Understanding Medieval Japan ‖ Samurai, Daimyo, and Shogun

## Goals & Objectives

Goal: Students will understand the relationship between samurai, daimyo, and shogun.

Objective: Students will write about the specific roles of the samurai, daimyo, and shogun in Japans medieval period.

## California State Content Standards

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.

## Common Core Literacy Standards

CCSS.WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

## Driving Historical Question

### What are the samurai, daimyo, and shogun, and how did they affect Japan?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 min.**

Students will be handed a KWL chart and will be instructed to fill out the K and W sections. Students will be given about three minutes to complete this task. After the three minutes they will be given two minutes to discuss their response with a partner. After this brief discussion there will be a guided class discussion about their prior knowledge on the topic for another five minutes.

### Vocabulary (Content Language Development) ‖ **Time:**

The key vocabulary for this lesson are: Samurai, Bushido, Shogun, Daimyo, Emperor, and feudalism. These vocabulary terms will be explained and defined throughout the lecture for this topic.

### Content Delivery (Method of Instruction) ‖ **Time: 28 min.**

The content of this lesson will be delivered using a lecture format. The lecture will be broken up into three main sections, one covering samurai, one covering shogun, and the last one covering the daimyo. After each section there is a critical thinking question related to the previous section. The students will write a response to the question and will share their responses with a partner. This is done to help keep the students engaged and to have them think and reflect on the content of the lesson.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time:**

Students will fill out guided notes during the lecture. The notes will help them write the critical information from the lecture. There will also be a section of the guided notes where students will write down their responses to the engaging question found within the lecture.

### Lesson Closure ‖ **Time: 7 min.**

To close the lesson students will fill out the L section of the KWL chart. This will allow them to reflect on the lesson as a whole and to summarize the lesson in their own words.

### Assessments (Formative & Summative)

This lesson contains multiple assessments, the first is an entry level assessment in the form of the KWL chart. In addition to the KWL chart there will also be a pair discussion and a class discussion before the lecture begins to provide the teacher with a basic idea of the student’s prior knowledge on the topic. There are always three questions during the lecture that will provide the formative assessment. The response to these questions will be briefly discussed by the students in pairs. They will also write a short response to these questions on their guided notes worksheet. The summative assessment for this lesson plan will be the L section of their KWL chart. This will provide sufficient information that will inform the teacher of the students understanding of the topic.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

For English Learners and Students with Special Needs the guided notes will help them tremendously with the lecture and critical thinking questions. Sharing their responses with a partner will also help them if they are struggling with any concepts, ideas, or vocabulary.

### Resources (Books, Websites, Handouts, Materials)

The resources required for this lesson include: KWL Chart, PowerPoint presentation, and the Guided notes handout.