

Feudal Japan

Teacher Guide

Buddhism



Samurai



Emperor



Shogun



Daimyo



Samurai



Peasants



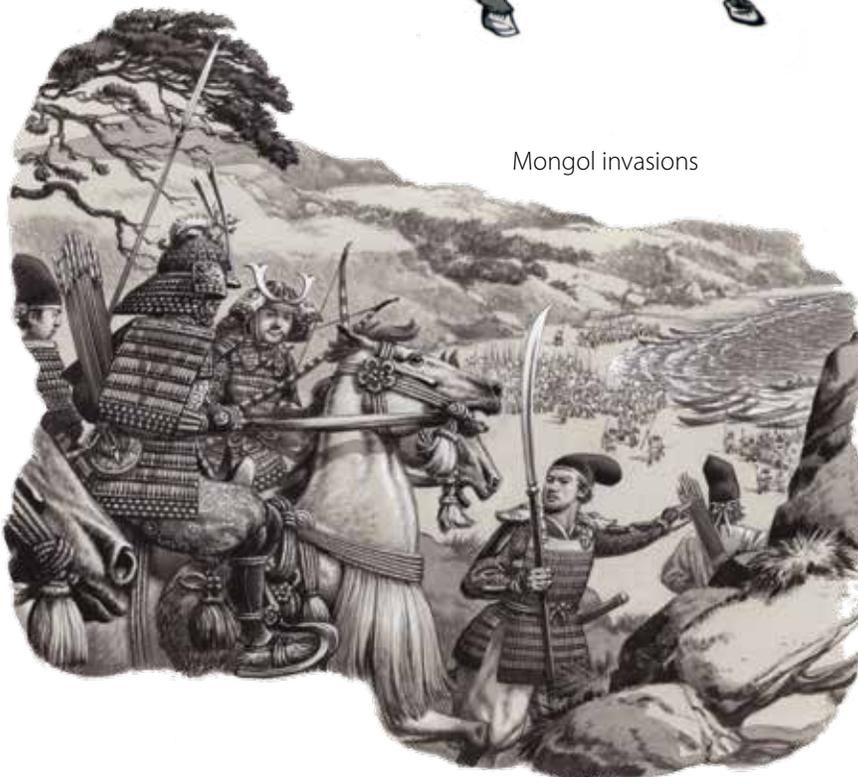
Artisans



Merchants

Japan's feudal society

Mongol invasions

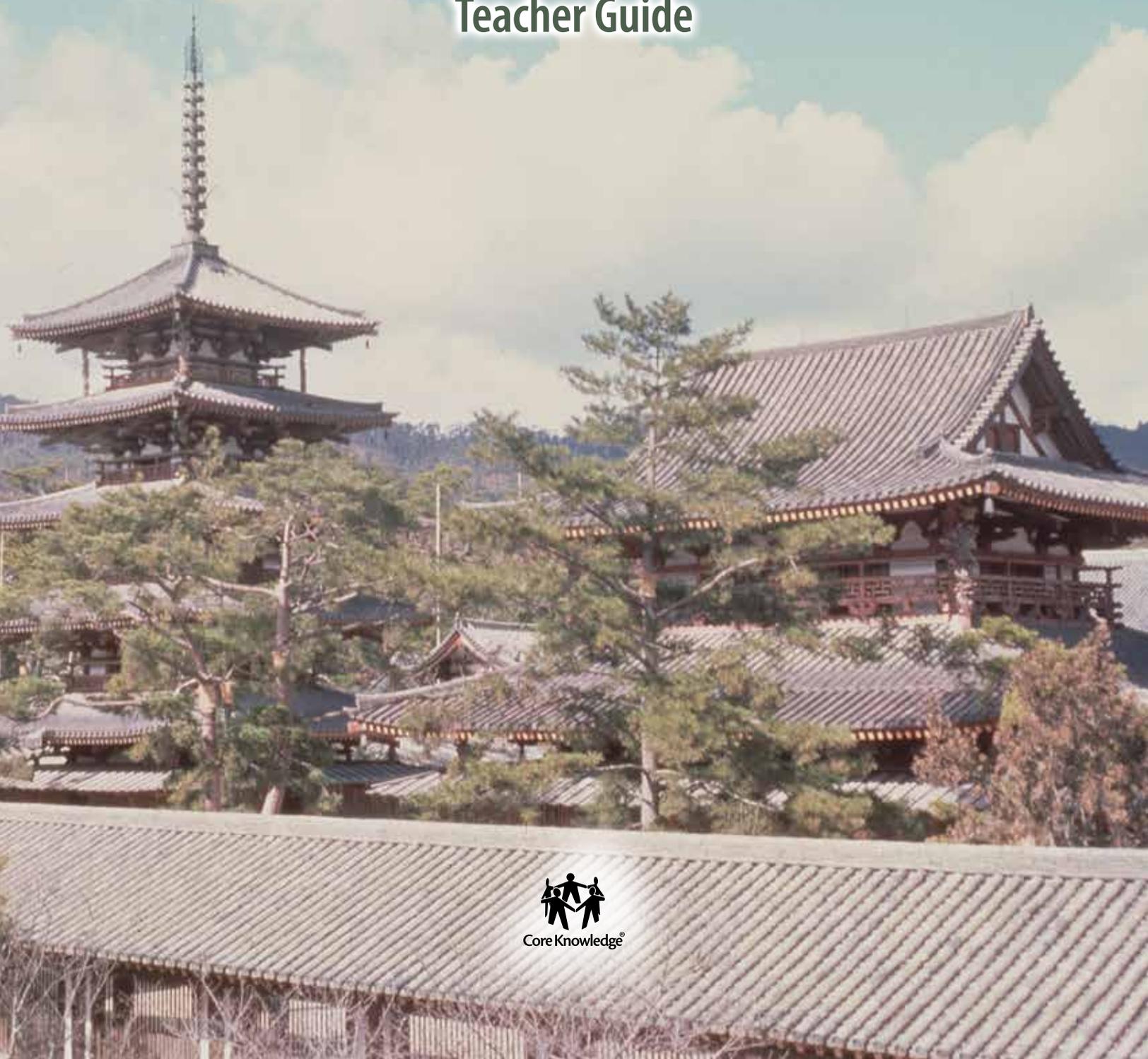


Shinto shrine



Feudal Japan

Teacher Guide



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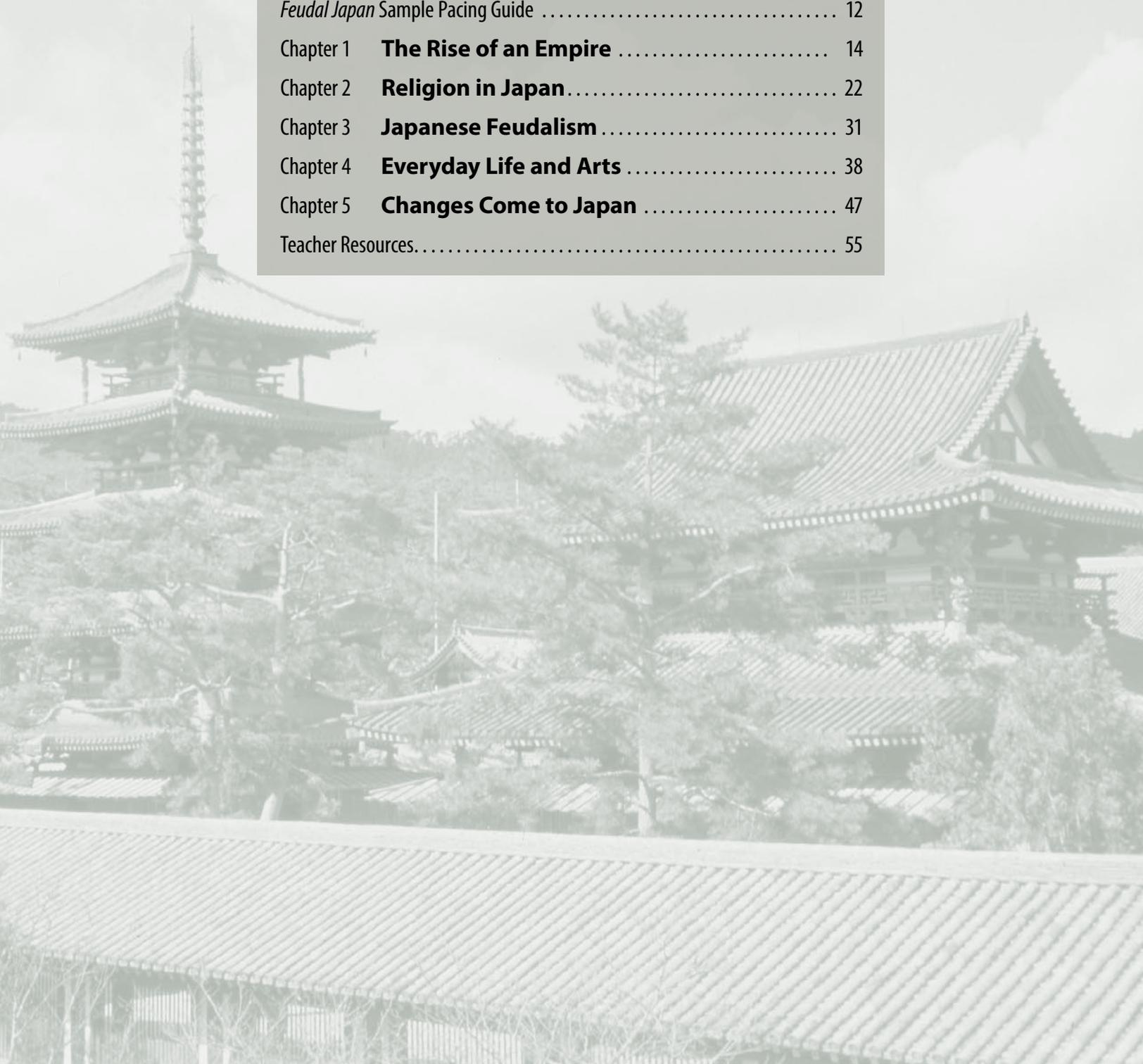
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Feudal Japan

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Feudal Japan

Teacher Guide

Core Knowledge Sequence History and Geography 5

Introduction

ABOUT THIS UNIT

The Big Idea

Japan's island location and geography influenced its unique culture and history.

Japan is a nation of islands. The earliest people living on the Japanese islands were organized by family clans. The Yamato clan rose to power and became ruling emperors who were honored on Earth as living gods. Over time, through exposure to the neighboring people in China and Korea, a distinctive Japanese culture developed.

Japanese feudalism was a system of social stratification in which the emperor was obeyed by landowners, who in turn were served by a warrior class known as samurai. In 1192, Yoritomo was named shogun of Japan; the era of shogun rule continued into the late 1800s. In the 1200s, Kublai Khan attempted unsuccessfully to conquer Japan. Only after Portuguese explorers landed in Japan in the 1500s did Europeans make inroads into this isolated society. Most Westerners were unwelcome in Japan until the mid-1800s, when Commodore Perry forced Japan to sign a trade treaty with the United States.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 2

- Buddhism
 - Prince Siddhartha becomes Buddha, “the Enlightened One”
 - Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia
 - King Asoka (also spelled Ashoka)
- Geography of Japan
 - location in relation to continental Asia, “land of the rising sun”
 - a country made up of islands, four major islands
 - Pacific Ocean, the Sea of Japan
 - Mt. Fuji
 - Tokyo
- Japanese culture
 - Japanese flag
 - big modern cities, centers of industry and business
 - origami as representative of traditional Japanese crafts
 - the kimono as representative of traditional Japanese clothing

What Students Need to Learn

- Pacific Ocean, Sea of Japan
- Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Tokyo
- Typhoons, earthquakes
- Pacific Rim
- Emperor as nominal leader, but real power in the hands of shogun
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
 - Buddhism: the four Noble Truths and the Eightfold Path, nirvana
 - Shinto: reverence for ancestors, reverence for nature, *kami*

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 400 BCE to 1867 CE.

c. 400 CE	The Yamato became the strongest clan in Japan.
500s CE	Buddhism spread to Japan from other Asian countries.
c. 800	Japanese rulers, such as Emperor Kanmu, had become richer and more powerful.
1192	The Emperor declared Yoritomo supreme warrior or shogun.
1100s	The Japanese feudal system began.
1268–1281	Kublai Khan attempted to make Japan part of the Mongol Empire.
1522	Magellan’s crew circumnavigated the globe.
Late 1500s	European traders and missionaries brought new weapons and ideas to Japan.
1600s	Basho became a master of haiku poetry.
1853	Commodore Perry opened trade between the United States and Japan.
1867	Japan’s last shogun was removed from power.

AT A GLANCE

The most important ideas in Unit 8 are:

- Japan is a nation of approximately 3,500 islands, but the majority of the population lives on the four islands of Hokkaido, Honshu, Shikoku, and Kyushu.
- Because of its location in the Ring of Fire and in the western Pacific, Japan is subject to typhoons and earthquakes.
- The *Pacific Rim* is a term used to describe countries in Asia, and North and South America, that border the Pacific Ocean.
- From the time of the Kamakura Shogunate, the emperors ruled in name only; the real power was held by the shoguns or members of powerful families ruling in the shogun's name.
- Japan from the 1100s on was a feudal society headed by the shogun or by those ruling in the shogun's name.
- Samurai, soldier-nobles, owed allegiance to daimyos, higher lords who were large landholders and direct vassals of the shogun.
- A samurai's conduct was dictated by the code of Bushido.
- The Tokugawa Shogunate closed Japan to most outsiders to hold onto their power.
- Buddhism and Shinto are two important religions in Japanese history.

WHAT TEACHERS NEED TO KNOW

Geography

Pacific Ocean and Sea of Japan

The Pacific Ocean is the largest and deepest of the four oceans, extending over approximately one-third of the surface of Earth. The Pacific reaches from the Arctic to Antarctica and separates North and South America from Asia and Australia. Thousands of islands dot the ocean's surface from the Bering Strait to the South China Sea and beyond to the southeast. These include the islands of Oceania, such as Guam and the Marshalls, as well as Japan, the Philippines, and New Zealand. The Ring of Fire is a series of volcanoes that line the edges of the Pacific Ocean.

The Sea of Japan lies between the west coast of Japan and the east coast of China and North and South Korea. The warm Japanese current, which originates in tropical waters, flows around the islands with part of it flowing north through the Sea of Japan.

Four Main Islands

Japan is an archipelago, that is, a chain of islands. Approximately 3,500 islands make up the nation of Japan. The islands are the crests of mountaintops that rise above sea level. Most of the islands are barren and rocky with no inhabitants.

The four largest islands are Hokkaido, Honshu, Shikoku, and Kyushu. Honshu is the largest, holding approximately 60 percent of the land area of Japan. None of the islands is more than two hundred miles wide.

Even though Hokkaido is the second-largest island, it is sparsely inhabited because of its mountainous terrain, great stands of forests, and harsh winter climate. The majority of Japanese people live on the island of Honshu. This is an area of heavy industrial development. Tokyo, the nation's capital, is located on Honshu, as are other major cities, including Osaka, Yokohama, Kobe, Hiroshima, and Kyoto.

Kyushu is also heavily populated. The island has coal deposits, which helped it become an early center for industry. Nagasaki is a major port city on Kyushu. Late in World War II, it was greatly damaged by an atomic bomb that the United States dropped on it, but it has been completely rebuilt. People on Shikoku, the smallest of the large islands, live mostly along the northern coast in industrial areas.

Less than 20 percent of Japan's land is suited to agriculture because Japan is mountainous and heavily forested. As a result, the ancient Japanese learned to farm rice, their staple crop, in small paddies on the sides of terraced mountains. Beginning in the late 1800s, wealthy Japanese, with the help of the government, began to industrialize the country. Much of the country's industry and infrastructure was destroyed during World War II, but Japan rebuilt and is today a leading exporter of electronics, automobiles, and other manufactured goods.

Tokyo

Tokyo, on the island of Honshu, is the capital of Japan and its largest city with approximately thirty million people in the metropolitan area. That is nearly 25 percent of Japan's total population! Tokyo is also a center of commerce, industry, finance, and education. The city sits at the head of Tokyo Bay, Japan's busiest port. There are more than one hundred colleges and universities in the city. High-speed bullet trains, which can travel more than 150 miles per hour, link Tokyo with other cities on the island.

Originally known as Edo, Tokyo was established in the 1100s. In 1868, it was renamed Tokyo and became the capital of the Japanese Empire. Devastated by earthquakes, and by bombings during World War II, the city has been rebuilt several times, making it very modern in appearance.

Typhoons and Earthquakes

A typhoon is a tropical hurricane that forms over the western Pacific Ocean, particularly in the South China Sea to the south of Japan. Typhoons can be so severe that they result in landslides and floods.

Japan, as noted previously, is part of the Ring of Fire, an area of active tectonic movement. *Tectonic* refers to changes in the structure of Earth's surface resulting from the movement of plates. Because of its location, Japan regularly experiences earthquakes and occasional volcanic eruptions. Experts who measure Earth's seismic activity have found that there are 7,500 earthquakes a year in Japan, of which 1,500 are strong enough for people to be aware of them. About every two years, an earthquake occurs that causes major damage and loss of life. One of the worst was in 1923 when 140,000 people in Tokyo were killed.

The Pacific Rim

The Pacific Rim refers to those countries in Asia, and North and South America, that ring the Pacific Ocean. They include

- in Asia: China, Russia, Japan, Korea, Taiwan, Singapore
- in North and Central America: Canada, the United States, Mexico, El Salvador, Honduras, Nicaragua, Costa Rica, Panama
- in South America: Colombia, Ecuador, Peru, Chile
- Australia

These countries have strong trading ties with one another, and by the 1970s, trade goods flowing among them had outpaced transatlantic trade.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Feudal Japan":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Feudal Japan Student Reader—five chapters

Teacher Components

Feudal Japan Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Feudal Japan* Student Reader, with a daily Check For Understanding and Additional Activities, such as literature connections and

vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 55.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Feudal Japan Timeline Image Cards—eleven individual images depicting significant events and individuals related to feudal Japan. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapter 4, if classroom Internet access is not available. These art resources include images of Ryoan-ji Temple Garden and the *Great Buddha* of Kamakura. You can purchase the Grade 5 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting the *Feudal Japan* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **400s CE**
- **500s CE**
- **800s CE**

- 1100s CE
- 1200s CE
- 1500s CE
- 1600s CE
- 1800s CE

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	400s CE	500s CE	800s CE	1100s CE	1200s CE	1500s CE	1600s CE	1800s CE
	•	•	•	• •	•	• •	•	• •
Chapter	1	2	3	3 3	5	5 5	4	5 5

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

Note: The following dates include multiple cards: 1100s CE, 1500s CE, and 1800s CE. Chapters 3 and 5 have multiple cards. In addition, the Chapter 3 card showing the feudal system represents a long time range but is positioned under a date representing the beginning of the period.

