow of Life in Three Lines" on pages 77–79.

CORE VOCABULARY—Define the Core Vocabulary word *haiku*. Use the haiku at the end of the chapter as an example. Have students count the number of syllables in each line. What pattern do they find? (*five/seven/five*) Explain that all haiku follow that pattern.

After you read the text, ask the following questions:

LITERAL—Who made haiku popular?

» a young samurai who took the name Basho

LITERAL—How many lines and syllables does haiku have?

» Haiku has three lines and seventeen syllables.

INFERENTIAL—Why do you think haiku was so popular during the feudal period?

» It was short, simple, and spoke of nature, which then (and still) is an important part of Japanese culture.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How did daily life differ based on people's place in society?"
- Post the image to the Timeline under the date referencing the 1600s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "How did daily life differ based on people's place in society?"
 - » Key points students should cite include: The upper classes lived in large homes, with the highest-ranking samurai living closest to the daimyo's castle; they wore expensive, silk clothing, and children of the

samurai went to school. The lower classes were forbidden to live in large homes, and they lived in villages in the countryside; they dressed in simple, plain clothing made of cotton and linen; their children did not attend school, but instead worked, as the other members of their family did; the peasants did the hardest work of all, in the fields growing rice.

- Choose one of the Core Vocabulary words (*rice paddy*, *Kabuki*, or *haiku*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Traditional Japanese Art: Landscape Gardens and the *Great Buddha* 45 MIN

Activity Page



AP 4.1

Materials Needed: Images from the Internet of Japanese landscape gardens and the *Great Buddha* of Kamakura; sufficient copies of Traditional Japanese Art (AP 4.1)

Alternate Art Activity for Traditional Japanese Art: Landscape Gardens and the *Great Buddha*: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5, available at:

www.coreknowledge.org/store



Background for Teachers: Before beginning this activity, familiarize yourself with the images of Japanese landscape gardens and the *Great Buddha*, and with background information about Japanese art. Use this link to download the CKHG Online Resources for this unit, where the specific links for the images and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Three-Dimensional Landscape Art

Japanese Zen Buddhism and the ancient Shinto religion were both key to the development of the style of Japanese gardens. Both religions connect deeply to nature.

According to Shinto belief, spirits or gods are present in all aspects of nature, including trees, rocks, and waterfalls.

Nature, therefore, reflects the beauty of the gods. Zen Buddhists from the 1200s through the 1400s taught that the best way to gain the wisdom of Buddha was through meditation and by living in simple harmony with nature. Japanese gardens offer sanctuaries or places where humans can become closer to the gods and what is holy or sacred.

Japanese gardens take many forms, but the most essential ingredients are water, plants, stones, waterfalls, and bridges. However, whether a dry rock garden such as Ryoan-ji, or one lush with trees and ponds, all Japanese gardens utilize nature to produce a beautiful, peaceful place for people to think and meditate.

Japanese Landscape Gardens

To begin this activity, tell students that Japanese Zen Buddhism and the Shinto religion were key to the development of Japanese art and especially Japanese gardens. Remind students that according to Shinto belief, spirits of gods can be found in all aspects of nature, such as trees, rocks, waterfalls, and mountains. Zen Buddhists also taught that the way to gain the wisdom of Buddha was, in addition to meditating, living in harmony with nature.

There are a variety of Japanese gardens, but they typically have water, plants, stones, waterfalls, and usually bridges. The object is to create a beautiful, quiet, and serene place for people to reflect and meditate. Display the two online examples of landscape gardens, noting the different features of each one. Explain that the purpose of these gardens is to create a place of peace and serenity.

The Ryoan-ji Temple Garden is a Japanese garden made from dry rock. Display the image of the Temple Garden and give students time to study it.

After students study the image, discuss with them the following Looking Questions:

What makes this area a garden? How is it different from gardens with which you are familiar?

- » It's outside, it's made from natural materials, and it's clearly designed. Students might note that this garden does not have flowers or grass like the gardens they are familiar with.

This garden is meant for meditation. What qualities does it have that might encourage thoughtful reflection?

- » Answers will vary. The simplicity and gentle lines are restful, without demanding a great deal of attention the way that a lush flower garden might.

What materials form this garden?

- » Materials include gravel, dirt, boulders, and rocks.

What elements of art are used?

- » Answers will vary, but should include line (raked pattern), texture (gravel and rocks), shape, and light.

How would you feel if you were sitting in this garden?

- » Answers will vary, but students could mention concepts such as calm, contemplative, and in harmony with nature.

The *Great Buddha* of Kamakura

Explain that Japanese art was also influenced by Buddhism. Display the image of the *Great Buddha* of Kamakura. Explain that the *Great Buddha* was created in the 1200s. It sits in a Buddhist temple in the city of Kamakura, which is located near Tokyo on the island of Honshu.

Give students a minute to study the image of the statue. Then, use the following Looking Questions to guide discussion:

What type of person do you think this figure represents? What in the art specifically supports your idea?

- » Answers will vary, but students may recognize the figure as a Buddha because of its resemblance to the image on page 57 of the Student Reader.

What do you think the figure is doing? What clues can you find?

- » Answers will vary, but the posture and the expression of the figure should lead students to the conclusion that Buddha is meditating.

How did the designer of this sculpture use line to make the figure seem approachable and not frightening?

- » There are no harsh, strong vertical or horizontal lines. Most lines are soft and curving.

Distribute Traditional Japanese Art (AP 4.1), and have students complete it for homework.

A Japanese Garden

30 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of A Japanese Garden (AP 4.2); colored pencils or crayons for all students.

Tell students that they are going to create their own traditional Japanese garden. Have them design a traditional Japanese garden by drawing a picture of the garden as it would look. Remind students that Japanese gardens include water, trees, waterfalls, plants, rocks, and a bridge. They can also be dry with rocks and no water.

After students complete their drawings, have them share their drawings with a partner. If possible, display the drawings in the classroom.

Activity Page



AP 4.3

Materials Needed: Sufficient copies of Kabuki Theater (AP 4.3); Internet access



Background for Teachers: Before beginning this activity, preview the video *Kabuki Theater* to familiarize yourself with its contents. Use this link to download the CKHG Online Resources, where the specific link for the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note: Be sure to turn off Autoplay on the video website before playing the video.

Prepare the students for viewing the video by telling them they are going to watch a stage play unlike anything they probably have seen. Explain to students that Kabuki is a form of Japanese drama that goes back to the 1600s and reflects the Japanese culture. Tell students that this staging of a Kabuki play was done recently. Tell them to note the music, traditions, and the props. Show the video to the class.

After students have watched the video, discuss it with them. Remind them that the performance they just watched was recorded just a few years ago. Even though this play was recently staged and performed, ask students to think about the music that was played—did the music sound like modern music students are used to listening to today, or did it sound like a different type of music and singing? Explain that even modern Kabuki performances performed today use ancient, traditional Japanese music.

Ask student to describe the makeup and costumes, as well as the actors' manner of moving about the stage. Students will likely comment on the elaborate makeup and the exaggerated manner in which the actors moved about the stage.

Discuss with students their thoughts about the play.

Then, distribute Kabuki Theater (AP 4.3). Have student pairs read and answer the questions. Afterward, have pairs share their answers. As students share their answers, correct any misinformation or misunderstandings.

If time permits, ask students whether they find it odd that although Kabuki was created by a woman, the Japanese government banned women from acting in Kabuki plays. Ask students whether they would go see a Kabuki play and explain why or why not.

Exploring Haiku

30 MIN

Materials Needed: Internet access; drawing paper; crayons, pencils, markers for each student.



Before you begin this activity, preview the collection of haiku by Basho and select five haiku that are appropriate for your class. Prior to class, copy each haiku either on the board or chart paper for display. Use this link to download the CKHG Online Resources, where the specific link for the poems may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that haiku are short poems of three lines with a total of seventeen syllables. Tell them that you are going to read haiku that were written in the 1600s by the samurai Basho.

Read one poem to the class. Pause after reading. Have students close their eyes and listen closely to the poem as it is read to them again, and then a third time. Explain that listening with their eyes closed helps them to visualize the images of each poem.

Follow this procedure for all five poems. After all the poems have been read three times, tell students to each select one of the poems to illustrate. Suggest that they reread the poem silently and then close their eyes and think about the poem before starting to draw. Remind students to focus on the images the poem brings to mind.

Encourage students to share their illustrations and talk about what the poem means to them. If possible, post the illustrations in the classroom with the written haiku.

CHAPTER 5

Changes Come to Japan

The Big Question: How did foreign trade bring about the end of the shogun era?

Primary Focus Objectives

- ✓ Describe the attempts by the Mongols to invade Japan. (RI.5.2)
- ✓ Explain the effects of the arrival of Europeans on Japan. (RI.5.2)
- ✓ Summarize Japan's closing to Western influence. (RI.5.2)
- ✓ Explain the end of shogun rule. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *musket*, *missionary*, *Jesuit*, *exclusion*, *secluded*, and *state religion*; and of the phrase "trade treaty." (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Changes to Japan":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Japan Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

musket, n. a type of muzzle-loading gun that was used before the invention of the rifle (84)

Example: In the 1500s, the Portuguese introduced the Japanese to the musket.

Variations: muskets

missionary, n. a person on a journey for the purpose of spreading a particular religious belief (85)

Example: The missionary introduced many Western ideas to the Japanese village.

Variations: missionaries

Jesuit, n. a member of the Catholic religious group called the Society of Jesus (85)

Example: The Jesuit traveled throughout Japan, telling people about Christianity.

Variations: Jesuits

exclusion, n. the state of being shut out or kept out of a group or agreement (87)

Example: In the early 1600s, the shogun established the exclusion policy that banned foreigners from coming into Japan.

secluded, adj. having little or no contact with others; isolated (87)

Example: For more than two hundred years, Japan remained secluded from the rest of the world.

“trade treaty,” (phrase) an international agreement of conditions of trade in goods and services (89)

Example: In the mid-1800s, Japan signed a trade treaty with the United States.

Variations: trade treaties

state religion, n. a religion established by law as the only official religion of a country (90)

Example: When the Japanese emperor was restored to power in the 1800s, Shinto was reestablished as the state religion.

THE CORE LESSON 35 MIN

Introduce “Changes Come to Japan”

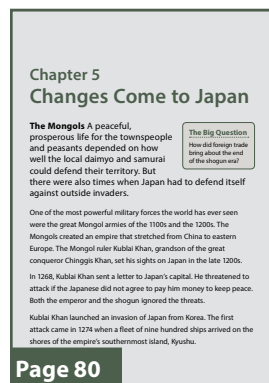
5 MIN

Review with students the daily life of people in Japan during the feudal era. Remind students that during the feudal era people inherited their position in society. They were born into being samurai, or merchants, or peasants. There was no changing one’s position in society. Also, remind students that they have learned how the geography of Japan—the fact that it is an archipelago, separated from other countries by oceans—gave it a certain amount of protection from invaders and foreign influence.

Direct students’ attention to the Big Question. Tell students to look for events that led to the end of the shogun era.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

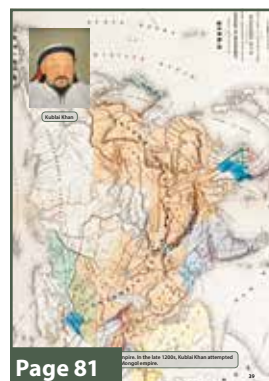
“The Mongols,” Pages 80–83



Activity Page



AP 1.2



Scaffold understanding as follows:

Invite volunteers to read aloud the first four paragraphs of “The Mongols” on page 80.

SUPPORT—Direct students to the map of the Mongol Empire on page 81. Note that the Mongol Empire is the large area shown in orange. Point out the location of Japan on the map. (It is in light blue, east of the Mongol Empire next to the image of Kublai Khan. Students will need to turn their books sideways to properly view the map.)

Note: Students in Core Knowledge schools may recall the Mongols and the Mongol Empire from their study of *Dynasties of China* in Grade 4.

SUPPORT—Display the Japan Map (AP 1.2). Have students locate Korea. Then, have students locate Japan’s southernmost island, Kyushu, where the Mongols’ ships arrived in their first attempt to invade Japan.

Have students read to themselves the rest of the section on pages 82–83.

SUPPORT—Have students use the details in the text to trace the route of the second Mongol invasion on the Japan Map (AP 1.2). (*Students should start in southern China, cross the East China Sea, and stop at the Japanese island of Kyushu.*)

After students read the text, ask the following questions:

LITERAL—What happened to the Mongol invaders after their first day of battling to invade Japan in 1274?

- » A storm blew in that destroyed the Mongols’ vessels and killed one-third of their troops.

LITERAL—What happened in 1281 when the Mongols tried the second time to invade Japan?

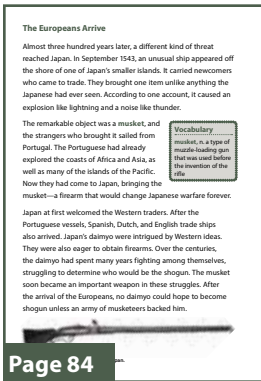
- » A typhoon blew in that destroyed thousands of Mongol warships and nearly half the Mongol forces.



INFERENTIAL—What significance did the Japanese attach to these storms defeating the Mongol invaders?

- » Possible responses: They believed the storms were divine winds or *kamikaze*, sent by the gods to protect Japan from the Mongol invaders.

“The Europeans Arrive,” Pages 84–85



Scaffold understanding as follows:

Read aloud the section “The Europeans Arrive” on pages 84–85.

CORE VOCABULARY—Explain the terms *musket*, *missionary*, and *Jesuit* as you encounter them in the text.

Note: Students in Core Knowledge schools might recall the Jesuits from their study of the Counter-Reformation during the unit *The Reformation*.

SUPPORT—Display the World Map (AP 1.1). Have students locate Portugal, Spain, the Netherlands, England, and then Japan. Use the Japan Map (AP 1.2) to locate Nagasaki on the west coast of Kyushu, where the European trade mission was established.

