

UbD Unit Plan

Title: Japan in the Time of the Shogun **Subject/Course:** World History

Topic: Feudal Japan and Culture **Grade:** 10

Stage 1 – Desired Results

Established Goals:

- Explain and list each level of the Japanese feudal system
- Explain the Samurai Code
- Explain Chinese influence on Japanese architecture, written language, systems of government, city planning and religion
- Explain how Japan was able to isolate itself from outside influence
- Explain the advantages and disadvantages of being an island nation

Understandings:

- Students will know that feudal Japan was ruled by a single Shogun and be able to explain the lower roles in the feudal pyramid.
- Students will know that Samurai were the protective knights of the ruling class in Japan. They will also know that these warriors lived by a code of honor called Bushido.
- Students will know that Japan was influenced by China culturally, mainly through political structure and religion.
- Students will know that Japan's geographic standing as an island nation helped isolate them from outside influences and served as a natural military defense from invaders.

Essential Questions:

- Do you think that it is better to have a single powerful leader or share power among many?
- What was the Bushido Code to the Samurai? What would be the hardest part for you if you had to follow it?
- Do you think that the Chinese idea of the Mandate of Heaven is apparent in Japanese society? Can you think of something in your own culture that was borrowed from another country?
- If you had to protect yourself from an enemy, why might an island be a good place to defend yourself? What might be some drawbacks?

Students will know the four basic levels of the Japanese feudal system and be able to explain each. Students will understand the geographic situation of Japan and how it affected the development of their culture. Students will understand that the Samurai operated on an honor system known as Bushido.

Students will be able to...

- Explain the Japanese feudal system
- Describe how Japan as an island nation influenced its culture.
- Explain the Code of Bushido.

Stage 2 – Assessment Evidence

Performance Task: *Summary in GRASPS form*

Here is where you will develop a scenario for the activity/project.

This section is for you to develop a guide for the students on what to do.

Goal(s):

To have students read content information, respond in written form, and actively participate in accompanying group discussion.

Role:

To participate in teacher led discussion.

Audience:

10th grade.

Situation:

Written responses will be done individually. Discussion will be with desk partners and entire class setting.

Performance:

Actively participate in discussion through random cold call and volunteer. Students will obtain knowledge through guided notes and selected reading materials.

Standards: *Student knowledge will be assessed by formative assessment through conversation and responses in written in notebooks along with discussion logs. There will also be an end of the unit quiz.*

Key Criteria: to reflect Performance Tasks: **Examples:** *Rubric, Checklist, etc.*

Student knowledge will be assessed by formative assessment through conversation and responses in written in the notebooks/discussion logs. Summative assessment will be shown through unit test.

Other Evidence

Summarized (tests, essays, work sample(s), etc.

Students will write responses to key questions in their discussion logs and notebooks. A unit test will be given.

Stage 3 – Learning Plan

Learning Activities

Consider the WHERETO elements

These questions are/can be directed as....

What the teacher and/or the student do in regards to the WHERETO.

W

This lesson is intended to introduce students to Japanese Feudalism, Japanese culture, and basic geography.

H

Students will be asked to relate personal experiences to the content concerning societal roles in Japan and ideas of honor.

E

Students will be worked through discussion logs with a series of teacher led discussion questions meant for formative assessment.

R

In case of student misconception, the instructor should allow extra time for the student to process new information. This can be done having them answer extended questions in their notebook or discuss more difficult questions with their desk partner.

E

Students will reflect on their knowledge of the lesson subject with an exit questions in their notebook.

T

Students will be able to read the information in the notes, hear it from the instructor, and engage in partner conversation.

O

Varied learning styles will be chunked into alternating parts of the lesson. They will generally switch in 5 to 10 minute increments.

Resources

Japanese Feudalism Graphic Organizer and Guided Questions

PBS Documentary: Japan-Memoirs of a Secret Empire

Samurai Seppuku Demonstration Clip

Physical Map of Japan

Lesson One- 45 minutes

- (5) Students answer bell question: Do you think that it is better to have a single powerful leader or share power among many?
- (5) Instructor led class discussion of bell question.
- (5) Students read the first section of "Rise of Feudalism in Japan" worksheet and answer as many questions as they can in small groups.
- (25) Students will finish the remainder of the questions in the first section while watching the first part of the documentary "The Way of the Samurai"
- (5) Students will answer the exit question "Why did Feudalism emerge in Japan?"

