7th Grade Japan Unit

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| Grade Subject: Title | |
| **Unit Topic and Length:**   * This unit will discuss the Samurai class in Medieval Japanese history. It will last for 4 block schedule (90 minutes) class periods. Medieval Japan is a standard that must be taught in seventh grade and within this topic, the Warrior Class. The students will understand how the Samurai fit into the feudal system in Japan during the Medieval time period. | |
| **Common Core and state Standards:**  California History Standard 7.5: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.  3.Describe the values, social customs, and traditions prescribed by the lord-vassal  system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.  6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society  Common Core Standards:  [CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  [CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) | |
| Big Ideas/Enduring Understandings:   * The Samurai were the warrior class in Japan. * Bushido was the code that the Samurai followed * Samurai were part of the Japanese feudal society structure | **Essential Questions:**   * What was the role of the Samurai in Medieval Japan * What traditions were important to the Japanese * What were implications of geography, religion and feudalism on the development of Japanese culture in the middle ages? |
| **Content:**   * Feudal Japan and the Warrior Class within that Feudal System * Students will understand how the warrior class fit into the social structure of Japan. | **Skills:**   * Students will be able to develop a Haiku poem * Students will compare/contrast the Samurai with a European Knight and justify which one would have been the better warrior. * Students will understand how the Samurai fit into Medieval Japan’s social structure. |
| **Vocabulary/Key Terms:**   * Medieval, samurai, warrior, class system, feudalism, Buddhism, bushido | |
| **activities :**  **presentation on the Samurai and the students take cornell notes on the presenation**  **Document Based Reading on the samurai with reading comprehension questions**  **Haiku poem about a samurai warrior**  **Battle beween Knight and Samurai Activity** | |
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| **Final Performance Task:**  *Students will create a “talk show” where they interview a Samurai. The interview must include information about training, daily life, and information about what it was like in battle during this time period in Japan. As a class we will develop the rubric together so the students have a say in how they want to be grades. The assignment with blank rubric is attached to the end of the unit. They can use information from the internet to help further their knowledge on the Samurai.* | |
| **Daily Activities (From above)**  **Day 1:**  **Activity 1: Teacher will use directed instruction to teach the students about the Samurai class in Japan. The presentation will include how the Samurai fit into the Feudal structure in Japan and why they were needed. Teacher will also show the students art from education.asianart.org and discuss what they think is going on in the art to better understand Samurai daily life and the role they played in society.**  **Activty 2: The students will then further their knowledge on the Samurai by looking at some primary source documents on the daily life of the Samurai (found from the History Project at UC Irvine, attached in resources). They will write the paragraph for homework**  **Day 2:**  **Activity 1: Teacher will model the structure of a Haiku poem and students will then create a Haiku poem based on the Samurai. The students will also have to put an image that represents the Samurai on their paper.**  **Activity 2:**  **Students will compare/contrast a Samurai with a European Knight (directions in resources). They will complete and do extra research for homework.**  **Day 3:**  **Students will research and create a “talk show” where they interview a Samurai on what their life was like in Medieval Japan (directions in resources)** | |
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**Resources Used For This Lesson:**

**Day 1 Activity 2:**

**Lesson Question: What was daily life like for the samurai in Japan?**

**Grounding Source:**

Handscroll (ink and colored paper) “Night Attack on the Sanjo Palace” from the Illustrated Scrolls of the Events of the Heiji Era. Second half of the 13th century  
full and interactive scroll found at: http://learn.bowdoin.edu/heijiscroll/

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What are the samurai doing in this image?

What are the weapons they are using?

How does this source allow us to answer the lesson question?

**Source 1:**

Quote from samurai:

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| Of what use is it to allow the mind to concentrate on the moon and flowers, compose poems, and learn how to play musical instruments?...Members of my household, including women, must learn to ride wild horses, and shoot powerful bows and arrows. |

Found in the *History Alive: The Medieval World and Beyond*, p.242

What does the samurai suggest that people in his household should do?

Were both men and women involved in the samurai training?

How does this source allow us to answer the lesson question?

