# GR 7 Unit 5 Japan During Medieval Times

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **Mar. - Apr.**
Status: **Published**

## Unit Overview

**Unit Title: Japan During Medieval Times**

**Essential Questions:**

19. The Influence of Japan's Neighbors (2 days)

In what ways did neighboring cultures influence Japan?

20. Heian-kyo: Japan's Golden Age (6 days)

What was life like for aristocrats during the Heian period?

21. The Rise of the Warrior Class (6 days)

What was the role of the samurai in the military society of medieval Japan?

## Standards

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| | Political and civil institutions impact all aspects of people's lives. |
| 6.2.8.CivicsPI.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| | The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. |
| 6.2.8.CivicsDP.4.a | Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). |
| 6.2.8.GeoHE.4.a | 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. |
| | The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. |
| 6.2.8.GeoPP.4.a | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| 6.2.8.GeoPP.4.b | Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African |

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| | caravan and Silk Road). |
| 6.2.8.GeoPP.4.c | Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. |
| | The physical and human characteristics of places and regions are connected to human identities and cultures. |
| 6.2.8.GeoHE.4.b | Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. |
| 6.2.8.GeoHE.4.c | Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. |
| | The environmental characteristics of places and production of goods influences the spatial patterns of world trade. |
| 6.2.8.GeoGI.4.a | Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. |
| | Economic interdependence is impacted by increased specialization and trade. |
| 6.2.8.EconGE.4.a | Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. |
| | The production and consumption of goods and services influence economic growth, well-being and quality of life. |
| 6.2.8.EconNE.4.a | Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. |
| | Historical events may have single, multiple, and direct and indirect causes and effects. |
| 6.2.8.HistoryCC.4.a | Determine which events led to the rise and eventual decline of European feudalism. |
| 6.2.8.HistoryCC.4.b | 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). |
| | Historical events and developments are shaped by social, political, cultural, technological, and economic factors. |
| 6.2.8.HistoryCC.4.c | Assess the demographic, economic, and religious impact of the plague on Europe. |
| 6.2.8.HistoryCC.4.d | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. |
| 6.2.8.HistoryCC.4.e | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| 6.2.8.HistoryCC.4.f | 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.HistoryCC.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. |

## Materials/Activities/Resources

**Core materials:** History Alive! The Medieval World and Beyond: https://subscriptions.teachtci.com/staff/sign_in

History Alive! The Medieval World and Beyond Primary Source Library:
https://subscriptions.teachtci.com/shared/programs/256/reference_materials?selected_unit_id=859&tag=Primary+S

ource+Library

**Supplemental Resources:**

Newsela Social Studies Compendium: https://newsela.com/signin

- "Feudalism in Japan and Europe"

- "Early History and Culture of Japan"

- "Many religions and beliefs shape Japanese purpose in life"

- "Social Hierarchy and Entertainment During the Edo Period in Japan"

- "The Samurai and Bushido"

Flocabulary: www.Flocabulary.com

The most applicable grades for the **Amistad curriculum** units are offered here:
http://www.njamistadcurriculum.net/history/units

GRADES 5, 7 & 8 UNIT 2: INDIGENOUS CIVILIZATIONS OF THE AMERICAS (1000 -1600)

GRADES 6 & 7 UNIT 3: ANCIENT AFRICA (3000 B.C. - 1492)

GRADES 5, 7 & 8 UNIT 4: THE EMERGING ATLANTIC WORLD (NATIVE AMERICANS, AFRICANS, EUROPEANS) (1200 -1700)

NJ Mandated Curriculum Crosswalk Teacher Resources

## Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

## Assessment

**Formative Assessment**

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

**Summative Assessment**

- Lesson Tests
- Unit Tests
- RSTs
- Essays

## Accommodations & Modifications

**Special Education**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA

- Mixed Ability Grouping

**504**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

**ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

● Vocabulary support

**At-Risk of Failure**

● Additional time during intervention time
● Graphic organizers
● Vocabulary support

**Gifted & Talented**

● Independent projects
● Leveled texts in NewsELA

## Interdisciplinary Connections

Cross-curricular: Writing in History Standards.

## Social and Emotional Learning Connections

Learning Mindset:  Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

## 21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

## Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.