SUPPORT—Note the year the Portuguese arrived in Japan (1543). Explain that in 1543, European countries were actively exploring other parts of the world. Core Knowledge students familiar with the *Age of Exploration* will find it interesting to know that the Portuguese arrived in Japan about twenty years after Magellan's crew completed their circumnavigation of the globe.

SUPPORT—Reread the last sentence on page 84: “After the arrival of the Europeans, no daimyo could hope to become shogun unless an army of musketeers backed him.” Note the word *musketeer*. Guide students to use the root word *musket* and context clues to figure out the meaning of the word. (*a soldier armed with a musket*)

Activity Page



AP 1.1

Along with the Western traders came missionaries. A Catholic group, the Jesuits, hoped to set up permanent missions in Japan. On the west coast of Kyushu, a local warlord offered the Jesuits harborside land in the little fishing village of Nagasaki (nah'gah'hee). In time, this village would become the chief city on Kyushu.

For twenty-five years, the Westerners—both traders and missionaries—enjoyed a welcome in Japan. The technology and ideas they introduced would greatly influence the course of Japanese history.

Vocabulary
missionary's, n. a person on a journey for the purpose of converting a particular religious belief.
Jesuit, n. a member of the Catholic religious group called the Society of Jesus.



missionaries in the 1500s introduced new weapons

Page 85

After you read the text, ask the following questions:

INFERENTIAL—What was the significance of the musket being brought to Japan?

- » Possible response: It changed Japanese warfare and the battles among daimyo to become the shogun, forever.

LITERAL—Besides Western traders, who else came to Japan in the 1500s?

- » Catholic missionaries, the Jesuits, came to Japan.

INFERENTIAL—What did the Jesuits hope to accomplish in Japan?

- » They wanted to set up permanent missions in Japan, probably so they could convert Japanese people to Catholicism.

"A Closed World," Pages 86–87

Scaffold understanding as follows:

Read aloud the title of the section, "A Closed World," and ask students to think about what this title means as they read this section.

Invite volunteers to read aloud the section "A Closed World" on pages 86–87.

CORE VOCABULARY—Point out the meanings of the Core Vocabulary words *exclusion* and *secluded* when they are encountered.

SUPPORT—Point out that the words *harbor* and *port* are synonyms. Use the illustration at the bottom of page 86 to guide students' understanding of both of these words.

SUPPORT—Point out that when the Tokugawa expelled Europeans from Japan, they allowed the Dutch to remain at Nagasaki. Explain that the Dutch were allowed to stay because they were not trying to convert the Japanese to Christianity. They were only interested in trade.

After volunteers read the text, ask the following questions:

LITERAL—What did the Tokugawa shogun do in 1603 that changed Japan?

- » He said that foreign missionaries and traders were no longer welcome in Japan. He also said that the Japanese were not permitted to practice Christianity.

INFERENTIAL—How did the shoguns react to the traders and missionaries still coming to Japan even after 1603?

- » They grew suspicious and thought that foreign armies would try to turn Japan into a colony. They permitted only the Dutch trading ships to visit Nagasaki.

A Closed World

In 1603, the Tokugawa (toh'koo'gah'wah) family of shoguns gained control of Japan and ruled from the city of Edo, which is now Tokyo. Earlier shoguns had welcomed Western trade and ideas. Now, the Tokugawa removed the welcome mat, banning all foreign missionaries from Japan. This was done largely because Christian teachings challenged traditional Japanese ideas and beliefs. Also, the governing powers of various Christian churches were not within the control of the ruling shogun. The ruling shogun ordered that no Japanese would be permitted to practice Christianity. He even used torture and execution to persuade people to abandon the religion.

Still, the missionaries and priests kept coming, along with foreign trade ships. The Japanese worried that foreign armies determined to turn Japan into a colony would follow these visitors. From 1600



which is now a trading port in Nagasaki. No other ships enter. In this image you can see the Dutch

Page 86

to 1668, shoguns barred nearly all Westerners' ships from Japan's harbors. Only the Dutch could visit as they were mainly interested in trade, but even they were confined to one port near Nagasaki.

In 1636, the shogun issued an exclusion order. The order prevented Japanese people from traveling abroad and foreigners from coming in. In 1639, it became against the law to build a big, seagoing ship. The surrounding seas helped the shoguns isolate their people, although Japan continued to trade with its Asian neighbors.

Vocabulary
exclusion, n. the state of being shut out or kept out of a group or agreement
isolated, adj. having little or no contact with others isolated

Under the Tokugawa shoguns, Japan would remain a secluded, or closed, world for more than two hundred years.

Opening Doors

In the late 1700s, Japan was still maintaining its "exclusion" policy, banning trade with all Westerners except the Dutch. However, three nations—Russia, Britain, and the United States—began to knock loudly on its doors.

In the early 1790s, Russia's ruler Peter the Great asked that Russian ships be allowed to stop at Japanese ports for supplies. Peter died before setting up trade relations with Japan, but in the late 1790s, Catherine the Great tried again. Czarina Catherine tried to force the shogun to open his ports, but the Russian strong-arm methods backfired. Japan closed its doors more tightly. The shogun ordered it came close to his shores be destroyed.

Page 87

LITERAL—What was the effect of the exclusion order by the shogun?

- » The shogun forbade the Japanese from traveling outside of Japan to other countries and also refused to let any foreigners enter Japan.

EVALUATIVE—Why do you think the title of this section is “A Closed World”?

- » Answers will vary but should demonstrate understanding that the Japanese closed themselves off from most of the rest of the world.


“Opening Doors,” Pages 87–89



Scaffold understanding as follows:

Have students read “Opening Doors” on pages 87–89 to themselves or with a partner.

CORE VOCABULARY—Review with students the phrase “trade treaty.”

 **SUPPORT**—Display the World Map (AP 1.1). Have students find the United States on the map and trace the distance from the United States to Japan. Point out that Japan is “half-way-around” the world from the United States.

After students read the text, ask the following questions:

LITERAL—In the late 1700s, which nations tried to have trade with Japan?

- » Russia, Britain, and the United States

LITERAL—Which country was successful first in getting a trade agreement with Japan?

- » the United States

INFERENTIAL—What message did the United States send to Japan by using warships to ask for a trade agreement?

- » It conveyed to Japan the power and force of the United States.

LITERAL—Once the United States had a trade agreement with Japan, what happened with other countries?

- » Britain, France, and Russia also demanded and won trade rights with Japan.

Activity Page



AP 1.1



"The End of Shogun Rule," Pages 89–91

an emperor still served as a royal figurehead. "Honor the emperor!" became the rebels' cry.

In 1867, the shogun stepped down and in 1868, a new government was formed. The emperor was restored to the role of official head of state. Shinto was once again declared the state religion. The Shinto religion reminded people that their emperor ruled as a descendant of the sun goddess Amaterasu.


This was not, however, a return to the old days when the emperor ran the affairs of state. A new government conducted business in the name of the emperor.

The end of shogun rule marked the end of Japan's feudal age. The new government announced that rank in Japanese society now included consideration of how much a person knew of Western science and practical affairs. The old system of inherited rank—samurai, peasants, artisans, and merchants—was abolished. Japanese of all ranks were equal under the law. Samurai could buy and sell goods, and artisans, merchants, and peasants could serve in Japan's new modern army.