400s CE



Chapter 1

500s CE



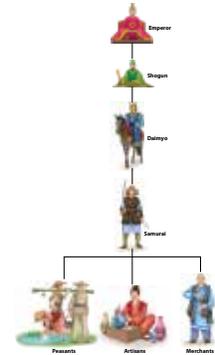
Chapter 2

800s CE



Chapter 3

1100s CE



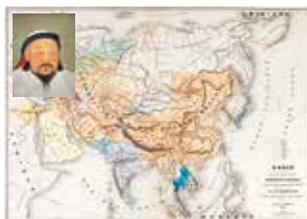
Chapter 3

1100s CE



Chapter 3

1200s CE



Chapter 5

1500s CE



Chapter 5

1500s CE



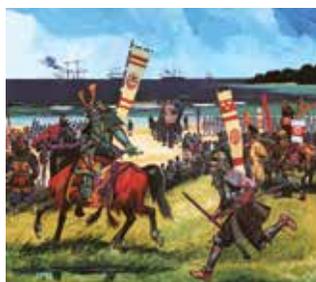
Chapter 5

1600s CE



Chapter 4

1800s CE



Chapter 5

1800s CE



Chapter 5

The Timeline in Relation to Content in the Student Reader Chapters

The first thing you will notice is that the events highlighted in the Unit 8 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that certain chapters cover hundreds of years of history within the context of a specific theme. Consequently, there are chapters that cover a time period that extends beyond the one covered in the next chapter. The unit as a whole deals with large, thematic concepts and more than one thousand years of history.

Understanding References to Time in the *Feudal Japan Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 3 states that the period of shogun rule, or the feudal period, lasted from the late 1100s to the late 1800s. In contrast, there are many references to specific dates, for example, Chapter 5's statement that Japan's last shogun was removed from power in 1867.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

Pacing Guide

The *Feudal Japan* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of eight days have been allocated to the *Feudal Japan* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
---------	---------------

1	How did China and Korea influence the development of Japanese culture?
---	--

2	What are the basic teachings of the Shinto and Buddhist religions?
---	--

3	In what ways was a shogun more powerful than an emperor?
4	How did daily life differ based on people's place in society?
5	How did foreign trade bring about the end of the shogun era?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	Pacific Rim, archipelago, isolation, clan, Shinto, Buddhism, gangplank, tea ceremony, silkworm, aristocrat
2	spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, martial arts
3	lotus, samurai, shogun, figurehead, vassal, artisan, Bushido
4	rice paddy, Kabuki, haiku
5	musket, missionary, Jesuit, exclusion, secluded, "trade treaty," state religion

Activity Pages

Activity Pages



AP 1.1
 AP 1.2
 AP 3.1
 AP 3.2
 AP 4.1
 AP 4.2
 AP 4.3
 AP 5.1

The following activity pages can be found in Teacher Resources, pages 65–74. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–5—World Map (AP 1.1)
- Chapters 1–5—Japan Map (AP 1.2)
- Chapter 3—Charting Japan's Feudal System (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 4—Traditional Japanese Art (AP 4.1)
- Chapter 4—A Japanese Garden (AP 4.2)
- Chapter 4—Kabuki Theater (AP 4.3)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)

Fiction Excerpt

Use this link to download the CKHG Online Resources for this unit, where the following fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 2—The Samurai’s Daughter (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction and Drama

Myths and Legends

- “The Samurai’s Daughter” (also known as “A Tale of the Oki Islands”)

Visual Arts

Art of Japan

- *Great Buddha* (Kamakura Buddha)
- Japanese landscape gardens

BOOKS

Donegan, Patricia. *Haiku: Learn to Express Yourself by Writing Poetry in the Japanese Tradition*. North Clarendon, Vermont: Tuttle Publishing, 2003.

Gollub, Matthew. *Cool Melons—Turn to Frogs!: The Life and Poems of Issa*. Illus. Kazuko G. Stone. New York: Lee & Low Books, Inc., 2004.

Henshall, Kenneth G. *A History of Japan: From Stone Age to Superpower*, 3rd ed. New York: Palgrave Macmillan, 2012.

MacDonald, Fiona. *You Wouldn’t Want to Be a Samurai: A Deadly Career You’d Rather Not Pursue*. Illus. David Antram. New York: Franklin Watts, 2009.

Morton, W. Scott, and J. Kenneth Olenik. *Japan: Its History and Culture*, 4th ed. New York: McGraw-Hill Education, 2004.

FEUDAL JAPAN SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Feudal Japan

<p>“The Rise of an Empire” Core Lesson (TG & SR, Chapter 1; AP 1.1)</p>	<p>“Religion in Japan” Core Lesson (TG & SR, Chapter 2; AP 1.2)</p>	<p>“Typhoons and Earthquakes” and “The Samurai’s Daughter” (TG, Chapter 2, Additional Activities; FE1)</p>	<p>“Japanese Feudalism” Core Lesson (TG & SR, Chapter 3; AP 1.2)</p>	<p>“Everyday Life and Arts” Core Lesson (TG & SR, Chapter 4)</p>
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CKLA

“Don Quixote”	“Don Quixote”	“The Renaissance”	“The Renaissance”	“The Renaissance”
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Week 2

Day 6

Day 7

Day 8

Feudal Japan

<p>“Traditional Japanese Art: Landscape Gardens and the <i>Great Buddha</i>” (TG, Chapter 4; Additional Activities; AP 4.1)</p>	<p>“Changes Comes to Japan” Core Lesson (TG & SR, Chapter 5; AP 1.1–1.2)</p>	<p>Unit Assessment</p>
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CKLA

“The Renaissance”	“The Renaissance”	“The Renaissance”
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FEUDAL JAPAN PACING GUIDE

_____’s Class

(A total of eight days have been allocated to the *Feudal Japan* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Feudal Japan

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Week 2

Day 6

Day 7

Day 8

Feudal Japan

--	--	--

CHAPTER 1

The Rise of an Empire

The Big Question: How did China and Korea influence the development of Japanese culture?

Primary Focus Objectives

- ✓ Describe Japan's geography. (RI.5.2)
- ✓ Summarize Japan's early history and legends. (RI.5.2)
- ✓ Identify influences on Japanese culture. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Pacific Rim*, *archipelago*, *isolation*, *clan*, *Shinto*, *Buddhism*, *gangplank*, *tea ceremony*, *silkworm*, and *aristocrat*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Rise of an Empire":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display copy of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

Pacific Rim, n. a term used to describe nations that border the Pacific Ocean (2)

Example: Japan is part of what we call the Pacific Rim.

archipelago, n. a chain of islands (4)

Example: The country of Japan is an archipelago in the Pacific Ocean.

Variations: archipelagoes or archipelagos

isolation, n. separation from others (4)

Example: For periods in its history, the country of Japan existed in isolation from other countries.

Variations: isolated (adjective)

clan, n. a group of families claiming a common ancestor (4)

Example: Early in Japanese history, people lived in a clan with other members of their families.

Variations: clans

Shinto, n. a Japanese religion in which people worship gods and spirits associated with nature (6)

Example: People who practice Shinto believe in nature spirits.

Buddhism, n. a religion that began in India and is based on the teachings of Siddhartha Gautama (6)

Example: Even though it began in India, Buddhism is practiced throughout the world.

Variations: Buddhist (adjective)

gangplank, n. a small movable bridge used to get on and off a ship (6)

Example: The sailor put the gangplank in place so the passengers could leave the ship.

Variations: gangplanks

tea ceremony, n. a way of preparing and presenting tea (7)

Example: People in both China and Japan practice an elaborate tea ceremony.

Variations: tea ceremonies

silkworm, n. a caterpillar that produces silk, which is used to make thread or cloth (7)

Example: The silkworm is valuable to the silk industry.

Variations: silkworms

aristocrat, n. a person of the upper or noble class whose status is usually inherited (8)

Example: The aristocrat lived on a large estate in the countryside.

Variations: aristocrats, aristocratic (adjective)

THE CORE LESSON 35 MIN

Introduce *Feudal Japan* Student Reader

5 MIN

Activity Page



AP 1.1



Display the World Map (AP 1.1) and have students find the islands that make up the country of Japan. Ask students to describe Japan's relative location. (*Students may say Japan is east of China or across the Pacific Ocean from the United States.*) Explain that in this unit, they will learn more about the history and geography of Japan.

Distribute copies of *Feudal Japan* Student Reader, and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention emperors, warriors, castles, buildings, ships, and maps.

Introduce “The Rise of an Empire ”

5 MIN

-  Have students turn to page 3 of their Student Readers. Draw their attention to the inset map. Explain that this map shows the islands of Japan. Ask students which countries are close to Japan (*Russia, China, North Korea, South Korea*). Explain that because these countries are close to Japan, they have played an important role in Japan’s history.

Call students’ attention to the Big Question. Tell students to look for information about how China and Korea helped to shape Japanese culture.

Guided Reading Supports for “The Rise of an Empire”

25 MIN

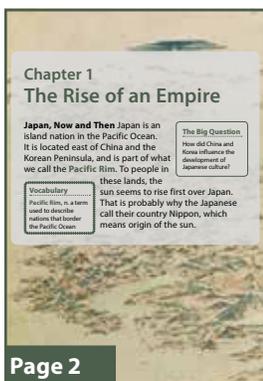
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Japan, Now and Then,” Pages 2–4

Activity Page



AP 1.1



Scaffold understanding as follows:

Invite a volunteer to read aloud “Japan, Now and Then.”

CORE VOCABULARY—Point out the vocabulary terms *Pacific Rim*, *archipelago*, and *isolation*, and explain their meanings.

-  **SUPPORT**—Display the World Map (AP 1.1). Point out the locations of Japan, China, and the Korean Peninsula. Use the map to illustrate the definition of *Pacific Rim*. Have students use the inset map on page 3 of the Student Reader to locate each of the largest Japanese islands: Honshu, Shikoku, Kyushu, and Hokkaido. Ask them to describe the locations of Kyoto and Tokyo. (*Kyoto is located on the southern part of Honshu. Tokyo is located near the middle of Honshu’s eastern coast.*)



After the volunteer reads the text, ask the following questions:

LITERAL—How many islands make up the Japanese archipelago?

- » There are four major islands and thousands of small islands in the Japanese archipelago.

EVALUATIVE—How is Japan different today than it was in the past?

- » Today it is economically advanced and very open to foreigners. It used to be isolated and distrustful of foreigners.

There are four major islands and thousands of small ones in the Japanese archipelago (ar'kuh'peh'luh'goh'). The largest island is Honshu (hahn'shoo'), the home of the capital city of Tokyo (toh'kyoo'hoh'), Kyoto (kee'yoh'toh'), and other great cities. To the south lie the major islands of Shikoku (shih'koh'koo') and Kyushu (kee'yoo'shoo'), and to the north is Hokkaido (hoh'kyoo'toh').

Today these islands make up one of the most economically advanced nations in the world. Japanese companies ship automobiles and electronic goods all over the world, and hundreds of thousands of travelers fly in and out of Tokyo's busy airports every day. But Japan was not always so open to foreigners. For several centuries, Japan distrusted outsiders and lived in self-imposed isolation. At various times in their history, the Japanese were deeply influenced by their near neighbors—the Romans and the Chinese. But they shut their doors almost completely to Europeans and Americans between the 1600s and the mid-1800s.

History and Legends

Throughout much of their early history, the Japanese lived in social groups of families and friends called clans. Each clan had its own chief. It also worshipped one god or goddess as its ancestor—its link to heaven.

Vocabulary

archipelago, *n.*, a chain of islands
isolation, *n.*, separation from others
clan, *n.*, a group of families claiming a common ancestor

Page 4

“History and Legends” and “The Legend of Amaterasu,” Pages 4–6

Scaffold understanding as follows:

Have students silently read the sections “History and Legends” and “The Legend of Amaterasu” on pages 4–6.

CORE VOCABULARY—Point out the vocabulary term *clan*. Tell students that the word means a group of families all claiming a common ancestor, or person who lived long ago to whom they are all related.

After students read the text, ask the following questions:

LITERAL—What did the Legend of Amaterasu describe?

- » the creation of the Japanese islands

LITERAL—Which clan became the strongest clan on the islands of Japan?

- » the Yamato clan

INFERENTIAL—After identifying themselves as descendants of the goddess Amaterasu, what did the Yamato clan then claim?

- » They had the right to rule Japan.

In about 400 CE, the Yamato (yah'mah'toh') clan, which lived on the central island of Honshu, became the strongest of the clans. The Yamatos identified themselves as descendants of the goddess Amaterasu (ah'mah'tee'ah'soo') and declared their right to rule Japan.

The Legend of Amaterasu

The Yamatos supported their claim to the throne with a mystical legend. According to this legend, a god and goddess were strolling on the rainbow bridge that led from the sky to the dark sea below. They dipped a jeweled spear into the ocean and shook it into the sky. Drops of sea spray became the first island of Japan. The goddess then gave birth to the rest of the islands.

The godly pair created children to help rule the islands. One was Amaterasu, goddess of the sun, who lived in the sky. As time passed, Amaterasu bore many gods and goddesses. Among her first children was one man, emperor.



Page 5

EVALUATIVE—Do you think that other Japanese clans accepted the Yamato clan’s claim that the head of their clan had the right to rule Japan as emperor?

- » Possible response: Yes; the text says that for centuries the Japanese honored their emperors as gods. Even today, the Japanese emperor traces his roots to the Yamato clan.

“Borrowing from Neighbors,” Pages 6–7

Scaffold understanding as follows:

CORE VOCABULARY—Point out to students the vocabulary terms **Shinto**, **Buddhism**, **gangplank**, **tea ceremony**, and **silkworm**. Tell students that Shinto is a nature religion that has been practiced in Japan for thousands of years. But all the other words are about things the Japanese borrowed from their neighbors, the Chinese and the Koreans.

Have students read silently the section “Borrowing from Neighbors” on pages 6–7, encouraging them to use the vocabulary boxes, as needed.

 **SUPPORT**—Refer to the map of Japan on page 3. Have students locate China and Korea. Discuss with students the influence these nations had on Japanese culture.

After students read the text, ask the following questions:

INFERENTIAL—At the end of the first paragraph on page 7, it says that the Japanese were fascinated with “mainland culture.” In what countries’ cultures was Japan interested? Why are these countries’ cultures described as “mainland”?

- » Japan was interested in the cultures of Korea and China. These countries are part of the mainland mass of the Asian continent, while Japan is a country of separate islands.

LITERAL—What did the Japanese borrow from China?

- » The Japanese borrowed the Chinese writing system, and they studied Chinese philosophies, literature, geography, medicine, and astronomy.

LITERAL—How did Korea influence Japanese culture?

- » Korean craftspeople taught the Japanese how to make tools and ornaments from bronze and iron. The Koreans also introduced the Japanese to the Chinese religion of Buddhism.

In 645 CE, because of his family’s power and the legend of Amaterasu, the head of the Yamato clan became emperor of Japan. He called himself the son of heaven and chose the rising sun as the symbol of his empire. For centuries, the Japanese honored their emperors as living gods. Today’s emperor still traces his roots to the Yamato clan.

Borrowing from Neighbors

During this early period of Japanese history, the Japanese borrowed or were inspired by certain things that came from Korea or from China. It appears that the early Japanese had no written language. Inspired by China’s writing system, the Japanese used simplified forms of Chinese characters to create a writing system of their own. Korean craftsmen taught the Japanese to make tools and ornaments of bronze and iron.

However, the Korean import that had the greatest effect on Japan was a new religion. The Japanese had long practiced a nature religion known as Shinto. In about 550 CE, the Koreans introduced a Chinese form of Buddhism.

One day a Korean boat dropped anchor on the Japanese shore. Korean sailors moved a large box down the gangplank. A gang-




Page 6

The new religion spread slowly, but eventually it took root in Japan. The ceremonies of Buddhism with the gongs, priestly robes, and candlelit altars attracted many Japanese. The religion itself attracted many people, as Buddhism promotes the personal search for a state of peacefulness, without suffering. The new religion also increased Japan’s fascination with mainland culture and especially with all things Chinese.

In the 600s, Prince Shōtoku (shō-toh’koo), a powerful Yamato prince, became fascinated with China. He realized that much of what the Japanese had learned from the Koreans was actually coming from China. Instead of learning about Chinese ideas indirectly, through the Koreans, the emperor decided to go directly to the source. He sent young Japanese nobles to China to study its culture.

After this expedition, Chinese ways became examples to follow. The Japanese built their first capital city at Nara, laid out like the capital of China. Japanese nobles began dressing in Chinese fashions. The Japanese studied Chinese philosophies, literature, geography, medicine, and astronomy. They imitated Chinese patterns of government and adopted the Chinese calendar. They imported the custom of tea drinking and created elaborate tea ceremonies. They even learned to raise silkworms and weave silk.

Vocabulary

tea ceremony, a way of preparing and presenting tea

silkworm, a caterpillar that produces silk, which is used to make thread or cloth

Page 7

EVALUATIVE—What effect did the introduction of Buddhism have on Japan?

- » Possible responses: It had a large effect on Japan as the Japanese became even more interested in learning about China. The text says that a Japanese emperor decided to learn new ways directly from China, rather than learn secondhand through the Koreans. Japan then started imitating Chinese government and adopted the Chinese calendar and other Chinese practices and traditions.

“Japanese Culture,” Pages 8–9

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section **“Japanese Culture,”** stopping to discuss the term **aristocrats**. Point out that the Japanese government differed from the Chinese government, because the Japanese government was controlled by aristocrats.

After you read the text, ask the following questions:

EVALUATIVE—How did the way Japan chose government officials differ from the way government officials were chosen in China?

- » The Chinese chose government officials based on tests of ability and the Japanese chose to fill government positions with the sons of nobles.

EVALUATIVE—What other changes did the Japanese make to create their own culture?

- » Japanese artists added color to traditional black ink Chinese paintings; the Japanese wrote their own poems; and they sculpted in bronze.