**Source 2:**

Samurai movie from History Channel

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Found at <http://www.history.com/topics/samurai-and-bushido>

What did the samurai value?

How does this source allow us to answer the lesson question?

**Source 3:**

“The Bushido Code: An Overview”

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| Bushido, which means "way of the warrior," refers to a complex set of Japanese values stressing honor and loyalty to country and family above all else. These values began to develop very informally as early as the ninth century among the samurai warrior class, as various ideas circulated about the characteristics of an ideal warrior. |

Found at <http://www.pbs.org/wgbh/sugihara/readings/bushido.html>

What was the ideal warrior, according to the source?

How does this source allow us to answer the lesson question?

**Source 4:**

Chronicle of the Grand Pacification, written in the mid 14th century by Buddhist monks to record the battles of the samurai, Wadao Goro and his group.

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| *In the mountains Kusunoki Shchiro and Wadao Goro said, “The time is right.” They made two parties of the three hundred horsemen, came out from the shelter of the trees on the eastern and western slopes with two fluttering banners, whereon were depicted the chrysanthemum and water crest of the Kusunoki house, and advanced quietly toward the enemy, urging their horses forward in the swirling mist.*  *Their enemies hesitated doubtfully. “Are they enemies or friends?” they thought.*  *Then suddenly from both sides the three-hundred attacked, shouting, in wedge-shaped formations. They hit the center of the three hundred thousand horsemen spread out like clouds or mist, broke into them in all directions, and cut them down on every side.* |

Found in *The Human Record*, p.277.

What were the number of samurai on each side of the battle?

What strategy did Wadao Goro use to defeat his enemy?

How does this source allow us to answer the lesson question?

**Lesson Conclusion:**

Describe what daily life was like for the samurai of Japan. What did they do? What did they value? Who did they serve? What were their roles on society?

Write a response using evidence from the sources.

**Day 2 Activity 2:**

**Greatest Warrior**

*Your task: Complete a chart like the one below to compare two warriors from history. For this particular assignment, you will compare a Samurai with a European Knight. You will need to do some outside research using books or the Internet. Class notes will not be enough!*

Pict



Picture of Warrior

(colored)

Warrior Name Gladiator

Civilization Rome

**Offensive Tools:** *Write at least three sentences describing the offensive tools and weapons this warrior would use. Explain what they are and how effective they would be in battle.*

**Offensive Tools:** *Different types of gladiators had different offensive weapons. The most common weapon, however, was the gladius. It is a short sword designed for stabbing. It was incredibly effective because it could be**aimed easily to hit between the slots in the enemy’s armor.*

**Training and skills:***Roman gladiators spent most of their lives training for battle so they were very skilled. They were also very motivated since any battle could mean death. However, they were trained to fight other gladiators one on one and may not have been very skilled against warriors trained different or in big battle situations.*

**Defensive Tools:** *Gladiators usually wore light leather armor. Some had large shields and others were given nets to use to wrap up enemy weapons. Some wore metal helmets as well. The lack of body armor was an obvious weakness for them but their other tools helped to make up for it.*

**Training and skills:***Write at least three sentences describing the training and skills of the warriors in this civilization. Explain how these skills would help the warrior in battle.*

**Defensive Tools:** *Write at least two sentences describing the defensive tools and armor of this warrior. Explain what they are and how effective they would be in battle.*

At the bottom of your chart or on the back of your paper write a story describing how a battle between these two warriors would play out. Include which would win the battle and why. The story must be at least two complete paragraphs in length.

**Day 3:**

Samurai “Talk Show” Project: Become the Samurai

You and two other people will present a Samurai to the class. One person will “become the Samurai”, while the other two members of the group will be interviewing the Samurai so the class will understand the role that the Samurai held in Medieval Japan. You and your group will be creating the questions that will examine the role the Samurai had within Medieval Japanese society as well as the daily life of a Samurai.

Presentation must include:

1. Dress up as a Samurai
2. Questions generated by the group showcasing the role of the Samurai and what their daily life must have been like
3. A 2-3 minute presentation where the Samurai is interviewed

Rubric:

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