

Feudal Japan and the Role of the Samurai

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6th grade Humanities
Woodmont Middle School

FEUDAL JAPAN AND THE SAMURAI WARRIORS

GRADE LEVEL: 6

PRESENTED BY: PENELOPE F. BOSWELL

LENGTH OF UNIT: TEN DAYS

1. ABSTRACT

This lesson will cover the Heian Period (794AD – 1192AD), the Kamakura Period (1192 – 1333AD), and the Muromachi Period (1333AD – 1603AD). Students will focus on the role of the samurai in Feudal Japan and the role played by women warriors. Students will compare and contrast the roles and responsibilities of the knight and the samurai. Students will also examine the influence of geography on Japan.

During this unit students will use the computer lab, reference materials, periodicals, textbook, and a variety of texts both fiction and non-fiction.

2. OVERVIEW

ESSENTIAL QUESTIONS:

1. How did geography influence the development of Japan's Feudal Age?
2. What role did the Samurai play in Japan's Feudal Age?
3. What were the unique cultural aspects of Japan's Feudal Age?
4. What was the role of the Samurai woman?
5. How does the role of the Samurai compare and contrast to that of the medieval knight?

STANDARDS

6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.3 Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts.

CONTENT

LESSON ONE: GEOGRAPHY OF JAPAN

LESSON TWO: READING ABOUT THE FEUDAL PERIOD OF JAPAN

LESSON THREE: COMPARING FEUDAL JAPAN WITH FEUDAL EUROPE

LESSON FOUR: DESCRIBING THE CHARACTERISTICS AND THE ROLE OF THE SAMURAI AND HOW IT COMPARES AND CONTRASTS THAT OF THE MEDIEVAL KNIGHT IN A JIGSAW

LESSON FIVE: CREATE A BROCHURE RECRUITING SAMURAI WARRIORS

LESSON SIX: READING ABOUT THE ROLE OF FEMALE SAMURAI AND THEIR DUTIES

LESSON SEVEN: WORKING IN COOPERATIVE GROUPS, STUDENTS WILL RESEARCH A FEMALE SAMURAI AND PRESENT A BIOGRAPHY TO CLASS AS IF THEY WERE THE SAMURAI

SKILLS The following is a list of skills students will develop and practice during the unit.

Comparing and contrasting

Research reading

Using atlases and map skills

Drawing conclusions

Presenting information to an audience

Summarizing

Note taking

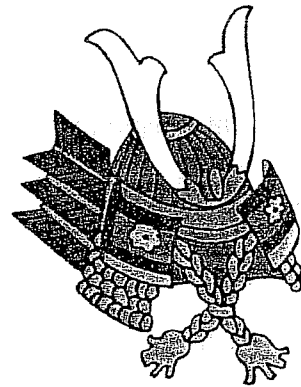
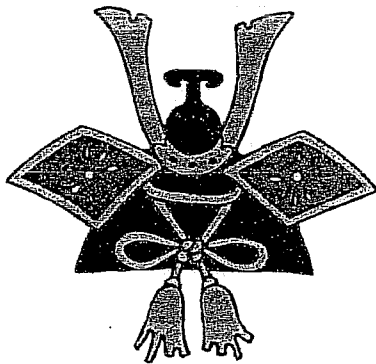
Computer skills

RESOURCES

1. Human Heritage by Greenblatt and Lemmo. McGraw-Hill 1999.
2. [http://afe.easia.columbia.edu/japan/japanworkbook/geography/japgeo ...](http://afe.easia.columbia.edu/japan/japanworkbook/geography/japgeo...)
3. <http://home.austin.rr.com/scajapan/HISTORY>HTM>
4. <http://koryubooks.com/library/wwj1.html>
5. <http://www.heraldica.org/topics/orders/wom-kn.htm>
6. <http://www.scnf.org/history2.html>
7. <http://www.columbia.edu/itc/eacp/asiasite/topics/MedievalJapan/Sources/Tales.htm?topic=Me...>
8. http://afe.easia.columbia.edu/japan/central_themes/history_print.htm
9. <http://www.bbc.co.uk/dna/h2g2/classics/a681004>
10. <http://www.indiana.edu/~japan//LP/LS28.html>
11. <http://victorian.fortunecity.com/duchamp/410/femalesam.html>
12. <http://www.judoinfo.com/samurai.htm>
13. <http://mcel.pacificu.edu/as/students/bushido/bindex.html>
14. <http://www.womeninhistory.com/sample-08.html>
15. <http://www.womeninworldhistory.com/heroine9.html>
16. <http://www.womeninworldhistory.com/Heian9.html>

ASSESSMENT/EVALUATION

1. Maps will be assessed for accuracy and neatness.
2. Chart of the Five Themes of Geography will be assessed for accuracy and thoroughness.
3. Charts comparing Japanese Samurai with Medieval Knights will be graded for accuracy, neatness, and completion.
4. A rubric will be used to grade the students on their brochures.
5. Students will be given a rubric to use as a guide for their research on the female samurai and then that same rubric will be used for the report and oral presentation.
6. At the end of the unit students will take a test over the unit.



Compare / Contrast With Summary

Concept 1 []	Concept 2 []	
How Alike?		
[_____ _____ _____]		
How Different?		
[_____ _____ _____ _____ _____ _____ _____ _____ _____ _____]	With Regard To [_____ _____ _____ _____ _____ _____ _____ _____ _____ _____]	[_____ _____ _____ _____ _____ _____ _____ _____ _____ _____]
Summarize: []		