

The Ghost In The Tokaido Inn

An Edgar Allan Poe Award Finalist

DOROTHY & THOMAS HOEBLER



A MYSTERY

← Tradition,

Religion, and Culture

in Medieval Japan

by

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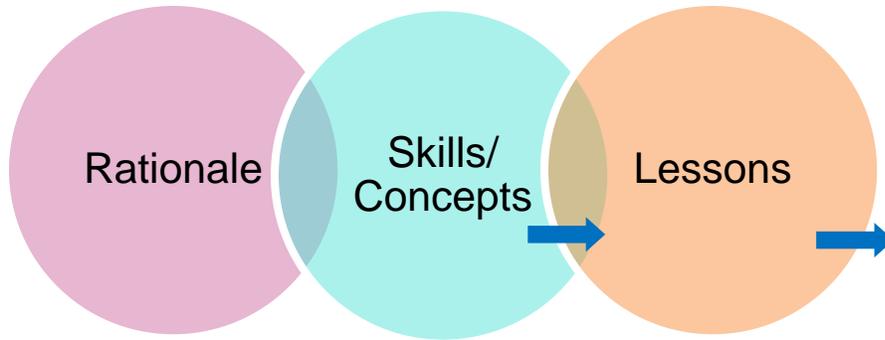
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“VATICAN BEATIFIES JAPAN CHRISTIANS”



INTRODUCTION | ONE

1.1 – RATIONALE

As an educator, I look forward to opportunities to integrate curricular areas for my students so that they see the interconnectedness of their learning. I want my students to understand that reading in English is more than simply decoding and comprehending the patterns, trends, and ethical issues, and identifying big ideas as well as unanswered questions.

As students engage in this series of lessons, I fully anticipate that they will have questions. I fully anticipate that they will have comments. What I want is for those students to persevere, ask difficult questions, make choices, and express their opinions.

As 7th graders, students are required to learn about Medieval civilizations that potentially mean very little to their present lives. This unit of study centers around a piece of literature that, while written by American authors, introduces readers to a distant time in Japan that provides students with a wealth of information regarding the time period, but also engulfs them in a mystery that must be solved.

While unraveling the clues of the mystery, students will be faced with issues regarding class, tradition, religion, and individualism. With the help of The Ghost in the Tokaido Inn, students will be engaged in a unit of study that focuses on Medieval Japan – the era of Japan where there were very strict ideas about class and religion, and samurai warriors were powerful. Through this study, it is my hope that students will learn more about Japan, its culture, traditions, and beliefs as we compare them to our own.

1.2 – SKILLS/CONCEPTS

7.5 STUDENTS ANALYZE THE GEOGRAPHIC, POLITICAL, ECONOMIC, RELIGIOUS, AND SOCIAL STRUCTURES OF THE CIVILIZATIONS OF MEDIEVAL JAPAN.

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.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
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.**
4. **Trace the development of distinctive forms of Japanese Buddhism.**
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.**
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

COMMON CORE READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–8

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

THE PLANS 2|TWO

DAY 1 – INTRODUCTION

Materials:

Circle Map (blank, except for the word “Japan” in the center), writing utensil, blank map of Japan, questions for Geography Challenge, and Unit 5 from the History Alive! textbook.

1. Ask students what they think they know about Japan and fill it into the donut shaped circle. In the outer space, students will write how they know what they do about Japan.
2. Students will share what they think they know about Japan with an elbow partner and then teacher will ask 3-5 students to share out. Those ideas will be charted and saved.

Geography Challenge

1. Teacher will distribute a blank map of Japan with questions. Students will work in groups to complete the geography challenge, answer the questions, and complete the map, based on Unit 5 of the 7th Grade History Alive! Textbook.

DAY 2 – VOCABULARY & TIMELINE

Materials:

Large piece of butcher paper for timeline, vocabulary words charted with definitions (Noh Theater, samurai, code of conduct, shogun, daimyo, haiku, Amida Buddhism, Zen Buddhism, code of Bushido, seppuku, kamikazes)

1. As a way to frontload, teacher will introduce vocabulary words (listed above) with their definitions.
2. As a class, students will read Chapter 22 of the 7th Grade History Alive! textbook.
3. As students read, they will work as a class to create a timeline of events that will become the backdrop for the book, The Ghost in the Tokaido Inn.

DAY 3-12 – READING THE GHOST IN THE TOKAIDO INN

1. For the next nine days, students will read the book in class, as well as at home for homework. **As they read, they will be looking for evidence of religion, history, culture, and tradition.**
2. As they finish each chapter, students will write a written response to the chapter and create a plot diagram as well.
3. Each day, when the students return, they will discuss the reading and make comparisons to other civilizations that they have learned about, as well as the United States.

4. The teacher will point out specific instances of fictionalized history in the literature, 47 Ronin, for example. What true stories or accounts are there in US history that have made their way into literature?
5. In addition, students as a class will create a plot diagram of the events.
6. Teacher will also point out the introduction of the Christian religion in Japan
 - a. As the teacher focuses on the various religions in Japan at the time, the teacher will also make note of what the characters have to say about religion.
 - b. Teacher will also present other texts (Appendix C from Religion in Japan and a Look at Cultural Transmission, “Christianity in Japan” SPICE ©1990)

ASSESSMENT PLAN 3|THREESTUDENTS

Students will create a variety of mini-projects during the course of this unit, including the Reading Response Journal, where students write a written reflection about each chapter.

Students will have to create a flip book that compares the different religions in Medieval Japan

Students will write a letter to both Seiki and Tomomi about what they have learned about religion and the benefits/challenges of freedom.

EXTRACURRICULAR EXTENSIONS

- **Visit the Japanese American Museum**
- **Select an unanswered question about Japan and conduct independent research to share with the class.**

Vatican beatifies Japan Christians

Papal official leads ceremony for 188 killed for refusing to renounce their religion.

Last Modified: 24 Nov 2008 08:25 GMT

A group of Japanese Christians who were killed in the 17th century for refusing to renounce their religion have been beatified in a ceremony in the city of Nagasaki officiated by a representative of Pope Benedict XVI

The 188 Christians were beatified, or 'made holy', as the culmination of a 27-year effort, which began with a visit to Japan by Pope John Paul II in 1981.

Beatification is the final stage before sainthood in Catholicism.

More than 30,000 Christians attended Monday's ceremony, held in a baseball stadium

It was the first ceremony of its kind ever to be held in Japan.

The 188 Christians included samurai warriors, housewives and children who were crucified and tortured, but refused to renounce their faith.

Although records show 4,000-5,000 Japanese were killed for refusing to give up their religion, the Japanese Catholic Church says the true number could be much higher.

Christianity was introduced to Japan by the Portuguese Jesuit priest Francis Xavier in 1549 but banned by the government for 250 years.



Thousands of Japanese Christians are thought to have died for refusing to renounce their religion [AFP]

<http://www.aljazeera.com/news/asia-pacific/2008/11/200811248849388659.html>