The Japanese adopted a new attitude about the world they shared. Remember when the shoguns closed Japan's doors to Westerners and did not allow its people to leave their home shores? In contrast, the new government stated that "knowledge shall be sought throughout the world."

Page 90

The Japanese began to visit the United States and Europe. They studied Western science and shook off their longtime dislike for trade and commerce. Japan built a mighty naval fleet. The Land of the Rising Sun prepared to take a powerful place in world affairs.



Page 91

Scaffold understanding as follows:

Have students read "The End of Shogun Rule" on pages 89–91 to themselves or with a partner, encouraging them to use the vocabulary box on page 90, if needed.

After students read the text, ask the following questions:

INFERENTIAL—What caused the Japanese people to rebel against the shogun?

- » Possible responses include foreigners had been given special privileges; merchants made money but remained near the bottom of the social classes; peasants paid heavy taxes; and samurai were less important with the growing importance of trade.

LITERAL—Who led the government after the shogun stepped down?

- » The emperor was official head of state, but a new government conducted business in the name of the emperor.

EVALUATIVE—How did Japanese society change after shogun rule ended?

- » Possible responses include Japan became a more open country, welcoming foreigners and encouraging the Japanese people to travel to other countries; the old system of inherited rank was eliminated; all Japanese were equal under the law; a person's rank in society now included consideration of how much they knew about Western science and practical affairs.

Timeline

- Show students the five Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did foreign trade bring about the end of the shogun era?"
- Post the five Timeline Image Cards under the dates referencing the 1200s CE, 1500s CE, and 1800s CE; refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline. Be sure students understand that hundreds of years are represented.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did foreign trade bring about the end of the shogun era?”
 - » Key points students should cite include: the introduction of the musket changed warfare; foreign trade brought Western ideas and also brought missionaries; an emphasis on trade meant the importance of the shogun and samurai decreased.
- Choose one of the Core Vocabulary words (*musket*, *missionary*, *Jesuit*, *exclusion*, *secluded*, or *state religion*) or the phrase (“trade treaty”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 1–5, and direct students to complete the crossword using the vocabulary terms they have learned in their reading about feudal Japan. Have them place the words in the correct crossword boxes.

This activity may be assigned for homework.

Teacher Resources

Unit Assessment: *Feudal Japan* 134

Performance Task: *Feudal Japan* 138

- Performance Task Scoring Rubric 140
- Performance Task Activity: *Feudal Japan* 141
- *Feudal Japan* Performance Task Notes Table 142

Activity Pages

- World Map (AP 1.1) 143
- Japan Map (AP 1.2) 144
- Charting Japan's Feudal System (AP 3.1) 146
- Domain Vocabulary: Chapters 1–3 (AP 3.2) 147
- Traditional Japanese Art (AP 4.1) 148
- A Japanese Garden (AP 4.2) 149
- Kabuki Theater (AP 4.3) 150
- Domain Vocabulary: Chapters 1–5 (AP 5.1) 151

Answer Key: *Feudal Japan* Unit Assessment and Activity Pages 153

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

- The Samurai's Daughter (FE 1)

Unit Assessment: *Feudal Japan*

A. Circle the letter of the best answer.

1. Which phrase best describes the geography of Japan?
 - a) a finger of land extending east from the Korean border
 - b) four large and thousands of small islands located east of Korea
 - c) thousands of islands located southeast of Europe
 - d) a desert country with few seacoasts
2. Why did the people of Japan grant their emperor so much honor and power?
 - a) They believed the emperor was related to the sun goddess.
 - b) They were threatened with death if they did not honor the emperor.
 - c) The emperor had been elected to his position by popular vote.
 - d) The emperor was the wisest man in the realm.
3. Which of the following was *not* something Japan borrowed from Korea or China?
 - a) the tea ceremony
 - b) a system of writing
 - c) the Shinto religion
 - d) the Buddhist religion
4. The Shinto religion focuses on
 - a) its founder.
 - b) rules that people must follow.
 - c) Christian beliefs.
 - d) gentle and fierce aspects of nature.
5. According to Buddha, how does a person achieve peace?
 - a) Honor the emperor.
 - b) Overcome feelings of desire.
 - c) Obey the laws of the land.
 - d) Give money to the monks.
6. What is the "Eightfold Path"?
 - a) eight laws passed by the first emperor of Japan
 - b) eight steps a Buddhist takes to achieve peace and enlightenment
 - c) eight roads leading to the emperor's castle
 - d) eight directions on Japanese maps

- 7.** What was a samurai's job?
 - a)** fighting wars
 - b)** selling goods
 - c)** growing crops
 - d)** writing poetry
- 8.** How did a Japanese man become a samurai?
 - a)** He was selected by the emperor.
 - b)** He inherited the position.
 - c)** He was chosen by a council of warriors.
 - d)** He killed an enemy.
- 9.** Which role in feudal Europe was most similar to the role of a samurai in feudal Japan?
 - a)** serf
 - b)** king
 - c)** lord
 - d)** knight
- 10.** What was Bushido?
 - a)** a Japanese style of painting
 - b)** a code of values for warriors
 - c)** a religious shrine
 - d)** a social class in feudal society
- 11.** Who were the daimyo?
 - a)** lords who ruled over large portions of land
 - b)** peasants who worked in the fields
 - c)** workers who served the samurai
 - d)** Buddhist monks
- 12.** What was the role of the shogun in Japan?
 - a)** He was a figurehead and the most honored person in Japan.
 - b)** He was the military ruler and also had political power.
 - c)** He was a religious leader.
 - d)** He was Japan's wealthiest merchant.
- 13.** Which of the following ranked lowest in feudal Japan?
 - a)** peasant
 - b)** daimyo
 - c)** shogun
 - d)** samurai

- 14.** Which type of art form are Kabuki and Noh?
- a)** poems
 - b)** paintings
 - c)** silk making
 - d)** plays
- 15.** What topic does haiku usually deal with?
- a)** nature
 - b)** war
 - c)** politics
 - d)** religion
- 16.** Why did the Mongol invasions of Japan fail?
- a)** The Japanese had a stronger army than the Mongols.
 - b)** The Mongols and the Japanese negotiated a peace treaty.
 - c)** Superior weapons gave the Japanese an advantage.
 - d)** Fierce storms destroyed Mongol ships and stopped the Mongol attack.
- 17.** What new object brought by a Portuguese trade ship in 1543 changed Japanese warfare?
- a)** pistol
 - b)** suit of armor
 - c)** musket
 - d)** bayonet
- 18.** What did Commodore Matthew Perry force the Japanese to do?
- a)** sign a peace treaty
 - b)** sign a trade treaty
 - c)** accept Christianity
 - d)** give him an expensive house
- 19.** How was Japan's government different after the last shogun lost power?
- a)** The new government was more interested in the world beyond Japan.
 - b)** The new government set up a stricter system of class distinctions.
 - c)** The new democratic government no longer had an emperor.
 - d)** The new government closed Japan's ports again.