Japanese Culture

All of these imported ideas helped Japan grow stronger. Eventually, the country no longer felt the need to rely so heavily on its mainland neighbors. After the 800s, the Japanese changed some Chinese ways to suit Japanese needs and styles. For instance, instead of choosing government officials based on tests of ability, as the Chinese had done, the Japanese decided to fill the government positions with the sons of Japanese aristocrats controlled the government.

Vocabulary
aristocrat, n. a person of the upper or noble class whose status is usually inherited

Page 8

There were cultural changes as well. Japanese artists added color to the traditional black ink of Chinese paintings. They wrote their own poems and sculpted in bronze. Wealthy landowners supported artists and encouraged a Japanese style. All of these changes led to the development of a unique Japanese culture.



Page 9

Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did China and Korea influence the development of Japanese culture?”
- Post the image card to the Timeline under the date referencing the 400s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did China and Korea influence the development of Japanese culture?”
 - » Key points students should cite include: Koreans taught the Japanese how to make tools and ornaments in bronze and iron; Koreans brought Buddhism to Japan; Japanese looked directly to China to learn new ways, including developing a writing system, literature, philosophy, and sciences.
- Choose one of these words from the chapter’s Core Vocabulary word list (*Pacific Rim, archipelago, isolation, clan, Shinto, Buddhism, gangplank, tea ceremony, silkworm, or aristocrat*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Japan’s Geography

30 MIN

Activity Pages



AP 1.1

AP 1.2



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 3–5 of the Introduction to the unit.

Use this link to download the CKHG Online Resources for this unit, where the specific links for images of Hokkaido, Honshu, Shikoku, Kyushu, Tokyo, Nagasaki Peace Park, and Mt. Fuji may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1). Point out the Japanese archipelago, noting Japan’s size and location.

Display the Japan Map (AP 1.2), and distribute copies to all students. Explain that students are now looking at a map that shows the islands of Japan (Hokkaido, Honshu, Shikoku, and Kyushu) in greater detail.

Point out the most northern island, which is Hokkaido. Display Hokkaido images as you discuss the island. Tell students to note that Russia is a neighbor of this island. Hokkaido is the second largest of the four islands of Japan. It is sparsely populated because of its harsh winter climate and mountainous terrain. But it is known for its winter sports, and the Winter Olympics have been held on Hokkaido.

Tell students that the largest of the four islands is Honshu. Display images of Honshu as you discuss it. The majority of Japanese people live on Honshu. Besides a large population, Honshu has heavy industrial development.

The city of Tokyo, the capital of Japan, is located on Honshu. Display the image of Tokyo as you discuss it. Tokyo is Japan's largest city, with 25 percent of Japan's population living there. It is an international city of commerce, industry, finance, and education. High-speed bullet trains link Tokyo to other cities on the island of Honshu.

West of Tokyo is Mt. Fuji, the highest mountain in Japan. Display the image of Mt. Fuji as you discuss it. Tell students that Mt. Fuji is a volcano that has not erupted since 1707, but it is still considered active by geologists.

Tell students that the island of Kyushu, the third largest of the four islands, is also heavily populated. Display the photos of Kyushu. The island became an early center for industry because of its coal deposits. Nagasaki is a major port city on the island. Late in World War II, it was greatly damaged by an atomic bomb that the United States dropped on it, but it has been completely rebuilt. Today the Nagasaki Peace Park commemorates the World War II atomic bomb attack. Display the photo of the Peace Park.

The smallest of the islands is Shikoku. Display the photo of Shikoku. Much of the landscape of the island is mountainous, and the population lives mostly along the northern coast. Agricultural products are grown in the north. Shikoku is connected by three bridges to the island of Honshu.

Have students answer the questions on AP 1.2 for homework.

Religion in Japan

The Big Question: What are the basic teachings of the Shinto and Buddhist religions?

Primary Focus Objectives

- ✓ Summarize Shinto and Buddhist beliefs. **(RI.5.2)**
- ✓ Describe the impact of the Shinto and Buddhist religions on Japan. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, and martial arts.* **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Religion in Japan”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Japan Map (AP 1.2)
- Internet access for Typhoons and Earthquakes activity
- Individual student copies of “The Samurai’s Daughter” (FE 1)

Core Vocabulary (Student Reader page numbers listed below)

spirit, n. an unseen life-giving force **(10)**

Example: The Shinto religion teaches that each part of nature, such as a tree, has a spirit.

Variation: spirits

typhoon, n. a windy storm with heavy rain; a hurricane **(12)**

Example: In the Pacific Ocean region, a hurricane is called a typhoon.

Variation: typhoons

shrine, n. a place considered holy because it is associated with a holy person or event (12)

Example: A Shinto shrine is usually surrounded by sacred trees and flowing water.

Variation: shrines

ritual, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony (12)

Example: Some religious ceremonies start with the ritual of washing.

Variation: rituals

sermon, n. a speech on a religious topic given by a religious leader (16)

Example: In his first sermon, the Buddha spoke about the foundations of Buddhism.

Variation: sermons

dharma wheel, n. the symbol of Buddhism. The eight spokes of the wheel symbolize the eightfold path. (17)

Example: My uncle Haro has studied the dharma wheel for many years.

serenity, n. a feeling of calm and peacefulness (17)

Example: Sitting by the lake, Johanna felt great serenity.

Zen Buddhism, n. a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace (18)

Example: Zen Buddhism has many followers in Japan.

martial arts, n. any of several arts of self-defense, such as karate and judo, that are widely practiced as a sport (19)

Example: Tom was interested in the martial arts taught at his school.

THE CORE LESSON 35 MIN

Introduce “Religion in Japan”

5 MIN

Activity Page



AP 1.2



Remind students that Japan is a chain of islands. Display the Japan Map (AP 1.2). Review the four major islands of Japan and the countries near the Japanese islands. Remind students that Japan borrowed elements from China and Korea and adapted those elements to create a unique Japanese culture. Ask students to share examples of this borrowing. (*Students should recall that Japan adapted its writing system, art, and system of government from China. Korea introduced toolmaking using bronze and iron, as well as the Buddhist religion, to Japan.*)

Explain that in this chapter, they will learn more about Buddhism and Japan's indigenous, or native, religion: Shinto. Call students' attention to the Big Question, and tell them, as they read the chapter, to look for descriptions of the basic teachings or beliefs of Shinto and Buddhism.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Native and Imported Religions” and “Shinto: Spirits in Nature,” Pages 10–14

Scaffold understanding as follows:

Invite student volunteers to read aloud “Native and Imported Religions” and “Shinto: Spirits in Nature” on pages 10–14.

CORE VOCABULARY—Ask students to pause as the following words are encountered, so you can explain the meanings: *spirit, typhoon, shrine, and ritual*.

SUPPORT—After students read the first paragraph, stop and review the section titled “Native and Imported Religions.” Explain that *imported* means brought in to one country from another country.

SUPPORT—Call attention to the image on page 13 of a Shinto shrine. Point out the shrine’s unique architectural features, including the curved roof lines, the x-shaped roof finials, the rope hanging above the top of the stairs, and the lanterns.

After students read the text, ask the following questions:

LITERAL—What is the native religion of Japan?

- » Shinto

LITERAL—How did Buddhism come to Japan?

- » Buddhism was brought to Japan by Korean missionaries.

LITERAL—Why are mountains, rivers, rocks, and trees, and even earthquakes, typhoons, and volcanoes, important in Shinto?

- » Shinto is based on the love of nature and teaches that each part of nature—the beautiful and the dangerous—contains a spirit called a kami.

Chapter 2
Religion in Japan

Native and Imported Religions
Two of the religions that have helped shape the Japanese people are Shinto and Buddhism. Shinto is the native religion. Buddhism is the faith that Korean missionaries brought from China.

The Big Question
What are the basic teachings of the Shinto and Buddhist religions?

Shinto: Spirits in Nature
Shinto is Japan's oldest religion. It is based on nature. Japan is a land of pine forests, oceans, and green rice fields. It is the place where snowcapped Fuji, the country's tallest mountain, rises high into the clouds. From the earliest times, Japan's people have celebrated their country in poetry and art. This love of nature is at the heart of Shinto.

Vocabulary
spirit, n. an unseen life-giving force

Page 10



bodies have life. The sun is the golden goddess Amaterasu, and the moon is her silver brother Tsukiyomi (soo'kay-yoh'mee).

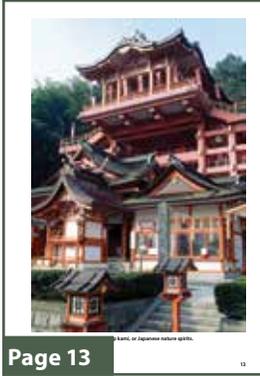
The Shinto religion is based on ceremonies rather than rules. No one person is named as its founder. Its ancient beliefs have no sacred book or "Bible." The faith did not even have a name until the Chinese labeled it Shinto. The name means "way of the gods" and was first used in the 500s to distinguish the native Japanese religion from Buddhism.

Shinto focuses both on the gentle, beautiful aspects of nature as well as on the fierce occurrences such as earthquakes, typhoons, and volcanoes. For example, one of the kami might be found in an oddly twisted tree, an unusual insect, or a wise old man. Have you ever felt a sense of awe when viewing a full white moon or a red maple leaf? Someone who follows Shinto would say such feelings are inspired by kami.

Vocabulary
typhoon, n. a windy storm with heavy rain or hail
shrine, n. a place considered holy because it is associated with a deity
ritual, n. an act or series of actions done in the same way in a certain situation, such as at a religious ceremony

Shinto followers worship their gods at shrines. These holy places are usually surrounded by sacred trees and have flowing water nearby. Rituals begin with washing ceremonies. You may have heard the saying "cleanliness is next to godliness." According to Shinto, one must be clean in the presence of spirits.

Page 12



Page 13

LITERAL—Rather than rules, what is Shinto based on? Give an example.

- » Shinto is based on ceremonies, such as the washing ceremony performed before any ritual.

LITERAL—Where and how do Japanese who practice Shinto today worship?

- » Today, Japanese who practice Shinto worship at home, at roadside shrines, and at temples and gardens. They say prayers and offer gifts of cakes, flowers, and money to the kami.

“Buddhism: The Open Mind,” Pages 14–16

Millions of Japanese practice Shinto today. They worship in their homes, at small roadside shrines, and at larger temples and gardens. They recite prayers and offer gifts of cakes, flowers, and money to the kami.

Buddhism: The Open Mind

Imagine yourself standing before a Buddhist master. He asks you a question and tells you that by answering you will better understand the ways of the Buddha. The master says, “You have climbed to the top of a ten-foot pole. How can you climb the rest of the way?”

How would you answer that question? Would you think that no one can climb higher than the top? If so, the Buddhist master would probably suggest that you meditate. That is, sit quietly and open your mind to all possibilities.

To understand the master’s advice, it will help to learn a little about the founder of Buddhism, Siddhartha Gautama (shih’dah’gah/ goo’(yah’nuh). He was a young prince who lived in India in the 500s B.C. He asked searching questions about life. Eventually, he became known as the Buddha, or the “Enlightened One.”

One day while sitting and meditating for a long time under a giant fig tree, he believed he became “enlightened.” He believed that he had gained knowledge of the true path in life. Gautama spent the rest of his life teaching others what he had learned.

Page 14

Scaffold understanding as follows:

Have students read the section “Buddhism: The Open Mind” on pages 14–16 silently to themselves or with a partner.

SUPPORT—Before students start reading, point out the word *enlightened* in the illustration caption on page 15. Explain that it means “having reached a spiritual or religious understanding.” To help students understand and remember that definition, point out the word *light* within *enlightened*. Remind students of the idiom about a light bulb going on when someone finally understands something.

After students read the text, ask the following questions:

LITERAL—Who was Siddhartha Gautama? What other name was he called?

- » He was a young prince who grew up in India. He became known as the Buddha and eventually founded Buddhism.

EVALUATIVE—What does it mean that Siddhartha Gautama meditated and became “enlightened”?

- » It means that through meditation, he had gained knowledge of the true path of life.



Page 15

“The Four Truths and the Eightfold Path,” Pages 16–19

Scaffold understanding as follows:

Read aloud the section “The Four Truths and the Eightfold Path” on pages 16–19, inviting volunteers to read aloud the text in the scrolls on pages 16 and 17.

CORE VOCABULARY—Review with students the meaning of the terms *sermon*, *dharma wheel*, *serenity*, *Zen Buddhism*, and *martial arts* as they are encountered in the text.

The Buddha's followers carried his teachings from India to other parts of the world, including China, Korea, and Japan.

The Four Truths and the Eightfold Path

What were those thoughts about life that the Buddha had under the fig tree? In his first sermon, the Buddha spoke of Four Noble Truths. These Truths are the foundation of Buddhism.

The Four Noble Truths of Buddhism

1. All life, from birth to death, is filled with suffering.
2. This suffering is caused by wanting worldly things.
3. Suffering will stop when one learns to overcome desire.
4. We can learn to overcome desire by following the eightfold path.

You probably noticed that the fourth Truth refers to an "eightfold path" that a person should follow. According to Buddha, there are eight things that one must do to achieve

Page 16

Vocabulary
sermon, n. a speech on a religious topic given by a religious leader

Note: Students in Core Knowledge schools may recall the word *sermon* from *The Reformation* unit.

SUPPORT—Point out the word *right* in the Steps in the Eightfold Path scroll on page 17. Explain that *right* is a multiple-meaning word. Ask students to share the meanings of *right* that they already know. Point out that in this case, the word *right* means “correct.”

SUPPORT—Direct students to the image of the dharma wheel on page 18. Tell students that the wheel represents the Eightfold Path and is a symbol of Buddhism. This symbol is used much like the cross in Christianity or the Star of David in Judaism. The eight spokes of the wheel symbolize the eight things Buddha says to do to achieve enlightenment.

enlightenment. A person has achieved enlightenment when he or she has no desire or suffering.

The dharma wheel is the symbol for this eightfold path. By getting rid of greed, anger, and fear, people can gain happiness and serenity and eventually achieve enlightenment.

Steps in the Eightfold Path

Right Understanding (understanding Buddha's teachings)

Right Thought (thinking kind thoughts)

Right Speech (not telling lies or using angry words)

Right Action (not harming any person or animal)

Right Work (doing jobs that help others and makes no one suffer)

Right Effort (thinking before you act)

Right Mindfulness (being alert and aware)

Right Meditation (gaining a calm and focused mind)

Page 17

Vocabulary
dharma wheel, n. the symbol of Buddhism. The eight spokes of the wheel combine the eightfold path.
serenity, n. a feeling of calm and peacefulness

After you read the section, ask the following questions:

LITERAL—What are the four ideas or beliefs called that are the foundation of Buddhism?

- » the Four Noble Truths

LITERAL—According to the first Noble Truth, what is life filled with?

- » Life is filled with suffering.

LITERAL—According to Buddhism, how can people avoid suffering?

- » People can avoid suffering if they stop wanting things.

LITERAL—What is the purpose of the Steps in the Eightfold Path?

- » Buddha taught that by following the Steps in the Eightfold Path, a person could achieve enlightenment and no longer experience suffering or desire.

LITERAL—What is the symbol of Buddhism and what does it represent?

- » The dharma wheel is the symbol of Buddhism. It represents the Eightfold Path.

EVALUATIVE—How does Zen Buddhism differ from other types of Buddhism?

- » Zen masters focus on teaching that the way to peace is through doing orderly tasks, such as the tea ceremony or martial arts, and through meditating.

Each spoke on this Buddhist dharma wheel stands for one of the eight "right" things.

Buddhism took root in Japan after 500 CE. Different groups tried to understand exactly what the Buddha had meant when he talked about achieving enlightenment. Some believed that the ideal of Buddhism was to follow the Buddha's focus on meditation. Other groups believed that the Buddha also wanted people to stay in touch with the world and help others follow the right path.

Zen Buddhism followed the second school of thought. Zen masters focus on teaching their students the way to peace. Zen does teach that people can find happiness through meditation, but it also teaches that through doing orderly tasks people can find happiness. These tasks include tea ceremony.

Page 18

Vocabulary
Zen Buddhism, n. a type of Buddhism that focuses on meditation and thoughtful tasks as the way to peace

and even martial arts. Therefore, Zen Buddhism focuses on both discipline and meditation.

Do you remember the question about climbing above the top of the pole? It was a Zen master who encouraged students to open their minds. What he meant was that Buddhists should allow their minds to climb higher than the top of the pole. That is, even if clearly their bodies could go no farther, their minds could. Zen Buddhist teachers today still encourage their students to meditate and let their minds go beyond the limits of normal thought. Zen teachers help people to open their minds to all possibilities. For a Zen Buddhist, “climbing above the pole” means giving the mind freedom to rise above the things of this world and reach true understanding.

Shinto and Buddhism

When Buddhism first arrived in Japan, some Japanese saw the new religion as a threat to Shinto. In time, however, most people began to look at things differently. They came to see that Buddhism was not a replacement for Shinto, nor was it a real religion. They grew to see Buddhism as an addition that completes their religious beliefs. Many followers of Shinto began to embrace Buddhism without giving up their older ideas. Both Shinto and Buddhism live on, side by side in modern Japan. Many Japanese men and women who honor the kami at Shinto shrines also follow the mental

Vocabulary
martial arts, a way of armed arts or self-defense, such as karate and judo that are widely practiced in sport.

Page 19

Scaffold understanding as follows:

Have students read silently the section “Shinto and Buddhism.”

After students read the section, ask the following question:

EVALUATIVE—In Japan, why do you think people follow both Shinto and Buddhism?

- » Possible response: They want to hold onto their old Shinto beliefs and follow the mental discipline of Zen Buddhism.

Timeline

- Show students the Chapter 2 Timeline Card of the Buddha. Read and discuss the caption.
- Review and discuss the Big Question: “What are the basic teachings of the Shinto and Buddhist religions?”
- Post the image of the Buddha on the Timeline under the date referencing the 500s CE; refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What are the basic teachings of the Shinto and Buddhist religions?”
 - » Key points students should cite include: The love of nature is at the heart of Shinto. Each part of nature (mountains, trees, rivers, etc.) contains a spirit called a kami. Buddhism teaches the Four Noble Truths, including the belief that there is suffering from birth to death that is caused by wanting worldly things. By following the Steps in the Eightfold Path, such as thinking kind thoughts, not harming others, etc., a person can achieve enlightenment.
- Choose one of the Core Vocabulary words (*spirit, typhoon, shrine, ritual, sermon, dharma wheel, serenity, Zen Buddhism, or martial arts*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Typhoons and Earthquakes

20 MIN

Activity Page



AP 1.1

Materials Needed: Display copy of the World Map (AP 1.1); Internet access

Background for Teachers: Before beginning this activity, use this link to download the CKHG Online Resources for this unit, where the specific links for videos and information about typhoons and earthquakes may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1) and point out Japan's location in the Pacific Ocean. Tell students that because of its location, Japan experiences many typhoons and earthquakes.

