Subject: World history – Medieval Japan

Grade level: 7th

Standard: CA.7.5. World History and Geography: Medieval and Early Modern Times: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Rational to USCI: Use information from USCI’s class along with Holt CA text to help increase students’ interest and understanding of Japanese medieval history.

Object: Students should be able to Japan’s medieval history and how its medieval history fits in with the rest of the world.

**Day 1 (45 minutes)**:

-Intro (2-3 minutes) : Question of the Day (QOD): What do you think of when you think of the history of Japan? (3-5 sentences)

-Discussion (3-5 minutes)

-Begin Powerpoint notes on chapter 8 section one of Holt’s *Medieval Text: In early medieval times* (30 minutes)

 -Introduce Japan with discussion on pictures (like the Emperor, Tokyo, and others embedded within the presentation (including Fuji-san)), students follow along with notes

 -Includes pictures

-Ending journal question(5-8 minutes): Why do you think it’s important to know Japan is an island? What are the limitations and advantages of having an island nation? How do you think those advantages and limitations would change with meeting Europeans and in the modern world?

**Day 2 (45 minutes):**

-Intro (2-3 minutes) : Question of the Day (QOD): Define Shintoism. What is its place in the modern world/Japan? (3-5 sentences)

-Discussion (3-5 minutes)

-Begin Powerpoint notes on chapter 8 section one of Holt’s *Medieval Text: In early medieval times* (20 minutes)

 -Continue Japan notes with Ainu, Shinto, and early Japanese history, students follow along with notes

 -Includes pictures

-Show clip from movie *My Neighbor Totoro* and *Spirited Away* (10 minutes)

-Ending journal question(5-8 minutes): What examples of Shintoism in modern (or more modern) Japan do you see? How is Shintoism a part of everyday life? Making connections: what other religions include animals having a spirit, are their other similarities?

**Day 3 (40 minutes):**

-Intro (2-3 minutes) : Question of the Day (QOD): Why would an age be called a golden age? What would be necessary for that and why? (3-5 sentences)

-Discussion (3-5 minutes)

-Begin Powerpoint notes on chapter 8 section one of Holt’s *Medieval Text: In early medieval times* (20 minutes), students follow along with notes

 -Continue Japan notes with the Heian period-golden age

 -Includes pictures

-Ending journal question(5-8 minutes): Pretend you are a noble in the Heian court. Are you a woman or a male? How do you spend your days? Write a short entry describing one of your days in the palace as you write home.

**Assessment/Culminating Activity**

-Japan brochure project, where students broadcast their knowledge of Japan.