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **20.** haiku

_____ **21.** isolation

_____ **22.** aristocrat

_____ **23.** Shinto

_____ **24.** samurai

_____ **25.** Pacific Rim

_____ **26.** Zen Buddhism

_____ **27.** shogun

_____ **28.** archipelago

Definitions

a) a person of the upper or noble class whose status is usually inherited

b) a chain of islands

c) a term used to describe nations that border the Pacific Ocean

d) separation from others

e) in feudal Japan, a Japanese warrior

f) a form of poetry having seventeen syllables in three lines

g) a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace

h) a Japanese religion in which people worship gods and spirits associated with nature

i) a title meaning great general, given to the strongest military leader in feudal Japan

Performance Task: *Feudal Japan*

Teacher Directions: Throughout Japan's history, its geography enabled it to be easily isolated from most world countries or, if chosen by the ruling government, to be open to other countries' influences.

Ask students to write a brief essay that supports the idea that events in Japanese history were greatly influenced by Japan's geography. Encourage students to use their Student Readers to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence the geography of Japan had in shaping events in feudal Japan.

Topic	Evidence supporting the claim that the geography of Japan (a chain of islands in the Pacific Ocean) influenced events in feudal Japanese history
Early influence only from neighbors, China and Korea	Japanese were inspired by China's writing system to develop a Japanese writing system. Korean craftsmen taught Japanese to make tools and ornaments from bronze and iron. Koreans introduced a Chinese form of Buddhism in Japan.
First shogun rules Japan in 1100s and trades only with Korea and China.	The first shogun, Yoritomo, did not open Japan to trade except for the already established trade with Korea and China. The Mongols were defeated from invading Japan by sudden fierce storms arising and destroying their fleets.
Portuguese arrive in 1543, bring musket. Traders and missionaries arrive from the West.	The Portuguese arrive with muskets, which create great changes in warfare in Japan. Begins period of foreign traders and missionaries in Japan.
The Tokugawa shoguns, who ruled from 1603, banned foreign missionaries. From 1600s to 1868 successive shoguns barred nearly all Westerners' ships from Japan's harbors.	A 1636 exclusion order prevented Japanese people from traveling abroad and foreigners from coming in. It was against the law to build a seagoing ship. Japan did continue to trade with China and Korea.

<p>U.S. Commodore Matthew Perry arrived in Tokyo Bay in 1853 with four warships.</p>	<p>Russian, Britain, and United States tried without success to trade with Japan.</p> <p>United States sent Commodore Perry twice—second time he brought more warships. Shogun made “trade treaty” with the United States and, later, other Western countries.</p>
<p>With foreign trade, life in Japan changed: shogun stepped down; emperor restored, but new government conducted affairs of state.</p>	<p>Feudal system ended and rank in Japanese society was determined by an individual’s mastery of Western science and practical affairs. The old system of inherited rank was abolished.</p> <p>Japanese people encouraged to travel abroad and learn Western ways.</p> <p>Japan built a large navy.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, with more than four examples cited, and persuasive. The references clearly show what role the geography of Japan played in the history of Japan. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed, with at least four examples cited. The references show what role the geography of Japan played in the history of Japan. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail, with only three examples cited. The essay helps show what role the geography of Japan played in the early history of Japan, but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete, with less than three examples cited, and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of Japan's historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

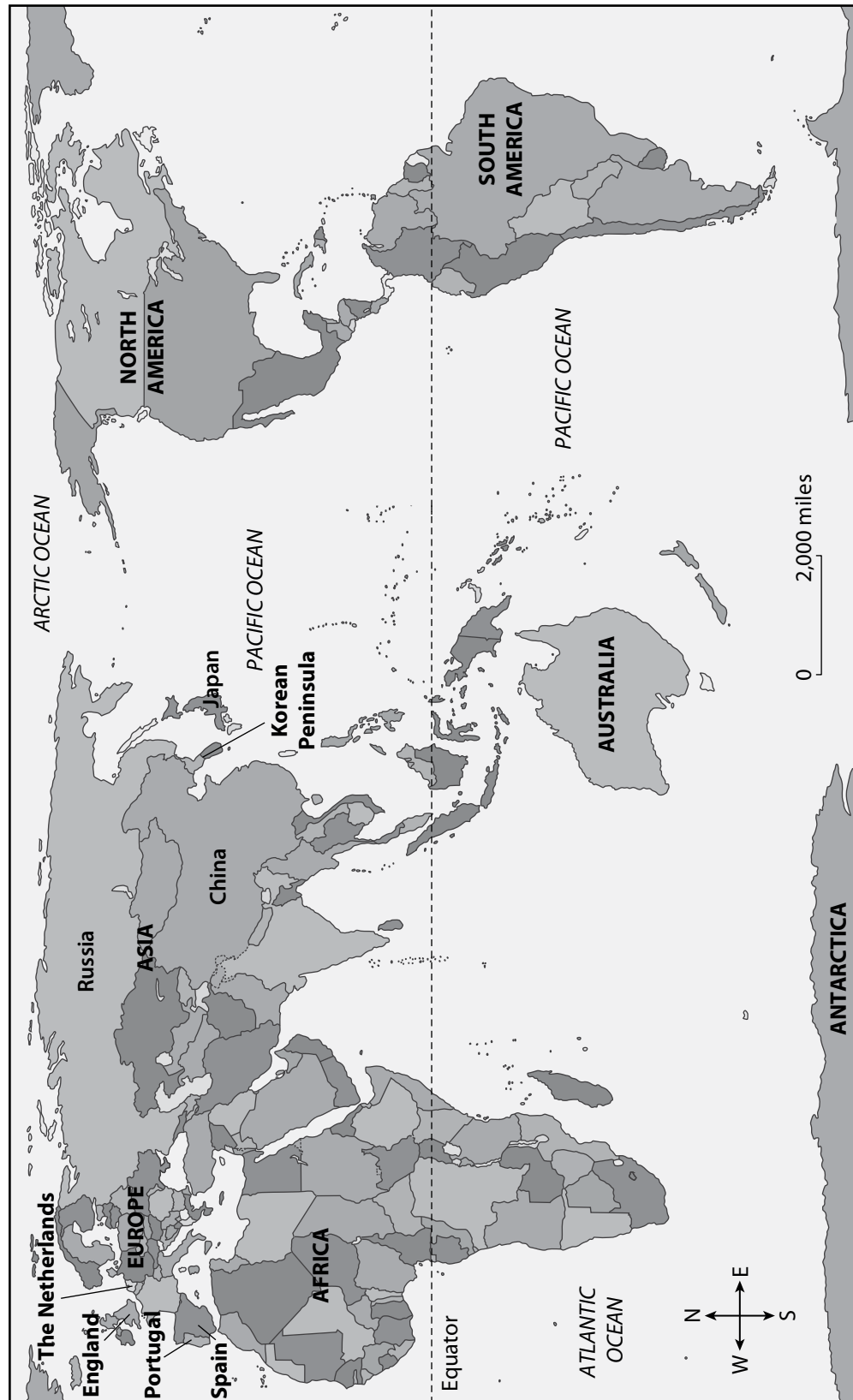
Date _____

Feudal Japan Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to early Japan from the 400s to 1867. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of how the geography of Japan and its ability to isolate itself influenced events in Japan's history.

