Name of Instructor: A. Silvestre

 7th Grade Medieval World

 Unit- 7.5 Medieval Japan

Subject: Medieval Japan

Rational: The topic covers the Primary Standard 7.5 in preparation for Periodic Assessment #2 and the CST.

Culminating Task – paperback flip book created and illustrated by each student on Medieval Japan.

Assessments: Students will be assessed on culminating task of Standard 7.5 (Medieval Japan)

Participants: Pat Lamkie, Faiza Makhani, Catherine Roberson, Agnes Silvestre

Primary Standard: 7.5 - Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Substandard 7.5.1 – Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. Participant Responsible for the Lesson Plan, Agnes Silvestre

Substandard 7.5.3 – Describe the values, social customs, and traditions prescribed by the lord-vassal systems consisting of *shogun*. *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century. Participant Responsible for the Lesson Plan, Faiza Makhani.

Substandard 7.5.5 – Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s Tale of Genji. Participant Responsible for the Lesson Plan, Catherine Roberson

Substandard 7.5.6 – Analyze the rise of the military, society in the late twelfth century and the role of the samurai in that society. Participant Responsible for the Lesson Plan, Pat Lamkie.

Resources Used: Textbook: History Alive/Interactive Notebook

 Professor Samuel Yamashita’s lecture notes

Dr. Clay Dube’s lecture notes

Standard 7.5- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan

Assignment- You will create a paper bag flip book for the unit on Medieval Japan. The following information should be included in your flip book

Resources to use HISTORY ALIVE textbook and interactive notebook, Chapters 20, 21, 22

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| --- | --- |
| Pages | What to include? |
| Cover Page | Creative Title (color and picture) |
| Page 1 | Map of Japan and neighboring countries (use page 216 and 217 of TCI to label) |
| Inside tab 1 | Two geographical features of Japan (picture form—draw or print) |
| Page 2 | Definition of cultural diffusion (pg 219 TCI textbook) |
| Page 3 | One example of how Japan was influenced by neighboring countries (Ch 20 TCI textbook) |
| Page 4 | Second example of how Japan was influenced by neighboring countries (Ch 20 TCI textbook) |
| Inside tab 2 | Two photos of cultural influences (example: Kanji influenced by Japanese writing) |
| Page 5 | One paragraph introduction to Japanese Heian –kyo or Golden Period  |
| Page 6 | Writing and Literature during the Heian Period (explain the significance of the Tale of the Genji and Japanese haiku (2.18, pg 236 TCI) |
| Page 7 | Information on entertainment during the Heian Period (21.6, pg 234 TCI) |
| Page 8 | Answer the question in one paragraph: Why did the warrior develop in Japan? |
| Page 9 | Explanation of Japanese code of conduct (Bushido) (TCI 22.9, pg 248) |
| Inside Tab 3 | Graphic organizer on Japanese warrior class |
| Page 10 | Explain military training and fighting for Samurai (22.4, pg 244 TCDI) |
| Page 11 | Reflection (What is your favorite aspect on the unit on Medieval Japan?)  |

Lesson Title: How cultural diffusion helped to shape Japanese culture

Standards Addressed: 7.5.1 – Students will describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

Objectives: Students will be able to define and identify cultural diffusion.

Lesson Sequence:

**Day 1**

\* Hook/Warm-up: Students will copy definition of cultural diffusion from History Alive Student Workbook, (Document 1 Background reading, pg. 43).

\*On a provided worksheet each student group will identify in 3 to 5 sentences where and how each item listed is culturally diffused. Specific items are: karaoke, sushi, cup of noodles, chopsticks, and rice.

\*One member in each group will share out group responses.

\*Individually each student will list 5 items used in their homes or daily life. They will indicate where and how each item was culturally diffused.

**Day 2**

\* Geography Challenge #5 – Textbook, History Alive, Chpt. 20 – Setting the Stage, pgs 216-217 (physical and population map of Japan).

\*Interactive Workbook pgs 136-137

\*8 Geography Challenge Cards (provided by teacher)

On each geography challenge card student will answer question in complete sentences and label the map.

**Day 3**

Gallery Walk - Students identify where and how writing, sculptures, religion, music, architecture and government was culturally diffused into Japan via pictures on worksheet.

**Day 4** – Flip Book( complete pages 1 – 4)

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| --- | --- |
| Cover Page | Creative Title (color and picture) |
| Page 1 | Map of Japan and neighboring countries (use page 216 and 217 of TCI to label) |
| Inside tab | Two geographical features of Japan (picture form—draw or print) |
| Page 2 | Definition of cultural diffusion (pg 219 TCI textbook) |
| Page 3 | One example of how Japan was influenced by neighboring countries (Ch 20 TCI textbook) |
| Page 4 | Second example of how Japan was influenced by neighboring countries (Ch 20 TCI textbook) |
| Inside tab | Two photos of cultural influences (example: Kanji influenced by Japanese writing) |

Assessment: Completion of Flipbook pages 1 -4 based teacher designated rubric.