



Unit Planner: 2014 Gibson - Japanese Feudalism

Global 2

Tuesday, November 6, 2018, 12:21PM

High School > 2018-2019 > Grade 9 > Social Studies > Global 2 (C) > Week 1

Last Updated: [Wednesday, February 8, 2017](#) by Andrew Gibson

2014 Gibson - Japanese Feudalism

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

During medieval times in Japan, the foundations of Japanese society were laid. Many aspects of Japanese society created during these times continue to affect the development of Japan to this day.

Essential Questions

How did the evolution of centralized political power in Japan up to the Tokugawa Shogunate affect its overall development?

How did the elements of medieval Japanese society such as the Samurai help Japan in its development?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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NYS: Social Studies Core Curriculum

NYS: Grades 9-11

Global History & Geography Unit 3: Global Interactions

A. Early Japanese history and feudalism

1. Human and physical geography

2. Early traditions (Shintoism)

3. Ties with China and Korea: cultural diffusion, Buddhism, and Confucianism

4. Tokugawa Shogunate

6. Comparison to European feudalism

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Medieval Japan

- Effects of geography
- Early traditions of Japanese Feudalism
- Cultural assimilation with China and Korea
- Attempted centralization
- Rise of Tokugawa Shogunate
- Effects of Tokugawa seclusion

Skills / Strategies

CRITICAL THINKING SKILLS

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences)
- Identify cause and effect
- Differentiate fact from opinion
- Draw inferences and make conclusions using a variety of primary and secondary sources including graphs, charts, time lines, documents, political cartoons, and photographs
- Recognize different points of view
- Make judgments based on evidence
- Form generalizations based on evidence
- Employ different features of a map to interpret and analyze events

INTERPERSONAL AND GROUP RELATION SKILLS

- Participate in group planning and discussion
- Cooperate to accomplish goals
- Assume responsibility for carrying out tasks

INFORMATION GATHERING SKILLS

- Identify and use a variety of sources of information including reference works, periodicals, tables, graphs, and maps
- Evaluate sources for reliability and bias
- Observe and listen for relevant information

PRESENTING INFORMATION

- Generate an expository essay that expresses ideas in a coherent and logical manner

Key Terms / Vocabulary

- Shogun
- Samurai
- Shogunate
- Shintoism

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Test #1

Formative: DOK 2 Basic Application: Test: Standardized

Resources



Atlas Version 9.2.1

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