Typhoons

Tell students that typhoons are the most violent storms on Earth. Explain that Japan has a long history of experiencing violent typhoons. In the United States, these storms are called hurricanes, but when the storms originate in the Pacific Ocean, they are called typhoons. Ask students if they are aware of the hurricane warnings that occur each year, especially for the eastern coast of the United States.

Show the first twenty seconds of the National Geographic video, *Hurricanes 101*. Use the video to point out the effects of a typhoon: high winds, heavy rain, storm surge, and flooding waters.

If time allows, you may wish to show the entire video, which explains how hurricanes (typhoons) form and how scientists predict them.

Earthquakes

Display the World Map (AP 1.1) and trace the Ring of Fire, the area in the Pacific Ocean where there are many volcanoes. Explain that countries in this ring, including Japan, often experience volcanic eruptions and earthquakes.

To describe how earthquakes occur, explain that the surface of Earth is called the "crust." Tell students to think of the crust as being made up of puzzle pieces. Each puzzle piece is called a "tectonic plate." The plates constantly move. Fortunately for us, they don't move fast. Geologists estimate that the fastest plate might shift six inches (fifteen centimeters) a year. That's about as fast as your hair grows.

Earthquakes happen when a plate scrapes, bumps, or drags along another plate. This happens constantly. About one-half-million quakes rock Earth every day. That's millions a year. People don't feel most of them because these quakes are too small, too far below the surface, or deep in the sea. Some, however, are so powerful they can be felt for thousands of miles.

Three of the tectonic plates that form Earth’s crust meet near Japan and often move against each other, causing earthquakes. As a result, more than one thousand earthquakes hit Japan every year.

A powerful earthquake can cause landslides, tsunamis (huge sea waves that can wash over the land), flooding, and other catastrophic events. A huge tsunami hit Japan after an earthquake in 2011, causing great loss of life and damage to towns and cities along the coast.

Most damage and deaths from earthquakes happen in populated areas. That’s because the shaking can cause windows to break, structures to collapse, fire, and other dangers.

Scientists cannot predict when earthquakes will occur, but they are working to develop technology to help them do so.

“The Samurai’s Daughter: A Tale of the Oki Islands” (RL.5.10)

25 MIN

Activity Page



AP 1.1

Materials Needed: sufficient copies of “The Samurai’s Daughter: A Tale of the Oki Islands” (FE 1)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that because the Japanese people have experienced many typhoons and earthquakes throughout history, they have ancient legends about the causes of these weather-related events. Such a legend, or story, about the origin of typhoons is the “The Samurai’s Daughter: A tale of the Oki Islands.”

Distribute copies of “The Samurai’s Daughter: A Tale of the Oki Islands” (FE 1). Explain that a samurai is a Japanese warrior. Students will read more about the samurai in later chapters. Call on student volunteers to read aloud the text. After students have finished reading, ask the following questions and have students record their responses.

1. What is the setting of the story?
 - » The story takes place on one of the Oki Islands, which are part of the Japanese islands.
2. Who is Yofuné-Nushi? Why are the villagers afraid of him?
 - » He is a god who causes great storms that drown village fishermen.
3. How do the villagers try to prevent the great storms?
 - » They sacrifice a fifteen-year-old girl to Yofuné-Nushi every year.

4. What does Tokoyo do to Yofuné-Nushi?
 - » She fights and kills him.
5. What effect do you think Yofuné-Nushi's death will have?
 - » The villagers won't be afraid of the storms and will no longer sacrifice young girls.
6. Why might ancient Japanese people have made up legends like this one to explain typhoons?
 - » Student answers will vary, but might include the idea that Japanese people were looking for explanations for things they didn't understand.

Japanese Feudalism

The Big Question: In what ways was a shogun more powerful than an emperor?

Primary Focus Objectives

- ✓ Summarize feudalism in Japan. (RI.5.2)
- ✓ Describe the rise of the shoguns. (RI.5.2)
- ✓ Describe the life of the samurai in Japan. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lotus*, *samurai*, *shogun*, *figurehead*, *vassal*, *artisan*, and *Bushido*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Japanese Feudalism”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Japan Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

lotus, n. a water lily, considered sacred in parts of Asia (20)

Example: The lotus floated on the pond at the shrine.

Variation(s): lotuses

samurai, n. in feudal Japan, a Japanese warrior; the plural form is also samurai (23)

Example: In feudal Japan, the samurai made up the private armies of the landowners.

shogun, n. a title meaning great general, given to the strongest military leader in feudal Japan (24)

Example: In feudal Japan, the shogun had all the military power.

Variations: shoguns

figurehead, n. a person who leads or rules in name only but actually has no power (24)

Example: By the late 1100s, the Japanese emperor was only a figurehead.

Variations: figureheads

vassal, n. a person who receives land from a ruler and in return promises to fight for that ruler (24)

Example: The vassal left his lands to fight for his ruler in the war.

Variations: vassals

artisan, n. a person with a certain skill in making things (24)

Example: The artisan was known for his fine pottery.

Variations: artisans

Bushido, n. literally, “the way of the warrior”; in feudal Japan, a code of values by which the samurai lived (26)

Example: As the son of a samurai, Katsu was taught to live by the Bushido.

THE CORE LESSON 35 MIN

Introduce “Japanese Feudalism”

5 MIN

Ask volunteers to reflect on what they’ve learned about Japanese history and culture so far and to share examples of elements of Japanese culture that are similar to those of other Asian cultures. (*Students might note that Japanese writing is similar to Chinese writing; that Zen Buddhism evolved from the Buddhism introduced from India via Korea; that Japan’s government was similar to China’s.*) Explain that in this chapter, they are going to read about another element of Japanese culture: feudalism.

Students might recall another part of the world having a feudal system. Review the feudal society of medieval Europe, which students in Core Knowledge schools studied in Grade 4. Brainstorm terms related to feudalism. Students will likely suggest *lords, vassals, knights, serfs, and chivalry*. Write the words on the board and talk about their meanings. Suggest that students look for comparable terms as they study Japanese feudalism.

Have students consider the Big Question as they read the chapter and note who the shogun was and what power he had.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rise of Feudal Japan,” Pages 20–23

Chapter 3
Japanese Feudalism

Rise of Feudal Japan You may have learned about feudalism when you studied the European Middle Ages. Feudalism is a system of government in which land is exchanged for loyalty and services. Under feudalism, people were born with a permanent position in society.

The Big Question
What was more powerful than an emperor?

Vocabulary
Isthis, a water by, considered sacred in parts of Asia

By 800 CE, the descendants of the Yamato clan were firmly established as the rulers of Japan. They built a splendid palace in the present-day city of Kyoto, where emperors would continue to live for more than one thousand years. Safe inside the palace walls, these rulers of Japan strolled in gardens where golden sunbeams sparkled on lotus ponds. They dressed in silks and drank ceremonial tea.

Page 20

Activity Page



AP 1.2

Page 21

Outside the palace walls, however, life was very different. As the rich got richer, the poor got poorer. Ordinary people eventually grew tired of paying high taxes to support the fancy lifestyle of the court. Some began to refuse to pay their taxes. Others moved away from the emperor's court and placed themselves under the protection of wealthy landowners. These changes decreased the emperor's tax income and increased the power of the landowners.

Page 22

Scaffold understanding as follows:

Read aloud the section “Rise of Feudal Japan” on pages 20–23.

CORE VOCABULARY—When you encounter the word *lotus*, stop and discuss the meaning of the word.

SUPPORT—Ask students to refer to AP 1.2 to locate the present-day city of Kyoto, the location of the emperors’ palaces. Ask students to identify the name of the island on which Kyoto is located. (*Honshu*)

CORE VOCABULARY—When you encounter the word *samurai* in your reading, stop and discuss the meaning of the word. Call attention to the illustration on page 22. Point out that a samurai in feudal Japan was similar to a knight in feudal Europe.

After you read the text, ask the following questions:

LITERAL—By the 800s CE, how was the emperor’s life different from that of most people living in Japan?

- » The emperor tended to remain isolated within the palace walls, enjoying the imperial gardens and rich lifestyle, while ordinary people did not.

INFERENTIAL—What changes led to a decrease in the emperor’s influence, while increasing the landowners’ power?

- » Some people refused to pay taxes; others left the emperor’s court and put themselves under the protection of wealthy landowners.

EVALUATIVE—As more people sought protection from landowners, what changed?

- » Possible response: The landowners gained power, built private armies of samurai, and became warlords who fought each other.

“Yoritomo and the Rise of Shoguns,” Pages 23–24

Over time, more and more peasants sought protection from landowners. The landowners began to exert more and more influence over political affairs. Landowners also began to build up private armies of warriors known as samurai (sah-mu-ray). Soon the landowners became warlords, and eventually, the warlords began to struggle with one another.

Yoritomo and the Rise of Shoguns

After many years of conflict, a warlord named Yoritomo (yor-ee-toh-mo) rose to the top. Yoritomo's march to power began when a rival warlord executed many of his family members, including his parents. Yoritomo swore he would get revenge.

Yoritomo and his brother established an army, with Yoritomo's brother as general. At first, only three hundred samurai marched behind them, but eventually, there were more than twenty thousand. The army won battle after battle, and Yoritomo gained military control of the country.

Yoritomo now held power, but he was worried. His followers had sworn loyalty to him, but they had also followed his brother into battle. Yoritomo saw his brother as a threat and sent soldiers after him. Eventually, Yoritomo's brother was

Page 23

Vocabulary
samurai, in its broadest sense, is a warrior. In feudal Japan, a samurai was a warrior who fought for a lord.



Yoritomo became Japan's first shogun.

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the words *shogun* and *figurehead*. Have students read the section “Yoritomo and the Rise of Shoguns” on pages 23–24 silently to themselves or with a partner.

After students read the text, ask the following questions:

LITERAL—Who was Yoritomo?

- » Yoritomo was a powerful warlord who, after raising a large army of samurai, gained military control of Japan.

LITERAL—What happened in 1192?

- » The emperor declared Yoritomo the supreme military commander, or shogun.

EVALUATIVE—What did having a shogun mean for Japan?

- » It meant the shogun held the real power. He was the one who actually governed the country, not the emperor.

“Japanese Feudalism,” Pages 24–26

In 1192, the emperor declared that Yoritomo was the supreme military commander or shogun (shoh-gun). Yoritomo continued to honor the emperor, but a lot of power had shifted from the emperor to the shogun. The emperor was now nothing more than a figurehead, an honored symbol of the empire. The shogun had all the military power, and he soon began making all the political decisions as well. This was the beginning of the feudal period in Japanese history.

Japanese Feudalism

During the European Middle Ages, a king granted land to a lord. The lord, in return, swore loyalty to the king and agreed to fight in the king's army. Then the lord made similar land grants to his own vassals, or knights, who agreed to serve the lord. Below the knights were the peasants, or serfs, who worked the land. Thus, society was like a pyramid, with the king on top. Peasants, artisans, and merchants were at the bottom of the social order.

In Japan, the concept was the same, but the system had some differences. The top man under the emperor was the shogun. Below him were regional warlords known as daimyo (dai-myo). After that came the samurai warriors. Ordinary people—peasants, artisans, and merchants—were on the bottom rung of the ladder.

Page 24

Vocabulary
shogun, a title meaning great general, given to the strongest military leader in feudal Japan.
figurehead, a person who holds a title or position but actually has no power.
vassal, a person who receives land from a lord and in return promises to fight for that lord.
artisan, a person with a certain skill in making things.

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the vocabulary words *vassal* and *artisan*.

Note: Students in Core Knowledge schools may recall the words *vassal* and *artisan* from their study of feudalism in *Medieval Europe*.

Have students read silently “Japanese Feudalism” on pages 24–26.

SUPPORT—Direct students to the word *daimyo* in the text and the diagram on page 25. Explain that *daimyo*, like *samurai*, is the same in both singular and plural forms.

SUPPORT—Draw students’ attention to the diagram on page 25. Explain that the smallest, most powerful groups of society are at the top and the largest, least powerful are at the bottom. Guide students to use the information in the text to explain each level of the diagram.

SUPPORT—Guide students to compare and contrast European and Japanese feudalism. Draw a Venn diagram on the board or chart paper. Label one circle of the diagram, European feudalism, and the other, Japanese feudalism. Have students share ideas from their reading to complete the chart.

Japan's Feudal Society



Page 25

The Japanese empire was big, and the shoguns put the daimyo in charge of large pieces of land. In return, the daimyo pledged their loyalty to the shogun and promised him the support of their armies. The daimyo then built strong forces of samurai warriors. The samurai pledged loyalty and service but not to the central government. Instead, they were loyal to their local lords, the daimyo. Indeed, the word samurai means "those who serve." The samurai swore to serve and protect their lords—or die trying.

The long period of shogun rule, which lasted from the late 1100s to the late 1600s, was also the great age of the samurai. In many ways, these samurai warriors were like the medieval knights of Europe. They were professional fighters who served their lords, and they lived in accordance with a demanding code of behavior.

The Story of a Samurai

In order to get an idea of how the samurai lived, let's look at the life of an imaginary young samurai named Katsu. Katsu was born to be a samurai. He was the son of a samurai, and his sons would be samurai, too. As soon as Katsu could talk, his father began teaching him what it meant to be a samurai. He told him about Bushido (bōshū/bohshoh), or the way of the warrior. This code of values guided every samurai's life and would guide Katsu.

Vocabulary
 Bushido, or literally "the way of the warrior" in feudal Japan, is a code of values by which the samurai lived.

Page 26

After students read the text, ask the following questions:

LITERAL—Who were the daimyo?

- » They were regional warlords who pledged their loyalty to the shogun in exchange for land. They controlled large armies of samurai.

INFERENTIAL—Why is the emperor at the top of the diagram on page 25? Who else might belong at the top of the diagram?

- » The emperor is at the top of the diagram because he is the figurehead at the top of the government. The shogun might belong on top instead because he was the one who had all the ruling power.

EVALUATIVE—What is one way Japanese feudalism and European feudalism were similar?

- » Possible responses: In both systems, society was organized according to individuals' power, wealth, and the class to which they were born, with the richest and most powerful at the top, and poor, ordinary people at the bottom. In both systems, land was exchanged for service and military support.

"The Story of a Samurai," Pages 26–29

"Honor, bravery, and loyalty, my son," instructed Katsu's father. "These come before all else. This is the code by which you shall live your life." On his fifth birthday, the boy received his first sword. Now he was a samurai.

Indeed, being a samurai was something to be proud of. Only about five percent of the people in all the empire were samurai. Other than the shogun or daimyo, only a samurai could wear a sword.

Katsu's family lived in a large house near the families of other samurai. His father served the daimyo, who lived in a strong central castle. Around the daimyo and samurai lived artisans, merchants, and peasants. The daimyo, the samurai, and the ordinary people inhabited three separate worlds, and a person living in one of them would never even dream of living in any other.

Katsu's father had fought death on the battlefield many times. But it was peacetime now. The ruling shogun was firmly in power, and there was no threat of civil war. Katsu's father served the daimyo by overseeing the daimyo's many peasant villages.

A samurai took all of his tasks very seriously. For Katsu's father to fall short in his duties would bring disgrace on him and his whole family. Dishonor was a serious matter. A samurai who failed to serve honorably and loyally was expected to commit seppuku (seh'poo'koo)—to take his own life.

Because he was born to be a samurai, Katsu had much to learn. He learned to read and write, and he became an expert in fencing, swimming, horseback riding, and archery.

Page 27

Scaffold understanding as follows:

Invite volunteers to read aloud "The Story of a Samurai" on pages 26–29.

CORE VOCABULARY—Review with students the meaning of the word *Bushido*. Discuss with students familiar with the medieval European period whether knights in medieval Europe had a code of values. (*They did; it was called chivalry.*)

SUPPORT—Call attention to the image of samurai armor on page 28. Discuss with students what enemies might have thought or felt when they saw a samurai in this armor across the battlefield.

Studying the ways of Zen Buddhism, he learned to calm his mind and raise his heart, and to consider all possibilities before taking action. Katsu and other warriors learned to balance the Zen traditions of serenity and kindness toward all creatures with samurai fierceness.



Page 28

After volunteers read the text, ask the following questions:

LITERAL—How did a person become a samurai?

- » A person had to be born into a samurai family to become a samurai.

INFERENTIAL—What evidence is there in the text that being a samurai was an honor and privilege?

- » Possible response: The text says that only 5 percent of the people in Japan were samurai, i.e., only a small number of people became samurai. Only the shogun, daimyo, and samurai were permitted to wear swords.

Most importantly, Katsu learned to face hardship and death without fear. To harden himself to suffering, he walked barefoot in the winter's snow. He went without food for days and worked in the blistering summer sun until he felt faint.

Between the ages of thirteen and fifteen, a samurai officially became an adult. He took part in a special coming-of-age ceremony and received a suit of armor. He began tying his hair in a topknot. From this ceremony on, a samurai carried two swords. The first, a long sword, was his battle weapon, to be used to kill others. If Katsu ever failed to serve his daimyo loyally, if he ever faced disgrace or dishonor, he would use his second sword, a short sword, to end his own life.

As Katsu grew to manhood, he came to recognize the serious role he'd been born into. As a samurai, he was more than a well-trained soldier. He was a protector of all that was right and honorable. He was always ready to defend his lord and protect the feudal way of life.

Page 29

LITERAL—What values were part of the Bushido?

- » honor, bravery, and loyalty

LITERAL—What did Katsu learn in his samurai training?

- » He learned reading, writing, fencing, wrestling, horseback riding, archery, and the ways of Zen Buddhism; and he learned to face hardship and death without fear and to follow the Bushido.

CHALLENGE—The fact that samurai were fierce warriors, but also studied Zen Buddhism may seem to be a contradiction and not make sense. Why do you think the samurai studied Zen Buddhism?

- » Answers will vary, but students should recognize that Zen Buddhism helped samurai maintain self-discipline.

