

05_Unit 5: China and Japan During Medieval Times

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 weeks/ 15 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- the physical and human characteristics of places and regions are connected to human identities and cultures.
- historical events may have single, multiple, direct and indirect causes and effects.
- the diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- economic interdependence is impacted by increased specialization and trade.
- historical events and developments are shaped by social, political, cultural, technological, and economic factors
- the production and consumption of goods and services influence economic growth, well-being and quality of life.

CONTENT AREA STANDARDS

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| SOC.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. |
| SOC.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 caravan and Silk Road). |
| SOC.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. |
| SOC.6.2.8.EconGE.4.a | Analyze the immediate and long-term impact on China and Europe of the open exchange |

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| | between Europe and the Yuan (Mongol) Dynasty. |
| SOC.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. |
| SOC.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). |
| SOC.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. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| LA.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| TECH.8.1.8.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the Tibet Plateau, the Gobi and Taklamakan Deserts and the Seas surrounded Inner China thereby protecting it and preventing expansions beyond these features.
- the North China Plain, the Huang He and Chiang Jiang's Rivers located in Inner China provided an optimal area to farm rice.
- changes made to agriculture and the introduction of a new type of rice supported a larger population.
- landowners became successful when these improvements were made to agricultural production.
- success facilitates an improved economy because landowners had extra money and could begin to buy

luxury goods.

- the magnetic compass, the canal, the bridge, and improved boats were invented during this time period which allowed for improved trade.
- a surplus of money and improvements made to travel allowed Imperial China's economy to grow and thrive.
- Imperial China created advancements that spread far beyond China in our modern world.
- Imperial China invented/discovered how to stop the spread of diseases like smallpox through disinfectants, steam and inoculations.
- Imperial China revolutionized the military with the discovery of gunpowder and rockets.
- Imperial China made advances in movable type and how to use steel.
- the Great Silk Road provided a mode of transportation that allowed for trade between an isolated China and the outside world.
- discoveries and advances improved trade along the Great Silk Road and the waterways.
- improved trade creates better cities, communication, and life.
- the Mongols conquered Imperial China and this time period is known as the Yuan Dynasty.
- the Yuan Dynasty welcomed foreign trade and contact.
- foreigners were given high status during the Yuan Dynasty which drew people like Marco Polo to Imperial China.
- life was difficult for native Chinese people during the Yuan Dynasty.
- foreigners like Marco Polo spread ideas and knowledge of Imperial China to the World facilitating an age of exploration.
- Imperial Japan learned about other cultures in Asia because of their close proximity to them.
- Several important ideas gained by Imperial Japan were: the idea of a strong central government, Buddhism, character writing, architectural advancements and styles of music.
- aristocrats dominated the courts during the Heian period and created a unique culture in Japan.
- warriors called samurai played an important role in society.
- Samurai society was similar to Europe's lord and vassal system.
- European knights and samurai's followed a similar code of conduct and way of life.
- Both Japanese and European systems of feudalism promoted their economies, societies and political order for a period of time.
- Differences between the two systems can be found in their moral and legal frameworks, ideas on land ownership, role of gender, and philosophy on death.

Procedural Knowledge

Students will be able to:

Explain how the geography and climate of Imperial China influenced the development of its economics, cultural centers, and their interaction or isolation with other societies.

- Describe the geographical features that protected and isolated Imperial China.
- Locate the North China Plain, the Huang He River and the Chiang Jiang River.
- Explain how the geography, climate, and ruling dynasty played a part in the isolation or interaction with other societies.
- Explain how the geography and climate facilitated an improved economy.
- Explain how the Song and Tang Dynasties improved their economy; thereby improving life in Imperial China.

Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful dynasties.

- Describe changes made to agriculture in Imperial China.
- Explain how improvements in their economy affected the population, trade, commerce and urbanization.
- Assess how improvements made to trade routes impacted trade, commerce, and urbanization.
- Explain how and why the interrelationship between these improved aspects created great cities in ancient China that had the highest living standards at the time.

Evaluate the importance and enduring legacies of Imperial China.

Assess how the Great Silk Road and improved water routes impacted urbanization, transportation, communication, and the development of international trade centers.

- Identify and describe Imperial China's discoveries and inventions.
- Evaluate the importance of discoveries and enduring legacies of Imperial China.
- Identify the Great Silk Road.
- Describe foreign contact and relationships under the Yuan Dynasty.
- Assess how trade with the outside world impacted life during the Yuan Dynasty.

Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

- Explain how neighboring cultures influenced Imperial Japan.
- Identify the Heian period.
- Describe what life was like for aristocrats during the Heian period.
- Explain why the Heian period is called the Golden Age of Japan during the medieval period.
- Describe the role of the samurai in medieval Japan.
- Compare and contrast the effectiveness of the Japanese and European feudal systems in promoting the economy, society, and order.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

How did the Chinese improve their economy during the Tang and Song dynasties?

How have medieval Chinese discoveries and inventions influenced the modern world?

How did the foreign-contact policies of three medieval Chinese dynasties affect China?

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?

- observation
- one-on-one

- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

How did the Chinese improve their economy during the Tang and Song dynasties?

How have medieval Chinese discoveries and inventions influenced the modern world?

How did the foreign-contact policies of three medieval Chinese dynasties affect China?

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?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtci.com - - History Alive! The Medieval World and Beyond

Supplemental:

Brain Pop

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - analysis of how geography and climate impact our way of life, evaluate inventions and discoveries that helped to prevent the advancements of disease, improvements in agriculture, and ways to travel and trade with the world.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.