

Three Day Lesson Plan

Unification of Japan under the Tokugawa Shogunate

Course: AP World History (grade 9-12)

AP Course Objectives for lesson:

THE EARLY MODERN ERA c. 1450 to c. 1750 Module 3 Changes and Continuities in Eurasia Learning Objectives: ► ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 Key Concepts: ► 4.1.I, 4.1.II, 4.1.IV, 4.1.V, 4.1.VI, 4.1.VII, 4.2.II, 4.3.I, 4.3.II

Three day lesson (approximately three 55 minute periods)

Day One: Intro to Tokugawa Japan

Use CHROME books or computer lab to access map and look up information below if textbook is not available. Partners can be used here to double up access if there are not enough access points.

1. Have students access this map (link below) of feudal Japan prior to the victory of Tokugawa Ieyasu, and analyze it by using the OPPTIC tool below:

Map LINK: <http://www.maproom.org/00/05/present.php?m=0005>

OPPTIC—Evaluating Visuals	
OVERVIEW	Give a brief overview of the visual. Write a descriptive one-sentence summary about it. Include a historical overview.
PARTS	Focus on the parts of the visual, including a map key. Divide the visual into 5 parts (the corners and the center) and examine each part separately. What details seem important?
PERSPECTIVE	What is the point of view or perspective? What does the cartographer want you to think? Who is the intended audience?
TITLES (WORDS)	What is the visual's title? What does it have to say about the visual? Read all labels. If it does not have a title, give it one.
INTERRELATIONSHIPS	Using the title, what big picture concept connects the whole visual? Bring its parts together into a coherent whole.
CONCLUSION	Draw a conclusion about the visual as a whole. What does it mean? Why is this visual important to what we are studying?

2. Have students explore sites below (especially if there is no AP textbook access) and get background and historical information on the unification of Japan and the Tokugawa period. **Have students look up vocabulary and locations and make flashcards with a partner for unit review.**

Tokugawa Era: <http://afe.easia.columbia.edu/at/tokugawa/tj01.html>

<https://www.britannica.com/event/Tokugawa-period>

HISTORICAL TERMS AND CONCEPTS: WHO, WHAT, WHERE, WHY, WHEN, HOW, SO WHAT?

Bakufu

Bunraku

Christovão Ferreira

Daimyo

Dutch learning

Son of Heaven

Shogun

Tokugawa Ieyasu

Floating worlds

Francis Xavier

Jesuits

Journey to the West

Kabuki

Life of a Man Who Lived for Love

Manchu

Matteo Ricci

Neo-Confucianism

Sengoku

Day 2: Christianity and Confucianism; Primary Source

Show 6 short video clips from Columbia University to establish background for primary source.

<http://afe.easia.columbia.edu/at/tokugawa/tj01.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj02.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj03.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj06.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj07.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj08.html>

Print off or access online the primary source

http://afe.easia.columbia.edu/ps/cup/zhang_xingyao_christianity_confucianism.pdf

1. Group reading of document as class.
2. Students get in groups of three and use the SOAPS-Tone chart to analyze primary source article on Buddhism and Christianity.
3. Report as groups on SOAPPS-Tone analysis to class

SOAPPS-Tone (Primary Source Analysis)	
SUBJECT	What is the main topic or idea of the document? Be able to summarize the main idea in one sentence and no more.
OCCASION	Where and when was the document produced? What was happening at the time? This is often called historical context.
AUDIENCE	For whom was the document written/produced? How might an audience have received this document and why?
PURPOSE	Why was the document produced? What did the producer hope to accomplish through his/her words?
POINT OF VIEW	What does the writer or producer believe? Interpret his/her writing and tell why he/she holds these views.
SPEAKER	Who is the speaker or producer? What can you tell about his/her background? How might personal background have influenced the work?
Tone	What feeling or attitude does this document express? Use descriptive adjectives and adverbs.

Day 3 : Social Change in Japan

1. Show two short lectures from Columbia site

<http://afe.easia.columbia.edu/at/tokugawa/tj09.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj10.html>

<http://afe.easia.columbia.edu/at/tokugawa/tj12.html>

2. Show clip from Japanese film “HARAKIRI” (1962) Summarize and show last 20-25 minutes. This is a great look into the daimyo / samurai bureaucracy

Final assessment:

Complete chart and write a practice thesis statement on the following prompt.

Argumentation: Creating an Argument. Have students practice writing thesis statements based on the essay prompts below. Typically, a valid AP World History essay should contain three methods of proving the argument they are trying to make. Often, the best thesis statements begin with the word *Whereas*, which distinguishes changes from continuities

Prompt:

Analyze the changes and continuities in Japanese political structures, social hierarchies, and economic practices between 1450 and 1750

Topic to Compare	European or outside influences	Japanese Reactions	Changes Statement	Continuity Statement
Political structure				
Social Hierarchies				
Economic Practices				