Timeline

- Show students the three Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "In what ways was a shogun more powerful than an emperor?"
- Post the images to the Timeline under the dates referencing the 800s CE and the 1100s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "In what ways was a shogun more powerful than an emperor?"
 - » Key points students should cite include: The shogun was supreme military commander. As shogun, he had the support of the daimyo's armies. The person with the most military support was, in reality, the most powerful because, in case of disagreements, he could fight and overpower those who disagreed with him. Shoguns also began making political decisions. The emperor was a symbol or figurehead, who no longer made decisions.
- Choose one of the Core Vocabulary words (*lotus, samurai, shogun, figurehead, vassal, artisan, or Bushido*), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Charting Japan's Feudal System

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Charting Japan's Feudal System (AP 3.1)

Distribute AP 3.1, and direct students to match the terms or phrases in the word box with the correct illustrations of people in Japan's feudal society. If completed in class, review in class discussion. Have students correct any mistakes they might have made.

This activity may be assigned for homework.

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Feudal Japan*.

This activity may be assigned for homework.

Everyday Life and Arts

The Big Question: How did daily life differ based on people's place in society?

Primary Focus Objectives

- ✓ Describe the lives of artisans, merchants, and peasants in feudal Japan. (RI.5.2, RI.5.3)
- ✓ Explain the differences between Kabuki theater and a Noh play. (RI.5.2)
- ✓ Describe haiku poetry. (RI. 5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rice paddy*, *Kabuki*, and *haiku*. (RI 5.4)

Materials Needed

Activity Page



AP 4.1

- Internet access for the Traditional Japanese Art activity
- Display and individual student copies of Traditional Japanese Art (AP 4.1)

Core Vocabulary (Student Reader page numbers listed below)

rice paddy, n. a field that is flooded to grow rice (32)

Example: During harvest, many peasants labored in the rice paddy to bring in the crop.

Variation: rice paddies

Kabuki, n. popular, traditional Japanese dramas with singing and dancing (32)

Example: Kabuki players traveled the Japanese countryside during the Japanese feudal era.

haiku, n. a form of poetry having seventeen syllables in three lines (35)

Example: The poet Basho became famous for his haiku.

Introduce “Everyday Life and Arts”

5 MIN

Remind students that Japan’s feudal period with shogun rule lasted for about seven hundred years. Encourage students to describe the structure of Japanese society during the feudal period. If necessary, prompt students to refer to the illustration from the previous chapter on page 25 of the Student Reader. Students should be able to explain that there was a certain order, or hierarchy, to society in feudal Japan. They may also note that those at the top of the order, with the exception of the emperor who was now a figurehead, were in the military.

Read aloud the title of this chapter, “Everyday Life and the Arts.” Direct students to the Big Question: “How did daily life differ based on people’s place in society?” Tell students as they read the chapter to pay particular attention to the dress, housing, education, and work done by the different social classes.

Guided Reading Supports for “Everyday Life and Arts”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Townspeople” and “The Peasants,” Pages 30–32

Chapter 4
Everyday Life and Arts

The Townspeople The daimyo lived in a castle, surrounded by a “castle town.” High-ranking samurai lived closest to the daimyo; farther out were the dwellings of lesser samurai, and then those of artisans, merchants, and priests. Scattered through the nearby countryside were peasant villages. What was daily life like for ordinary people?

The Big Question How did daily life differ based on people’s place in society?

Townspeople—the artisans and merchants—wore clothes made of coarse linen and cotton rather than the bright silks of the upper classes. Their daimyo did not allow them to build big houses or to use gold or silver for decoration. Their children did not go to school, as young samurai did. Instead, they went to work.

The artisans ranked higher on the social ladder than the merchants. The upper classes thought that the merchants were the lowest type of people because they produced nothing but instead bought and sold what other people made. Members of the upper classes also looked down on merchants because they handled money. This was considered a lowly job. Ideally, a samurai never handled money to perform such tasks.

Page 30

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the word *rice paddy*. Use the image on page 33 to support your explanation. Have students read silently the sections “The Townspeople” and “The Peasants” on pages 30–32.

After students read the text, ask the following questions:

LITERAL—Where did the daimyo live? Who lived the closest to him?

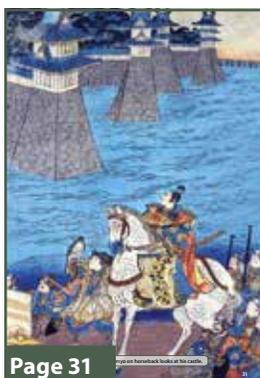
- » The daimyo lived in a castle that was surrounded by a castle town; most important samurai lived closest to him.

LITERAL—Where did the peasants, or poorest people, live?

- » They lived in tiny villages near the farmland or rice paddies.

LITERAL—What rules did artisans and merchants have to live by?

- » They did not wear the silk clothing of the upper classes and could not build big houses or use gold or silver for decoration; their children went to work instead of school.



The artisans had to follow strict rules. A baker might take great pride in his profession; probably he was descended from a long line of bakers. Nevertheless, the baker would never go to where the samurai lived without an invitation. If he had to deliver a cake to a samurai house, he would do so modestly and quietly, and he would be sure to remove his wooden clogs before stepping into the samurai's house.

The Peasants

On the edge of town were temples, shrines, and burial grounds. Beyond those areas were the farmlands, a checkerboard of rice paddies interrupted here and there by tiny villages where peasants usually lived.

The seasons directed a peasant's life. There was the planting time when men, women, and children pushed rice seedlings into the knee-deep mud. There were long days of harvest when they hurried to bring in crops before the heavy rains.

The peasants did backbreaking labor, but their work was important. After all, the rice they grew was the source of the daimyo's wealth.

Arts and Entertainment

There was one activity that brought pleasure to the townspeople but was considered too common for the samurai. Several times each book "lees" in.

Vocabulary

rice paddy, a field that is flooded to grow rice

Kabuki, a popular, traditional Japanese drama with singing and dancing

Page 32

EVALUATIVE—Why was the work of the peasants very important?

- » They grew the rice that was the source of the daimyo's wealth.

"Arts and Entertainment," Pages 32–35

Scaffold understanding as follows:

Read aloud the section title, "Arts and Entertainment." Explain to students that the term *arts* refers not just to art, such as paintings and drawing, but also to theater, musical performances, dancing, etc.

Have students read with a partner the section "Arts and Entertainment." Encourage them to use the vocabulary box on page 32 and the photograph on page 34 to help them understand the Core Vocabulary word *Kabuki*.

After students read the text, ask the following questions:

LITERAL—Who attended Kabuki performances?

- » The townspeople did, but not the samurai or upper classes.

LITERAL—What was a Kabuki performance like?

- » It was a play in which the performers acted out stories with lots of action, singing, and dancing. The actors wore elaborate makeup and costumes. The performance was often noisy and lively, with those watching sometimes joining the actors on stage.

LITERAL—What was a Noh play that the upper classes attended like?

- » A Noh play had little action and only two actors, wearing carved masks on a nearly bare wooden stage.

EVALUATIVE—What is one way Kabuki and Noh are alike? What is one difference?

- » Possible response: Both are dramas; both are stage performances; Kabuki players wear bright clothes and sing and dance, while there are only two Noh players who wear masks on a bare wooden stage. Kabuki performances were attended by ordinary people; Noh performances were attended by the upper class.



The wealth of a daimyo was measured by how much rice his peasants could grow.

Page 33



Even today, a Kabuki player appears in colorful costumes and distinct makeup.

Performance day had to be sunny because the theater had no roof. Performers in colorful costumes exaggerated their movements and wore heavy makeup. Filling the stage, they sang, danced, and acted out stories of love, war, and heroism.

Sometimes the spectators joined the actors on the stage. It was a noisy, lively affair. Tea and food vendors squeezed through the audience. The snacks they sold were in great demand because a performance could last up to eighteen hours.

An earlier form of drama, the Noh theater was seen as more fitting for the upper classes. In contrast to Kabuki, a Noh play had little action. Two actors wearing carved masks performed on a bare wooden stage. Meanwhile, a chorus of men chanted about ideals.

Page 34

screen painted with a pine tree. This served as a reminder that Noh plays were originally performed at shrines, often in front of sacred trees.

Some high-ranking daimyo, or lords, had Noh stages built at their own castles. In several ways, the actors were a lot like the samurai themselves. The all-male Noh casts were very physically fit. The actors were well-trained and highly disciplined. Before each show they spent time in a special "mirror room," where they meditated and focused their minds on their performance.

The Flow of Life in Three Lines

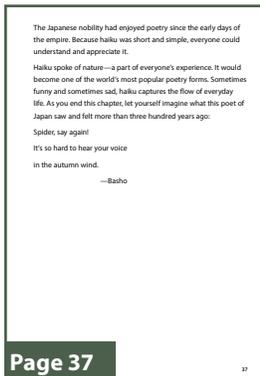
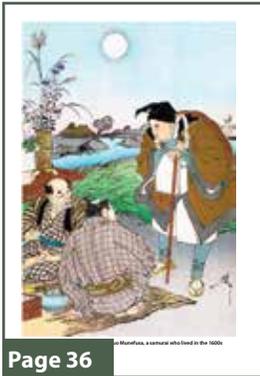
By now, you probably picture feudal Japan as a warrior's world, and in many ways it was. But there was one samurai who became famous by using his pen rather than his sword. Taking the name of Basho, the young samurai became a master of a poetry form called haiku (*haye*koor*). In just three written lines, Basho could create a picture, reflect a feeling, or capture the meaning of life. For centuries, other haiku artists took inspiration from him.

Vocabulary

haiku, a form of poetry having seventeen syllables in three lines

Page 35

“The Flow of Life in Three Lines,” Pages 35–37



Scaffold understanding as follows:

Read aloud the section “The Flow of Life in Three Lines” on pages 35–37.

CORE VOCABULARY—Define the Core Vocabulary word *haiku*. Use the haiku at the end of the chapter as an example. Have students count the number of syllables in each line. What pattern do they find? (*five/seven/five*) Explain that all haiku follow that pattern.

After you read the text, ask the following questions:

LITERAL—Who made haiku popular?

» a young samurai who took the name Basho

LITERAL—How many lines and syllables does haiku have?

» Haiku has three lines and seventeen syllables.

INERENTIAL—Why do you think haiku was so popular during the feudal period?

» It was short, simple, and spoke of nature, which then (and still) is an important part of Japanese culture.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did daily life differ based on people’s place in society?”
- Post the image to the Timeline under the date referencing the 1600s CE. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did daily life differ based on people’s place in society?”
 - » Key points students should cite include: The upper classes lived in large homes, with the highest-ranking samurai living closest to the daimyo’s castle; they wore expensive, silk clothing, and children of the

samurai went to school. The lower classes were forbidden to live in large homes, and they lived in villages in the countryside; they dressed in simple, plain clothing made of cotton and linen; their children did not attend school, but instead worked, as the other members of their family did; the peasants did the hardest work of all, in the fields growing rice.

- Choose one of the Core Vocabulary words (*rice paddy*, *Kabuki*, or *haiku*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Traditional Japanese Art: Landscape Gardens and the *Great Buddha* 45 MIN

Activity Page



AP 4.1

Materials Needed: Images from the Internet of Japanese landscape gardens and the *Great Buddha* of Kamakura; sufficient copies of Traditional Japanese Art (AP 4.1)

Alternate Art Activity for Traditional Japanese Art: Landscape Gardens and the *Great Buddha*: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5, available at:

www.coreknowledge.org/store



Background for Teachers: Before beginning this activity, familiarize yourself with the images of Japanese landscape gardens and the *Great Buddha*, and with background information about Japanese art. Use this link to download the CKHG Online Resources for this unit, where the specific links for the images and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Three-Dimensional Landscape Art

Japanese Zen Buddhism and the ancient Shinto religion were both key to the development of the style of Japanese gardens. Both religions connect deeply to nature.

According to Shinto belief, spirits or gods are present in all aspects of nature, including trees, rocks, and waterfalls.

Nature, therefore, reflects the beauty of the gods. Zen Buddhists from the 1200s through the 1400s taught that the best way to gain the wisdom of Buddha was through meditation and by living in simple harmony with nature. Japanese gardens offer sanctuaries or places where humans can become closer to the gods and what is holy or sacred.

Japanese gardens take many forms, but the most essential ingredients are water, plants, stones, waterfalls, and bridges. However, whether a dry rock garden such as Ryoan-ji, or one lush with trees and ponds, all Japanese gardens utilize nature to produce a beautiful, peaceful place for people to think and meditate.

Japanese Landscape Gardens

To begin this activity, tell students that Japanese Zen Buddhism and the Shinto religion were key to the development of Japanese art and especially Japanese gardens. Remind students that according to Shinto belief, spirits of gods can be found in all aspects of nature, such as trees, rocks, waterfalls, and mountains. Zen Buddhists also taught that the way to gain the wisdom of Buddha was, in addition to meditating, living in harmony with nature.

There are a variety of Japanese gardens, but they typically have water, plants, stones, waterfalls, and usually bridges. The object is to create a beautiful, quiet, and serene place for people to reflect and meditate. Display the two online examples of landscape gardens, noting the different features of each one. Explain that the purpose of these gardens is to create a place of peace and serenity.

The Ryoan-ji Temple Garden is a Japanese garden made from dry rock. Display the image of the Temple Garden and give students time to study it.

After students study the image, discuss with them the following Looking Questions:

What makes this area a garden? How is it different from gardens with which you are familiar?

- » It's outside, it's made from natural materials, and it's clearly designed. Students might note that this garden does not have flowers or grass like the gardens they are familiar with.

This garden is meant for meditation. What qualities does it have that might encourage thoughtful reflection?

- » Answers will vary. The simplicity and gentle lines are restful, without demanding a great deal of attention the way that a lush flower garden might.

What materials form this garden?

- » Materials include gravel, dirt, boulders, and rocks.

What elements of art are used?

- » Answers will vary, but should include line (raked pattern), texture (gravel and rocks), shape, and light.

How would you feel if you were sitting in this garden?

- » Answers will vary, but students could mention concepts such as calm, contemplative, and in harmony with nature.

The *Great Buddha* of Kamakura

Explain that Japanese art was also influenced by Buddhism. Display the image of the *Great Buddha* of Kamakura. Explain that the *Great Buddha* was created in the 1200s. It sits in a Buddhist temple in the city of Kamakura, which is located near Tokyo on the island of Honshu.

Give students a minute to study the image of the statue. Then, use the following Looking Questions to guide discussion:

What type of person do you think this figure represents? What in the art specifically supports your idea?

- » Answers will vary, but students may recognize the figure as a Buddha because of its resemblance to the image on page 15 of the Student Reader.

What do you think the figure is doing? What clues can you find?

- » Answers will vary, but the posture and the expression of the figure should lead students to the conclusion that Buddha is meditating.

How did the designer of this sculpture use line to make the figure seem approachable and not frightening?

- » There are no harsh, strong vertical or horizontal lines. Most lines are soft and curving.

Distribute Traditional Japanese Art (AP 4.1), and have students complete it for homework.

A Japanese Garden

30 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of A Japanese Garden (AP 4.2); colored pencils or crayons for all students.

Tell students that they are going to create their own traditional Japanese garden. Have them design a traditional Japanese garden by drawing a picture of the garden as it would look. Remind students that Japanese gardens include water, trees, waterfalls, plants, rocks, and a bridge. They can also be dry with rocks and no water.

After students complete their drawings, have them share their drawings with a partner. If possible, display the drawings in the classroom.

Activity Page



AP 4.3

Materials Needed: Sufficient copies of Kabuki Theater (AP 4.3); Internet access

 **Background for Teachers:** Before beginning this activity, preview the video *Kabuki Theater* to familiarize yourself with its contents. Use this link to download the CKHG Online Resources, where the specific link for the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note: Be sure to turn off Autoplay on the video website before playing the video.

Prepare the students for viewing the video by telling them they are going to watch a stage play unlike anything they probably have seen. Explain to students that Kabuki is a form of Japanese drama that goes back to the 1600s and reflects the Japanese culture. Tell students that this staging of a Kabuki play was done recently. Tell them to note the music, traditions, and the props. Show the video to the class.

After students have watched the video, discuss it with them. Remind them that the performance they just watched was recorded just a few years ago. Even though this play was recently staged and performed, ask students to think about the music that was played—did the music sound like modern music students are used to listening to today, or did it sound like a different type of music and singing? Explain that even modern Kabuki performances performed today use ancient, traditional Japanese music.

Ask student to describe the makeup and costumes, as well as the actors' manner of moving about the stage. Students will likely comment on the elaborate makeup and the exaggerated manner in which the actors moved about the stage.

Discuss with students their thoughts about the play.

Then, distribute Kabuki Theater (AP 4.3). Have student pairs read and answer the questions. Afterward, have pairs share their answers. As students share their answers, correct any misinformation or misunderstandings.

If time permits, ask students whether they find it odd that although Kabuki was created by a woman, the Japanese government banned women from acting in Kabuki plays. Ask students whether they would go see a Kabuki play and explain why or why not.

Exploring Haiku

30 MIN

Materials Needed: Internet access; drawing paper; crayons, pencils, markers for each student.



Before you begin this activity, preview the collection of haiku by Basho and select five haiku that are appropriate for your class. Prior to class, copy each haiku either on the board or chart paper for display. Use this link to download the CKHG Online Resources, where the specific link for the poems may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that haiku are short poems of three lines with a total of seventeen syllables. Tell them that you are going to read haiku that were written in the 1600s by the samurai Basho.

Read one poem to the class. Pause after reading. Have students close their eyes and listen closely to the poem as it is read to them again, and then a third time. Explain that listening with their eyes closed helps them to visualize the images of each poem.

Follow this procedure for all five poems. After all the poems have been read three times, tell students to each select one of the poems to illustrate. Suggest that they reread the poem silently and then close their eyes and think about the poem before starting to draw. Remind students to focus on the images the poem brings to mind.

Encourage students to share their illustrations and talk about what the poem means to them. If possible, post the illustrations in the classroom with the written haiku.

Changes Come to Japan

The Big Question: How did foreign trade bring about the end of the shogun era?

Primary Focus Objectives

- ✓ Describe the attempts by the Mongols to invade Japan. (RI.5.2)
- ✓ Explain the effects of the arrival of Europeans on Japan. (RI.5.2)
- ✓ Summarize Japan's closing to Western influence. (RI.5.2)
- ✓ Explain the end of shogun rule. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *musket*, *missionary*, *Jesuit*, *exclusion*, *secluded*, and *state religion*; and of the phrase "trade treaty." (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Changes to Japan":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Japan Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

musket, n. a type of muzzle-loading gun that was used before the invention of the rifle (42)

Example: In the 1500s, the Portuguese introduced the Japanese to the musket.

