Understanding Medieval Japan ‖ What is a waka poem?

## Goals & Objectives

Students will understand Medieval Japan through analyzing and interpreting Waka poetry.

Students will utilize primary sources effectively and efficiently.

## California State Content Standards

7.5.5. 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.

## Common Core Literacy Standards

CCSS.RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.RH.6-8.2. 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.

CCSS.RH.6-8.4. Determine the meaning of words and phrases as they they are used in a text, including specific to domains related to history/social studies.

CCSS.WHST.6-8.1. Write arguments focused on discipline-specific content.

CCSS.WHST.6-8.1.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Driving Historical Question

### What do Japanese poems tell us about Medieval Japanese society?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 5 min. both days**

Day 1:

The students will be asked the question “Do you think poetry can be a useful primary source for analyzing history? Why or why not?” Students will answer the question in their daily writing journal. After two minutes’ students will be randomly selected to share their answer.

Day 2:

Students will be asked the question “Do you enjoy poetry? Have you ever written a poem before?” Students will write respond to the question in their daily writing journal. After two minutes students will be randomly selected to share their answer.

### Vocabulary (Content Language Development) ‖ **Time: 0 min.**

Vocabulary for this lesson includes the following terms: Waka, Haiku, Vain, Paling, Syllable, and Disperse. These terms will be defined within the lesson.

### Content Delivery (Method of Instruction) ‖ **Time: 15 min. day 1 and 5 min. day 2**

Day 1: Students will be handed a small work packet that contains the three primary sources (Waka Poetry) and the background information. The teacher will read through the packet with the students. The teacher will frequently stop to provide further explanation and insight into the primary sources. Students will highlight information they feel is important and mark any words they do not understand.

Day 2: The class will have a brief review of the previous day’s content before moving on to the days activities.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 20 min. both days**

Day 1: Students will get into pairs and answer questions one through seven of the handout. These questions will require students to analyze and engage with the primary sources.

Day 2: The second day of instruction will require students to form groups of four and choose a topic to write a waka poem on. Each student within the group will write their own poem.

### Lesson Closure ‖ **Time: 5 min. day 1 and 15 min. day 2**

Day 1: To close the first day of instruction the teacher will ask students to do a think, write, pair, share activity. Students will be asked the question “Do you think poetry is useful as a primary source? Why or Why not?” Students will have one minute to write their answer, one minute to share their answer with their partner, and three minutes to discuss the question as a class.

Day 2: The closing activity for the second day will be students sharing their waka poems. Due to their short size each student will have enough time to share their poem with the class. Then there will be a short class discussion on the importance of poetry as a primary source.

### Assessments (Formative & Summative)

The are multiple assessments used in this lesson. There are several progress monitoring assessments in the form of discussions, which will provide the teacher with instant feedback. The formative assessment used for this lesson is questions one through seven of the handout. These question will inform the teacher whether or not the students properly engaged with the primary sources. The summative assessment will be the waka poems that students produce.

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

For English Learners, Striving Readers, and Students with Special Needs the work will be done in groups. For day one students will be working in pairs that are chosen by the teacher. So English Learners will be paired with a student who has a strong command of both spoken and written English. Striving Readers will be paired with students who have shown strong reading skills. Students with Special Needs will be paired with students who are doing well academically and have shown skill in explaining topics.

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

The resources required for this lesson are the following: What is a Waka? handout.