Topic	Evidence of how the geography of Japan (a chain of islands in the Pacific Ocean) influenced events in Japan's history
Early influence only from neighbors, China and Korea.	Koreans introduced a Chinese form of Buddhism in Japan.
First shogun rules Japan in 1100s and trades only with Korea and China.	The Mongols were defeated from invading Japan by sudden fierce storms arising and destroying their fleets.
Portuguese arrive in 1543 with musket. Traders and missionaries arrive from the West.	
The Tokugawa shoguns, who ruled from 1603, banned foreign missionaries. From 1600s to 1868, successive shoguns barred nearly all Westerners' ships from Japan's harbors.	
United States Commodore Matthew Perry arrived in Tokyo Bay in 1853 with four warships.	
With foreign trade, life in Japan changed: shogun stepped down; emperor restored, but new government conducted affairs of state.	

Name _____ Date _____

World Map

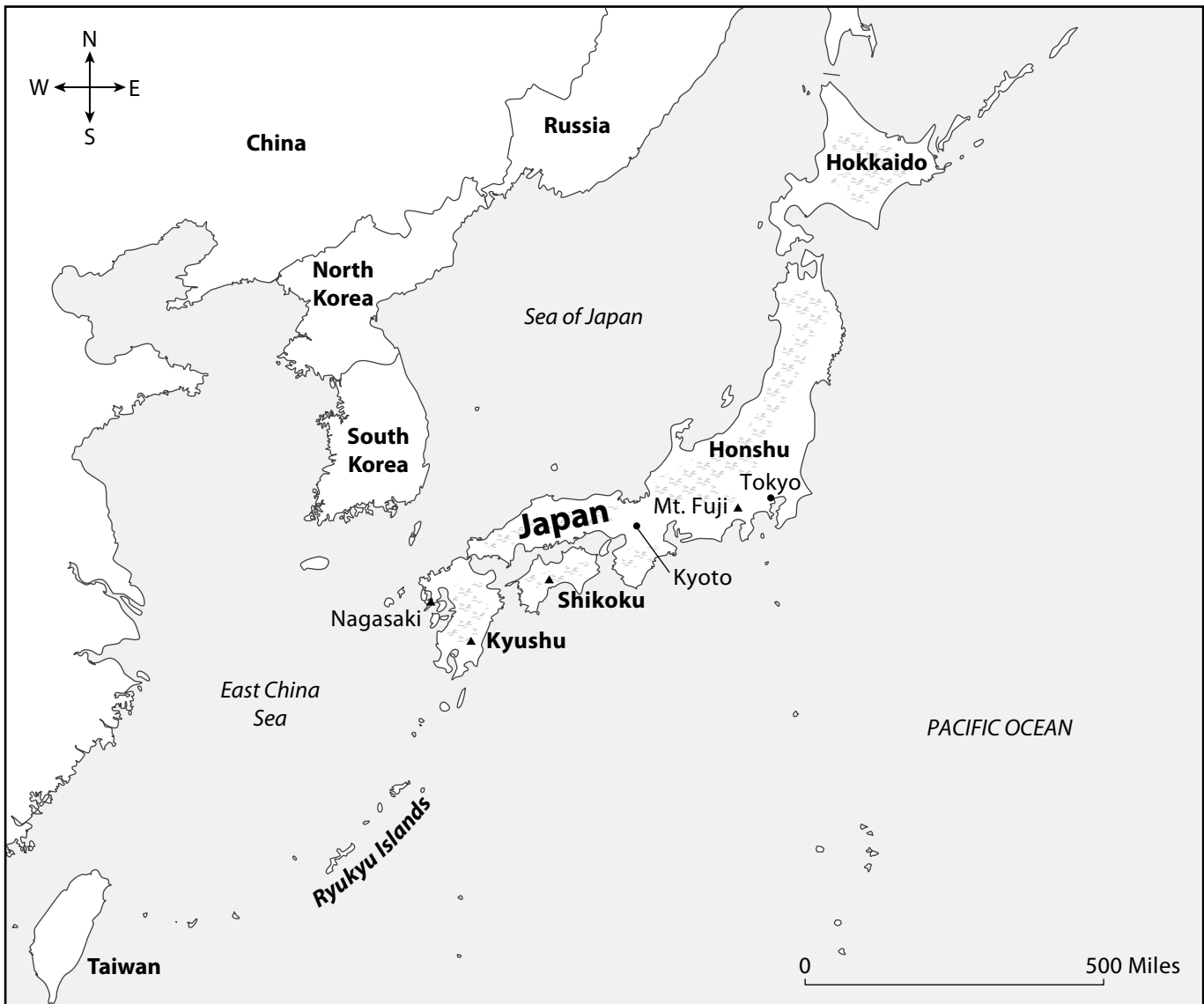
Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–5

Japan Map



Below are statements about the geography of Japan. If the statement is true, write T. If it is false, write F, and then rewrite the statement to make it true.

_____ 1. Japan is part of the Pacific Rim.

_____ 2. The four major islands of Japan are Honshu, Hokkaido, Kyoto, and Kyushu.

Name _____

Date _____

Activity Page 1.2 *continued*

Use with Chapters 1–5

_____ **3.** The capital of Japan is Tokyo.

_____ **4.** The body of water to the east of Japan is the Sea of Japan.

_____ **5.** Typhoons are common in the Atlantic Ocean near Japan.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Charting Japan's Feudal System

Study the illustrations below. Next, read the words and phrases in the box. Then, write the words or phrases that describe each illustration. You may use more than one word or phrase for an illustration.

figurehead craftperson "great general" shopkeeper has real power ruled local lands
daimyo's soldiers farmer "warriors who serve" landowning noble



Emperor

1. _____



Shogun

2. _____



Daimyo

3. _____



Samurai

4. _____



Peasants



Merchants



Artisans

5. _____ 6. _____ 7. _____

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- | | |
|------------------------|---|
| _____ 1. Bushido | a) a windy storm with heavy rain; a hurricane |
| _____ 2. shogun | b) a chain of islands |
| _____ 3. Zen Buddhism | c) “the way of the warrior” |
| _____ 4. typhoon | d) a way of preparing and presenting tea |
| _____ 5. samurai | e) a person who leads or rules in name only but actually has no power |
| _____ 6. figurehead | f) the symbol of Buddhism. It represents the eightfold path. |
| _____ 7. shrine | g) a religion that began in India and was founded by Siddhartha Gautama |
| _____ 8. ritual | h) the strongest military leader in feudal Japan |
| _____ 9. Pacific Rim | i) a term used to describe nations that border the Pacific Ocean |
| _____ 10. tea ceremony | j) in feudal Japan, a Japanese warrior |
| _____ 11. dharma wheel | k) a place considered holy because it is associated with a holy person or event |
| _____ 12. archipelago | l) a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace |
| _____ 13. Shinto | m) an act or series of actions done in the same way in a certain situation, such as a religious ceremony |
| _____ 14. Buddhism | n) a Japanese religion in which people worship gods and spirits associated with nature |

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Traditional Japanese Art

Read each statement relating to traditional Japanese art. Write T if the statement is true; write F if it is false.

