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## Systems of Government

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### *Goals & Objectives*

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Students will learn about the imperial government of Medieval Japan and how it eventually crumbled and gave rise to the feudalistic shogunate government during the late 12th century. Students will compare the characteristics of the imperial and shogunate governments and will also analyze the decline and rise of each system of government, respectively.

### *California State Content and Common Core Standards*

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## **7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**

- **7.5.1** Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
- **7.5.3** Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
- **7.5.6** Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.WHST.6-8.9](#) Draw evidence from informational texts to support analysis reflection, and research.

[CCSS.ELA-Literacy.WHST.6-8.10](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Lesson Introduction**

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Students will do a KWL chart on samurai and Medieval Japanese government. They will complete the first 2 columns of their KWL charts (What I Know and What I Want to Know) and the teacher will ask students to share some of the things they listed in each column with the class.

### **Vocabulary**

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Students will continue adding key terms, their definitions, and example sentences/pictures to their vocabulary journals. During the pre-reading portion of the lesson, the teacher will describe and explain the vocabulary that students will encounter in the textbook passage. Students will also use this vocabulary when they create their foldables. Key terms for this lesson include:

- samurai
- shogun

- Bushido
- feudal
- imperial

### Content Delivery

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The teacher will have students open their textbooks to chapter 12 section 4 entitled Feudal Powers in Japan. The teacher will activate prior knowledge and provide context for learning new information by pre-reading the section with the students. The students will read each heading and subheading and will be asked what they already know about each topic and what they expect to learn based on the titles of the headings/subheadings. The teacher will also explain the new vocabulary that's introduced in the reading.

Students will read the section individually and create a foldable to help organize the information they've gathered from the text.

### Student Engagement

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Students will work on a trifold book foldable as they read the section. On the front flap, they will write the title "Systems of Government in Medieval Japan" and will draw pictures relating to what they've read about Japanese government. The second inside flap will be where students list the reasons for the decline of the imperial government and the rise of the shogunate government, they must list at least 2 facts for each part. When the book is completely folded open, there are 3 creases and students will draw a large Venn diagram so that the imperial government circle goes on the left flap, the shogunate government circle goes on the right flap, and the circle for both goes in the middle. Students will use this Venn diagram to compare and contrast the characteristics of the imperial and shogunate governments that they've learned from the reading. Students must list at least 3 characteristics for each circle of the Venn diagram.

### Lesson Closure

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Students will fill out the last column of their KWL charts (What I Learned) and each student will be required to share 1 thing they listed with the class in a quick Whip-Around activity.

### Assessment

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**Formative:** The teacher will roam around the room and check on each student's progress with their foldables in order to help assess student understanding. If a student does not demonstrate understanding, the teacher will help scaffold the reading by asking questions and guiding them to relevant areas of the text to find accurate information. The whip-around lesson closure activity will also serve as an informal assessment for student understanding.

**Summative:** The teacher will grade the foldables and assess the quality of writing and accuracy of information.



## Accommodations for English Learners, Striving Readers and Students with Special Needs

Modified readings may be provided for ELs, Striving Readers, and Students with Special Needs depending on the needs of the students. Extra support with text vocabulary (both key terms and general vocabulary) will be provided. The teacher will also have an example of a partially completed foldable shown on the overhead and will model the assignment instructions so they can have additional visual support of what the assignment should include and how it should look.

## Lesson Resources

[World History Textbook Chapters](#)

[Dinah Zike's Reading and Study Skills Foldables](#)