Variations: muskets

missionary, n. a person on a journey for the purpose of spreading a particular religious belief (43)

Example: The missionary introduced many Western ideas to the Japanese village.

Variations: missionaries

Jesuit, n. a member of the Catholic religious group called the Society of Jesus (43)

Example: The Jesuit traveled throughout Japan, telling people about Christianity.

Variations: Jesuits

exclusion, n. the state of being shut out or kept out of a group or agreement (45)

Example: In the early 1600s, the shogun established the exclusion policy that banned foreigners from coming into Japan.

secluded, adj. having little or no contact with others; isolated (45)

Example: For more than two hundred years, Japan remained secluded from the rest of the world.

“trade treaty,” (phrase) an international agreement of conditions of trade in goods and services (47)

Example: In the mid-1800s, Japan signed a trade treaty with the United States.

Variations: trade treaties

state religion, n. a religion established by law as the only official religion of a country (48)

Example: When the Japanese emperor was restored to power in the 1800s, Shinto was reestablished as the state religion.

THE CORE LESSON 35 MIN

Introduce “Changes Come to Japan”

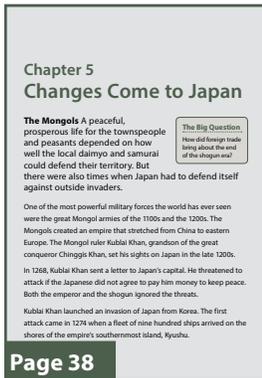
5 MIN

Review with students the daily life of people in Japan during the feudal era. Remind students that during the feudal era people inherited their position in society. They were born into being samurai, or merchants, or peasants. There was no changing one’s position in society. Also, remind students that they have learned how the geography of Japan—the fact that it is an archipelago, separated from other countries by oceans—gave it a certain amount of protection from invaders and foreign influence.

Direct students’ attention to the Big Question. Tell students to look for events that led to the end of the shogun era.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Mongols,” Pages 38–41



Activity Page



AP 1.2

Scaffold understanding as follows:

Invite volunteers to read aloud the first four paragraphs of “The Mongols” on page 38.

SUPPORT—Direct students to the map of the Mongol Empire on page 39. Note that the Mongol Empire is the large area shown in orange. Point out the location of Japan on the map. (It is in light blue, east of the Mongol Empire next to the image of Kublai Khan. Students will need to turn their books sideways to properly view the map.)

Note: Students in Core Knowledge schools may recall the Mongols and the Mongol Empire from their study of *Dynasties of China* in Grade 4.

SUPPORT—Display the Japan Map (AP 1.2). Have students locate Korea. Then, have students locate Japan’s southernmost island, Kyushu, where the Mongols’ ships arrived in their first attempt to invade Japan.

Have students read to themselves the rest of the section on pages 40–41.

SUPPORT—Have students use the details in the text to trace the route of the second Mongol invasion on the Japan Map (AP 1.2). (*Students should start in southern China, cross the East China Sea, and stop at the Japanese island of Kyushu.*)

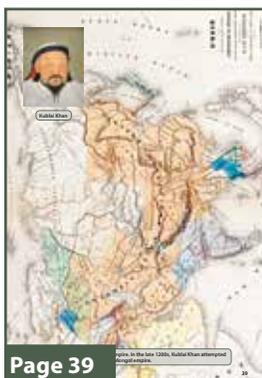
After students read the text, ask the following questions:

LITERAL—What happened to the Mongol invaders after their first day of battling to invade Japan in 1274?

- » A storm blew in that destroyed the Mongols’ vessels and killed one-third of their troops.

LITERAL—What happened in 1281 when the Mongols tried the second time to invade Japan?

- » A typhoon blew in that destroyed thousands of Mongol warships and nearly half the Mongol forces.





The Mongols first tried to invade Japan in 1274.

On the first day of battle, the Mongol invaders were victorious, and they returned to their ships that night. It was a deadly mistake. A storm blew in, splintering the invaders' vessels and killing one third of their troops. The invasion failed.

A much larger attack came in 1281. This time, two separate armies joined in the assault on Hakata Bay. About forty thousand Mongol, Korean, and northern Chinese troops met up with another one hundred thousand troops from southern China. Some 4,400

Page 40

Mongol warships arrived on the shores of Kyushu. Kublai Khan meant business.

Before the invaders could launch their attack, another storm blew in. This time it packed the fury of a full-scale typhoon, destroying most of the attacking ships and nearly half of the Mongol forces. Once again, the remaining Mongol invaders went home in defeat.

The Japanese did not believe that these storms were accidents or coincidences. They believed that each of these two storms was an example of *kamikaze* (*kah-mih-kah-zee*), meaning divine wind. The gods, wanting to protect Japan, had sent these divine winds to defeat the Mongol invasions.



The Japanese believe *kamikaze*, or divine winds, saved them from two Mongol invasions.

Page 41

INFERENTIAL—What significance did the Japanese attach to these storms defeating the Mongol invaders?

- » Possible responses: They believed the storms were divine winds or *kamikaze*, sent by the gods to protect Japan from the Mongol invaders.

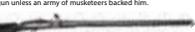
“The Europeans Arrive,” Pages 42–43

The Europeans Arrive

Almost three hundred years later, a different kind of threat reached Japan. In September 1542, an unusual ship appeared off the shore of one of Japan's smaller islands. It carried newcomers who came to trade. They brought one item unlike anything the Japanese had ever seen. According to one account, it caused an explosion like lightning and a noise like thunder.

The remarkable object was a musket, and the strangers who brought it sailed from Portugal. The Portuguese had already explored the coasts of Africa and Asia, as well as many of the islands of the Pacific. Now they had come to Japan, bringing the musket—a firearm that would change Japanese warfare forever.

Japan at first welcomed the Western traders. After the Portuguese vessels, Spanish, Dutch, and English trade ships also arrived, Japan's daimyo were intrigued by Western ideas. They were also eager to obtain firearms. Over the centuries, the daimyo had spent many years fighting among themselves, struggling to determine who would be the shogun. The musket soon became an important weapon in these struggles. After the arrival of the Europeans, no daimyo could hope to become shogun unless an army of musketeers backed him.



Page 42

Scaffold understanding as follows:

Read aloud the section “The Europeans Arrive” on pages 42–43.

CORE VOCABULARY—Explain the terms *musket*, *missionary*, and *Jesuit* as you encounter them in the text.

Note: Students in Core Knowledge schools might recall the Jesuits from their study of the Counter-Reformation during the unit *The Reformation*.

SUPPORT—Display the World Map (AP 1.1). Have students locate Portugal, Spain, the Netherlands, England, and then Japan. Use the Japan Map (AP 1.2) to locate Nagasaki on the west coast of Kyushu, where the European trade mission was established.

SUPPORT—Note the year the Portuguese arrived in Japan (1543). Explain that in 1543, European countries were actively exploring other parts of the world. Core Knowledge students familiar with the *Age of Exploration* will find it interesting to know that the Portuguese arrived in Japan about twenty years after Magellan's crew completed their circumnavigation of the globe.

SUPPORT—Reread the last sentence on page 42: “After the arrival of the Europeans, no daimyo could hope to become shogun unless an army of musketeers backed him.” Note the word *musketeer*. Guide students to use the root word *musket* and context clues to figure out the meaning of the word. (*a soldier armed with a musket*)

Activity Page



AP 1.1

Along with the Western traders came missionaries. A Catholic group, the Jesuits, hoped to set up permanent missions in Japan. On the west coast of Kyushu, a local warlord offered the Jesuits harborside land in the little fishing village of Nagasaki (nah-gah'ah'see). In time, this village would become the chief city on Kyushu.

For twenty-five years, the Westerners—both traders and missionaries—enjoyed a welcome in Japan. The technology and ideas they introduced would greatly influence the course of Japanese history.

Vocabulary
 missionary, n. a person on a journey for the purpose of spreading a particular religious belief.
 Jesuit, n. a member of the Catholic religious group called the Society of Jesus.



Page 43

After you read the text, ask the following questions:

INFERENTIAL—What was the significance of the musket being brought to Japan?

- » Possible response: It changed Japanese warfare and the battles among daimyo to become the shogun, forever.

LITERAL—Besides Western traders, who else came to Japan in the 1500s?

- » Catholic missionaries, the Jesuits, came to Japan.

INFERENTIAL—What did the Jesuits hope to accomplish in Japan?

- » They wanted to set up permanent missions in Japan, probably so they could convert Japanese people to Catholicism.

“A Closed World,” Pages 44–45

Scaffold understanding as follows:

Read aloud the title of the section, “A Closed World,” and ask students to think about what this title means as they read this section.

Invite volunteers to read aloud the section “A Closed World” on pages 44–45.

CORE VOCABULARY—Point out the meanings of the Core Vocabulary words *exclusion* and *secluded* when they are encountered.

SUPPORT—Point out that the words *harbor* and *port* are synonyms. Use the illustration at the bottom of page 44 to guide students’ understanding of both of these words.

SUPPORT—Point out that when the Tokugawa expelled Europeans from Japan, they allowed the Dutch to remain at Nagasaki. Explain that the Dutch were allowed to stay because they were not trying to convert the Japanese to Christianity. They were only interested in trade.

After volunteers read the text, ask the following questions:

LITERAL—What did the Tokugawa shogun do in 1603 that changed Japan?

- » He said that foreign missionaries and traders were no longer welcome in Japan. He also said that the Japanese were not permitted to practice Christianity.

INFERENTIAL—How did the shoguns react to the traders and missionaries still coming to Japan even after 1603?

- » They grew suspicious and thought that foreign armies would try to turn Japan into a colony. They permitted only the Dutch trading ships to visit Nagasaki.

A Closed World

In 1603, the Tokugawa (toh'koo'gah'wah) family of shoguns gained control of Japan and ruled from the city of Edo, which is now Tokyo. Earlier shoguns had welcomed Western trade and ideas. Now, the Tokugawa removed the welcome mat, banning all foreign missionaries from Japan. This was done largely because Christian teachings challenged traditional Japanese ideas and beliefs. Also, the governing powers of various Christian churches were not within the control of the ruling shogun. The ruling shogun ordered that no Japanese would be permitted to practice Christianity. He even used torture and execution to persuade people to abandon the religion.

Still, the missionaries and priests kept coming, along with foreign trade ships. The Japanese worried that foreign armies determined to turn Japan into a colony would follow these visitors. From 1600



Page 44

to 1668, shoguns barred nearly all Western ships from Japan's harbors. Only the Dutch could visit as they were mainly interested in trade, but even they were confined to one port near Nagasaki.

In 1636, the shogun issued an exclusion order: The order prevented Japanese people from traveling abroad and foreigners from coming in. In 1639, it became against the law to build a big, seagoing ship. The surrounding seas helped the shoguns isolate their people, although Japan continued to trade with its Asian neighbors.

Vocabulary
 exclusion, n. the state of being shut out or kept out of a group or agreement
 secluded, adj. having little or no contact with others; isolated

Under the Tokugawa shoguns, Japan would remain a secluded, or closed, world for more than two hundred years.

Opening Doors

In the late 1700s, Japan was still maintaining its "exclusion" policy, banning trade with all Westerners except the Dutch. However, three nations—Russia, Britain, and the United States—began to knock loudly on its doors.

In the early 1700s, Russia's ruler Peter the Great asked that Russian ships be allowed to stop at Japanese ports for supplies. Peter died before setting up trade relations with Japan, but in the late 1700s, Catherine the Great tried again. Czarina Catherine tried to force the shogun to open his ports, but the Russian strong-arm methods backfired. Japan closed its doors more tightly. The shogun ordered it came close to his shores be destroyed.

Page 45

LITERAL—What was the effect of the exclusion order by the shogun?

- » The shogun forbade the Japanese from traveling outside of Japan to other countries and also refused to let any foreigners enter Japan.

EVALUATIVE—Why do you think the title of this section is “A Closed World”?

- » Answers will vary but should demonstrate understanding that the Japanese closed themselves off from most of the rest of the world.

“Opening Doors,” Pages 45–47



Scaffold understanding as follows:

Have students read “Opening Doors” on pages 45–47 to themselves or with a partner.

CORE VOCABULARY—Review with students the phrase “trade treaty.”

 **SUPPORT**—Display the World Map (AP 1.1). Have students find the United States on the map and trace the distance from the United States to Japan. Point out that Japan is “half-way-around” the world from the United States.

After students read the text, ask the following questions:

LITERAL—In the late 1700s, which nations tried to have trade with Japan?

- » Russia, Britain, and the United States

LITERAL—Which country was successful first in getting a trade agreement with Japan?

- » the United States

INFERENTIAL—What message did the United States send to Japan by using warships to ask for a trade agreement?

- » It conveyed to Japan the power and force of the United States.

LITERAL—Once the United States had a trade agreement with Japan, what happened with other countries?

- » Britain, France, and Russia also demanded and won trade rights with Japan.

Activity Page



AP 1.1

Perry soon made a second visit—this time bringing four extra warships. The American show of force did the trick. The shogun and his advisers knew that they could not stand up against the United States Navy. They signed a trade treaty with the United States.

This first treaty turned out to be only the beginning. After agreeing to trade with the United States, how could the shogun refuse other nations? Britain, France, and Russia soon demanded and won trade rights, too. Suddenly, Japan was bustling with foreign traders.

The End of Shogun Rule

After several years of foreign trade, some Japanese grew unhappy with the arrangement. They thought that the foreigners had been given special privileges, and they blamed the shogun for allowing this to happen. Many Japanese complained about their lives under the shogun. Merchants, although making plenty of money, remained near the bottom of the social ladder. Peasants paid heavy taxes. The samurai, who were much less important than before because of the growing importance of trade, were discontented. The daimyo grumbled about being forced to maintain expensive houses in the capital.

Eventually, a rebellion against the shogun broke out. Where did the rebels look for the solution to their problems? They looked at the United States, although shoguns ruled the land.

Page 47

Vocabulary

“Trade treaty,” signed as international agreement of conditions of trade in goods and services

“The End of Shogun Rule,” Pages 47–49

an emperor still served as a royal figurehead. “Honor the emperor” became the rebels’ cry.

In 1867 the shogun stepped down and in 1868, a new government was formed. The emperor was restored to the role of official head of state. Shinto was once again declared the state religion. The Shinto religion reminded people that their emperor ruled as a descendant of the sun goddess Amaterasu.

This was not, however, a return to the old days when the emperor ran the affairs of state. A new government conducted business in the name of the emperor.

The end of shogun rule marked the end of Japan’s feudal age. The new government announced that rank in Japanese society now included consideration of how much a person knew of Western science and practical affairs. The old system of inherited rank—samurai, peasants, artisans, and merchants—was abolished. Japanese of all ranks were equal under the law. Samurai could buy and sell goods, and artisans, merchants, and peasants could serve in Japan’s new modern army.

The Japanese adopted a new attitude about the world they shared. Remember when the shoguns closed Japan’s doors to Westerners and did not allow its people to leave their home shores? In contrast, the new government stated that “knowledge shall be sought throughout the world.”

Page 48

The Japanese began to visit the United States and Europe. They studied Western science and shook off their longtime dislike for trade and commerce. Japan built a mighty naval fleet. The Land of the Rising Sun prepared to take a powerful place in world affairs.



Page 49

Scaffold understanding as follows:

Have students read “The End of Shogun Rule” on pages 47–49 to themselves or with a partner, encouraging them to use the vocabulary box on page 48, if needed.

After students read the text, ask the following questions:

INFERENTIAL—What caused the Japanese people to rebel against the shogun?

- » Possible responses include foreigners had been given special privileges; merchants made money but remained near the bottom of the social classes; peasants paid heavy taxes; and samurai were less important with the growing importance of trade.

LITERAL—Who led the government after the shogun stepped down?

- » The emperor was official head of state, but a new government conducted business in the name of the emperor.

EVALUATIVE—How did Japanese society change after shogun rule ended?

- » Possible responses include Japan became a more open country, welcoming foreigners and encouraging the Japanese people to travel to other countries; the old system of inherited rank was eliminated; all Japanese were equal under the law; a person’s rank in society now included consideration of how much they knew about Western science and practical affairs.

Timeline

- Show students the five Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did foreign trade bring about the end of the shogun era?”
- Post the five Timeline Image Cards under the dates referencing the 1200s CE, 1500s CE, and 1800s CE; refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline. Be sure students understand that hundreds of years are represented.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did foreign trade bring about the end of the shogun era?”
 - » Key points students should cite include: the introduction of the musket changed warfare; foreign trade brought Western ideas and also brought missionaries; an emphasis on trade meant the importance of the shogun and samurai decreased.
- Choose one of the Core Vocabulary words (*musket*, *missionary*, *Jesuit*, *exclusion*, *secluded*, or *state religion*) or the phrase (“trade treaty”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 1–5, and direct students to complete the crossword using the vocabulary terms they have learned in their reading about feudal Japan. Have them place the words in the correct crossword boxes.

This activity may be assigned for homework.

Teacher Resources

Unit Assessment: <i>Feudal Japan</i>	56
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Answer Key: <i>Feudal Japan</i> Unit Assessment and Activity Pages	75

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

- The Samurai’s Daughter (FE 1)

Unit Assessment: Feudal Japan

A. Circle the letter of the best answer.

1. Which phrase best describes the geography of Japan?
 - a) a finger of land extending east from the Korean border
 - b) four large and thousands of small islands located east of Korea
 - c) thousands of islands located southeast of Europe
 - d) a desert country with few seacoasts
2. Why did the people of Japan grant their emperor so much honor and power?
 - a) They believed the emperor was related to the sun goddess.
 - b) They were threatened with death if they did not honor the emperor.
 - c) The emperor had been elected to his position by popular vote.
 - d) The emperor was the wisest man in the realm.
3. Which of the following was *not* something Japan borrowed from Korea or China?
 - a) the tea ceremony
 - b) a system of writing
 - c) the Shinto religion
 - d) the Buddhist religion
4. The Shinto religion focuses on
 - a) its founder.
 - b) rules that people must follow.
 - c) Christian beliefs.
 - d) gentle and fierce aspects of nature.
5. According to Buddha, how does a person achieve peace?
 - a) Honor the emperor.
 - b) Overcome feelings of desire.
 - c) Obey the laws of the land.
 - d) Give money to the monks.
6. What is the "Eightfold Path"?
 - a) eight laws passed by the first emperor of Japan
 - b) eight steps a Buddhist takes to achieve peace and enlightenment
 - c) eight roads leading to the emperor's castle
 - d) eight directions on Japanese maps

7. What was a samurai's job?
 - a) fighting wars
 - b) selling goods
 - c) growing crops
 - d) writing poetry

8. How did a Japanese man become a samurai?
 - a) He was selected by the emperor.
 - b) He inherited the position.
 - c) He was chosen by a council of warriors.
 - d) He killed an enemy.