- _____ 1. Traditional Japanese art is known for depicting the beauty of nature.
- _____ 2. With its arrival in the mid-500s, Buddhism greatly affected Japanese society and art.
- _____ 3. Unlike the ancient Shinto religion, Japanese Zen Buddhism avoids any connection with nature.
- _____ 4. Japanese gardens usually include one or more of these features: water, plants, stones, bridges, waterfalls.
- _____ 5. Typically, a Japanese garden is designed to be a place for growing many different flowers, fruits, and vegetables.
- _____ 6. The *Great Buddha* of Kamakura is an enormous sculpture that portrays a sense of calmness.
- _____ 7. The Ryoan-ji Temple Garden, like most Japanese gardens, offers a sense of beauty, simplicity, and serenity.
- _____ 8. What makes the Ryoan-ji garden special is its islands of rock surrounded by pools of water.

Revisit, Revise, and Expand: Go back over the statements you labeled 'F'.

Working with a partner, take turns rewording each false statement to make it true. Then, collaborate with your partner to develop one or more additional true statements about traditional Japanese art.

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

A Japanese Garden

In the space below, draw a design for a traditional Japanese garden. Your design could resemble a map or a plan of the garden. Or, you might want to draw a picture of the garden as it would look if you entered it or took a photo of it. Your garden might be dry or might include water. Remember, *simplicity* is the key.



Garden Quest: Show your drawing to a classmate. Invite him or her to discover which traditional elements your Japanese garden would include.

Name _____

Date _____

Activity Page 4.3

Use with Chapter 4

Kabuki Theater

Read the selection and answer the questions that follow.

Kabuki theater has a long and rich history in Japan. Kabuki plays are still performed today and have been traced back to the 1600s. Scholars believe that this form of theater developed to satisfy the tastes of the lower classes in Japanese feudal society. *Kabuki* literally means to lean in the direction of fashion, which testifies to its popular origins. Today, *Kabuki* is written in three characters: *ka* means song; *bu* means dance; and *ki* means skill.

Kabuki theater focuses on a variety of subject matter—history, daily life in feudal times, and tragedy. Kabuki performances are spectacular. Colorful costumes, lavish set decorations, and special effects (including fires and snowstorms) are all part of the tradition.

Kabuki was created by a woman, but in 1629, the Japanese government banned women from acting in Kabuki plays. As a result, men played all the female roles. Talented Kabuki actors often became famous and attracted the attention of many fans. Although the ban on actresses was lifted during the 1800s, men have continued to play the female roles.

1. Why did Kabuki theater develop?

2. What are some of the major characteristics of Kabuki theater?

3. Why did men start to play the female roles in Kabuki theater?

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 1–5

Use the words and phrases in the word bank to complete the crossword puzzle.

archipelago	Bushido	Zen Buddhism	trade treaty	exclusion	feudalism
figurehead	haiku	isolation	Jesuit	Kabuki	meditate
musket	rice paddy	samurai	secluded	Shinto	shogun
					state religion

Across

4. a person on a journey for the purpose of spreading a particular religious belief
6. a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace
9. a person who leads or rules in name only but actually has no power
11. a Japanese religion in which people worship gods and spirits associated with nature
14. a field that is flooded to grow rice
15. to think quietly or carefully about something
19. a title meaning great general and given to the strongest military leader in feudal Japan
20. a system of government in which land is exchanged for loyalty and services

Down

1. an international agreement of conditions of trade in goods and services
2. the state of being shut out or kept out of a group or agreement
3. in feudal Japan, a Japanese warrior
5. a chain of islands
7. a type of muzzle-loading gun that was used before the invention of the rifle
8. popular, traditional Japanese dramas with singing and dancing
10. separation from others
12. a religion established by law as the only official religion of a country
13. a member of the Catholic religious group called the Society of Jesus
16. in feudal Japan a code of values by which the samurai lived
17. having little or no contact with others; isolated
18. a form of poetry having seventeen syllables in three lines

