

3-Day Lesson Plan -----7th Grade – Honors World History

From Three Powerful Warriors to Establishing the Tokugawa Order

Rational for Unit:

I am going to use the “Historical Probleme” proposed by Professor Yamashita that relates to the succession of three strong military leaders in 16th Century Japan and how it led to the Tokugawa Order.

Lesson Objectives:

- Students would have already learned about the hierarchy system within Feudal Japan and how the shoguns and daimyo were fighting for control, which led to a weakening of Japan.
- Students will be able to identify the roles of Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu, as military leaders that unified Japan.
- Students will be able to identify the Battle of Sekigahara and the Ieyasu’s victory
- Students will be able to recognize the hierarchy of the Tokugawa Order and how it is similar to the next unit of study (Medieval Europe).

California Social Studies Content Standards:

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

7.5.3 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.

7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

SL5. Make strategic use of digital media to enhance understanding.

Day 1:

Warm –up: Students will review the Japanese Society pyramid provided on page 269 in the McDougal Littell history book. Students will answer the question: Who held power in Japan’s military society? **Military leaders called shoguns took control.**

• **Lesson:**

- Students will view the first two minutes of the video link below as a review of the shogun ascendancy of Japan including the three military leaders that unified Japan: Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu.

<https://www.youtube.com/watch?v=QP0NoVSqyuk>(The Shogunate: History of Japan - play first two minutes before lesson and last four minutes at the third day)

- Students will read about the three military leaders out aloud on page 270.
- Students will receive the handout, three powerful military leaders of Japan (see attached document) and they will write key facts from the book and video below to each leader.

- Students will watch the video on the leaders and write down and analyze the quotes used to describe each military leader. <https://www.youtube.com/watch?v=-3ttk8Bx41M> The 3 Great Unifiers of Japan (9 minutes).
 - Students will answer the following questions with a table partner:
 - 1.) How did technology help Oda Nobunaga gain control of much of Japan?
 - 2.) What happened to the leadership of Japan when Toyotomi Hideyoshi died in 1598?
 - 3.) What were some of Tokugawa Ieyasu's actions upon becoming Shogun?
 - **Assessment:**
 - Students will share answers to the questions listed above.
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Day 2:

Warm –up: Have students list 5 important strategies that a leader must have in order to win a battle (prior knowledge)

- **Lesson:**
 - Students will receive the map of the Battle of Sekigahara (**see attached document**) and compare it with the previous student completed map of Japan. The students will identify that the battle took place on the mainland of Honshu.
 - Students receive the handout from Professor Yamashita's lecture with the list of military leaders and soldiers.
(<http://china.usc.edu/sites/default/files/establishing%20the%20tokougawa%20order-2017.pdf>)
 - Students will watch the film on the Battle of Sekigahara
<https://www.youtube.com/watch?v=Tbc2d8LhEtU> (The Battle of Sekigahara -BBC – 8:49)
 - Students will use the map and list to discuss with their table partner the question: How did the betrayal of Mitsunari by Hideaki led to Ieyasu winning the Battle of Sekigahara?
 - **Assessment:**
 - Students will create a slogan for the lesson learned by the betrayal of the Battle of Sekigahara
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Day 3:

Warm –up: Students will list what they would do to unify Japan if they were Ieyasu after winning the Battle of Sekigahara. (Historical Probleme – What does one do after a decisive battle over one's enemies?)

- **Lesson:**
 - Students will share their answers from the warm-up.
 - Students will view the remaining 6 minutes of the Shogunate history video listed above. This video will end by showing the new hierarchy system established by the Tokugawa Order.
<https://www.youtube.com/watch?v=QP0NoVSqyuk>
 - Students will popcorn read the Tokugawa Order reading section (**see attached document**) to analyze the social structure of the hierarchy system.
 - Students will read the small section "Night Soil"
<http://china.usc.edu/sites/default/files/1.%20Tokugawa%20Order.pdf> which describes how

peasants had to use their own waste to farm with and how even this was ranked. I think my middle schoolers will enjoy this.

- **Assessment:**

- Students will create a timeline that includes: the military leaders that unified Japan: Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu, the Battle of Sekigahara, the rule of the Tokugawa Order.

- **Further Assessment:**

- Have students research the achievements of Tokugawa Ieyasu as the military leader of the Tokugawa Order (ex. Increase in Kabuki Theater and Bunraku Puppet Theater, literature 'especially Matsuo Basho, the master of haiku' and woodblock printing).