Lesson Two- 45 minutes

- (5) Students answer bell question: Where do you see different levels of power and roles in your own society? Do you think these roles are important to function?
- (5) Instructor led class discussion of bell question.
- (5) Students read the second section of "Rise of Feudalism in Japan" worksheet and answer as many questions as they can in small groups and label the Feudal Triangle.
- (10) Students will then take a role that is labeled one of the feudal triangle roles and find other students around the room that complete the four tiers. They will then arrange themselves in the correct order, highest rank from right and lowest to the left.
- (20) Students will then watch the remainder of "The Way of the Samurai" and complete the worksheet questions.

Lesson Three- 45 minutes

- (5) Students answer bell question: If you had to protect yourself from an enemy, why might an island be a good place to defend yourself? What might be some drawbacks?
- (5) Instructor led class discussion of bell question.
- (15) Students will write notes to the slideshow "Japan: An Island of Isolation" and follow the activities associated with the slideshow.
- (15) Students read "A Japanese Story: The Samurai and the Tea Master" and then discuss the meaning in a instructor led discussion.
- (5) Students will answer the exit slip "Explain the Bushido Code"

World History

Name: _____

Targets: -Explain and list each level of the Japanese feudal system
-Explain the Samurai Code

The emperor was an important political and religious figure in Japan. However, by the 1100s, the emperor's power was so weakened that Japan collapsed into civil war. Unable to control the lords of Japan, the emperor lost his political power. A system of feudalism arose in Japan that was similar to feudalism in Western Europe. Feudalism is where peasants are expected to work and produce food on lands owned by wealthy lords in return for military protection. Lords and their private armies became very powerful.

By 1192, Japan's most powerful lord or noble had the emperor appoint him as Japan's "Supreme Military Governor" or Shogun. For the next 600 years, the Shoguns were the real rulers of Japan, while the emperors acted as mere figureheads. The Shogun stood at the top of the Japanese feudal system. He was the most powerful lord in Japan. The Shogun was a military dictator.

Questions:

1- What happened to the emperor of Japan in the 1100s?

2- What arose in Japan in the 1100s?

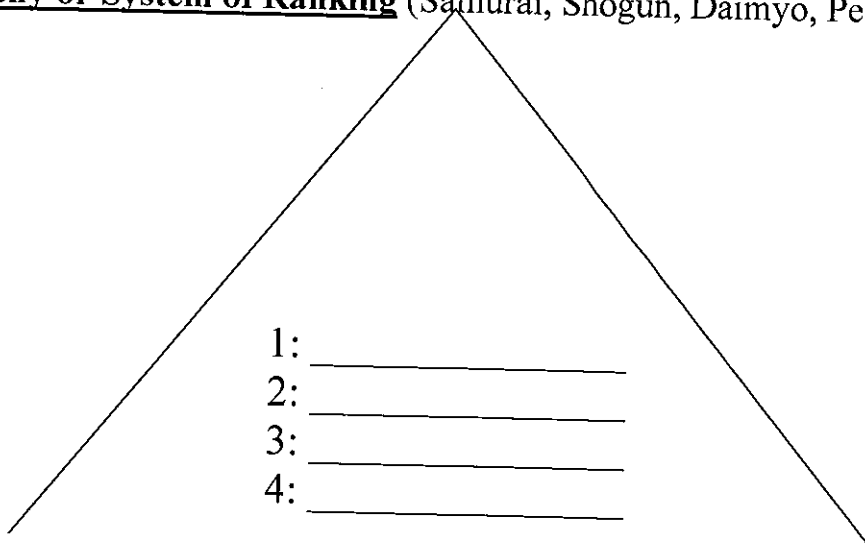
3- Define Feudalism.

4- Who was the Shogun?

5- Why did the Shogun rule Japan?

The highest nobles next to the shogun were the daimyos. A daimyo was a noble landowner or a lord. Daimyo controlled large estates, or pieces of land. Daimyo also had private armies or armies of warriors fought for the daimyo. The daimyo gave land to warriors or samurai, which means "one who serves" in exchange for loyalty and protection. Samurai were warriors on horseback and fearless soldiers who carried swords. They believed that to die in battle was an honor. Samurai practiced the Code of Bushido.