9. Which role in feudal Europe was most similar to the role of a samurai in feudal Japan?
 - a) serf
 - b) king
 - c) lord
 - d) knight

10. What was Bushido?
 - a) a Japanese style of painting
 - b) a code of values for warriors
 - c) a religious shrine
 - d) a social class in feudal society

11. Who were the daimyo?
 - a) lords who ruled over large portions of land
 - b) peasants who worked in the fields
 - c) workers who served the samurai
 - d) Buddhist monks

12. What was the role of the shogun in Japan?
 - a) He was a figurehead and the most honored person in Japan.
 - b) He was the military ruler and also had political power.
 - c) He was a religious leader.
 - d) He was Japan's wealthiest merchant.

13. Which of the following ranked lowest in feudal Japan?
 - a) peasant
 - b) daimyo
 - c) shogun
 - d) samurai

- 14.** Which type of art form are Kabuki and Noh?
- a) poems
 - b) paintings
 - c) silk making
 - d) plays
- 15.** What topic does haiku usually deal with?
- a) nature
 - b) war
 - c) politics
 - d) religion
- 16.** Why did the Mongol invasions of Japan fail?
- a) The Japanese had a stronger army than the Mongols.
 - b) The Mongols and the Japanese negotiated a peace treaty.
 - c) Superior weapons gave the Japanese an advantage.
 - d) Fierce storms destroyed Mongol ships and stopped the Mongol attack.
- 17.** What new object brought by a Portuguese trade ship in 1543 changed Japanese warfare?
- a) pistol
 - b) suit of armor
 - c) musket
 - d) bayonet
- 18.** What did Commodore Matthew Perry force the Japanese to do?
- a) sign a peace treaty
 - b) sign a trade treaty
 - c) accept Christianity
 - d) give him an expensive house
- 19.** How was Japan's government different after the last shogun lost power?
- a) The new government was more interested in the world beyond Japan.
 - b) The new government set up a stricter system of class distinctions.
 - c) The new democratic government no longer had an emperor.
 - d) The new government closed Japan's ports again.

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **20.** haiku

_____ **21.** isolation

_____ **22.** aristocrat

_____ **23.** Shinto

_____ **24.** samurai

_____ **25.** Pacific Rim

_____ **26.** Zen Buddhism

_____ **27.** shogun

_____ **28.** archipelago

Definitions

a) a person of the upper or noble class whose status is usually inherited

b) a chain of islands

c) a term used to describe nations that border the Pacific Ocean

d) separation from others

e) in feudal Japan, a Japanese warrior

f) a form of poetry having seventeen syllables in three lines

g) a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace

h) a Japanese religion in which people worship gods and spirits associated with nature

i) a title meaning great general, given to the strongest military leader in feudal Japan

Performance Task: Feudal Japan

Teacher Directions: Throughout Japan’s history, its geography enabled it to be easily isolated from most world countries or, if chosen by the ruling government, to be open to other countries’ influences.

Ask students to write a brief essay that supports the idea that events in Japanese history were greatly influenced by Japan’s geography. Encourage students to use their Student Readers to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence the geography of Japan had in shaping events in feudal Japan.

Topic	Evidence supporting the claim that the geography of Japan (a chain of islands in the Pacific Ocean) influenced events in feudal Japanese history
<p>Early influence only from neighbors, China and Korea</p>	<p>Japanese were inspired by China’s writing system to develop a Japanese writing system.</p> <p>Korean craftsmen taught Japanese to make tools and ornaments from bronze and iron.</p> <p>Koreans introduced a Chinese form of Buddhism in Japan.</p>
<p>First shogun rules Japan in 1100s and trades only with Korea and China.</p>	<p>The first shogun, Yoritomo, did not open Japan to trade except for the already established trade with Korea and China.</p> <p>The Mongols were defeated from invading Japan by sudden fierce storms arising and destroying their fleets.</p>
<p>Portuguese arrive in 1543, bring musket. Traders and missionaries arrive from the West.</p>	<p>The Portuguese arrive with muskets, which create great changes in warfare in Japan.</p> <p>Begins period of foreign traders and missionaries in Japan.</p>
<p>The Tokugawa shoguns, who ruled from 1603, banned foreign missionaries. From 1600s to 1868 successive shoguns barred nearly all Westerners’ ships from Japan’s harbors.</p>	<p>A 1636 exclusion order prevented Japanese people from traveling abroad and foreigners from coming in.</p> <p>It was against the law to build a seagoing ship.</p> <p>Japan did continue to trade with China and Korea.</p>

<p>U.S. Commodore Matthew Perry arrived in Tokyo Bay in 1853 with four warships.</p>	<p>Russian, Britain, and United States tried without success to trade with Japan.</p> <p>United States sent Commodore Perry twice—second time he brought more warships. Shogun made “trade treaty” with the United States and, later, other Western countries.</p>
<p>With foreign trade, life in Japan changed: shogun stepped down; emperor restored, but new government conducted affairs of state.</p>	<p>Feudal system ended and rank in Japanese society was determined by an individual’s mastery of Western science and practical affairs. The old system of inherited rank was abolished.</p> <p>Japanese people encouraged to travel abroad and learn Western ways.</p> <p>Japan built a large navy.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, with more than four examples cited, and persuasive. The references clearly show what role the geography of Japan played in the history of Japan. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed, with at least four examples cited. The references show what role the geography of Japan played in the history of Japan. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail, with only three examples cited. The essay helps show what role the geography of Japan played in the early history of Japan, but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete, with less than three examples cited, and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of Japan's historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Feudal Japan Performance Task Notes Table

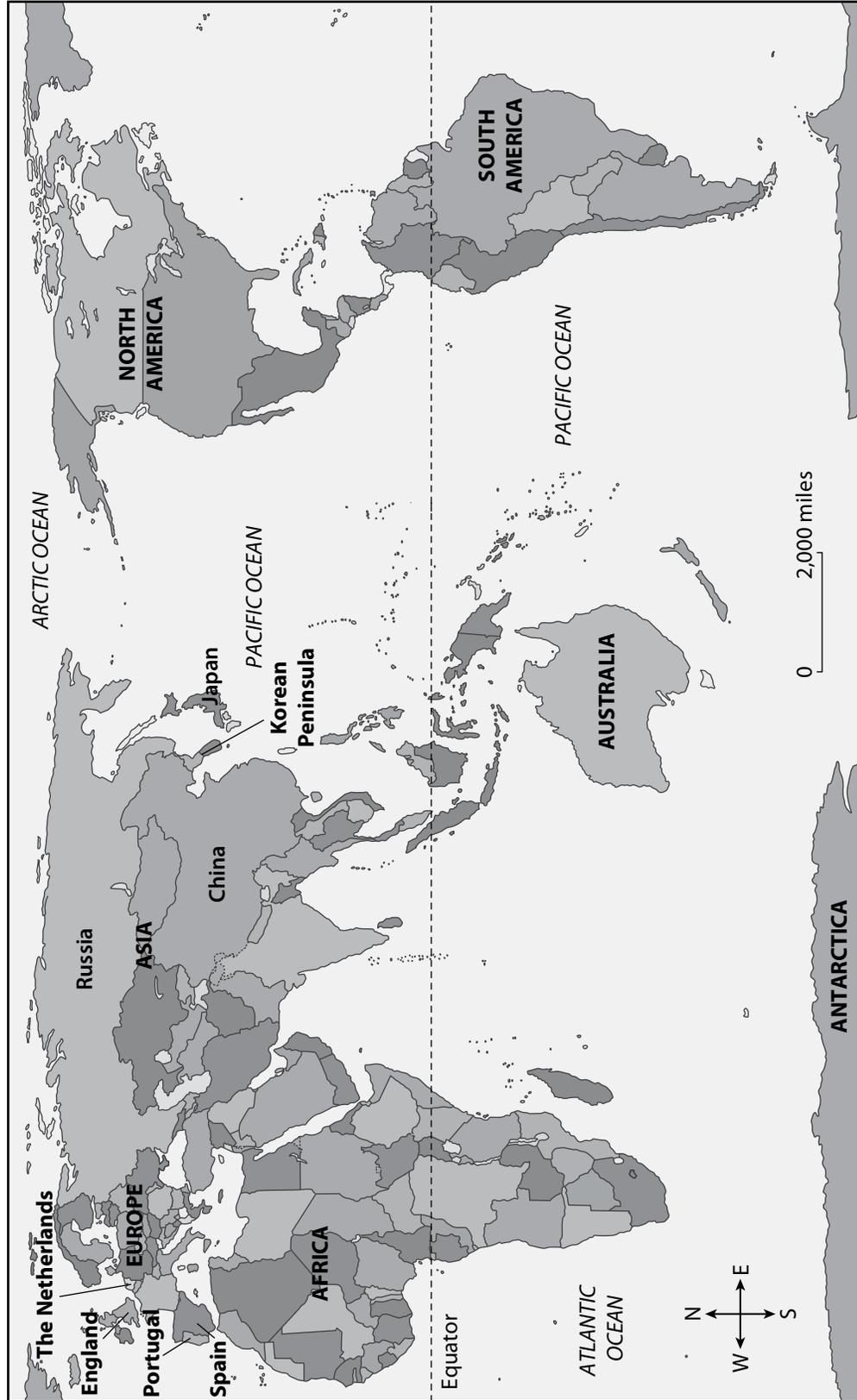
Use the table below to help organize your thoughts as you refer to early Japan from the 400s to 1867. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of how the geography of Japan and its ability to isolate itself influenced events in Japan's history.

Topic	Evidence of how the geography of Japan (a chain of islands in the Pacific Ocean) influenced events in Japan's history
Early influence only from neighbors, China and Korea.	Koreans introduced a Chinese form of Buddhism in Japan.
First shogun rules Japan in 1100s and trades only with Korea and China.	The Mongols were defeated from invading Japan by sudden fierce storms arising and destroying their fleets.
Portuguese arrive in 1543 with musket. Traders and missionaries arrive from the West.	
The Tokugawa shoguns, who ruled from 1603, banned foreign missionaries. From 1600s to 1868, successive shoguns barred nearly all Westerners' ships from Japan's harbors.	
United States Commodore Matthew Perry arrived in Tokyo Bay in 1853 with four warships.	
With foreign trade, life in Japan changed: shogun stepped down; emperor restored, but new government conducted affairs of state.	

Name _____

Date _____

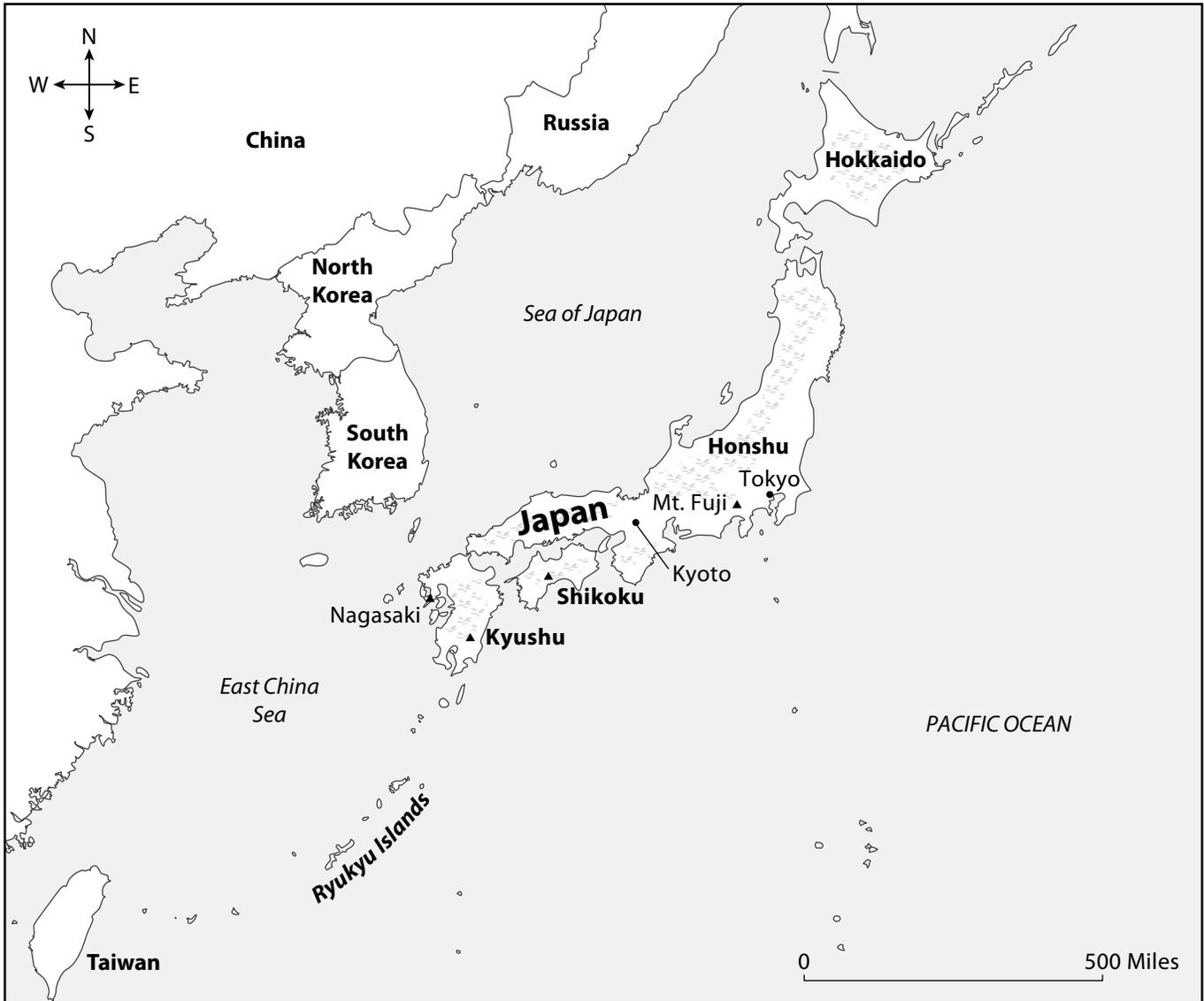
World Map



Activity Page 1.2

Use with Chapters 1–5

Japan Map



Below are statements about the geography of Japan. If the statement is true, write T. If it is false, write F, and then rewrite the statement to make it true.

_____ 1. Japan is part of the Pacific Rim.

_____ 2. The four major islands of Japan are Honshu, Hokkaido, Kyoto, and Kyushu.

Name _____

Date _____

Activity Page 1.2 *continued*

Use with Chapters 1–5

_____ **3.** The capital of Japan is Tokyo.

_____ **4.** The body of water to the east of Japan is the Sea of Japan.

_____ **5.** Typhoons are common in the Atlantic Ocean near Japan.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Charting Japan's Feudal System

Study the illustrations below. Next, read the words and phrases in the box. Then, write the words or phrases that describe each illustration. You may use more than one word or phrase for an illustration.

figurehead craftperson "great general" shopkeeper has real power ruled local lands
 daimyo's soldiers farmer "warriors who serve" landowning noble



1. _____



2. _____



3. _____



4. _____



5. _____

6. _____

7. _____

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- | | |
|------------------------|--|
| _____ 1. Bushido | a) a windy storm with heavy rain; a hurricane |
| _____ 2. shogun | b) a chain of islands |
| _____ 3. Zen Buddhism | c) "the way of the warrior" |
| _____ 4. typhoon | d) a way of preparing and presenting tea |
| _____ 5. samurai | e) a person who leads or rules in name only but actually has no power |
| _____ 6. figurehead | f) the symbol of Buddhism. It represents the eightfold path. |
| _____ 7. shrine | g) a religion that began in India and was founded by Siddhartha Gautama |
| _____ 8. ritual | h) the strongest military leader in feudal Japan |
| _____ 9. Pacific Rim | i) a term used to describe nations that border the Pacific Ocean |
| _____ 10. tea ceremony | j) in feudal Japan, a Japanese warrior |
| _____ 11. dharma wheel | k) a place considered holy because it is associated with a holy person or event |
| _____ 12. archipelago | l) a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace |
| _____ 13. Shinto | m) an act or series of actions done in the same way in a certain situation, such as a religious ceremony |
| _____ 14. Buddhism | n) a Japanese religion in which people worship gods and spirits associated with nature |

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Traditional Japanese Art

Read each statement relating to traditional Japanese art. Write T if the statement is true; write F if it is false.

- _____ 1. Traditional Japanese art is known for depicting the beauty of nature.
- _____ 2. With its arrival in the mid-500s, Buddhism greatly affected Japanese society and art.
- _____ 3. Unlike the ancient Shinto religion, Japanese Zen Buddhism avoids any connection with nature.
- _____ 4. Japanese gardens usually include one or more of these features: water, plants, stones, bridges, waterfalls.
- _____ 5. Typically, a Japanese garden is designed to be a place for growing many different flowers, fruits, and vegetables.
- _____ 6. The *Great Buddha* of Kamakura is an enormous sculpture that portrays a sense of calmness.
- _____ 7. The Ryoan-ji Temple Garden, like most Japanese gardens, offers a sense of beauty, simplicity, and serenity.
- _____ 8. What makes the Ryoan-ji garden special is its islands of rock surrounded by pools of water.

Revisit, Revise, and Expand: Go back over the statements you labeled 'F'.

Working with a partner, take turns rewording each false statement to make it true. Then, collaborate with your partner to develop one or more additional true statements about traditional Japanese art.