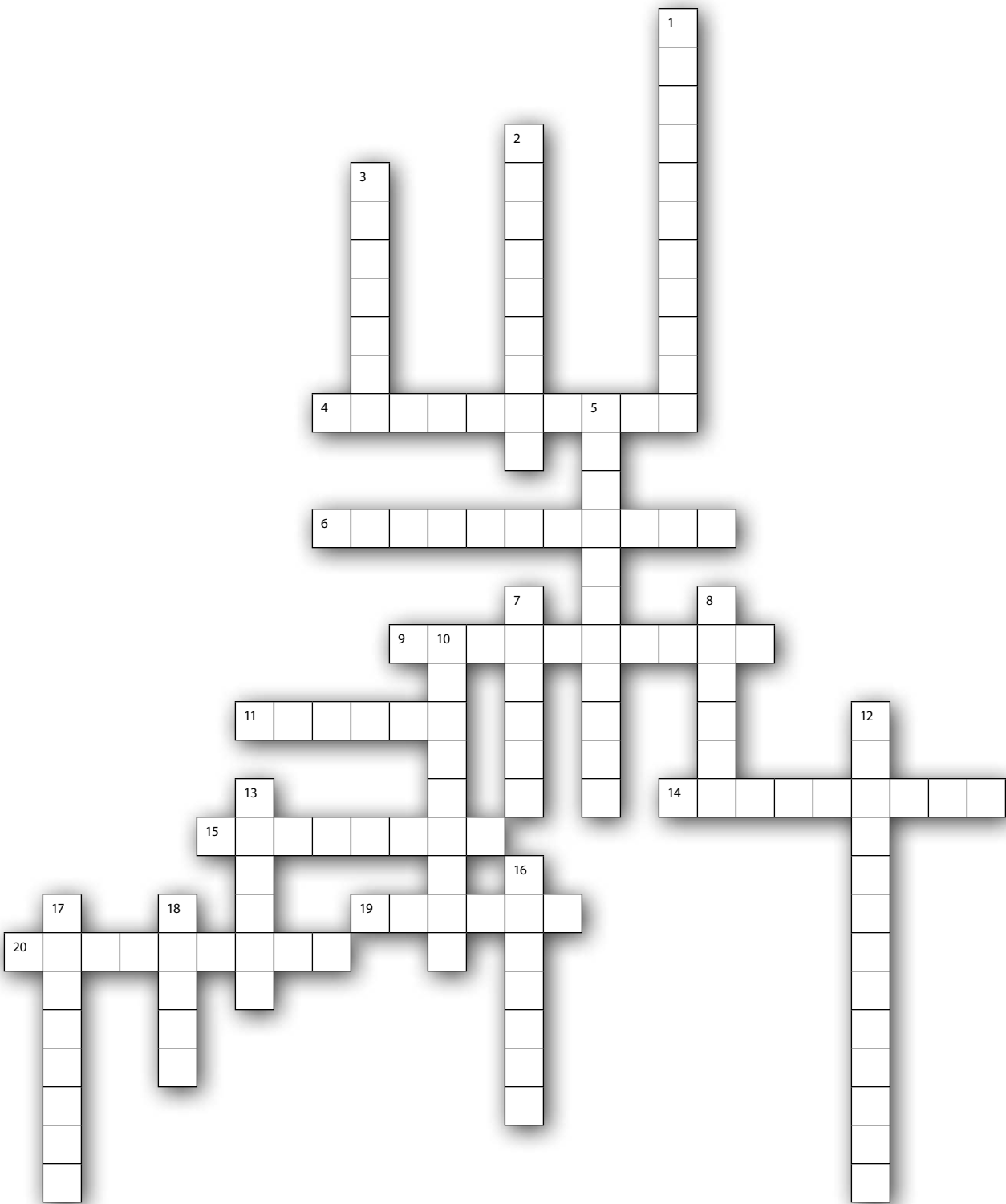
Name _____

Date _____

Activity Page 5.1: *Continued*

Use with Chapter 5

Domain Vocabulary: Chapters 1–5



Answer Key: Feudal Japan

Unit Assessment (pages 134–137)

- A.** 1. b 2. a 3. c 4. d 5. b 6. b 7. a 8. b 9. d
10. b 11. a 12. b 13. a 14. d 15. a 16. d 17. c
18. b 19. a
- B.** 20. f 21. d 22. a 23. h 24. e 25. c 26. g
27. i 28. b

Activity Pages

Japan Map (AP 1.2) (pages 144–145)

1. T 2. F 3. T 4. F 5. F
2. The four major islands of Japan are Hokkaido, Honshu, Shikoku, and Kyushu.
4. The body of water to the east of Japan is the Pacific Ocean.
5. Typhoons are common in the Pacific Ocean near Japan.

Charting Japan's Feudal System (AP 3.1) (page 146)

1. figurehead
2. great general, has real power
3. landowning noble, ruled local lands
4. warriors who serve, daimyo's soldiers
5. farmer
6. shopkeeper
7. craftsman

Domain Vocabulary: Chapters 1–3 (AP 3.2) (page 147)

1. c 2. h 3. l 4. a 5. j 6. e 7. k 8. m 9. i
10. d 11. f 12. b 13. n 14. g

Traditional Japanese Art (AP 4.1) (page 148)

1. T 2. T 3. F 4. T 5. F 6. T 7. T 8. F

Kabuki Theater (AP 4.3) (page 150)

1. Scholars believe that this form of theater developed to satisfy the tastes of the lower classes in Japanese feudal society.
2. Colorful costumes, elaborate makeup, lavish set decorations, and special effects are part of the tradition.
3. In 1629, the Japanese government banned women from acting in Kabuki plays, even though Kabuki was created by a woman.

Domain Vocabulary: Chapters 1–5 (AP 5.1) (pages 151–152)

Across

4. missionary
6. Zen Buddhism
9. figurehead
11. Shinto
14. rice paddy
15. meditate
19. shogun
20. feudalism

Down

1. trade treaty
2. exclusion
3. samurai
5. archipelago
7. musket
8. Kabuki
10. isolation
12. state religion
13. Jesuit
16. Bushido
17. secluded
18. haiku



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The Election of the Tsar Michael Romanov (1596–1676) on March 14th 1613, 1798–1800 (oil on canvas), Ugryumov, Grigoriy Ivanovich (1764–1823) / Tretyakov Gallery, Moscow, Russia / Bridgeman Images: 46

The Moscow Kremlin in the time of Tsar Ivan III (1440–1505) (crayon), Vasnetsov, Apollinari Mikhailovich (1856–1933) / Memorial Estate Museum, Kislovodsk, Russia / Bridgeman Images: 35

The Winter Palace as seen from Palace Passage, St. Petersburg, c.1840 (colour litho), Perrot, Ferdinand Victor (1808–41) / Pushkin Museum, Moscow, Russia / Bridgeman Images: 10h, 48

Tsar Ivan III (1440–1505) Tearing the Deed of Tatar Khan, 1862 (oil on canvas), Shustov, Nikolai Semenovich (c.1838–69) / Sumy Art Museum, Sumy, Ukraine / Bridgeman Images: 10f, 33

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Feudal Japan

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Dharma wheel (photo) / Godong/UIG / Bridgeman Images: 104

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Japan: The Japanese sun goddess Amaterasu Omikami with her guardians Myojin and Taga Myojin. Hand-colored Shinto woodblock print, 18th century / Pictures from History / Bridgeman Images: 85a, 95

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Japan: Tokugawa Yoshinobu (October 28, 1837–November 22, 1913) the 15th and last shogun of the Tokugawa shogunate of Japan, Beato, Felice (Felix) (1825–c.1908) / Pictures from History/Felice Beato / Bridgeman Images: 86c, 131

Kublai Khan, 1294 (ink & colour on silk), Araniko or Anige (1245–1306) / National Palace Museum, Taipei, Taiwan / Ancient Art and Architecture Collection Ltd. / Kadokawa / Bridgeman Images: 85g, 127

Map of Asia at the time of the greatest extent of the domination of the Mongols in the reign of Kublai Khan, from L'Histoire Universelle Ancienne et Moderne,

published in Strasbourg c.1860 (coloured engraving), French School, (19th century) / Private Collection / Ken Welsh / Bridgeman Images: 85f, 127

Map tracing Magellan's world voyage, once owned by Charles V, 1545 (vellum) by Battista Agnese (1514–64)/John Carter Brown Library, Brown University, RI, USA / Bridgeman Images: 85h

Minamoto no Yoritomo (1147–1199) founder and the first shogun of the Kamakura Shogunate of Japan / Universal History Archive/UIG / Bridgeman Images: 85e, 112

Mongols invade Japan (gouache on paper), Nicolle, Pat (Patrick) (1907–95) / Private Collection / © Look and Learn / Bridgeman Images: 128

Mountains and coastline, two views from '36 Views of Mount Fuji', pub. by Kosheiei, 1853, (colour woodblock print), Hiroshige, Ando or Utagawa (1797–1858) / Private Collection / Bridgeman Images: 102

Nichiren summoning the divine Shinpu wind to destroy the Mongol-Chinese fleet attacking Japan in 13th century (engraving), Kuniyoshi, Utagawa (1798–1861) / Private Collection / Ancient Art and Architecture Collection Ltd. / Bridgeman Images: 128

Nyoirin Kannon, Kamakura Period (bronze), Japanese School / Minneapolis Institute of Arts, MN, USA / Bridgeman Images: 97

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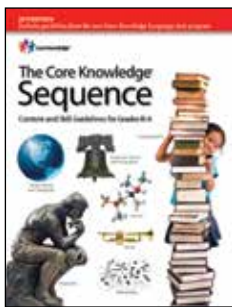
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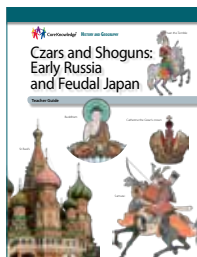
Czars and Shoguns: Early Russia and Feudal Japan

Core Knowledge History and Geography 5



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