The Feudal Hierarchy or System of Ranking (Samurai, Shogun, Daimyo, Peasants)



The Code of Bushido was the samurai's code of honor. The Code of Bushido demanded that a samurai be loyal to his lord and brave. A samurai had to obey orders and practice self-discipline, or control over one's feelings and actions. Honor was the most important thing in his life. If a samurai lost his honor, he had to commit seppuku or hari-kari. He had to kill himself with his own sword. The Japanese believed that seppuku restored or brought back honor.

Questions:

6- Define daimyo.

7- Who were the samurai?

8- Describe the relationship between a samurai and his daimyo.

9- What was the Code of Bushido?

10- How could a samurai regain his honor?

<http://www.youtube.com/watch?v=hcO4MMzdYE8>

http://www.youtube.com/watch?v=VmJwBV_iJRQ

20:00 Explanation of Seppuku

A Japanese Story: The Samurai and the Tea Master

A long time ago there lived a great Tea Master. He was an elderly, small and frail man. He was known throughout the countryside where he lived for his beautiful Tea Ceremony. His work was so good that one day the Emperor heard about him and summoned him to the Palace to perform this special ceremony.

The quiet, little Tea Master received this invitation from the Emperor. He packed his belongings, placed them on his back and started on a long journey by foot to the Palace.

After many long days the little man arrived and performed the ceremony for the Emperor. The Emperor was so impressed! He presented the Tea Master with the highest honor that he was allowed. He presented him with the two Japanese swords of the Samurai.

The Tea Master accepted the swords. He bowed to the emperor, placed the swords on his back, picked up his belongings and started his journey home.

Two days later the little man was walking through a small country village when he was spotted by the Samurai that protected that area. He was a great and powerful Samurai. At first the Samurai could not believe his eyes. Where those swords? What was this little frail man doing with them?!

The Samurai confronted the little man. "How dare you make a mockery of all Samurai! I can not stand for this dishonor. We will meet here on this place in the morning and correct this!"

The two men bowed to each other and went their separate ways. The Tea Master, of course, was in a panic. What should he do?

That evening he sought the advice of an elderly Samurai teacher. The old man said, "First, in the morning, you are going to die." Then he went silent. The Tea Master asked, "Is there nothing I can do?" The teacher replied, "Yes, make tea."

In the morning the Tea Master and the Samurai met in the village. They bowed to each other, and then each drew their swords. The great Samurai looked down his sword at the Tea Master. The Tea Master looked down his sword with all the focus, care and attention....of making tea.

The great Samurai stepped back, replaced his sword, bowed and said, "Please excuse me, I have been mistaken."

The meaning of the story:

[illegible]

Chinese influence on Japan

Architecture- The pagoda

What would be the advantage to this structure?



Written Language- Style of writing top to
bottom

Write this in your notebook:

Today

Is

A

Beautiful

Day

To

Be

A

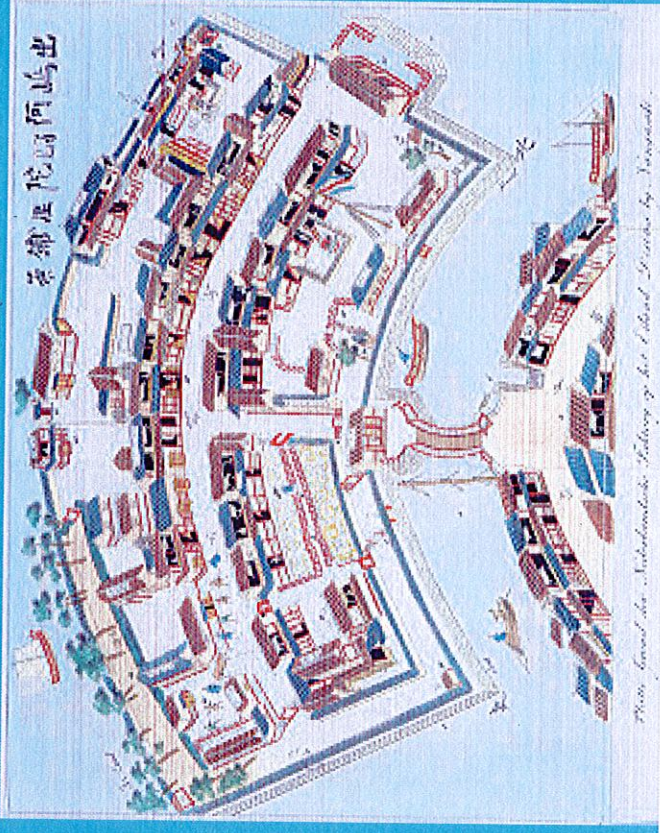
Bearcat

方籍信一本楊縣月詩龍
六卷正其為沒沒湖田家
魏江精翰書也古諸神書
禮和標生德之不足一書於為
五妙操神心能極境之因

Government- idea of a centralized ruling body. All taxes went to one ruling source.