Name _____

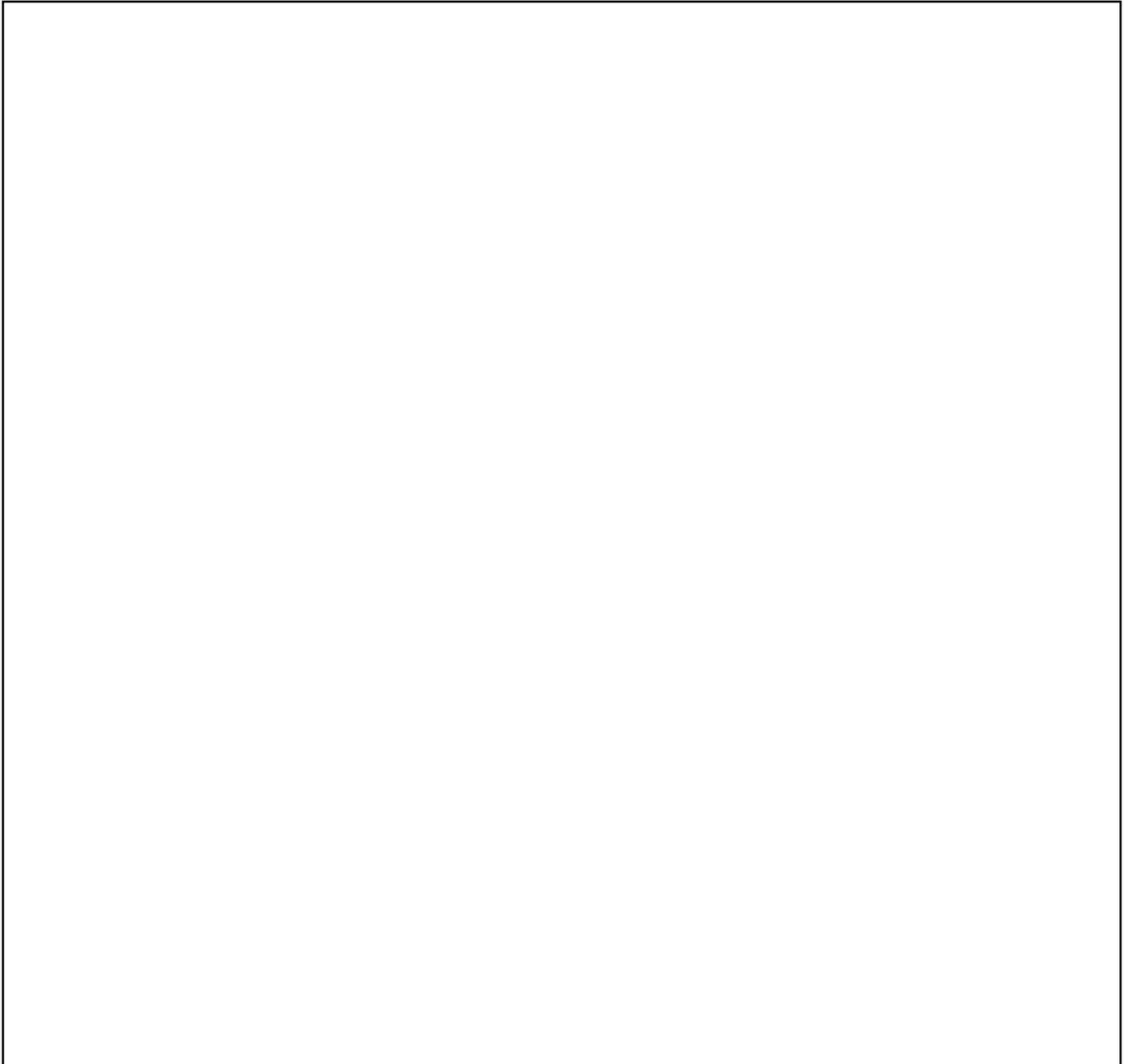
Date _____

Activity Page 4.2

Use with Chapter 4

A Japanese Garden

In the space below, draw a design for a traditional Japanese garden. Your design could resemble a map or a plan of the garden. Or, you might want to draw a picture of the garden as it would look if you entered it or took a photo of it. Your garden might be dry or might include water. Remember, *simplicity* is the key.



Garden Quest: Show your drawing to a classmate. Invite him or her to discover which traditional elements your Japanese garden would include.

Kabuki Theater

Read the selection and answer the questions that follow.

Kabuki theater has a long and rich history in Japan. Kabuki plays are still performed today and have been traced back to the 1600s. Scholars believe that this form of theater developed to satisfy the tastes of the lower classes in Japanese feudal society. *Kabuki* literally means to lean in the direction of fashion, which testifies to its popular origins. Today, *Kabuki* is written in three characters: *ka* means song; *bu* means dance; and *ki* means skill.

Kabuki theater focuses on a variety of subject matter—history, daily life in feudal times, and tragedy. Kabuki performances are spectacular. Colorful costumes, lavish set decorations, and special effects (including fires and snowstorms) are all part of the tradition.

Kabuki was created by a woman, but in 1629, the Japanese government banned women from acting in Kabuki plays. As a result, men played all the female roles. Talented Kabuki actors often became famous and attracted the attention of many fans. Although the ban on actresses was lifted during the 1800s, men have continued to play the female roles.

1. Why did Kabuki theater develop?

2. What are some of the major characteristics of Kabuki theater?

3. Why did men start to play the female roles in Kabuki theater?

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 1–5

Use the words and phrases in the word bank to complete the crossword puzzle.

archipelago	Bushido	Zen Buddhism	trade treaty	exclusion	feudalism	
figurehead	haiku	isolation	Jesuit	Kabuki	meditate	missionary
musket	rice paddy	samurai	secluded	Shinto	shogun	state religion

Across

Down

- | | |
|---|---|
| <p>4. a person on a journey for the purpose of spreading a particular religious belief</p> <p>6. a type of Buddhism developed in Japan that emphasizes meditation and thoughtful tasks as the way to peace</p> <p>9. a person who leads or rules in name only but actually has no power</p> <p>11. a Japanese religion in which people worship gods and spirits associated with nature</p> <p>14. a field that is flooded to grow rice</p> <p>15. to think quietly or carefully about something</p> <p>19. a title meaning great general and given to the strongest military leader in feudal Japan</p> <p>20. a system of government in which land is exchanged for loyalty and services</p> | <p>1. an international agreement of conditions of trade in goods and services</p> <p>2. the state of being shut out or kept out of a group or agreement</p> <p>3. in feudal Japan, a Japanese warrior</p> <p>5. a chain of islands</p> <p>7. a type of muzzle-loading gun that was used before the invention of the rifle</p> <p>8. popular, traditional Japanese dramas with singing and dancing</p> <p>10. separation from others</p> <p>12. a religion established by law as the only official religion of a country</p> <p>13. a member of the Catholic religious group called the Society of Jesus</p> <p>16. in feudal Japan a code of values by which the samurai lived</p> <p>17. having little or no contact with others; isolated</p> <p>18. a form of poetry having seventeen syllables in three lines</p> |
|---|---|

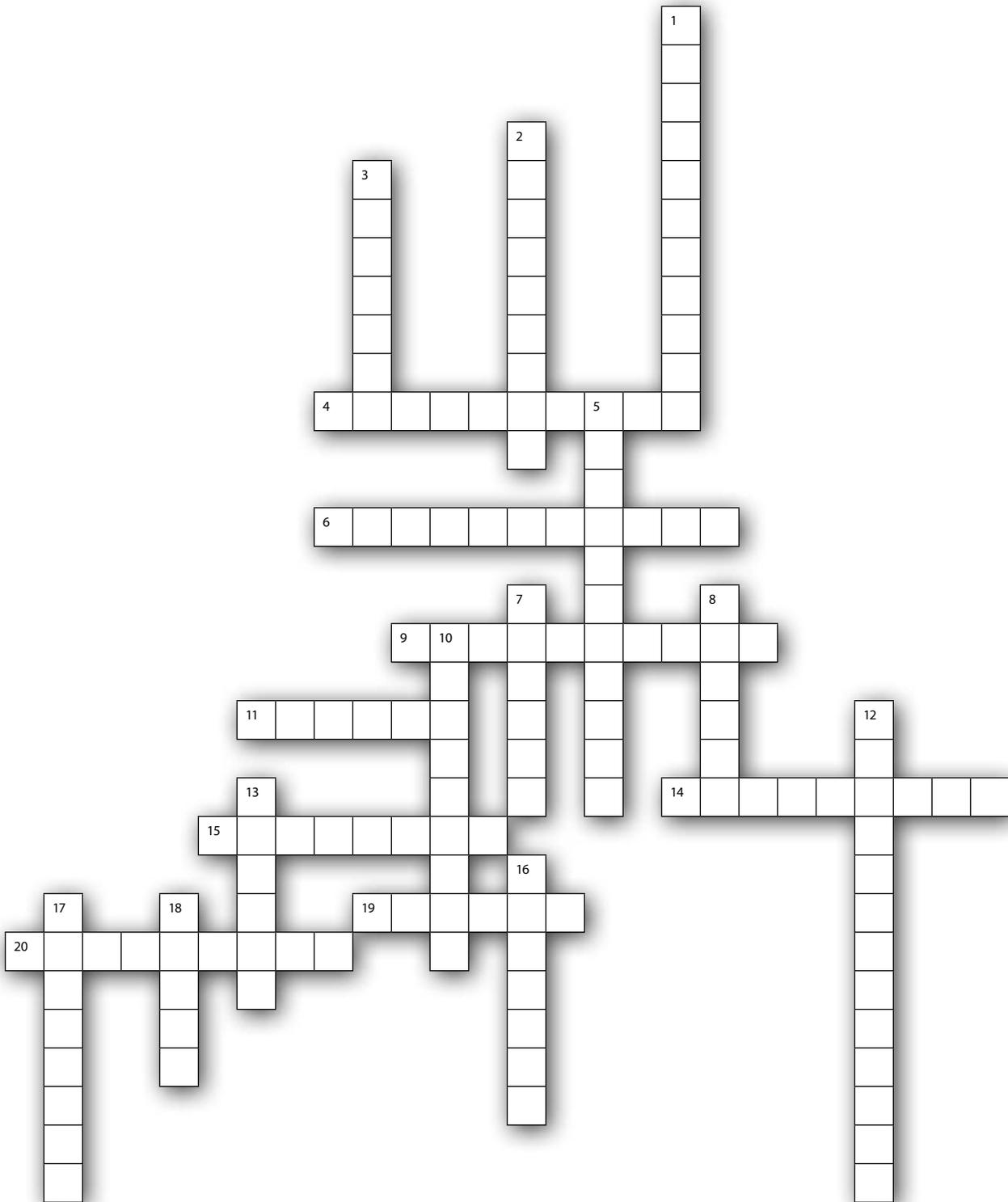
Name _____

Date _____

Activity Page 5.1: *Continued*

Use with Chapter 5

Domain Vocabulary: Chapters 1–5



Answer Key: Feudal Japan

Unit Assessment (pages 56–59)

- A.** 1. b 2. a 3. c 4. d 5. b 6. b 7. a 8. b 9. d
10. b 11. a 12. b 13. a 14. d 15. a 16. d 17. c
18. b 19. a
- B.** 20. f 21. d 22. a 23. h 24. e 25. c 26. g
27. i 28. b

Activity Pages

Japan Map (AP 1.2) (pages 66–67)

1. T 2. F 3. T 4. F 5. F
2. The four major islands of Japan are Hokkaido, Honshu, Shikoku, and Kyushu.
4. The body of water to the east of Japan is the Pacific Ocean.
5. Typhoons are common in the Pacific Ocean near Japan.

Charting Japan’s Feudal System (AP 3.1) (page 68)

1. figurehead
2. great general, has real power
3. landowning noble, ruled local lands
4. warriors who serve, daimyo’s soldiers
5. farmer
6. shopkeeper
7. craftsman

Domain Vocabulary: Chapters 1–3 (AP 3.2) (page 69)

1. c 2. h 3. l 4. a 5. j 6. e 7. k 8. m 9. i
10. d 11. f 12. b 13. n 14. g

Traditional Japanese Art (AP 4.1) (page 70)

1. T 2. T 3. F 4. T 5. F 6. T 7. T 8. F

Kabuki Theater (AP 4.3) (page 72)

1. Scholars believe that this form of theater developed to satisfy the tastes of the lower classes in Japanese feudal society.
2. Colorful costumes, elaborate makeup, lavish set decorations, and special effects are part of the tradition.
3. In 1629, the Japanese government banned women from acting in Kabuki plays, even though Kabuki was created by a woman.

Domain Vocabulary: Chapters 1–5 (AP 5.1) (pages 73–74)

Across

4. missionary
6. Zen Buddhism
9. figurehead
11. Shinto
14. rice paddy
15. meditate
19. shogun
20. feudalism

Down

1. trade treaty
2. exclusion
3. samurai
5. archipelago
7. musket
8. Kabuki
10. isolation
12. state religion
13. Jesuit
16. Bushido
17. secluded
18. haiku



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Aerial view of the Islands of Japan, c.1820 (w/c on paper), Japanese School, (19th century) / Private Collection / Bridgeman Images: 16–17

Americans arriving in what is now Tokyo Bay on 8 July 1853, Escott, Dan (1928–87) / Private Collection / © Look and Learn / Bridgeman Images: 8b, 52

Dharma wheel (photo) / Godong/UIG / Bridgeman Images: 26

Ferdinand Magellan (1480–1521)/Pictures from History/Bridgeman Images: 7i

Horyu-ji Temple, Nara Prefecture, Japan, built in 607 AD (photo) / Bridgeman Images: i, iii, 19

Japan: A Japanese painting of Dejima Island, Nagasaki, in 1850. The Dutch flag is flying over the island. / Pictures from History / Bridgeman Images: 51

Japan: Emperor Kanmu was the 50th emperor of Japan, according to the traditional order of succession. (r. notionally 781–806). 16th century painting on silk / Pictures from History / Bridgeman Images: 7c, 33

Japan: Oda Nobunaga on a piebald horse watching repairs on his castle by Naka-ura Sarukichiro. Utagawa Kuniyoshi (1797–1861), 1847–1852 / Pictures from History / Bridgeman Images: 39

Japan: The Japanese sun goddess Amaterasu Omikami with her guardians Myojin and Taga Myojin. Hand-colored Shinto woodblock print, 18th century / Pictures from History / Bridgeman Images: 7a, 17

Japan: The wandering poet Matsuo Basho (1644–1694) conversing with two roadside tea drinkers. Tsukioka Yoshitoshi (1839–1892), 1891 / Pictures from History / Bridgeman Images: 41

Japan: Tokugawa Yoshinobu (October 28, 1837–November 22, 1913) the 15th and last shogun of the Tokugawa shogunate of Japan, Beato, Felice (Felix) (1825–c.1908) / Pictures from History / Felice Beato / Bridgeman Images: 8c, 53

Kublai Khan, 1294 (ink & colour on silk), Araniko or Anige (1245–1306) / National Palace Museum, Taipei, Taiwan / Ancient Art and Architecture Collection Ltd. / Kadokawa / Bridgeman Images: 7g, 49

Map of Asia at the time of the greatest extent of the domination of the Mongols in the reign of Kublai Khan, from L'Histoire Universelle Ancienne et Moderne, published in Strasbourg c.1860 (coloured engraving), French School, (19th century) / Private Collection / Ken Welsh / Bridgeman Images: 7f, 49

Map tracing Magellan's world voyage, once owned by Charles V, 1545 (vellum) by Battista Agnese (1514–64)/John Carter Brown Library, Brown University, RI, USA/ Bridgeman Images: 7h

Minamoto no Yoritomo (1147–1199) founder and the first shogun of the Kamakura Shogunate of Japan/ Universal History Archive/UIG / Bridgeman Images: 7e, 34

Mongols invade Japan (gouache on paper), Nicolle, Pat (Patrick) (1907–95) / Private Collection / © Look and Learn / Bridgeman Images: Cover D, 50

Mountains and coastline, two views from '36 Views of Mount Fuji', pub. by Kosheihei, 1853, (colour woodblock print), Hiroshige, Ando or Utagawa (1797–1858) / Private Collection / Bridgeman Images: 24

Nichiren summoning the divine Shinpu wind to destroy the Mongol-Chinese fleet attacking Japan in 13th century (engraving), Kuniyoshi, Utagawa (1798–1861) / Private Collection / Ancient Art and Architecture Collection Ltd. / Bridgeman Images: 50

Nyoirin Kannon, Kamakura Period (bronze), Japanese School / Minneapolis Institute of Arts, MN, USA / Bridgeman Images: 19

Rice Planting in Hoki Province with a Distant View of O-Yama (woodblock print), Hiroshige, Ando or Utagawa (1797–1858) / Leeds Museums and Galleries (Leeds Art Gallery) U.K. / Bridgeman Images: 40

Samurai of Old Japan armed with bow and arrows (colour litho), Japanese School / Private Collection / Peter Newark Military Pictures / Bridgeman Images: Cover B, 33

Samurai Warrior's Armour, Japanese School / Tower of London, London, UK / Bridgeman Images: 35

Shinto Shrine of Kusado Jinja, Fukuyama, Chugoku, Japan / De Agostini Picture Library / G. Sioen / Bridgeman Images: Cover E, 25

Spaces Images/SuperStock: 33

Stefano Ravera/age fotostock/SuperStock: 40

Steve Vidler/SuperStock: Cover A, 7b, 25

The Arrival of the Portuguese in Japan, detail of the left-hand section of a folding screen, Kano School (lacquer), Japanese School (16th century) / Musee Guimet, Paris, France / Bridgeman Images: 7j, 51

Universal Images Group/SuperStock: 8a, 40

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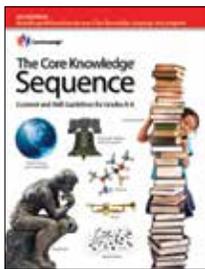
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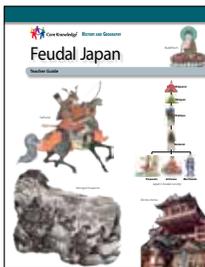
Feudal Japan

Core Knowledge Sequence History and Geography 5



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers from the upper-elementary grades through middle school. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 5 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the **Core Knowledge HISTORY AND GEOGRAPHY** series, visit www.coreknowledge.org.

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

Core Knowledge **HISTORY AND GEOGRAPHY**

units at this level include:

1. **World Lakes**
2. **Maya, Aztec, and Inca Civilizations**
3. **The Age of Exploration**
4. **The Renaissance**
5. **The Reformation**
6. **England in the Golden Age**
7. **Early Russia**
8. **Feudal Japan**
9. **The Geography of the United States**
10. **Westward Expansion Before the Civil War**
11. **The Civil War**
12. **Westward Expansion After the Civil War**
13. **Native Americans: Cultures and Conflicts**

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Core Knowledge Curriculum Series™

Series Editor-in-Chief

E. D. Hirsch, Jr.