

**Domain-Based Unit Overview**

**Title of Domain: Feudal Japan**  
**Learning Time: 10 days**

**Big Idea**

*Japan's island location and geography influenced its unique culture and history.*

**What Students Need to Learn**

- Japan is a nation of approximately 3,500 islands, but the majority of the population lives on the four islands of Hokkaido, Honshu, Shikoku, and Kyushu.
- Because of its location in the Ring of Fire and in the western Pacific, Japan is subject to typhoons and earthquakes.
- The Pacific Rim is a term used to describe countries in Asia, and North and South America, that border the Pacific Ocean.
- From the time of the Kamakura Shogunate, the emperors ruled in name only; the real power was held by the shoguns or members of powerful families ruling in the shogun's name.
- Japan from the 1100s on was a feudal society headed by the shogun or by those ruling in the shogun's name.
- Samurai, soldier-nobles, owed allegiance to daimyos, higher lords who were large landholders and direct vassals of the shogun.
- A samurai's conduct was dictated by the code of Bushido.
- The Tokugawa Shogunate closed Japan to most outsiders to hold onto their power.
- Buddhism and Shinto are two important religions in Japanese history.

**MN Academic Standards**

5.4.1.1.1  
5.4.1.2.1  
5.4.1.2.2  
5.4.2.3.1

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<b>Pre-Assessment</b>
<ol style="list-style-type: none"> <li>1) Have students locate Japan on a modern map and identify what continent Japan resides on and what ocean Japan borders.</li> <li>2) Display three pictures: Samurai, map of Japan, and picture of Buddha. Have students write a short detailed paragraph on one of these topics. This will identify any prior knowledge, practice writing skills, and heighten interest on what learning is to come!</li> </ol>

<b>Domain Chapter 1</b>	The Rise of an Empire
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Describe Japan's geography.</li> <li>✓ Summarize Japan's early history and legends.</li> <li>✓ Identify influences on Japanese culture.</li> </ul>
<b>Vocabulary</b>	Pacific Rim, archipelago, isolation, clan, Shinto, Buddhism, gangplank, tea ceremony, silkworm, and aristocrat
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Discuss the time frame of history the class has learned about so far. Teacher creates a Timeline 2020. noting the height of Ancient Greeks and Roman times, the start of the Renaissance, American Revolutionary War and 2020 (present). 800 CE - 1800 CE height of Russia's power. Add 400 CE-1800 CE: time of Feudal Japan.</li> <li>2) Display world map and identify Japan and go through slides introducing class to Japan. Students are given a packet for this domain divided into chapters with vocabulary words and definitions, room for students to write sentences for three of the vocabulary words, and 3-5 comprehension questions taken from Core Knowledge.</li> <li>3) Ask Big Question: How did China and Korea influence the development of Japanese culture?</li> </ol>

	<p>4) Identify the lesson’s vocabulary words and give students a few minutes to write detailed, fifth grade quality sentences.</p> <p>5) Teacher reads chapter 1 asking comprehension questions along the way from the packet while students fill in answers.</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 2</b>	Religion in Japan
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<p>✓ Summarize Shinto and Buddhist beliefs.</p> <p>✓ Describe the impact of the Shinto and Buddhist religions on Japan.</p>
<b>Vocabulary</b>	spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, and martial arts.
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Display a picture of Buddha and a Shinto Shrine and inform students they will learn about the two main religions of Japan today.</li> <li>2) Ask Big Question: What are the basic teachings of the Shinto and Buddhist religions?</li> <li>3) Students popcorn reading vocabulary words and definitions.</li> <li>4) give students a few minutes to write detailed sentences for three chosen words.</li> <li>5) Students will popcorn read chapter 2 and fill out answers for 4 questions for this chapter.</li> <li>6) Conclude with a Venn diagram of Buddhism and Shinto religions.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 3</b>	Japanese Feudalism
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Summarize feudalism in Japan.</li> <li>✓ Describe the rise of the shoguns.</li> <li>✓ Describe the life of the samurai in Japan.</li> </ul>
<b>Vocabulary</b>	lotus, samurai, shogun, figurehead, vassal, artisan, and Bushido.
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Display slides showing the hierarchy of Japanese Feudalism, so another slide of European Feudalism. Give students time to talk out what they know about both (We studied European Feudalism a bit during Don Quixote, but students should have plenty of background knowledge.)</li> <li>2) Review vocabulary and give students time to write terrific sentences.</li> <li>3) Ask The Big Question: In what ways was a shogun more powerful than an emperor?</li> <li>4) Students will read Chapter 3 independently and answer comprehension questions.</li> <li>5) Close with a deeper conversation comparing and contrasting Japanese and European feudalism.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 4</b>	Everyday Life and Arts
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>

<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Describe the lives of artisans, merchants, and peasants in feudal Japan.</li> <li>✓ Explain the differences between Kabuki theater and a Noh play.</li> <li>✓ Describe haiku poetry</li> </ul>
<b>Vocabulary</b>	
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) On the board have The Big Question written down: How did daily life differ based on people's place in society?</li> <li>2) Review Vocabulary and have students create 3 sentences using given words.</li> <li>3) Students should read independently and answer comprehension questions.</li> <li>4) Go over answers.</li> <li>5) Closing: have students create a haiku on a seasonal topic (Mother's Day or spring)</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Chapter 5</b>	Changes Come to Japan
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Describe the attempts by the Mongols to invade Japan.</li> <li>✓ Explain the effects of the arrival of Europeans on Japan.</li> <li>✓ Summarize Japan's closing to Western influence</li> </ul>
<b>Vocabulary</b>	musket, missionary, Jesuit, exclusion, secluded, and state religion; and of the phrase "trade treaty."
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Display map of Japan and discuss its location in the world. How might its location support or repel Japan's interaction with other countries?</li> <li>2) Go through vocabulary words and have students write 3 great sentences.</li> </ol>

	<p>3) The Big Question: How did foreign trade bring about the end of the shogun era?</p> <p>4) Pair reading of chapter 5 and pair working on comprehension questions.</p> <p>5) Share answers with group.</p> <p>6) Homework: crossword vocabulary 5.1</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Great Buddha (Kamakura Buddha) • Japanese landscape gardens</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>• Read and discuss <b><u>You Wouldn't Want to Be a Samurai: A Deadly Career You'd Rather Not Pursue</u></b>, by Fiona MacDonald</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>