City Planning- the city organized into districts.

How is Battle Creek divided?



Plan of the Netherlands Colony of Batavia, 1645, by J. van der Grinten.

Religion- Buddhism, shared values

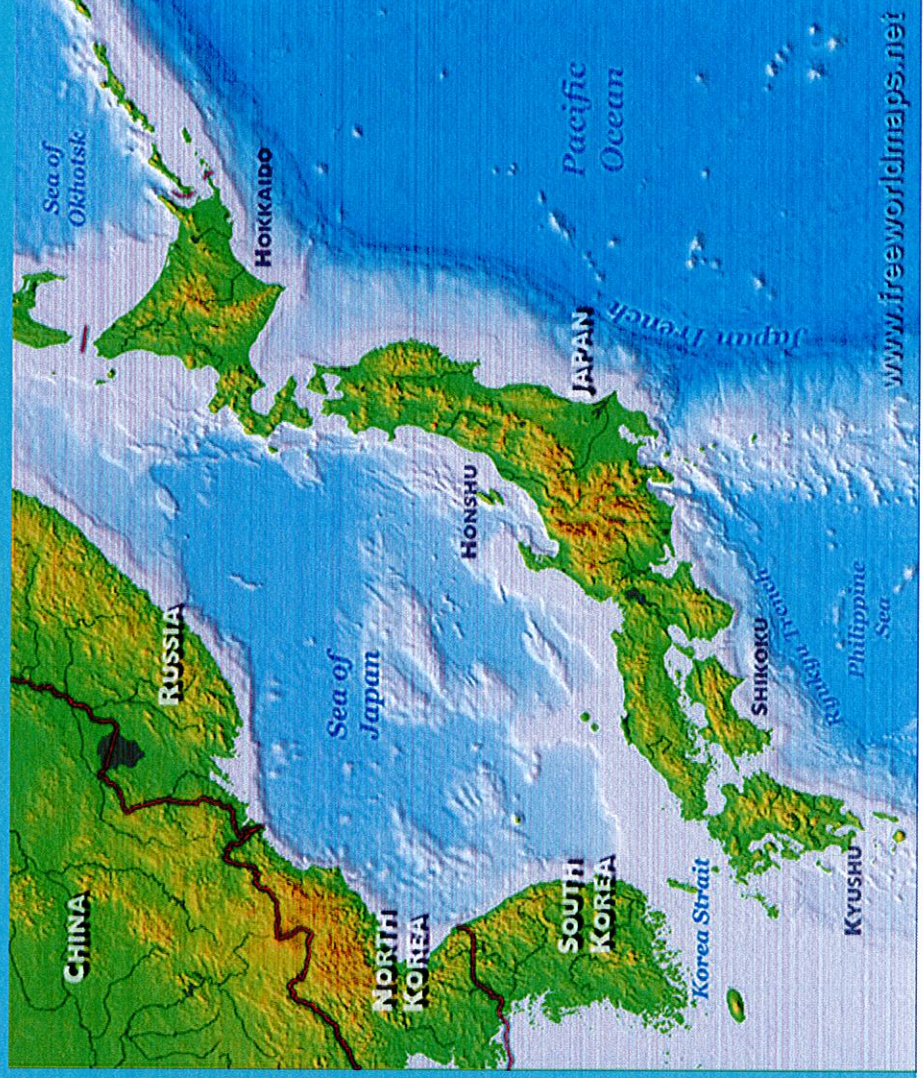


This process of adopting things that work well from other cultures is called selective borrowing.

Japan would eventually kick foreigners out because they felt their destiny was separate from everyone else. Do you see a problem with that?

**Japan was geographically isolated
because it was an island nation.**

Think Back to the Bell Question....



Advantages:

1. **Hard for Invaders to succeed in a naval attack.**
2. **Able to build and prosper without outside interference.**
3. **Able to build a strong and organized central government.**

Disadvantages:

1. **Limited natural resources.**
2. **Many earthquakes.**
3. **Very limited room to farm and produce food.**