Understanding Medieval Japan ‖ Prince Shotoku and the Geography of Medieval Japan

## Goals & Objectives

Goal: Students will understand the effect Japan’s geography had on its society and the importance of Prince Shotoku on Japan’s government.

Objective: Students will explain how Japan’s society was greatly influenced by China and Korea. They will also express how Prince Shotoku’s reign created a strong central government for Japan, especially his creation of a constitution.

## California State Content Standards

7.5.1 Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

## Common Core Literacy Standards

CCSS.RH.WH.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.WHST.6-8.2D Use precise language and domain- specific vocabulary to inform about or explain the topic.

## Driving Historical Question

### What role did Japan’s geography play in the development of its society?

### How did Prince Shotoku change Japan’s government? What influenced him?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 min.**

The lesson will be introduced by having students do a Think, write, pair, share activity. The students will be asked a question: How has Southern California’s society and culture been affected by its proximity to Mexico? Students will think about the question, write a short response, and then discuss their response with a partner. The pairs will then be asked to share their response to the class.

### Vocabulary (Content Language Development) ‖ **Time: N/A**

The vocabulary for this lesson includes the following terms: Japan, Hokkaido, Honshu, Shikoku, Kyushu, Clans, Jimmu, Shotoku, Constitution, Animism, and Shrines. Students will learn the vocabulary through the reading and will show this understanding in the learning menu assignment.

### Content Delivery (Method of Instruction) ‖ **Time: 35 min (Day 1)**

Students will be reading section one, Early Japan, of chapter five, Medieval Japan, from the textbook, Medieval and Early Modern Times. The reading strategy that will be used for this lesson will be the Jigsaw strategy. The class will be split in half, and each half of the class will be further split into four groups of four. Each half of the class will have a group covering one part of section one. Each group of four will read and analyze their section, being sure to note the major themes, vocabulary, and important information. After each group has examined their section they will then form another group that will contain a student who is an “expert” on each section. Each group of “experts” will discuss the parts and provide each student with the important information of their part. After this student’s will return to their original group and there will be a class discussion. The class discussion will cover each part of section one and both groups that covered each part will share their information with the class.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 45 min. (Day 2)**

The student engagement activity for this lesson will be a learning menu. The students will be broken up into pairs and they will have to complete the learning menu assignment. The learning menu will have an appetizer, entrée, and a desert section. The appetizer section will have the students summarize section one of the textbook. The entrée section will require the students provide and show understanding of the main ideas of section one. The dessert section will ask the students to summarize the main points of the section.

### Lesson Closure ‖ **Time: 3 min.**

The lesson closure will be an exit ticket where students answer the following question: What is the main theme of each part of section one?

### Assessments (Formative & Summative)

For this lesson the teacher will formatively assess student learning by walking through the class and observing students during both group discussions. The teacher will also formatively assess student learning during the class discussion. The final formative assessment will be the exit ticket from the lesson closure.

The summative assessment for this lesson will be the learning menu assignment.

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

The student engagement activity provides accommodations for each of these student groups. There will be activities that appeal to each type of learner, visual, auditory, and kinesthetic. For example, an English Learner may be more comfortable using visuals for their entrée section of the learning menu. Further accommodations will be provided to English Learners and Students with Special Needs in the form of a vocabulary list. The list will provide the students with all of the vocabulary words and their definitions so these students will be able to grasp the content instead of struggling with the vocabulary words.

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

Required resources for this lesson are: Textbook, poster paper, and colored pencils.