

# Japan During Medieval Times

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Times	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Africa	2	4
Imperial China	2	4
Japan During Medieval Times	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation/Modern Ages	3/4	8

## Unit Overview

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In this unit, students will learn about medieval Japan's influences and developments.

## **Enduring Understandings**

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- The Japanese created a unique civilization because it adapted and acquired elements of other Asian cultures, including government, urbanization, religion, writing, literature, and the arts.
- The effects of Japan's "Golden Age," called the Heian period, are still felt today.
- Japanese leadership shifted from rich aristocratic families to the military.
- The samurai dominated Japan for nearly 700 years as shoguns and daimyos, and developed their own culture

## **Essential Questions**

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- In what ways did neighboring cultures influence Japan?
- What was life like for aristocrats during the Heian period?
- What was the role of the samurai in the military society of medieval Japan?

## **New Jersey Student Learning Standards (No CCS)**

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- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order (6.2.8.A.4.b).
- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world (6.2.8.B.4.a).
- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges (6.2.8.B.4.e).
- Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies (6.2.8.B.4.f).
- Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas) (6.2.8.C.4.a).
- Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people (6.2.8.D.4.a).
- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).

## **Amistad Integration**

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**Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)**

### **Purpose:**

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

### **Goals:**

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

## **Holocaust/Genocide Education**

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**Remove/replace the text in this section - this is for your reference (link -- [https://nj.gov/education/holocaust/about us/mandate.html](https://nj.gov/education/holocaust/about_us/mandate.html))**

**RE:** N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

\*See Europe During Medieval Times & Islam in Medieval Times units\*

## **Interdisciplinary Connections**

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- Cite specific textual evidence to support analysis of a primary source (LA.6-8.RH.6-8.1)
- Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)
- Write informative/explanatory texts (LA.6-8.WHST.6-8.2 ).

## **Technology Standards**

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- Demonstrate knowledge of a real world problem using digital tools (8.1.8.A.1).
- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability (8.1.8.A.2).
- Illustrate and communicate original ideas and stories using multiple digital tools and resources (8.1.2.B.1).
- Collaborate with peers by participating in interactive digital games or activities (8.1.P.C.1).
- Demonstrate the application of appropriate citations to digital content (8.1.8.D.2).

## **21st Century Themes/Careers**

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- CRP11: Use technology to enhance productivity.
- CRP6. Demonstrate creativity and innovation.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.
- Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions (9.3.GV-FIR.1).
- Develop and articulate reasoned, persuasive arguments to support public policy options or positions (9.3.GV-GOV.2).

## **Financial Literacy Integration**

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- Relate earning power to quality of life across cultures (9.1.8.A.4).
- Relate how the demand for certain skills determines an individual's earning power (9.1.8.A.5).
- Explain the economic principle of supply and demand (9.1.8.D.5).

## **Instructional Strategies & Learning Activities**

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- Jigsaw.
- Flipped instruction as appropriate.
- Think-Pair-Share.
- Interactive note-taking.
- Samurai school.
- Venn diagrams.
- Dialogue between a samurai and Beowulf.
- Graphic organizer on culture exchange between Japan, China, and Korea.
- Examine a list of items and determine if they originated from the United States or Asia.
- Play a matching game to connect cultural aspects of Japan to their country of origin.
- Gallery walk.
- Explore an aristocrat's home to gain insight into their daily lives.
- Timeline developmen

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets

- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- Observations
- Questioning
- Student self assessments
- Exit slips
- Analysis of primary sources

- Design a commemorative plaque

## **Summative Assessment**

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- Quiz: Multiple Choice and Short Answers
- TEST
- Explanatory Paragraphs
- Document Based Questions (DBQ)
- Develop a class schedule for a samurai.
- Write a diary entry.
- Menu assessment

## **Benchmark Assessments**

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- Link It Assessments
- Departmental Diagnostic Assessments

## **Alternate Assessments**

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- Portfolios
- Student-produced demonstrations
- Oral presentations
- Student created visuals
- Journaling
- Conferencing
- Creative projects

## Resources & Technology

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- Chromebooks
- Google products
- DBQ Project: Mini-Q's in World History

## BOE Approved Texts

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- TCI'S History Alive!: The Ancient World and Beyond

TCI'S History Alive!: The Medieval World and Beyond

## Closure

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- Exit Tickets
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#).
- Have students exchange cards and answer the question they have acquired.

## ELL

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- Alternate Responses
- Advance Notes



- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.

- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking